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.:: Happy New Year ::.

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CONTENTS

SUCCESS STORIES

From the Editor

Dear readers of intWOJDE

First of all, greetings to all you and best wishes from intWOJDE team for a new year 2017.

Welcome to the first issue of the year 2017, Women Online Journal of Distance Education, intWOJDE which it reached and completed its 5th year.

As known well intWOJDE aims to establish some more new channels of communication for the women in distance education world in general from the entire world to its specific target s0i0nce 2012 April. So that, some times we are really in difficulties and sensitive for accepting and rejection the submission which are sent to intWOJDE

Among these goals of the intWOJDE there are to share experiences on effective use of distance education in formal and non-formal education, to provide a communication network among distance education experts in order to able to define new strategies for dealing with the issues of distance education for women. In international scope, this scholarly e-journal will publish refereed articles, researches, case studies, book/conference reviews focusing on the women issues and challenges of providing research and information services to women learners participated or enrolled at any of level of distance education. It will particularly strive to meet the continuing education needs of practitioners by providing a forum for the discussion of extended learning policies and practices, and trends in information technologies as they impact the delivery of any kind of the student support services for distance learners and institutions.

And also, intWOJDE reflects that the disciplines of Women' position, benefits, advantages and disadvantages in Distance Education/Learning, Open Learning areas which are interdependent with one another, as education and technology increasingly affects our system, students, colleagues, distance educators, administrators, researchers and our own professional practice and articles ranging from theoretical to practical studies, across a wide range of interests and topics.

Than we are giving a place to women and DE some related sections such as "Notes for Editor", "Re-published Material/s" sections which are aiming to inform you by presenting earlier printed articles, reports, project reports key speeches in conferences or other documents. Other one is "Success Stories" Section inform you success stories of the women who are DE learner or graduated from DE institutions and related subjects women in DE world.

Another section is "Book review/s", which aims to inform you from literature and promote women and DE related books from the DE field. We started for a few issue before publishing "Interviews" section which we are planning to give a place some women expert's thoughts in this section from any field.

These experts are mostly selected from deal with any sectors who are successful in their professional carriers such as academics, administrators, lowers, artists, engineer etc.

In addition also this issue, we decided to prepare and deliver mostly reports for to you as special on reports issue which are re-published so earlier and soonest reports for the reason to be more beneficial to you by informing especially for young generations what are reported around the world which deals with our authors, target readers and the others who are interested in with intWOJDE. We will try to deliver and provide to you, in some periods.

We expect your satisfy from old to new evaluations women in distance education. In this Issue five reports and reprinted materials, two book reviews, three success stories and one interview with (Dr. Maria FRAGKAKI) were published for intWOJDE readers.

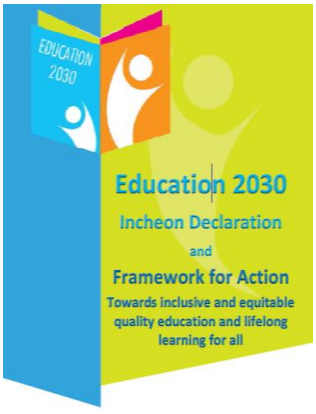
The first reprinted naterial is titled as "Women Leaders In Online/Distance Education Associations/Organizations" which is written by Natalie B. MILMAN, Washington DC. 20052, USA with her special and an official permission. She says that there is no doubt that more women are needed in the science, technology, engineering, and math (STEM) fields. Numerous reports (cf. Cook, Mason, Morse, & Neuhauser, 2015; Corbett & Hill, 2015; Landivar, 2013), articles (cf. Marks, 2015), books (cf. Sandberg, 2013), and data represented in infographics (cf. "Women who tech," n.d.) substantiate the need, not only for more representation in these fields, but also for women's leadership." However, it is unclear how many women are involved in educational technology (also known as instructional technology) or the growing field of online/distance education, an area that falls under the even broader STEM field umbrella. Further highlighting the gender disparity in the field of educational technology, Scharber, Pazurek, and Ouyang (2015) conducted an analysis of major, refereed educational technology journals. Their analyses evidenced both subtle and dramatic gender differences in authorship for the publications they examined in their review.

Their research suggests that the pipeline challenge is not only problematic at the secondary, post-secondary, and graduate education student levels, but also with those who conduct, advance, and publish research in the field. Their research showed that a large amount of the research in the field of educational technology was conducted and published by male authors, either as first or second authors. In some journals, the gender differences (i.e., publications authored primarily by male authors) were stark. This article has been published in Women Leaders in Online/Distance Education Associations/Organizations, by Milman, Natalie B. *Distance Learning*12.3 (2015): 45-47.

The second reprinted material is UNESCO Education Strategy 2014–2021. Taking this forward involved, first, strengthening UNESCO's leadership position in the international education community, by reinforcing our coordination of the global Education for All (EFA) movement, by enhancing our policy advice and capacity-building with Member States.

The Organization renewed the global EFA coordination and monitoring mechanism.

We provided full support to Member States to reach their EFA goals, winning also greater confidence from traditional and new donors as well as the private sector, mobilizing more resources to support education in developing countries. In 2012, UNESCO was entrusted by the United Nations Secretary-General to coordinate his Global Education First Initiative, to spearhead accelerated efforts towards 2015 and to shape an ambitious new agenda to follow. All of these are signs of effective leadership on a question at the heart of all efforts to craft more inclusive and sustainable development.

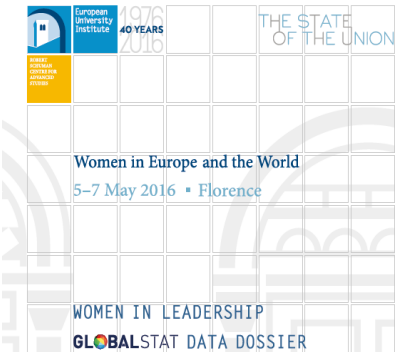


The third reprinted material again belongs to the UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19-22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of

delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years.

The international education community, stand strongly united on a new all-encompassing approach to ensure inclusive and equitable quality education for children, youth and adults, while promoting lifelong learning opportunities for all. We agree that significant additional financing is needed to achieve the new targets and that resources should be used in the most effective manner in order to push forward progress on Education 2030. It is also stressed that the need for good governance and citizenled accountability in education. Convinced that Education 2030 will make historic progress in education, we commit to bold, innovative and sustainable actions to ensure that education truly transforms lives in the world. Achieving Education 2030 means that success can only be declared when it can be declared for everyone.

Clear and transparent access to data is thus decisive to support best possible analysis of contemporary politics. Reliable access points to data are even more important in the era of globalisation, in which not only the number of sources of information amplifies every day, but also new areas, policy issues and processes to be traced emerge and become relevant for policy-making and citizens. GlobalStat, the Database on Developments in a Globalised World, meets these needs and contributes to a better understanding of the interrelations between human living conditions and globalisation trends.



In its report on The World's Women 2015: Trends and Statistics, the United Nations Secretariat's Department of Economic and Social Affairs (UNDESA) gave a most detailed and accurate account of the situation of women in the world in 2015. Within the report, UNDESA analyses key gender aspects of population and families, health, education, work, power and decision-making, violence against women, environment and poverty.

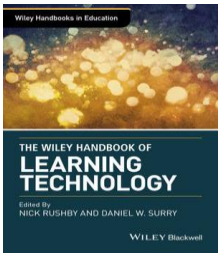
This fourth reprinted material has been presented GlobalStat Data Dossier on "Women in Leadership"

highlights most important statistical data from this report and combines it with other key data sources to stimulate our factbased discussion on Women in Leadership during the European University Institute's State of the Union 2016 conference on Women in Europe and the World. In its report on The World's Women 2015: Trends and Statistics, the United Nations Secretariat's Department of Economic and Social Affairs (UNDESA) gave a most detailed and accurate account of the situation of women in the world in 2015. Within the report, UNDESA analyses key gender aspects of population and families, health, education, work, power and decision-making, violence against women, environment and poverty. The present GlobalStat Data Dossier on Women in Leadership highlights most important statistical data from this report and combines it with other key data sources to stimulate our factbased discussion on Women in Leadership during the European University Institute's State of the Union 2016 conference on Women in Europe and the World.

The fifth and the last reprinted material is titled as "Open And Dıstance Learnıng For Basıc Educatıon In South Asıa: Its potential for hard-to-reach children and children in conflict and disaster areas" A cases of BANGLADESH and SRI LANKA, Country Studies and realized by Cambridge Distance Education Consultancy, Von Hügel Institute, St Edmund's College Cambridge, UK and UNICEF Regional Office for South Asia. The research team at the Cambridge Distance Education Consultancy based at the Von Hügel Institute at St Edmunds College, University of Cambridge UK would like to acknowledge the invaluable assistance from many colleagues and contributors in this study. Conclusion remarks of thr syudy can be summarze as the complexity of all the issues of affecting educational provision and stability in times of conflict/ post-conflict necessitates the development of a deeper multi-faceted analytic framework. The following dimensions might be considered for inclusion in this analytic framework:

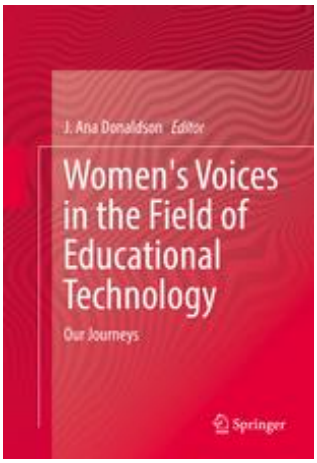
- ✓ **Government's long-term conflict/post-conflict strategy, addressing the immediate, the medium and the long term**
- ✓ **development partners' areas of both expertise and preferred intervention**
- ✓ **a timeline for types of response: first 6–8 weeks, medium term, long term**
- ✓ **the sites of reaction/response/intervention**
- ✓ **responsibilities of involved actors: e.g. government, development partners, CBOs, FBO, civil society, communities, children, etc.**
- ✓ **beneficiary children's profiles, requirements and potential numbers (both previously enrolled and non-enrolled children)**
- ✓ **the elements of appropriate, locally-owned, capacity-building ODL interventions**
- ✓ **an overview of suitability, acceptability (to all), sustainability, scale-ability and transferability.**

Ideally, the framework should be developed in-country, collaboratively, and lead from or into the articulation of a conflict/post-conflict strategy, addressing the immediate, the medium and the long term.



In this issue The Wiley Handbook Of Learning Technology, Edited by Nick RUSHBY and Daniel W. SURRY is reviewed by Harun SERPIL, PhD, Anadolu University, Eskisehir, TURKEY for WOJDE Readers. This book is also an excellent comprehensive guide for practitioners since it provides quite a few applied frameworks and models with clarifying graphs, tables, and figures.

It also demonstrates the future potential of LTs to provide educational alternatives to improve distance learning. Thus, this book is a priceless reference for those aiming to gain a profound grasp of the current LT work and those who wish to catch a glimpse into the future uses of LTs.



Second Reviewed book is titled as "Women's Voices In The Field of Educational Technology Our Journeys: Edited by: Donaldson, J. Ana, 2016, Springer. Reviewed by Harun Serpil, PhD Anadolu University Eskisehir, TURKEY. In a professional world that has a tradition of the "good old boy" network, women long have fought for recognition in the educational technology field. In this book authors discuss the women in their own lives who have made the difference for them in their professional development. A group of 31 individuals from the USA, Canada, Northern

Cyprus, the UK, and South Korea were asked to be part of this endeavor. The breadth of the list was intended to bring together as many perspectives as possible. Some stories included in this book are deeply private, others offer historical perspectives of women's roles in educational technology, while others focus on mentoring. This book is intended as a resource for all individuals in the field of educational technology, instructional design, and learning design at a national and international level.

Also Rune's, Nicole' and Rebecca's success stories are placed in this issue' "Success Stories" section from Canada.

Dear readers, int.WOJDE wishes to add some new sections in int.WOJDE' body as "Notes for Editor" or a "Conference Review", etc. in its future issues as soon as possible. So we are waiting materials from you for fed these sections too in due course.

You can reach us online either directly at http://www.wojde.org to receive further information and to send your recommendations and remarks, or to submit articles for consideration, please contact intWOJDE Secretariat at the below address or e-mail us at intwojde@gmail.com

Hope to stay in touch and wishing to meet in our next Issue, 1st of April 2017.

Cordially,

Prof. Dr. Emine DEMIRAY
Editor in Chief of intWOJDE

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WOMEN LEADERS IN ONLINE/DISTANCE EDUCATION ASSOCIATIONS/ORGANIZATIONS

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There is no doubt that more women are needed in the science, technology, engineering, and math (STEM) fields. Numerous reports (cf. Cook, Mason, Morse, & Neuhauser, 2015; Corbett & Hill, 2015; Landivar, 2013), articles (cf. Marks, 2015), books (cf. Sandberg, 2013), and data represented in infographics (cf. "Women who tech," n.d.) substantiate the need, not only for more representation in these fields, but also for women's leadership.

However, it is unclear how many women are involved in educational technology (also known as instructional technology) or the growing field of online/distance education, an area that falls under the even broader STEM field umbrella.

Further highlighting the gender disparity in the field of educational technology, Scharber, Pazurek, and Ouyang (2015) conducted an analysis of major, refereed educational technology journals. Their analyses evidenced both subtle and dramatic gender differences in authorship for the publications they examined in their review.

Their research suggests that the pipeline challenge is not only problematic at the secondary, post-secondary, and graduate education student levels, but also with those who conduct, advance, and publish research in the field. Their research showed that a large amount of the research in the field of educational technology was conducted and published by male authors, either as first or second authors. In some journals, the gender differences (i.e., publications authored primarily by male authors) were stark.

Although their research did not examine the reasons for the differences, it illuminated gendered differences in authorship that should be of concern for any editor.

Moreover it brings to question who the leaders are of various associations/ organizations related to online/distance education. Just as authors promote a field, so do the leaders of major associations.

Table 1. outlines some of the major associations/organizations associated with online/distance education. It also highlights the gender of the individual who was the primary leader in 2015.

The primary leader was defined as either the president or the chief executive officer (CEO). In cases where there was both a CEO and a president, the president was identified as the primary leader. Table 1. shows that most of the online/distance education-related associations, union and Organizations are led by males.

Table 1.
Online/Distance Education Associations Leadership by Gender

Association/Organization	Female	Male
African Council for Distance Education http://www.acdeafrica.org/about/meet-team	X	
American Distance Education Consortium (ADEC) http://www.adec.edu/about/board-of-directors		X
Asian Association of Open Universities http://aaou.ouhk.edu.hk		X
Association for the Advancement of Computing in Education (AACE) http://www.aace.org	?	?
Association for Distance Education and Independent Learning (ADEIL) http://www.adeil.org/?q=node/11	X	
Association for Educational Communications and Technology (AECT)http://www.aect.org/newsite		X
Australasian Council on Open, Distance and E-learning (ACODE) http://www.acode.edu.au/mod/page/view.php?id=18	X	
Consortium for School Networking (CoSN) http://www.cosn.org/about/staff		X
Educause http://www.educause.edu/about/mission-and-organization/educause-president-and-ceo-search		X
European Association for Distance Learning (EADL) http://www.eadl.org		X
International Association for K-12 Online Learning (iNACOL) http://www.inacol.org/about/staff	X	
International Council for Open and Distan Education http://www.icde.org/en/about/organization/executive_committee		X
International Society for Technology in Education http://www.iste.org/about/leadership-team		X
Online Learning Consortium (previously Sloan Consortium)http://onlinelearningconsortium.org/executive-leadership-team	X	
Open and Distance Learning Association of Australia (ODLAA) http://odlaa.org/about/executive		X
Presidents' Forum http://www.presidentsforum.org/board-ofdirectors		X
United States Distance Learning Association (USDLA)http://www.usdla.org/v/vspfiles/pdf_files/ElaineShuckBio2015.pdf	X	
University Professional & Continuing Education Association http://www.upcea.edu/content.asp?pl=353&sl=19&contentid=354		X
WCET http://wcet.wiche.edu/about-us/governance		X
World Association for Online Educators http://www.waoe.org/directors.html		X
UDEEEWANA http://www.udeeewana.org		x

Of the online/distance education-related associations, only one, the Association for the Advancement of Computing in Education, did not provide the name of its primary leader on its website; therefore, it was not counted as part of the sample but included in the list because of its work in the field of online/distance education.

The table illustrates that 30% (N=20) of the leadership of online/distance education-related associations/organizations is female and 70% male. Clearly, there is a need for more women leadership in these associations/organizations.

Editor's Note: This article has been published in Women Leaders in Online/Distance Education Associations/Organizations, by Milman, Natalie B. *Distance Learning* 12.3 (2015): 45-47.

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Natalie B. MILMAN, Ph.D., is Associate Professor of Educational Technology and Director of the Educational Technology Leadership Program in the Department of Educational Leadership at The George Washington University's Graduate School of Education and Human Development.

Dr. Milman's research interests focus on 21st century andragogy and pedagogy, including strategies and models for the effective integration of technology at all academic levels; online student support needs, engagement, and learning; issues of diversity and digital equity; and the use of digital portfolios for professional development.

She serves as the co-editor of the Current Practice Section of Contemporary Issues in Technology and Teacher Education, and has published numerous journal articles, including in Computers in the Schools, Journal of Research on Technology and Education, Journal of Technology and Teacher Education, Online Learning, and the Quarterly Review of Distance Education.

She presents frequently at conferences and has co-authored several book chapters and books. Her most recent book is entitled, "Teaching Models: Designing Instruction for 21st Century Learners". Dr. Milman earned a doctorate in Instructional Technology from the University of Virginia's Curry School of Education with a graduate specialization designed to prepare technology leaders.

She began her career in education as a second grade, science specialist, mentor, and technology teacher in Los Angeles County, California. She has taught at the graduate school level since 1997 and online since 2001.

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Educational, Scientific and
Cultural Organization

UNESCO Education Strategy 2014–2021

UNESCO Education Strategy 2014–2021

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Designed by Aurélia Mazoyer

Printed by UNESCO

Printed in France

FOREWORD

Since 2009, I have been determined to promote education development as the top priority of the Organization – because education is a basic human right and the foundation for more sustainable, inclusive and just development.

Taking this forward involved, first, strengthening UNESCO's leadership position in the international education community, by reinforcing our coordination of the global Education for All (EFA) movement, by enhancing our policy advice and capacity-building with Member States. The Organization renewed the global EFA coordination and monitoring mechanism. We provided full support to Member States to reach their EFA goals, winning also greater confidence from traditional and new donors as well as the private sector, mobilizing more resources to support education in developing countries. In 2012, UNESCO was entrusted by the United Nations Secretary-General to coordinate his Global Education First Initiative, to spearhead accelerated efforts towards 2015 and to shape an ambitious new agenda to follow. All of these are signs of effective leadership on a question at the heart of all efforts to craft more inclusive and sustainable development.

The world stands now at a critical juncture. Remarkable progress has been made on some of the Millennium Development Goals and the objectives of Education for All – the results have been more disappointing on others. At the same time, the international community is working to craft a new global sustainable development agenda to follow 2015, with UNESCO and UNICEF co-leading the consultation on the future of education. The recommendations made by the UNESCO-hosted EFA Steering Committee, with the support of the 2014 Global EFA Meeting (Muscat, Oman in May 2014) led by our Organization, have effectively supported the negotiations in the United Nations on formulating an ambitious post-2015 sustainable development agenda, with education at its heart.

To shape the Organization's actions during this crucial period, UNESCO's General Conference at its 37th session in November 2013 adopted the Organization's Medium-Term Strategy (2014–2021). This Strategy spells out the approaches that UNESCO will adopt over the next eight years in education, the natural and social sciences, culture, and communication and information.

This publication elaborates on the education component of the Medium-Term Strategy. While continuing to focus efforts on the 'unfinished business' of EFA, such as literacy, teachers and vocational skills development, UNESCO will lead and advocate for strengthened action towards empowering learners to be creative and responsible citizens. In a world

of change, when individuals are increasingly called upon to make a positive contribution to their communities through the promotion of peace, solidarity, and respect for others and the environment, I am convinced that Education for Sustainable Development and Global Citizenship Education must also be considered crucial elements for well-rounded educational systems.

I am confident that this Strategy faithfully reflects the needs and goals of UNESCO's 195 Member States, and I will bring all of the expertise, networks and experience of UNESCO to implementing it – to ensure every girl and boy, every woman or man can benefit from quality education and lifelong learning. This is an essential foundation for building a better future for all.

Irina Bokova
Director-General of UNESCO

October 2014
Paris, France

ACKNOWLEDGEMENTS

This publication is a result of extensive collective work by my colleagues in UNESCO's Education Sector over the past two years. It elaborates on UNESCO's Medium-Term Strategy (2014–2021), which was drafted by the Organization's Secretariat and approved by the 37th session of its General Conference in November 2013.

At present, with the finalization of this publication, I recall the days during which my colleagues in different entities of the Education Sector were working hard to prepare the sector's input to the draft Medium-Term Strategy. I also remember that during various sessions of UNESCO's Executive Board and of the Education Commission of the 37th session of the General Conference, I presented our major thinking on the strategy while my colleagues were listening carefully to the comments and guidance given to us by the representatives of Member States, and striving to satisfy their interests and needs.

Over the past two years, the leadership team of the Education Sector has been fully mobilized in the preparation of this strategy paper. They have set out for the international education community the broad lines of action that UNESCO will take over the next eight years in the field of education. Allow me to mention the names of the directors in the Education Sector heading our divisions, institutes and regional bureaus who made valuable contributions to this paper: Mmantsetsa Marope, Svein Osttveit, Pauline Rose, David Atchoarena, Soo Choi, Olav Seim, Georges Haddad, Khalil Mahshi, Arne Carlsen, Clementina Acedo, Jorge Sequeira, Gwang-Jo Kim, Ann-Therese Ndong Jatta, Hamed Al-Hammami and Caroline Pontefract. Our chiefs of section, Edem Adubra, Borhene Chakroun, Christopher Castle, Paulina Gonzalez-Pose, Maki Hayashikawa, Subbarao Ilapavuluri, Alexander Leicht and Francesc Pedró, as well as senior staff members Fengchun Miao, Margarete Sachs-Israel and Nyi Nyi Thaung, also gave input on the subjects in their field of expertise. Astrid Gillet and Sohae Lee of the sector's Executive Office, and Elspeth McOmish of my office, provided efficient backstopping to this exercise. I would also like to add the names of colleagues from the Bureau of Strategic Planning: Jean-Yves Le Saux and Ranwa Safadi, who provided valuable suggestions when reviewing the strategy. Without these valuable and appreciated contributions, this publication would not have been possible.

I must emphasize that all the efforts in formulating this strategy for UNESCO's education programme were made under the leadership of Director-General Irina Bokova. With far-sighted vision, she has consistently guided me and the sector on our programme's strategic orientation. After setting the direction, she has always delegated full authority to me, enabling our programme to be implemented effectively and efficiently. Serving as a member of her senior management team has been a privilege for me.

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CONTENTS

INTRODUCTION

We live in a rapidly changing and increasingly interdependent world where knowledge and innovation are major drivers of development. This means good quality education and learning are becoming even more important determinants of the well-being of individuals, the progress of countries and the quality of humanity's common future.

The past decade has seen the educational attainment of the world's population reach a level never before reached, and the promise of universal basic education for all has come closer to realization. The opportunities offered by developments such as information and communication technology (ICT) and the knowledge revolution, increasing capacity for innovation and closer global cooperation for overcoming obstacles to progress have never been greater. Yet a number of challenges remain in areas concerning quality, equity and learning outcomes. The gap in learning outcomes between rich and poor – within and between countries – is high and often growing, and an increasing number of graduates find that their education did not adequately prepare them for the world of work.

Thus, although the challenges that education systems will face during the period covered by this strategy are many, so are the opportunities for progress in achieving quality education for all worldwide and in contributing to inclusive and sustainable development.

In this context, UNESCO, as the United Nations' specialized agency in education, supports Member States in strengthening their education systems' responsiveness to current and future demands and ability to sustain and accelerate education progress. UNESCO has a key role to play both technically and intellectually. Traditionally it has been the lower income countries that have sought, and benefited from, the Organization's technical support, while its intellectual role is framed in a broader, forward-looking, humanistic vision of sustainable development relevant to all societies. Within this intellectual role, UNESCO serves as a catalyst for international dialogue on education development.

The nature of the demand for assistance is evolving, with Member States requesting support in developing more knowledge- and capacity-intensive policies and programmes to address national education challenges. The stakes are high, as the choices they make will have long-term ramifications. Therefore, policy decisions must be evidence-based and reflect a long-term strategic and holistic approach towards the promotion of inclusive and sustainable development.

The global education aid architecture is also changing rapidly, with many new players and important changes in the roles of traditional bilateral donors. Demand for support

within UNESCO's education mandate is also likely to rise as education systems grow increasingly interconnected and there is more need to set global standards in various spheres of education.

To respond effectively in this context, UNESCO needs a robust strategy that can guide and focus its priorities in education from 2014 to 2021, corresponding to the eight-year medium-term strategy of the Organization. This document articulates UNESCO's vision and strategic priorities in education over that period. Chapter 1 outlines the impetus for the strategy in terms of responding to demands external to education and changes in processes within education systems of Member States. Chapter 2 proposes a vision for a post-2015 global education agenda. Chapter 3 defines peace and sustainable development as the overarching education mission of UNESCO. It explains how the vision and mission translate into programmatic actions for 2014–2021 and sets out three strategic priorities that will guide the Organization's support to Member States' education systems up to 2021: (i) developing education systems to foster quality and inclusive lifelong learning for all, (ii) empowering learners to be creative and responsible global citizens, and (iii) shaping the future education agenda. The last chapter presents future milestones and implementation arrangements.

At the 37th Session of UNESCO's General Conference (Paris, November 2013), UNESCO's Member States approved the strategic directions of the Organization as outlined in the Organization's Medium-Term Strategy (document 37 C/4) and Programme and Budget 2014–2017 (document 37 C/5). This strategy paper is fully aligned with and builds upon these documents, presenting UNESCO's education strategy for 2014–2021. It may be considered as an elaboration of the Organization's Medium-Term Strategy in the field of education.

The strategy comes at an opportune time, as this is a critical period for education development worldwide, with the post-2015 global education agenda being developed and the role of education within the global development agenda still being determined. UNESCO has been playing an active role in facilitating Member States' formulation of the post-2015 education agenda. This strategy is therefore also an opportunity for UNESCO to articulate its role and the strategic directions it will take in order to contribute fully to the post-2015 global education agenda as part of the new global development agenda. However, since the post-2015 agenda with its goals and targets has still not been finalized, there may be a need for further adjustments to the strategy to ensure full alignment with the final agenda to be approved at the UN in September 2015.

CHAPTER 1
IMPETUS FOR THE STRATEGY

I. The changing global context

During the period covered by this strategy, the education sector as a whole will need to respond to increasingly complex, rapid and often unpredictable developments beyond the sector itself. This chapter discusses some of the likely external challenges and also seeks to respond to the current context within education development, stressing that Education for All (EFA) remains an unfinished agenda at a time when the international community is still formulating the post-2015 education agenda.

Demographic trends

The strong impact of education on factors such as fertility and health has been widely documented. Population dynamics, in turn, affect education in many ways. From 2005 to 2010, the population aged 0 to 4 decreased annually by 0.9% in Latin America and by 0.1% in East, South and West Asia, but increased by 2% in sub-Saharan Africa. Thus, while most developing regions can shift resources from expansion of primary education to quality and equity, as well as expansion of post-primary education, most African countries must deal with these challenges in a context where access to primary education still needs to be expanded because of population growth.

In 2011, 89% of the world's population aged 0 to 14 was in developing regions. The population overall, however, is ageing in all regions. In Europe, the percentage of the population aged 60 and above is projected to increase from 22% in 2011 to 34% in 2050. The corresponding figures for Africa are 6% and 10%, and for Asia and Latin America 10% to 24% (United Nations, 2011). The ageing process shifts age dependency from the 0–14 age group to those over 65, with corresponding pressure to shift public budgets. At the same time, ageing populations put demands on education systems to provide opportunities for adult re-skilling and up-skilling. Furthermore, about half the world's population lives in urban areas, ranging from one-third in sub-Saharan Africa and South Asia to almost four-fifths in Europe and the Americas. Rapid urbanization adds to pressure on urban schools and indicates that the population served by rural schools may be more thinly spread, necessitating new provision modalities. Finally, today there are 214 million international migrants. The impact of international migration is likely to increase considerably, leading to high levels of 'brain drain' for some countries and 'brain gain' for others, and indicating that education must prepare learners to live and work abroad and that qualification systems will have to adapt to increasing demand for more transparency and effective approaches for recognition of qualifications.

Poverty and hunger

The world is on track to achieve the first Millennium Development Goal (MDG): to halve, between 1990 and 2015, the proportion of people whose income is less than US$1.25 a day (World Bank, 2011a). Nevertheless, the number of the absolute poor is projected to be as high as 883 million in 2015, down from 1.4 billion in 2005 and 1.8 billion in 1990. Thus, even if this MDG is reached, a huge number of people will continue to suffer from poverty and hunger. The World Food Programme currently estimates that 870 million people are chronically hungry and that 66 million primary school-age children attend classes hungry across the developing world, including 23 million in Africa alone (FAO, 2014).

The links between education and economic growth, income distribution and poverty reduction are well established.[1] While many factors affect the strength of this relationship, accelerated progress towards the EFA goals is necessary for the reduction of poverty and hunger. Broadening access to good quality education for all will help achieve this MDG in a number of ways, including by increasing productivity, promoting more pro-poor economic growth, enhancing health and nutrition, and empowering women. Education

1 Research has long documented the important role education and training play in labour productivity and economic growth. For example, an exercise modelling the impact of attainment in fifty countries between 1960 and 2000 found that an additional year of schooling could increase a person's earnings by 10% and average annual GDP by 0.37% (Hanushek et al., 2008, cited in UNESCO, 2010). Another cross-country study suggested that each additional year of education increased income by 10% (Psacharopoulos and Patrinos, 2004, cited in UNESCO, 2010). The *EFA Global Monitoring Report 2013/4* indicates that an 'increase in the average educational attainment of a country's population by one year increases annual per capita GDP growth from 2% to 2.5%' (UNESCO, 2014, p. 151).

in rural communities is key to increasing agricultural productivity and overall food security (De Muro and Burchi, 2007). Education is also a key contributor to the alleviation not only of income poverty but also of capability poverty. Conversely, poverty and hunger are key impediments to effective uptake of education opportunities. Education policies, strategies and programmes therefore need to adopt a pro-poor perspective and remove poverty-related barriers to realizing the right to education. While the effect of education on health is articulated above, the converse is also true. Better educated people achieve better health outcomes, and healthier learners achieve higher educational outcomes.

Peace, security and democracy

One in four people on the planet, more than 1.5 billion, live in fragile and conflict-affected states or in countries with very high levels of criminal violence (World Bank, 2011c). Conflicts may have their roots in a variety of political, economic, religious or ethnic factors, and though many are long-standing, some may be relatively new in character or manifestation. For example, environmental or natural resource issues, such as access to clean water or the effects of desertification, flooding or pollution, may be of heightened importance in coming years, as may changing patterns of internal and external migration, terrorism, organized crime and epidemics. Today, some 40 million people are refugees or internally displaced (UNHCR, 2014).

Conflict and uprooting severely affects education opportunities. Some 40% of out-of-school children live in conflict-affected countries, and armed conflict is a major barrier to the realization of EFA goals. At the same time, education has a key role to play in promoting the knowledge, skills, attitudes and values needed to bring about behavioural changes which can enable children, youth and adults to avoid and prevent conflict and violence. Education can help create conditions conducive to peace by cultivating respect for others and fostering global citizenship. This assertion is based on the belief that well-functioning democracies require responsible citizens and that sustainable development can best be achieved if individuals and societies are empowered to engage and assume active roles locally and globally to face and resolve common challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. Education can empower learners of all ages and equip them with values, knowledge and skills that are based on and instil respect for democracy, human rights, social justice, cultural diversity, gender equality and environmental sustainability.

Information and communication technology

Technology supports cost-effective delivery of both basic and higher education, widens access, improves quality and aids in teacher training and professional development. It can play a central role in developing skills needed in the 21st century and improving access to lifelong learning opportunities. Growth in open educational resources (OER) and free online

courses by universities and institutions of technical and vocational education and training (TVET) are dramatically changing education. Beyond its scope for improving learning in school settings, ICT can also enable informal and non-formal learning.

Capacity is needed to harness the potential of technology for a range of learners at all levels and in various contexts. The amount of data, information and knowledge accessible from an infinity of sources makes critical thinking a key requirement for education and learning, along with ethical and responsive handling. If these needs are not addressed, attempts to integrate technology can lead to breakdown and failure in education systems. Policy-makers need to examine how to better exploit the potential of ICT in education. Sustainable infrastructure, funding, content and quality assurance are key challenges in this area, as are the means of developing and implementing multilevel policies on e-safety and e-ethics.

The knowledge economy and the labour market

The growing importance of the knowledge economy has profound implications for the role of education as a determinant of economic growth. Increasingly, countries' ability to compete in the global economy and to respond to existing and emerging challenges depends on their education systems' ability to impart foundation skills, which enable further learning, and to impart transversal skills, which foster mobility. Therefore, it is more important than ever for economic growth strategies to be underpinned by an education and training system which develops a literate and trainable workforce. Entrepreneurial talent and the ability to absorb, adapt and apply knowledge and technology are increasingly key. Economic success also requires education and training systems that impart broad-based problem-solving skills as well as the social and interpersonal skills and attitudes required for effective teamwork. To achieve all this, there is a need for lifelong learning strategies that ensure that education and training, as well as qualification systems, open up to the full range of learning opportunities.

The challenges are particularly daunting for youth entering the labour force. Youth unemployment rates tend to be higher than those for more experienced adults. Unemployment rates among people aged 15 to 24 are two to three times those of adults in industrial countries, and up to five to seven times higher in some developing countries (World Bank, 2006). Although youth unemployment has many causes, a mismatch between skills demand and supply continues to be a contributing factor. Education may not be the whole solution, but it can play a crucial part in better equipping young people to enter the labour force. Education systems in many countries are not yet relevant to fast-changing labour market opportunities.[2] Sustained efforts are needed to better equip learners with skills that make them trainable and adaptable to new opportunities. The challenge is to determine how the education sector can meet the challenges proactively, and to equip policy-makers to chart the way forward.

2 A survey of youth in nine Arab States (IDB and IFC, 2011) found that only a third of those surveyed believed that their education prepared them adequately for the job market. Despite average annual GDP growth of almost 5% over 2000–2010, the region has the world's highest youth unemployment, around 25%, and over 30% for young women.

Sustainable development and consumption patterns

Environmental degradation has reached alarming levels and there is increasing consensus that the current model of economic growth is not sustainable. The concept of 'green economy' has been proposed as a powerful means of enabling a global transition to sustainability.[3] Sustainable development emphasizes not merely strong economic performance but a holistic, equitable and far-sighted approach that rests on a balanced consideration of social, economic and environmental goals and objectives in both public and private decision-making. Education plays a key role in changing attitudes and dispositions affecting behaviour.

3 The OECD (2013) states: 'Green growth means promoting economic growth while reducing pollution and greenhouse gas emissions, minimizing waste and inefficient use of natural resources, and maintaining biodiversity. Green growth means improving health prospects for populations and strengthening energy security through less dependence on imported fossil fuels. It also means making investment in the environment a driver for economic growth. Green growth will require a shift in both public and private investments, with the limited public funds available carefully targeted and accompanied by the right policy frameworks to help leverage private financing.'

II. The unfinished EFA agenda

There has been significant progress towards achieving universal access to and completion of primary education (EFA goal 2), and gender parity and equality (EFA goal 5), both part of the MDGs (MDG 2 and 3). Progress on the other four EFA goals, however, has been more modest, especially with regard to expanding provision of early childhood care and education (ECCE); ensuring education quality, relevance and equity; and providing learning opportunities to youth and adults who have received little or no education. Accelerating progress towards these more neglected goals before the target year of 2015 has thus been a key challenge. The lack of achievement of EFA particularly affects the poor and other marginalized groups for which basic human capital is crucial including in regard to lifelong learning. The interdependence between education and other national and global development goals means that slow progress on EFA also hurts progress on development. In addition, poor quality in basic education has an impact on the quality of learning at higher levels.

This section provides an overview of progress on the six EFA goals (Box 1) since 1999 and, where feasible, considers projections to 2015. It should be borne in mind that goals 1 (expanding ECCE access), 6 (improving the quality and relevance of education) and 3 (skills for youth and adults) have no specific targets. Moreover, goal 3 is formulated in such a way that there is no consensus on what it covers. Thus, measuring progress on these three goals has been difficult.

Box 1: The six Education for All goals

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

EFA Goal 1. Half the world's children still lack access to early childhood education, and one-quarter of children under 5 are moderately or severely stunted. On current trends, one in five children under 5 will still be suffering from stunting in 2015.

The first EFA goal, early childhood care and education, has no specific targets. Nevertheless, it is clear that great progress has been made, as the level of participation in pre-primary education programmes increased from 33% in 1999 to 50% in 2011 (UNESCO, 2014a).

Progress was greater in middle income countries than in low income countries. In sub-Saharan Africa, moreover, the gross enrolment ratio in pre-primary education was only 18% in 2011. Gender parity in pre-primary education was achieved everywhere but in the Arab States region, which nonetheless made significant progress. Within countries, enrolment rates for ECCE differ widely by location and wealth. Children in remote, underserved areas and children of poorer households have fewer opportunities to attend pre-school, even though evidence suggests that they are likely to benefit from it most.

ECCE, however, is not merely about enrolment in pre-school. Young children also need equitable access to high quality health care and nutrition. Health is often measured by the percentage of children who will survive beyond their fifth birthday. The child mortality rate

fell from 90 per 1,000 live births in 1990 to 48 in 2012, but current rates of decline are insufficient to achieve the MDG target of 30 by 2015. Stunting (low height for age) is an appropriate measure of chronic child malnutrition; there has been progress in reducing stunting over the last two decades in all regions except sub-Saharan Africa, where the number of stunted children increased from 39 million in 1990 to 51 million in 2011. Nearly one in four children under 5 suffered from stunting in 2012.

Extensive research shows that investing in ECCE yields high returns in many areas.[4] Yet underinvestment remains a key reason for the low coverage of pre-school, which accounts for less than 10% of the education budget in most countries and whose share tends to be particularly low in poor countries.

EFA Goal 2. Impressive progress towards universal primary education (UPE) has been made since 1999. However, progress has stagnated since 2008, and on current trends the goal is likely to be missed by a large margin. In addition, dropout remains a serious problem.

Since 1999, the number of primary school-age children out of school has decreased, from 107 million to 57 million, but two-thirds of the reduction was achieved between 1999 and 2004. There are large differences in progress between regions. In 1999, both South and West Asia and sub-Saharan Africa each had around 40 million children of primary age out of school. In South and West Asia the number fell by 28 million, while the reduction in sub-Saharan Africa was only 12 million (UNESCO, 2012c).

Despite overall improvements in getting children into school, dropout remains a serious problem. The survival rate to the last grade of primary education has hardly changed since 1999, with only around 75% of those who started primary school reaching the last grade in 2010. In sub-Saharan Africa, the proportion making it to the last grade even fell slightly, from 58% to 56% (UNESCO, 2014a).

There are many obstacles to achieving UPE, but poverty and conflict remain important barriers. Half the out-of-school children live in conflict-affected countries. Insufficient attention to the marginalized is a key reason for limited progress in recent years. Looking within countries, in at least ten countries, 9 out of 10 of the poorest young women have not completed primary school, severely limiting their chances of accessing further learning or decent work (UNESCO–UIS, 2014). In some countries, while the number of years that children and young people spend in school has increased over the decade on average, urban males from wealth homes have improved at a faster rate than the poorest rural girls, widening even further an already large gap.

4 These include improving brain development, facility for learning, school readiness, sociability, social adjustment, health and long-term earnings; breaking the intergenerational poverty cycle; increasing social equity, the internal efficiency of the education and training system and the efficiency of children's health and nutrition services; enhancing women's participation in the labour market and resultant earnings; and improving siblings' participation in schooling (UNESCO, 2006).

EFA Goal 3. Some 69 million adolescents of lower secondary school age were out of school in 2011, a 31% reduction since 1999. But most of the reduction had taken place by 2004. In the current global context, there is a heightened sense of urgency about addressing the learning needs of youth and adults.

Goal 3, associated with skills, has proved difficult to measure due to ambiguity in its phrasing. The 2012 *EFA Global Monitoring Report* presented a framework to facilitate future monitoring, incorporating (a) foundation skills (literacy and numeracy) and transferable skills (problem-solving, critical thinking, communication, teamwork, etc.) both of which should be gained by completing a good quality, relevant secondary education; and (b) technical and vocational skills related to particular occupations, most appropriately gained through apprenticeships and on-the-job training (UNESCO, 2012c). The limited and scattered nature of available data affects the capacity to assess global progress towards these skill sets, but there are illustrations of the shortcomings; for example, by 2011, 69 million adolescents were out of school, suggesting that large numbers are still not even acquiring foundation skills. While that number represents a 31% reduction since 1999, once again most of the reduction had taken place by 2004.

In the absence of relevant targets, goal 3 has been measured through gross enrolment ratio in secondary education, which rose by 19% globally since 1999 to reach 71% in 2011. Despite this progress, however, it is important to recall that enrolment in secondary education was still only 31% in low income countries in 2011, while the proportion of secondary school pupils enrolled in TVET programmes has remained at 11% since 1999.

Today, there is a sense of urgency on addressing the learning needs of youth and adults. The number of young people is rising and reaching a historical high. About one in six of the world's people are aged between 15 and 24, and of these one in eight are unemployed.

Furthermore, according to the International Labour Organization (ILO, 2014), if current trends continue, global unemployment is set to worsen further, albeit gradually, reaching more than 215 million jobseekers by 2018. Around 40 million net new jobs would be created every year, while 42.6 million people are expected to enter the labour market annually. The global unemployment rate, on these trends, would remain broadly constant to 2018 at half a percentage point higher than before the financial crisis in 2008.

Given the current social and economic challenges, skills development for the world of work has progressively become more central to government policies on improving youth transition to labour market.

EFA Goal 4. The number of illiterate adults dropped by just 12% between 1985–1994 and 2005–2011. By 2015, 743 million adults globally will still be illiterate.

About 774 million adults, two-thirds of them women, were unable to read or write in 2011. Over 50% of this illiterate adult population lived in South and West Asia and about one-quarter in sub-Saharan Africa; just ten countries account for 72% of the total. In sub-Saharan Africa, the number of illiterate adults has actually grown, rising by 37% over the past twenty

years, to 182 million in 2011. It is projected that by 2015 the global total will still be 743 million, a reduction of only 16% since the 1985–1994 literacy data reference period (UNESCO, 2014a). This is the EFA goal that is furthest from being met.

Although illiteracy is mostly concentrated in developing and heavily populated countries, it remains a problem that affects the whole world. Developed countries also show significant pockets of deprivation, with assessments indicating that as many as one in five adults, around 160 million, have very poor literacy skills, being unable to use reading, writing and calculation effectively in their day-to-day lives (UNESCO, 2012c).

Literacy is not only a core competency but is also a prerequisite for all forms and levels of lifelong learning and a foundation of quality education for all. Lack of basic literacy skills is a strong factor of exclusion from many aspects of life, and has significant gender and poverty dimensions. Governments and donors pay insufficient attention to literacy. Typically, less than 3% of the national education budget is allocated to literacy and adult education programmes (UNESCO, 2011).

EFA Goal 5. The world is edging towards gender parity in education but more needs to be done to achieve gender equality.

Narrowing the gap in enrolment between boys and girls has been one of the biggest successes of the EFA movement since 2000. Considerable progress has been made in reducing gender disparities over the past decade, but many countries still have a long way to go. They have not only missed the deadline that was set for 2005, but are in danger of missing an extended deadline to achieve gender parity in primary and secondary education by 2015 (UNESCO, 2014a).

At the primary level, 68 countries out of 173 with data had still not achieved gender parity in 2011, and the imparity was to girls' disadvantage in 57 of them. Despite significant progress since 1999, countries that have yet to achieve parity are mainly concentrated in the Arab States and sub-Saharan Africa. Gender parity in primary education was reached in South and West Asia by 2010.

A key reason fewer girls are in school is that they are less likely to start school in the first place. Once in school, their chances of progressing through the system are similar to those of boys. At the secondary level, gender disparities are narrowing, but 97 countries still have not reached gender parity, girls being disadvantaged in 50 of them. In much of the Arab States, South and West Asia, and sub-Saharan Africa gender disparities are at the expense of girls, while many countries in Latin America and the Caribbean, and in East Asia and the Pacific, by contrast, face a 'reverse gender gap', with more girls enrolled than boys (UNESCO, 2012c).

Globally, reaching gender parity remains a challenge in many countries, but it should be stressed that the goal is not only about making sure equal numbers of boys and girls enter and progress through school. It is also about assuring equality in their learning processes and outcomes.

EFA Goal 6. Out of 652 million children of primary school age, as many as 250 million either do not reach grade 4 or, if they do, fail to attain minimum learning standards. Improving all aspects of the quality of education remains a key challenge.

Defining education quality evokes much debate. Two principles which characterize most attempts to define quality in education are (a) learners' cognitive development and (b) education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development (UNESCO, 2004). As these objectives are difficult to assess and compare across countries, the progress towards achievement of EFA goal 6 has been monitored through proxy indicators, including pupil/teacher ratio in primary education.

The real advance towards realization of EFA in terms of improving/expanding access to school should be appraised in light of students' level of acquisition of foundation knowledge and life skills. In southern Africa, not only do few children reach grade 4, but among those who do, many do not achieve the minimum benchmark set by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ).

Teachers are a critical factor affecting the quality of education and are key in enhancing student learning and improving performance.[5] However, the expansion of primary enrolment in many countries has led to a chronic shortage of teachers. Around 1.6 million additional teachers are needed by 2015 to achieve UPE and make sure all children are in school with no more than 40 students for every teacher. Teacher shortage is an important issue in sub-Saharan Africa, which had the highest pupil/teacher ratio (43:1) of any region in 2011. With 900,000 additional teachers needed, this region accounts for 56% of the total recruitment of primary school teachers needed globally to achieve UPE by 2015.

Moreover, where education systems have expanded rapidly, teachers have sometimes been recruited with few qualifications and may lack the necessary subject knowledge and the ability to turn subject knowledge into effective approaches to instruction. In 35 countries, out of 98 with data for the primary level, less than 75% of teachers were trained to national standards in 2011.

UNESCO and many Member States remain mobilized to accelerate progress towards the EFA goals in a last big push up to 2015, yet projections indicate that the goals will not be reached by then. The implications of this unfinished business for issues of equity, quality and relevance of learning need to be fully integrated in the post-2015 education agenda.

5 Quality of education is affected by various factors, such as learners and their diversity; national economic and social context; material and human resources; teaching and learning processes; and the outcomes and benefits of education (UNESCO, 2004).

CHAPTER 2
TOWARDS A NEW EDUCATION AGENDA AFTER 2015

The post-2015 development agenda, and education's role within this agenda, is increasingly being addressed in interlinked processes at the global, regional and national levels. UNESCO continue to contribute actively to these processes to forge a shared vision for the future education agenda. For example, UNESCO and UNICEF jointly led the thematic consultation process on education, and based on these consultations have prepared a UNESCO position paper on education beyond 2015, which was discussed and strongly supported at the 194th session of UNESCO's Executive Board in April 2014. UNESCO is also the convener of the EFA Steering Committee,[6] a representative body of key international education stakeholders, which has developed a comprehensive vision for education beyond 2015. At the 2014 Global EFA Meeting, organized by UNESCO in Oman in May 2014, worldwide education leaders endorsed this vision through the adoption of the Muscat Agreement (UNESCO, 2014b).

Through this process, UNESCO aims to facilitate Member States' discussions and negotiations on the global post-2015 development agenda in New York. In this context, the Director-General of UNESCO transmitted the Muscat Agreement to the United Nations Secretary-General and the co-chairs of the Open Working Group on Sustainable Development Goals (OWG) of the United Nations General Assembly. UNESCO and UNICEF actively facilitated the members of the OWG in their debate. The final Outcome Document of the OWG, The Open Working Group Proposal for Sustainable Development Goals, contains 17 goals, including a proposed goal on education[7] and a set of global targets that are closely aligned to those proposed in the Muscat Agreement.

Defining UNESCO's education strategy for the next eight years at a time when the education community is still defining the broader post-2015 development agenda – of which education

6 The EFA Steering Committee is composed of Member State representatives from all six regional groups of UNESCO, along with representatives of the E-9 initiative, the host country of the World Education Forum 2015, the five EFA convening agencies (UNESCO, UNICEF, UNDP, UNPF and the World Bank), the OECD, the Global Partnership for Education, civil society, the teaching profession and the private sector.

7 The OWG proposed as its fourth goal: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.'

must be an integral part – is challenging, as the Organization may need to adapt its strategy to the future international agenda. It is, however, also a means of contributing to this process of rethinking the future. This section outlines the vision of the Organization as regards the global education agenda after 2015, which is a work in progress as the future agenda is being shaped in constant dialogue with all stakeholders concerned.

Vision

UNESCO strongly believes in the need for an aspirational, transformative and holistic post-2015 education agenda of universal relevance, mobilizing all countries, irrespective of their development status. This agenda must be framed by a stand-alone, overarching education goal in the broader post-2015 development agenda, with measurable targets and indicators, that encompasses but goes beyond the unfinished EFA agenda. In addition, education must be integrated into other development goals as an important element of their implementation.

UNESCO advocates a humanistic and holistic vision of education as a fundamental human right that is essential to personal and socio-economic development. The objective of such education must be envisaged in a broad lifelong learning perspective that aims at empowering people to realize their right to education, fulfil their personal expectations for a decent, healthy life and work, and contribute to the achievement of their societies' socio-economic development objectives. In addition to the acquisition of basic knowledge, attitudes and cognitive, social and emotional skills, the content of learning must promote problem-solving and creative thinking; understanding and respect for human rights; inclusion and equity; and cultural diversity, all of which are essential to the realization of peace, responsible citizenship and sustainable development.

Guiding principles

In defining the post-2015 education agenda, UNESCO suggests building on what has been achieved in EFA since 2000 and completing the unfinished agenda, while taking into consideration emerging trends and broader socio-economic development issues and their implications for education. The following principles may be applied to guide the agenda:

(i) Education is a fundamental human right and contributes significantly to the realization of other rights.

(ii) Education is a public good. The state is the custodian of education as a public good. At the same time, the role of civil society, communities, parents and other stakeholders is crucial in the provision of quality education.

(iii) Education is a foundation for human fulfilment, peace, sustainable development, economic growth, decent work, gender equality and responsible global citizenship.

(iv) Education is a key contributor to the reduction of inequality and poverty as it bequeaths the conditions and generates the opportunities for better, more sustainable societies.

Overarching goal

UNESCO recommends the following as a possible overarching education goal, aiming to achieve just, inclusive, peaceful and sustainable societies: 'Ensure equitable and inclusive quality education and lifelong learning for all by 2030.'

Targets and imperatives for education after 2015

It is proposed that this overarching goal should be translated into seven specific global targets relating to the following areas (1) ECCE; (2) quality basic education; (3) youth and adult literacy; (4) skills for work and life through technical/vocational, upper secondary and tertiary education; (5) knowledge and skills for sustainable and peaceful societies, including global citizenship education and education for sustainable development; (6) teachers; and (7) financing. The following targets, currently being proposed, have been endorsed by the EFA Steering Committee on Education post-2015. The first five are outcome targets and the two last input targets, the latter being considered indispensable for the realization of the former.

Target 1: By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.

Target 2: By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.

Target 3: By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.

Target 4: By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.

Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.

Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally trained, motivated and well-supported teachers.

Target 7: By 2030, all countries allocate at least 4–6% of their Gross Domestic Product (GDP) or at least 15–20% of their public expenditure to education, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.

Further consultation with stakeholders

At the 37th session of UNESCO's General Conference, Member States entrusted UNESCO with a clear mandate to continue consultations with a view to developing global objectives and targets, as well as a post-2015 'framework for action' for education. This framework is being discussed in 2014 by all stakeholders through the existing global and regional EFA and MDG coordination mechanisms, including a series of regional consultations, before its adoption at the World Education Forum 2015, which will be convened by UNESCO and hosted in Incheon by the Republic of Korea. It is hoped that all Member States will embrace the resulting recommendations when deciding on the global post-2015 development agenda at the UN Summit in September 2015.

UNESCO is also supporting stocktaking of the EFA experiences through national EFA 2015 reviews. UNESCO, through its Institute for Statistics, is coordinating a Technical Advisory Group (TAG) that includes experts from UNICEF, the World Bank, the OECD, the *EFA Global Monitoring Report* team and the UNESCO Education Sector. The group's task is to identify and review existing indicators that could be used for the new education agenda and help develop new indicators for monitoring of global education progress.

The future education agenda should provide a common approach to monitoring of international goals, while offering the flexibility to respond to countries' aspirations. Therefore, in addition to global benchmarks and indicators, the agenda will include provisions for target-setting and indicator development at the country level that reflect specific priorities and contexts. UNESCO will support Member States in their development of institutional capacities for this purpose. At the same time, it will continue to support independent monitoring to track progress at the global level through mechanisms such as the 2015 *EFA Global Monitoring Report*.

CHAPTER 3
UNESCO'S STRATEGIC OBJECTIVES FOR 2014–2021

UNESCO was created in the aftermath of the Second World War to contribute to world peace and security. 'Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.' Its mandate to further universal respect for justice, for the rule of law, for human rights and for fundamental freedoms is enshrined in the preamble to its Constitution.

This mission remains at the heart of the Organization's work. Education is a powerful means of strengthening sustainable development and can help counter some of the factors discussed in Chapter 1 that threaten peace and stability. Education is both a basic human right and a vector for the realization of other human rights and international development objectives, as it has a direct impact on poverty reduction, health promotion, gender equality and environmental sustainability. It is at the heart of social inclusion and social transformation. A fundamental objective of education is to promote values, attitudes and behaviours that empower learners to be proactive contributors to a more just, equal, peaceful and sustainable society. UNESCO, with its interdisciplinary mandate, is uniquely placed to promote global citizenship through education.

To achieve this overarching mission to contribute to peace and sustainable development, UNESCO's work on education from 2014 to 2021 will be guided by three strategic objectives (Table 1): to help develop and strengthen education systems so that they provide learning opportunities throughout life; to continue to support Member States in empowering learners to be creative and responsible global citizens; and to contribute to the shaping of the future education agenda.

Table 1: UNESCO's strategic objectives for education for 2014–2021

UNESCO's overarching mission: Education for peace and sustainable development		
Strategic objective 1	**Strategic objective 2**	**Strategic objective 3**
Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning for all	Empowering learners to be creative and responsible global citizens	Advancing Education for All (EFA) and shaping the future international education agenda
Thematic areas of expected results		
Sector-wide planning, policies and reform	Global citizenship education	Foresight and research
Literacy	Education for sustainable development	Monitoring of education development and the right to education
Skills development for work	Health education	Partnerships for and coordination of education
Higher education		
Teachers		
Learning processes and outcomes		
ICT in education		

This chapter describes the key strategic directions of each objective. UNESCO's work in this period will entail two four-year programme cycles (2014–2017 and 2018–2021) and four two-year budget cycles voted by Member States at the General Conference. The Organization will identify the expected results of each strategic objective. A more detailed results matrix and corresponding budgets will be found in UNESCO technical planning documentation.[8]

UNESCO's Education programme contributes to the two overarching global priorities of UNESCO: on gender equality and Africa.

8 For the 2014–2017 Programme and Budget, see, for example, UNESCO Document 37 C/5.

Box 2: Priority on gender equality

Despite progress, gender disparities in education persist, continuing to deprive millions of children, youth and adults – the majority of them girls and women – of opportunities for learning. UNESCO will continue to promote education and gender equality as fundamental and inalienable human rights, pursuing the dual approach of mainstreaming gender in and through education and through gender-specific programming in targeted programme areas, as articulated in UNESCO's Gender Equality Action Plan II (GEAP II). This will entail action at multiple levels to eliminate gender disparities: (a) in terms of access to education, by providing equal opportunities for learning through gender-sensitive education laws, policies and plans; (b) in education, through quality gender-sensitive/transformative educational contents, pedagogies and learning environments; and (c) through education, ensuring equality of outcome, life and work opportunities. In so doing, UNESCO will seek to capitalize on strategies that have proved to be successful, such as gender-sensitive pedagogies and safe learning settings. It will build upon achievements of UNESCO's Global Partnerships for Girls' and Women's Education so as to strengthen partnerships to promote education for girls and women.

Box 3: Priority on Africa

Since 2000, significant progress has been made in many African countries towards the EFA goals. For instance, the number of out-of-school children fell by 12 million between 1999 and 2012, and gender parity in primary education improved from 0.87 in 1999 to 0.95 in 2010. Yet sub-Saharan Africa still accounts for half of the world's out-of-school children and lags behind in many important areas of education, hindering socio-economic development. To help address these challenges, UNESCO will give priority to Africa in terms of both budgetary allocation and programmatic action.

As regards programmatic action, particular importance will be given to improving access to, equity, quality and relevance of education in Africa. In line with the Organization's global priority on gender equality, programmes will be implemented with a strong focus on gender issues. In supporting education systems in Africa, UNESCO will take a comprehensive and holistic approach, covering all the thematic areas mentioned in this strategy. Nevertheless, to accelerate progress and respond to urgent needs and priority concerns of African Member States, UNESCO's support will emphasize five thematic areas: teachers; sector-wide policy and planning; literacy; skills development for the world of work; and higher education.

Strategic objective 1
Developing education systems to foster quality and inclusive lifelong learning for all

The lifelong learning paradigm has been framed and promoted by UNESCO since the 1970s.[9] Today there is increasing recognition that, as the 2009 Belém Framework for Action put it, 'lifelong learning is the philosophy, conceptual framework and organizing principle for education in the 21st century' (UIL, 2010), and that the concept of learning for empowerment is central. If education is to respond effectively to challenges posed by the rapid and constant changes which characterize the 21st century and its development, learning will have to take place throughout life.

Recognizing the importance and interdependence of all education levels and delivery modes, whether formal, non-formal or informal, UNESCO promotes a holistic approach to education to foster balanced development of education systems that respond to a range of learning needs. However, to achieve greater impact with limited financial and human resources, for the first half of the period covered by this strategy (i.e. 2014–2017), UNESCO is giving priority to three strategic thematic areas: literacy, skills development for work, and higher education. Many Member States express interest and request support from UNESCO in these areas; they are of particular importance to lifelong learning, and they are areas in which UNESCO has a comparative advantage. The needs of youth will be at the centre of this work. The prioritization also recognizes the important contributions of other agencies and partners, such as the World Bank and UNICEF, in other areas of education.

While priority is given to these three areas, issues related to important education challenges raised in Chapter 1, such as strengthening ECCE and facilitating the transition to secondary education, will be addressed through UNESCO's work in areas such as sector-wide policy and planning, learning assessments and teacher issues.

9 See, for example, UNESCO's 1972 publication *Learning to Be*, also referred to as the Faure Report (UNESCO, 1972).

Box 4: Lifelong learning

To ensure that lifelong learning becomes a reality for all requires a holistic, sector-wide approach in which the entire education system is designed to facilitate lifelong and 'life-wide' learning and the creation of formal, non-formal and informal learning opportunities for people of all ages. To this end, policies to support lifelong learning need to be based on a broad social consensus, and their implementation supported by legislative instruments and coordination mechanisms. UNESCO will work to facilitate collaboration among the various sectors and stakeholders within and between Member States for the implementation of lifelong learning policies.

Lifelong learning in the UNESCO perspective fosters the values of peace, democracy, tolerance, intercultural understanding, gender equity and care for the planet. One of the key factors of the success of lifelong learning policies is the investment that countries make. In particular, UNESCO will advocate for the need to invest more in quality learning opportunities for disadvantaged groups.

The concept of lifelong learning requires a paradigm shift away from the ideas of teaching and training towards those of learning, from knowledge-conveying instruction to learning for personal development and from the acquisition of special skills to broader discovery and the releasing and harnessing of creative potential. This shift is needed at all levels of education and types of provision, whether formal, non-formal or informal. UNESCO will facilitate increased support by Member States to administrators and educators in professional development to transform teaching and learning.

To successfully embed lifelong learning systems in policies and practices, and provide incentives to learners, a coordinated approach to assessment is needed, with recognition of learning outcomes in non-formal and informal settings. In addition to traditional qualification systems, which mostly acknowledge formal learning, many Member States have recently developed or are developing integrated national qualification frameworks and mechanisms for recognition of the outcomes of non-formal and informal learning. UNESCO will continue to provide technical support for recognition, validation and accreditation of such outcomes.

Strengthening capacity among policy-makers and researchers in Member States can further support the development of lifelong learning policies. UNESCO will develop capacity-building programmes which enhance understanding of lifelong learning, in particular through a network of cities promoting lifelong learning. It will also strengthen capacity in evidence-based policy-making and in implementation of accessible, relevant and effective lifelong learning programmes. To put the rhetoric of lifelong learning into action, one approach is to promote decentralization of governance structures and involvement of stakeholders such as employers, workers and civil society.

The UNESCO Institute for Lifelong Learning (UIL) plays a key role in promoting lifelong learning policy and practice at operational levels, with a focus on adult learning and education, particularly literacy and non-formal education and alternative learning opportunities for marginalized and disadvantaged groups.

The main strategic directions of the seven thematic areas under this strategic objective are described below.

1. Supporting sector-wide planning, policies and reforms

The formulation of effective policies and plans remains central for achieving education development goals and contributing effectively to lifelong learning. While maintaining a focus on sector-wide planning, UNESCO will place growing emphasis on providing further support to countries in shaping and guiding their reform agenda through effective policy-

making, implementation and evaluation. In addition to capacity development, technical assistance and normative work, greater focus will be given to peer-learning opportunities across Member States. Priority will be given to countries facing particular development challenges or recovering from armed conflicts, political crisis or natural disasters. In these contexts, UNESCO's engagement will combine capacity development and technical assistance in sector-wide policy and planning with facilitation of sector dialogue. UNESCO's programme on policies and sector-wide planning will focus on the following three areas: policy analysis and review; sector-wide planning; and education policy and planning in contexts of emergency and fragility.

In addition to support through technical assistance and capacity development, there is growing demand for policy review and policy learning, seeking reform paths that have proved to be effective in improving education quality and equity. In most countries, policy challenges with regard to teaching quality, learning outcomes, school dropout, gender equality, socio-economic inequality and transition from school to work are inadequately addressed. Facilitating exchange between countries, providing independent policy reviews and building knowledge systems at international level can help improve policy formulation and implementation. As addressing governance issues, including funding mechanisms, remains a key challenge, opportunities for peer learning across Member States have to be maximized.

Education planning involves rigorous analysis of context and data to guide priority setting and financial allocations. Although data and their availability are recognized as critical to planning, monitoring and evaluation, many governments still struggle to take a systemic approach to education information. Hence, UNESCO will support the development of education management information systems as the foundation of sound policy and plan formulation, an approach that will include data related to learning achievement. Planning is not just a technical process but also a social one, depending upon engagement and ownership by all stakeholders. Education planning is needed to respond to financial challenges and prioritize courses of action, but also to help address the increasing inequity in societies. Planning will be key after 2015 as the focus moves from primary education access to learners' transition to other levels and to managing the links between formal, non-formal and informal settings. UNESCO will therefore continue to provide support for sector-wide planning, in particular for countries facing challenges in relation to education and development goals and needing institutional capacity-building. The UNESCO International Institute for Educational Planning (IIEP), in addition to its diversified training programmes for education planners, will increase support to senior policy-makers in terms of evidence-based advice and opportunities for joint reflection and exchange with peers in their countries and internationally.

UNESCO has been called upon to play a greater role, alongside other UN organizations, in responding to emergency situations and contributing to the reconstruction of education systems following natural disasters or armed conflicts. UNESCO can mobilize its broad expertise, both at sector level and across sectors, in disaster prevention and assist with the provision of education both during conflict and disasters and in the subsequent recovery

and development phases. While maintaining its capacity to engage with coordination mechanisms of international aid and Humanitarian Reform processes in emergency situations, UNESCO will also focus on integrating disaster risk reduction into planning and on providing technical assistance and capacity development for system reconstruction and development. UNESCO will continue to provide technical support to the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) programme providing education and learning opportunities for 500,000 Palestinian refugee children amid a situation of protracted conflict in Syria, Gaza, the West Bank, Lebanon and Jordan.

2. Promoting literacy

Basic literacy skills, comprising reading, writing and computing, are the foundation skills enabling people to function effectively in today's text-mediated knowledge societies and to make informed life choices. UNESCO takes an integrated, holistic approach to literacy, recognizing that it is acquired and developed throughout life via formal, non-formal and informal learning. UNESCO recognizes that there is a continuum of literacy levels and that the minimum level of basic skills varies with individuals' life context. Notions of what constitutes a minimum threshold of functional literacy are changing as a result of progress in science and technology. Given the determining role that literacy and numeracy play in increasing an individual's life chances, improving family welfare and contributing to national development, the poor progress in improving youth and adult literacy, especially for women, represents huge missed opportunities at all levels of society. UNESCO has identified four key factors that need to be worked on to achieve the goal of attaining good quality literacy for all. It will address all four during the period of this strategy.

First, literacy is not adequately integrated into sector-wide and multi-sector education and development strategies. As literacy is not yet perceived as a development imperative, governments and donors give it insufficient attention and funding. UNESCO will therefore strengthen evidence-based advocacy to make a development case for investing in literacy. It will promote research to analyse aspects of literacy and its impact on education and other development agendas.

Second, good quality literacy programmes need to be scaled up to comprehensively and innovatively address the literacy needs of diverse populations. UNESCO will promote participation by communities and learners in all aspects of literacy provision, professionalizing literacy providers and managers, producing literacy materials of good quality, developing literacy-rich environments, developing indicators for literacy and, in particular, using ICT in innovative ways to accelerate the pace and quality of progress. Community-owned, country-driven literacy initiatives will be encouraged to scale up effective, gender-sensitive and development-responsive literacy programmes. Developing literacy-rich environments and a literate culture, particularly in multilingual contexts, will help create a more inclusive, sustainable, literate world. UNESCO will advocate for the strengthening of literate environments, including through innovative use of ICT, and support multiple dimensions and

uses of literacy. It will enhance national capacities with regard to the review, formulation, implementation, monitoring and evaluation of literacy policies and programmes. As the clearing house for literacy, UNESCO will gather, transfer, disseminate and share knowledge and effective practices and will identify and pilot innovative approaches.

Third, because of poor quality, education systems continue to 'graduate' learners who have not acquired sustainable literacy skills and thus become illiterate youth and adults. Hence, UNESCO will partner with other agencies to strengthen non-formal pathways to good quality general education for out-of-school children and youth, and help establish credible equivalency systems enabling learners to move from one system to another.

Fourth, women's literacy is an issue of high concern. Women account for around 64% of the total illiterate population, a share that has not changed for almost two decades. UNESCO will endeavour to build support for stronger international efforts to drastically improve youth and adult literacy, with special attention to girls and women. In doing so, it will build a coalition of partners aiming to improve literacy levels within and outside formal school settings and across the lifespan of individuals.

3. Developing skills for the world of work

Technical and vocational education and training (TVET) systems are subject to increasing and varied demands and expectations – many challenges, but also a wealth of opportunities. TVET is no panacea for social and economic development challenges such as youth unemployment, poverty, lack of social cohesion or the need to improve entrepreneurial skills and competitiveness. TVET can, however, help society better respond to such issues. A key challenge is how TVET can assist youth in developing skills for successful transition to work and further learning. Much TVET provision is poorly aligned with labour market demand and thus contributing less than expected to expanding decent work opportunities. In addition, unemployment and underemployment are too often experienced disproportionately by girls and women, the poor, the disabled and rural populations. Work skills have a significant redistributive effect and boost poverty alleviation. Strategies that target the participation of marginalized groups in relevant TVET programmes can, therefore, make important contributions to social equity and inclusion.

In preparing for the Third International Congress on TVET (14–16 May 2012, Shanghai, China), UNESCO called for rethinking the field to enhance its contribution to inclusive and sustainable development in a lifelong learning perspective. While positioning TVET as a key part of any education system, UNESCO argues that TVET is closely associated with the world of work. The policy implications of this rethinking suggest that scaling up existing models of TVET provision to include more youth and adults is not the solution. Instead, the way TVET is conceived, governed and funded needs to be transformed. In its approach to such transformation, building on the mid-term review of the UNESCO Strategy for TVET (2010–2015), UNESCO will focus on three areas of action in this strategy period.

First, transforming TVET requires policies which pave the way for approaches that are both context-specific and context-relevant. UNESCO will amplify its provision of upstream policy advice and capacity-building for the effective design and implementation of TVET policies to ensure that they reflect broad national partnerships, address youth unemployment challenges, set up approaches for steering the education-training and employment relationships and articulate policy areas such as job creation, transitions, youth policies, agriculture, and rural and industrial development. UNESCO will strengthen the role of the UNESCO-UNEVOC international centre as a key platform for capacity-building.

Second, to maximize the relevance of TVET policies to the achievement of inclusive and sustainable development, UNESCO will aid in further mapping skills and skills development programmes. In partnership with other international organizations, such as the ILO, OECD, the World Bank and European Training Foundation, UNESCO has begun developing a framework and a set of indicators for monitoring and evaluating national, regional and global progress in TVET. In particular, it will work with its partners to develop cross-national statistical frameworks and data platforms for regional and global monitoring of TVET and for skills development. In addition, it will revise its 2001 Recommendation concerning Technical and Vocational Education and develop supporting guidelines for its implementation. These will give Member States an international reference and enhance the evidence upon which they might base TVET policies and programmes and monitor their impact on key outcomes, including responsiveness to current and emerging patterns of labour market demand, employability, productivity, gender equity and lifelong learning. Closely linked to these areas is the interest in recognizing qualifications and reforming qualification systems to better focus on learning outcomes and foster lifelong learning opportunities. Here UNESCO will establish an international task force to develop international guidelines on quality assurance for the recognition of qualifications based on learning outcomes. It will also work to map policies in developing learning pathways and identify world reference levels in order to facilitate international comparison and recognition of TVET qualifications.

Third, UNESCO will strengthen international partnerships to this end, using the revitalized UNESCO-UNEVOC Network and, when relevant, UNESCO Chairs. It will collect and disseminate evidence on the multiple and diverse policy approaches for transforming and expanding TVET and use its convening power to promote knowledge production and sharing as well as regional and global TVET advocacy.

4. Supporting equitable access to higher education

In many developing countries, progress towards EFA is increasing pressure on higher education. Rising secondary education completion rates, coupled with the need for skills and lifelong learning opportunities, have added to the effect, substantially raising demand for access to various forms of higher education. Global enrolment in higher education was 97 million in 2000, 178 million in 2010 (UIS, 2012) and projected to reach 263 million in 2025 (Daniel, 2009, citing British Council and IDP Australia projections). In this

context, the priority is to find affordable and equitable ways of expanding access to higher education. Diversification of the higher education sector is typically part of the response to this demand.

UNESCO will have three key areas of focus during this period: distance and open higher education; internationalization of higher education; and governance of higher education systems and institutions, including quality assurance and recognition of qualifications. These reflect needs and issues emerging from trends in higher education and the associated policy agenda.

Technology is increasingly transforming the face of higher education provision and participation. Distance education has become a popular option. The development of ICT and expansion of broadband access have led to new avenues for open learning and e-learning. In a growing number of countries, open universities are recognized actors on the higher education stage. New models, such as massive open online courses (MOOCs), transform the parameters of higher education participation, including by opening new pathways for international students. Attentive to these developments, UNESCO will document innovations in the field of distance and open learning, including the use of OER, and analyse their implications, in particular for system development, education quality and equity. It will provide policy advice to Member States formulating institutional, national and regional policy directions, guiding them to widen access to good quality higher education through diverse modes of delivery, in particular technology-based solutions, and will support capacity enhancement initiatives.

Internationalization of higher education is a major trend worldwide. As the ease of international movement improves, so does the flow of students moving abroad in search of academic credentials and educational opportunities. At the normative level, the revision process for UNESCO's six regional conventions on recognition of qualifications in higher education provides the framework to facilitate movement of students across countries. UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) will continue to facilitate strengthening and updating the Latin American and the Caribbean regional convention. In addition, UNESCO will explore the possibility of developing a global convention on the recognition of degrees in higher education, which would complement existing regional conventions and further facilitate the international mobility of students and professionals. Furthermore, UNESCO will encourage the UNITWIN/UNESCO Chairs programme to strengthen international cooperation among universities and reinforce support for North-South and triangular cooperation in higher education. Refocusing and streamlining this programme will also help build stronger synergy between UNESCO's activities in all its fields of competence and the university community at the international level.

In an effort to respond to today's fast-changing environment, governments are undertaking deep reforms in order to adapt universities' governance and make them more cost-effective, responsive and open to socio-economic demands while maintaining academic excellence. In this context, autonomy and quality assurance emerge as two major areas of policy attention.

Quality challenges are related to technology, infrastructure, the relevance of academic programmes to labour market needs and the quality of teaching staff. UNESCO's previous work in this area has demonstrated the importance of regional networks to disseminate good practices, increase awareness of quality standards and improve accreditation systems. The establishment of systematized, transparent and efficient mechanisms of quality control is an important step towards ensuring that students get a good education, or at least that they have access to adequate information on which to base their choice of an education provider. This context will guide UNESCO's higher education programme. Through a combination of knowledge-sharing, policy advice, technical cooperation and capacity development, UNESCO will support higher education institutions as they address the challenges of the 21st century and provide their contributions to society with quality and equity.

5. Addressing teacher issues and improving the quality of teaching

Teachers, and national policies that shape the teaching profession, are critical for the provision of a good quality education, as teachers are the key facilitators of learning. They often constitute the largest share of the civil service and therefore the highest cost. Nevertheless, it is a challenge for education systems to pay adequate attention to factors affecting teacher effectiveness, such as policies on training, recruitment, deployment, management, assessment and professional development. Teachers often suffer from poor professional status, wages and work conditions. Many countries face acute shortages of qualified teachers. It will be especially difficult to provide the teachers required to rapidly expand coverage of ECCE and post-primary education. Furthermore, there has been a tendency to neglect the important role of teachers in non-formal education. To respond to these challenges, UNESCO recently developed a teacher strategy with three key priorities. In the African region, UNESCO's International Institute for Capacity-Building in Africa (IICBA) will play a central role, in particular in capacity building of teacher training institutions in management and quality assurance and also sharing research and conducting policy dialogue.

The first priority is to address the challenge of teacher shortages by strengthening national institutional capacities to increase the supply of qualified teachers at country level. This requires a focus on teacher training institutions as well as on national capacity development for teacher policy formulation, implementation and evaluation. UNESCO has developed a programme to enlarge training institutions' capacity, particularly through technology-supported solutions. It will also promote a review of continuing training and professional development strategies and disseminate recommendations. And it will offer technical assistance to further strengthen national capacity to assess teaching needs, develop evidence-based teacher policies and support monitoring of the resulting initiatives and their impact on student learning.

The second priority is to contribute to improvement in teaching quality. Some Member States need particular support in relation to the professional qualifications of contract or community

teachers and para-teachers, mainly in primary education. In addition, there is a need to reinforce mechanisms that can assist in raising quality among existing teachers through intensive use of technology-supported solutions. To this end, UNESCO will promote in-service professional development programmes for teachers and teacher educators, particularly through blended training strategies and modalities. It will contribute to the analysis of best practices and support piloting of projects combining professional evaluation with support for professional improvement, as well as the scaling-up of successful initiatives in this area. UNESCO further recognizes that cross-cutting themes such as education for sustainable development, global citizenship education and health education call for teachers to adapt to new learner-centred ways of teaching. UNESCO thus supports ministries of education in the search for innovation and curricular entry points to employ transformative pedagogy, training and systemic reforms so as to empower teachers to use interactive and skill-building methods in their classroom.

To further address the quality issue, UNESCO will work on reinforcing school leadership and supervision. School leaders have long been considered mere institutional or administrative managers. Yet there is growing consensus, driven by empirical evidence, that qualified school leaders can raise the quality of teaching and learning by regularly coaching teachers. UNESCO will help identify characteristics that make school leadership critical for good quality in teaching and learning, and support Member States, particularly in sub-Saharan Africa, in their efforts to develop policies and programmes for school leadership.

The third priority will be to inform the global debate about teaching with comparative evidence. UNESCO will pursue its clearing-house function and document progress concerning teachers and teaching worldwide. One of the most effective ways to raise the social esteem and attractiveness of the teaching profession is by documenting efforts by Member States to support teachers in their engagement to offer good quality schooling. UNESCO, with the ILO, will continue to monitor international normative instruments related to teacher status and encourage their use to guide social dialogue about the profession as well. In partnership with stakeholders, it will also support development of teaching standards and guidelines for their implementation.

6. Improving learning processes and outcomes

As recent literacy statistics and large-scale international assessments of learning achievement have shown, many learners across the globe are not mastering the desired knowledge and skills.[10] Growing concerns about quality of learning have led to heightened interest in more effective monitoring and assessment of learning processes and their outcomes. Evidence from research and practice also reveals that the availability of educational opportunities alone is not enough to ensure that learners master the desired knowledge and skills. Indeed, too many children and young people attending school continue to be excluded

10 UNESCO (2012c) estimates that 250 million children cannot read, write or count well, even after at least four years of schooling.

from learning, and do not receive the expected benefits of a good quality education. Yet it has been difficult to reach international consensus as to what constitutes desired knowledge and skills that learners at various stages of the learning process should achieve, and how achievement can be measured – particularly as regards skills that go beyond the traditional scope of formal academic learning.

To advance global debates on learning, UNESCO will enhance its policy and technical lead on ways to improve learning processes and outcomes by strengthening its work in three inter-related areas that are critical to attainment of this objective: curriculum, pedagogy and assessment of learning outcomes. Emphasis will be on assuring coherence and synergy among these areas. Through the following actions, UNESCO will endeavour to influence the policy discourse and actions in education towards more just, inclusive and equitable learning societies.

First, UNESCO will promote approaches to learning processes that lead to enhancement of individuals' full potential and capabilities and that ensure that learners' differing needs, abilities, learning expectations and styles are respected. Implementing inclusive approaches to learning involves critically examining the mindsets, cultures, practices and processes of teaching and learning (pedagogy). It requires transformation of education systems at large, notably the way in which schools and other learning settings adapt learning and teaching practices to cater for all learners with respect for diversity. UNESCO will continue to serve as a global knowledge hub on the latest reflections and innovative practices in inclusive learning and teaching, support the translation of the principles of inclusion and equity into teaching practices, and provide technical assistance to improve the content and process of learning.

Second, UNESCO will promote and support development of comprehensive and inclusive curricula that address learning goals. While the core set of essential knowledge and skills will inform curriculum frameworks, curricula should be designed to provide opportunities to enhance those essential skills and expected learning outcomes, and guide teachers in facilitating the learning process (the pedagogy). Efforts to improve learning must begin with articulation of what should be learned and why, and with definition of the desired outcomes of learning, guided by a national vision. UNESCO is well positioned to provide guidance to countries on approaches to rights-based curricula that are fundamental for ensuring that learning processes and outcomes are inclusive and relevant. The UNESCO International Bureau of Education (IBE) will continue to provide technical support and policy advice to countries on curriculum development within the scope of broader education policy dialogue, review and reform.

Third, UNESCO will extend its provision of policy advice and technical assistance to countries to foster a holistic approach to assessment of learning outcomes. This will involve the development and consolidation of a range of competencies, from foundation skills to complex skills and knowledge within the context of lifelong learning. UNESCO will provide a platform for broad-based consultation with diverse stakeholders to identify sets of core competencies by levels and/or areas, starting with basic literacy skills and ranging

from ECCE to youth education. UNESCO will advocate for a move away from the often narrow focus of assessment on cognitive skills and traditional academic knowledge. It will also address increasing concern over providing appropriate and fair assessments of both cognitive and non-cognitive aspects of learning, such as creativity, critical thinking, persistence, adaptability and global citizenship. The first step will be to develop an integrated system of formative assessment to improve learning and summative assessment to benchmark learning.

UNESCO Headquarters, education-related specialized category 1 Institutes and UIS will actively take part and, where appropriate, assume leadership in developing targets and indicators for the post-2015 education agenda and in important global initiatives to define and assess learning outcomes as a step towards arriving at a global consensus on the essential set of competencies and the monitoring of education quality. It will strengthen its collaboration with key partner agencies such as the OECD and the International Association for the Evaluation of Educational Achievement, which administer major international assessments.[11] While continuing to expand its work on system-level assessments by building on its extensive work at regional level,[12] it will develop local capacity in education assessment and provide data on learning achievement for policy-making. By assuming more of a leading role in coordination of regional and global studies and of large-scale learning assessments, and in making data comparable between assessments, UNESCO will further make the case for the importance of systematic assessment, building the evidence and developing a knowledge and information base on desired competencies.

7. Expanding learning opportunities and the quality of education through ICT

Connectivity has become increasingly important to all aspects of societal and individual life, with mobile technology playing a growing role. While schools were once the only place students could get access to ICT, today in a growing number of countries mobile devices and home Internet access have helped enable young people to be heavy ICT users. Most education systems have to better exploit this situation and its potential for learning by paying attention to the many innovative ways learners benefit from ICT for communication, learning and knowledge sharing.

UNESCO is committed to promote the adoption of ICT in education solutions which will facilitate knowledge dissemination, more effective learning and the development of more efficient education services, as well as the reconceptualization of teaching and learning processes. The Organization is convinced that ICT-based solutions, if driven by pedagogy, can make a major contribution to basic education for hard-to-reach, marginalized groups by increasing access and quality, reducing inequality (particularly with regard to girls and

11 Examples include the Programme for International Student Assessment, the Trends in International Mathematics and Science Study and the Progress in International Reading Literacy Study.

12 Examples include the Latin American Laboratory for Assessment of the Quality of Education and Southern African Consortium on Monitoring Educational Quality.

women) and promoting the creation, sharing and adaptation of good quality educational resources. To support the effective use of ICT in education, UNESCO will give priority to four areas.

First, UNESCO will support Member States in setting up ICT-based learning strategies to enhance learning outcomes and help reach the targets of the post-2015 agenda. To this end, UNESCO will continue to play an active role in global debates and research on emerging trends in ICT-supported learning. To facilitate benchmarking and peer learning among Member States, UNESCO will continue to convene global and regional ICT policy forums and facilitate policy discussions in view of bringing the information and technology industry together with the education policy-makers and educationalists to jointly discuss the future of learning. UNESCO will also further contribute to the development of indicators on ICT in education.

Second, UNESCO will continue to develop normative frameworks on ICT in education and reinforce national and institutional capacity in planning and implementing related policies. In partnerships with other stakeholders, UNESCO will continue to develop and disseminate policy tools, the ICT Competency Framework for Teachers (ICT-CFT) and scale up its capacity-building programmes.

Third, UNESCO will reinforce mobile learning alliances to guide the development and deployment of mobile learning solutions towards achievement of strategic goals, including expanding literacy (particularly for women and girls), supporting teacher development, enhancing personalized skill development and improving education management, including in post-conflict and post-disaster contexts. Mobile technology also presents challenges for security and safety of children and youth. UNESCO will promote technology innovations and institutional strategies to protect learners, particularly younger ones, as well as women and girls.

Fourth, UNESCO will enhance its advocacy of OER worldwide and help develop supportive policy environments. UNESCO has played a key role in promoting the OER movement, for example in the 2012 OER Paris Declaration (UNESCO, 2012a). As a result, growing numbers of national and institutional policies support the adoption of OER to transform access to and processing of learning materials. Among other emerging trends, the open textbook initiative reduces textbook production and delivery costs and encourages deep learning. UNESCO aims to support all Member States to ensure that learning materials developed with public funds are available under open licence. Thus it will analyse effective OER policies and initiatives to inform policy-makers about factors underpinning successful practices, and assist governments in integrating OER policies in sector-wide education development strategies.

The UNESCO Institute for Information Technologies in Education (UNESCO-IITE) will contribute to the implementation of activities related to the development of ICT in education, with a particular focus on policy support, adaptation of the ICT-CFT and promotion of OER.

Strategic objective 2
Empowering learners to be creative and responsible global citizens

Building peace in the minds of men and women lies at the heart of UNESCO's mandate. In the next eight years, UNESCO will considerably scale up its actions to support Member States in developing effective education systems that help learners acquire knowledge, skills, values, attitudes and behaviours that are necessary for forging more peaceful, inclusive, equitable and sustainable societies. Education can empower children, youth and adults to take action at local, national and global level and cooperate in meeting current and emerging challenges in an increasingly interconnected world. This dimension of education is fundamental, yet education systems often give it less priority by focusing more on the cognitive aspects of learning. UNESCO, with its intersectoral mandate, combining education, the social and natural sciences, culture, and communication, is uniquely placed to promote 'learning to live together' as a key pillar of any education system. Its action in this regard will focus on three thematic areas: global citizenship education, education for sustainable development and health education. All are concerned with attitudes and dispositions affecting behaviour.

1. Reinforcing global citizenship education

There is growing interest in global citizenship education (GCE) as a framing paradigm that encapsulates how education can develop the knowledge, skills, values and attitudes learners need to secure more just, peaceful, tolerant and inclusive societies. The UN Secretary-General's Global Education First Initiative (GEFI), launched in 2012, has been instrumental in raising awareness about GCE by recognizing education as a way to 'foster global citizenship' as one of its three priority areas. GCE takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding. Its implementation takes various forms depending on contexts, regions and communities. GCE builds upon existing practices by taking the agenda a step further, encompassing all these elements and emphasizing how they interconnect. During the period of this strategy, UNESCO's work on GCE will be enhanced significantly with a view to increasing integration of GCE in education policies, programmes, teaching practices, learning materials and the learning environment.

UNESCO will work to clarify the conceptual underpinnings of GCE so as to better understand it and its implications for learning. Building on two landmark events organized by UNESCO in 2013, the Organization will seek to define the parameters of GCE as well as enabling factors for its promotion and implementation. This work will focus on three areas:

First, UNESCO will promote policy dialogue on GCE by organizing major policy events, bringing together GCE experts and other education stakeholders from across the world. It will also provide policy advice to Member States, specifically in light of the discussions on the post-2015 education agenda.

Second, UNESCO will scale up its support to Member States to mainstream GCE into education systems through technical guidance and support. It will, for example, define key GCE concepts and develop GCE learning contents; support the promotion of transformative, participatory and learner-centred pedagogies that encourage core skills development, such as problem-solving and critical thinking; and support professional development of teachers and educators, recognizing their central role in promoting GCE. In light of the challenges in monitoring this important subject, UNESCO will also strengthen its role in the monitoring and evaluation of GCE and work with partners to support development of a measurement framework and appropriate indicators of the post-2015 education agenda.

Third, through its clearing-house function, UNESCO will promote GCE through print and electronic modalities and platforms; support the establishment of networks and a community of practices across regions; and develop innovative partnerships to share experiences and resources on GCE and advance the GCE agenda. It will identify and share good practices, such as curricular and pedagogical approaches, and undertake research on existing teaching and learning practices. In this context, UNESCO will continue to support the development of knowledge, skills, values and attitudes in the area of GCE, education for sustainable development and other key UNESCO priorities through the Associated Schools

Project Network (ASPnet). It will implement the new strategy and plan of action developed in 2013 for ASPnet's 60th anniversary .

The Organization's capacity in GCE, in particular as regards promoting peace and understanding through education, will be enhanced through collaboration with UNESCO's newly established category 1 Institute, the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) in New Delhi, India, and a category 2 Centre, the Asia-Pacific Centre of Education for International Understanding (APCEIU) in Seoul, Republic of Korea.

2. Strengthening education for sustainable development

Through its work on education for sustainable development (ESD), UNESCO aims at reorienting education so that it gives everyone the opportunity to acquire the knowledge, skills, attitudes and values needed to contribute to sustainable development. This requires substantial changes in what is taught and how it is taught. ESD entails integrating into the curriculum critical issues such as climate change, biodiversity, disaster risk reduction and sustainable consumption and production, which will become increasingly important on the post-2015 sustainable development agenda. It promotes responsible global citizenship and innovations needed for transition to greener societies. It helps develop the ability to think critically, imagine future scenarios, participate in decision-making processes, collaborate in addressing current and future challenges across disciplinary boundaries, reflect on and change one's behaviour, and understand the implications of one's actions for others. It also implies mobilizing education and learning for sustainable development in sectors beyond education.

The overall framework of UNESCO's ESD activities has been provided by the UN Decade of ESD (2005–2014), for which UNESCO is the lead agency, and its follow-up Global Action Programme on ESD, which is expected to be launched at the World Conference on ESD (November 2014, Aichi-Nagoya, Japan). In the outcome document of the UN Conference on Sustainable Development (Rio+20), *The Future We Want*, Member States made a commitment 'to promote education for sustainable development and to integrate sustainable development more actively into education beyond the United Nations Decade of Education for Sustainable Development'. In order to enable strategic focus and stakeholder commitment, the first phase of the Global Action Programme (2014–2019) will focus on five priority areas which are key leverage points to advance the ESD agenda: policy support, whole-institution approaches, educators, youth and local communities.

UNESCO will support the further integration of ESD into all areas of education and learning, and strengthen education and learning in all agendas, programmes and activities that promote sustainable development. Key strategic target groups for these activities are policy-makers and teachers, in particular teacher educators, though UNESCO recognizes that the final beneficiaries of ESD are youth. In particular, it will focus on the following two areas:

Enhance its lead on ESD at the global level and its advocacy for ESD at the global, regional and national levels. It will promote ESD as a key element of all efforts towards sustainable development and quality education. This includes ensuring that ESD is fully part of a coherent post-2015 agenda – whether the education agenda, the development agenda or, more broadly, the sustainable development agenda and possible future sustainable development goals. Advocacy for ESD, which UNESCO will undertake as global leader as well as through key partnerships and networks, also necessitates strengthening the evidence base regarding the potential of ESD to transform education and accelerate progress towards sustainable development. UNESCO will communicate key evidence in an accessible manner and systematically monitor and report on the progress of Member States and other stakeholders regarding the implementation of ESD.

Enhance its provision of policy advice and technical assistance to Member States to integrate ESD into education policies, plans and curricula. This includes providing targeted policy reviews, building capacity, and collecting and disseminating good practice. A particularly relevant area, in this context, is the promotion of whole-institution approaches to ESD, where reorientation of curricula towards sustainable development and participatory learning methods are accompanied by the creation of a sustainable ('green') school environment and community engagement. Furthermore, learner-driven education approaches, including ICT-based learning, deserve increasing attention for their potential to foster holistic ESD-related competencies.

3. Promoting health through education

Education and health are contributors to and outcomes of inclusive, sustainable and rights-based development policy. Education improves the overall health and well-being of learners, teachers and communities, including in the areas of HIV and sexual and reproductive health. At the same time, healthy learners learn better. Therefore, UNESCO partners with other UN agencies and civil society organizations through the Focusing Resources on Effective School Health partnership.

UNESCO will strengthen support to Member States to deliver health education (including good quality, comprehensive HIV and sexuality education) that contributes to healthy lifestyles and gender equality through safe and equitable learning environments that promote overall well-being, good quality education and learning outcomes for all.

Countries most affected by the HIV epidemic remain a priority, especially in Africa. UNESCO will intensify its efforts in Africa and continue to draw on existing partnerships and collaborations within the UN family and with civil society, aligned with Priority Africa. Noting remarkable progress in the global AIDS response, but recognizing that the epidemic is not over, UNESCO will continue working with Member States and other partners towards the achievement of universal access to HIV prevention, treatment, care and support.

Comprehensive sexuality education is increasingly recognized as an effective way to address challenges such as adolescent pregnancy and sexually transmitted infections, including HIV. UNESCO's work in this area responds to consistently expressed demand by young people for sexuality education that enables them to prepare for and lead healthier adult lives, and is part of ensuring that they receive a relevant, gender-equitable education of good quality. Building on UNESCO's important work in the area of HIV and comprehensive sexuality education, and through EDUCAIDS, the Organization will continue to emphasize a holistic, sector-wide view of the impact and challenges of HIV and other health issues, with a priority on learning in relation to the achievement of better health and well-being. These other issues include bullying prevention, nutrition and physical activity, substance use prevention and puberty education/menstrual hygiene management. These issues are diverse but have one thing in common: they affect the quality of the educational experience. Thus it is critical for UNESCO to speak to these issues and build the capacity of its Member States to address them.

Health education, whether through school health programmes or informal and non-formal settings, will provide the broader framework for good quality HIV and sexuality education. Growing demand by Member States for support in responding to non-communicable diseases, such as the global epidemic of childhood obesity, that increasingly affect the health of children and youth in all regions, will also be addressed.

Recognizing that school health promotion is more than just learning about health, UNESCO and partners support efforts to make school environments safe and healthy, including violence prevention, promotion of access to safe water and latrines, and referrals to youth-friendly health services.

Strategic objective 3
Shaping the future education agenda

International cooperation is a key mechanism to support education, especially in developing countries. Over the past 20 years, many new mechanisms have appeared such as donors from emerging economies. UNESCO will work to inspire new modalities of international cooperation. In doing so, it will seek to create an international impetus for scaling up political attention and the allocation of resources to education and learning, integrating a foresight dimension into policy development and planning, and expanding and strengthening partnerships for education.

UNESCO will do this by steering international debates on critical issues and emerging challenges for education. In the lead-up to the 2015 target year for achieving the MDGs and the EFA goals, this will include supporting Member States in reporting on and monitoring progress towards the goals, critically reviewing the lessons learned and guiding the debate on international education and development agendas beyond 2015. Equal partnerships between countries will be fostered through South-South and North-South-South cooperation, in particular by strengthening technical cooperation between developing countries and engaging new donors such as BRICS (Brazil, the Russian Federation, India, China and South Africa). Recognizing the many isolated actions taking place in local and global settings and sectors, UNESCO will reach beyond its traditional multilateral partners to build a broad coalition of partnerships for education that will include civil society, academia and the private sector, and encompass expertise from related sectors such as health and labour.

UNESCO's activities contributing to this strategic objective can be clustered into three key thematic areas, described below.

1. Rethinking education for the future: foresight and research

The current conceptualization of education is still largely rooted in the industrial model of the 19th century. This, however, is increasingly being challenged by accelerating factors of change, as described in Chapter 1, and by unforeseen crises and shocks. In this global environment, there is a need to be more responsive to increasingly rapid changes and the new demands they place on education worldwide. With this changing global environment in mind, and in view of consolidating its intellectual mandate, UNESCO seeks to strengthen its capacity for foresight and its resultant agility in exploiting and responding to emerging and unpredictable opportunities and challenges in the coming years. This capacity is crucial for the Organization to substantively anticipate and catalyse global discourse with regard to paradigm shifts in response to changes in the global development context. Strengthening the foresight function will further reinforce UNESCO's role as a laboratory and clearing house of ideas. It will do so through its specialized category 1 Institutes and academic networks and expertise such as UNITWIN and UNESCO Chairs.

As thinking about education and learning evolves, it will be necessary to look beyond the confines of the education sector and examine wider societal development trends so as to understand their potential implications for the future of education and learning. It will be important to consider how the information, knowledge and communication revolution is transforming people's understandings of time and space, and of individual roles and relationships in societal development. Moreover, the multiplication of new media, combined with greater physical mobility in the context of globalization, is heightening exposure to multiple and often conflicting new value systems and cultural models. The impact of this on the socialization function of formal education needs to be considered. So do the implications of the need for more flexible and adaptable skills to address new and unforeseen changes in science, technology and production. Analysing emerging development trends and understanding their potential implications for education constitute a first step in rethinking education for the future.

One of UNESCO's core functions is to serve as an international forum of ideas, guiding the global debate on international education. Two landmark UNESCO reports are widely recognized as key references for policy and practice in education worldwide: *Learning to Be* (1972), known as the Faure Report, and *Learning: The Treasure Within* (1996), the report of the International Commission on Education for the Twenty-first Century, known as the Delors report. Bearing in mind societal transformations under way since the 1990s, UNESCO initiated a re-examination of both reports to determine what portion of their vision remains relevant and what might need to be refined, adapted or further developed. The necessity of formulating a new report on education for the 21st century will be considered based on the report of the high-level expert group and consultations with Member States and the international community.

2. Monitoring global education development, including through normative instruments

There is a growing need for evidence-based policy-making and advocacy, and for strengthening and improving the tools to measure national commitments and accountability in realizing the right to education. UNESCO will continue to play a central role in global monitoring of progress in education through data collection, analysis and dissemination. It will also pursue the monitoring of compliance with international normative instruments that promote various dimensions of the right to education and progress towards reaching the six EFA goals by 2015, and the monitoring of progress and implementation of the post-2015 education agenda.

Monitoring global education development

Through the work of the UNESCO Institute for Statistics, the Organization has enhanced the comparison of education statistics and indicators across countries, based on a common statistical framework: the revised International Standard Classification of Education (ISCED 2011). To a wide range of users – including national policy-makers, international agencies, development partners, researchers and students – UNESCO education statistics are the sole authoritative reference for monitoring progress and benchmarking the performance of education systems.

After 2015, UNESCO will continue to draw on its capacity in education statistics to monitor progress in realizing the right to education. It will continue to publish the *EFA Global Monitoring Report*, on progress towards the EFA goals, until 2015. The evidence and analysis disseminated through this independent report continues to play a key role in informing debate on the education related post-2015 development agenda. The report to be published in 2015 will present a global stock-taking of the goals since 2000 to inform the World Education Forum 2015 in the Republic of Korea in May 2015. With UIS's mandate to collect official education-related data from Member States, UNESCO's strong capacity for analysis of data, as well as its long experience monitoring progress on the Dakar Framework for Action through the *EFA Global Monitoring Report*, the Organization is in a unique position to continue its global role in monitoring the post-2015 education agenda.

Monitoring realization of the right to education

Underpinned by the Universal Declaration of Human Rights (1948, Article 26), UNESCO leads a rights-based approach which promotes education not only for its utilitarian value, but also as an undeniable human right. Ever since the 1960 UNESCO Convention against Discrimination in Education – the first legally binding international instrument spelling out core elements of the right to education – UNESCO has developed a wealth of international

normative instruments, such as conventions and recommendations,[13] to promote various dimensions of the right to a good quality education for all. In view of its role in the UN system, an important responsibility devolves upon UNESCO in this field.

UNESCO will give greater focus to the monitoring of compliance with international normative instruments. It will strengthen its capacity to give Member States technical support in reviewing and updating legal frameworks to reflect the right to good quality education for all.[14] Emphasis will also be placed on implementing and enforcing the main components of the right to education. UNESCO will focus on research and analysis of enforcement at grassroots level, notably through the work on justiciability. Efforts will focus on reaching the unreached, making education accessible and meaningful to those deprived of it. UNESCO will continue to sustain monitoring of convention implementation through innovative modalities of reporting, and mobilize global partnerships to raise awareness on key issues relating to the realization of the right to education. UNESCO's close collaboration with the UN treaty bodies and other UN mechanisms will also enable the Organization to give prominence to the right to education.

It is essential for advocacy and awareness-raising to be a permanent concern of all stakeholders. Improving knowledge on the right's importance, its contents and ways to reinforce and claim it should be a constant on the political agenda. UNESCO will seek to create appropriate means to spread knowledge on the right to education for all, and give particular focus to enforcing the right to education to vulnerable and marginalized groups such as nomads, minorities, migrants, women and people with disabilities.

3. Building effective partnerships for education

The extent to which current and emerging education challenges can be successfully addressed will depend on more effective cooperation between stakeholders at the national, regional and global levels and on more effective resource use in the sector. UNESCO, as the coordination agency for the EFA movement and the UN's leading technical agency in education, is in a unique position to bring all partners together and provide a platform for creating new dynamics in education cooperation, particularly in the post-2015 era.

13 Critical examples are the Convention against Discrimination in Education (1960), Recommendations concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974), Recommendation Concerning the Status of Teachers (1966), Recommendation concerning the Status of Higher Education Teaching Personnel (1997), Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993) and related regional conventions covering African States, Arab States, Asia and the Pacific, the European Region, Latin America and the Caribbean, and Arab and European States Bordering on the Mediterranean, the Convention on Technical and Vocational Education (1989) and the 2001 Recommendation. In addition, United Nations instruments (notably the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child) carry provisions analogous to those contained in the Convention against Discrimination in Education.

14 Since 1960, 97 countries have ratified the Convention against Discrimination in Education. About 140 countries have inscribed the right to education in their constitutions and 150 to 160 guarantee it and/or its main components in legislation.

UNESCO will further build on its experience in coordinating the EFA movement (2000–2015) to strengthen international dialogue and cooperation, as well as more equal, inclusive and effective partnerships, in order to address existing and emerging issues in the sector. A major objective is to engage countries from all regions in an active, frank and constructive dialogue with each other and with representatives of the relevant multilateral organizations, civil society, the research community and the private sector. In this regard, UNESCO will continue to play a key role as Secretariat of the United Nations Secretary-General's initiative 'Global Education First Initiative' (GEFI).

In line with the new international phenomenon, UNESCO will use its voice and convening power to foster and promote new modalities of international cooperation and sub-regional mechanisms such as South-South and North-South-South cooperation and public-private partnerships. Facilitating collective efforts for global education development through various traditional and new platforms such as BRICS will be a priority for UNESCO. Such cooperation will aim to improve lifelong access to education, and quality and equity in education, by supporting new approaches and innovation, to share information and knowledge, to facilitate analytical work and policy dialogue, to mobilize political and financial commitment and to ensure targeted, effective and efficient support to disadvantaged groups and low income countries.

CHAPTER 4
FUTURE MILESTONES AND IMPLEMENTATION ARRANGEMENTS

Through an analysis of how the current context, both within the education sector and external to it, affects education (Chapter 1), UNESCO proposes a vision for a post-2015 education agenda (Chapter 2) and explains how it can be translated into UNESCO's programmatic actions for 2014–2021, a period corresponding to the Organization's eight-year medium term strategy (Chapter 3). This last section elaborates on the 'rolling' nature of the education strategy and the next key milestones that will allow UNESCO to appraise the need to refine it. It also highlights some key drivers of success, along with implementation arrangements that will be needed to put the education strategy into operation.

The post-2015 education agenda is still in the making

As Chapter 2 explains, the future global development agenda and the role that education will be given within it are the subject of complex intergovernmental negotiations. UNESCO is making an important contribution to this process by informing the education debate through evidence-based data and recommendations so as to facilitate Member States' decision-making. By co-leading (with UNICEF) the thematic consultation process on education and convening the EFA Steering Committee, it has played a key role in forging a joint comprehensive vision of education beyond 2015. It is preparing a 'framework for action' to be adopted at the World Education Forum 2015, and will continue after 2015 to have a significant role in coordinating global efforts in education and in providing technical support to countries for the implementation and monitoring of the post-2015 education agenda. The outcome of the negotiation process cannot be foreseen: it will be decided by all countries when adopting the global post-2015 development agenda at the UN in September 2015. UNESCO's 2016–2017 education budget will be approved by Member States at the 38th session of its General Conference in November 2015. This will be an occasion to adjust the strategic directions of the education programme if further alignment with the new education agenda is required.

A phased approach

UNESCO's work in education will cover all 13 thematic areas outlined in Chapter 3 throughout the eight years of this strategy, but will be rolled out in two main implementation phases, each giving increased emphasis to different aspects or priority areas.

The first four years (2014–2017) of implementation will aim to achieve 13 expected results through two biennial budgets (2014–2015 and 2016–2017). For each budget period, implementation and progress towards the achievement of the results will be monitored according to defined milestones and/or performance indicators as part of the Organization-wide monitoring and evaluation process. Given the rolling nature of the four- year programme, the transition from one biennium to the next will be accompanied by a review of implementation and results achieved, assessment of lessons learned and remaining challenges, as well as corrective actions, including budget adjustments, for the following biennium. The first biennium will be characterized by a last big push towards the EFA goals, groundwork for the global stocktaking of EFA since 2000 and preparation of the post-2015 education agenda. This forward-looking agenda will involve regional and global events characterized by forward-looking debates aimed at stimulating discussion on the role of education in development after 2015, in close coordination with all EFA partners. The second biennium will entail translating the agenda into concrete action at country level by putting the new framework for action into operation and assisting countries in setting up national education targets within the global ones, and in adapting national education monitoring systems to the new agenda.

The drives of the second implementation phase (2018–2021) will depend largely on decisions of the international community concerning the post-2015 education agenda and its universal relevance. During this phase, UNESCO will seek to strengthen its relevance to all Member States, regardless of its economic development, by giving increased emphasis to the universality of its education programme in terms of outreach (countries) and content (holistic approach), as well as to innovation in education and the ability to respond through education to contemporary and future challenges.

A unified approach

The suspension of some Member States' contribution to UNESCO in 2011 meant an approximately 20% cut in the Organization's budget. As a result, the education programme budget has also undergone significant cuts, including a reduction in the number of regular posts. The basic assumption of this strategy is that alternative finance sources will be identified in coming years. The Education Sector has already significantly expanded its extrabudgetary funding base and generated more resources, including from new emerging donors and the private sector. Significant efforts will be devoted to further resource mobilization for key priority areas of the education programme. The Sector is encouraging multi-donor core funding focused on priority programmes so as to make planning more predictable.

The Education Sector is the largest of UNESCO's five programme Sectors. It has close to 300 fixed-term staff members in three implementation entities: UNESCO Headquarters, some 55 field offices and seven category 1 specialized education Institutes.[15] Ensuring delivery of the education programme by a unified UNESCO will mean leveraging the human resources and technical expertise available within the entire Organization. All implementing entities will be mobilized to contribute to achievement of the strategic objectives, with clearly defined roles and responsibilities. UNESCO has evaluated the comparative advantages and functions of the respective Institutes to avoid overlap and strengthen synergies.

In addition, over the years, UNESCO has developed an impressive number of networks that it will mobilize as part of its implementation strategy. Examples include the UNITWIN/UNESCO Chairs programme, which promotes the establishment of UNESCO Chairs and international inter-university cooperation in key priority areas related to UNESCO's fields of competence. The programme operates in some 124 countries and involves over 650 institutions. Similarly, ASPnet, in its more than 60 years of existence, has generated a global network of 9,900 educational institutions in 181 countries which serve as laboratories for ideas on innovative approaches to quality education and are important agents for positive change. Another example is UNESCO-UNEVOC Network, a global platform of established TVET institutions that provides focal points for service provision and platforms for international cooperation in TVET. Other key implementation partners include National Commissions for UNESCO, UNESCO Clubs and Goodwill Ambassadors, and the nine category 2 centres[16] in the area of education.

It is crucial to maintain a close link between UNESCO's global coordination and normative function, on the one hand, and its operational country level activities on the other; and its various implementing entities must work together as one. The Education Sector has three education regional bureaus, which play an important coordination role in this regard: in Bangkok (Thailand) for Asia-Pacific, Santiago (Chile) for Latin America and the Caribbean, and Beirut (Lebanon) for the Arab States. In sub-Saharan Africa, UNESCO recently undertook a field network reform, which provided an opportunity to further strengthen its delivery capacity and ensure critical mass of expertise in a number of multi-sectoral regional offices. All international staff in Africa will be concentrated in the five multi-sectoral regional offices in sub-Saharan Africa: Dakar (Senegal), Nairobi (Kenya), Abuja (Nigeria), Yaoundé (Cameroon), and Harare (Zimbabwe).

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15 The category 1 Education Institutes are the UNESCO International Bureau of Education (IBE), the UNESCO International Institute for Educational Planning (IIEP), the UNESCO Institute for Lifelong Learning (UIL), the UNESCO Institute for Information Technologies in Education (IITE), the UNESCO International Institute for Capacity-Building in Africa (IICBA), the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) and the Mahatma Gandhi Institute for Peace and Sustainable Development (MGIEP).

16 The category 2 centres, in addition to APCEIU, are the Regional Centre for Adult Education (ASFEC), the International Centre for Girls' and Women's Education in Africa (CIEFFA), the International Research and Training Centre for Rural Education (INRULED), the Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE), the Regional Centre for Educational Planning (RCEP), the Regional Centre for Quality and Excellence in Education (RCQE), the South-East Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD) and the South Asian Centre for Teacher Development.

One of UNESCO's key comparative advantages is the intersectorality of its mandate. The Education Sector can draw upon experts in culture, communication, natural science and social sciences when designing and implementing its activities, and can mainstream education into the programmes of these other sectors. The Education Sector will draw on this comparative advantage, by further harnessing its interdisciplinary expertise to strengthen intersectoral cooperation and deliver more effectively, particularly at the field level.

Building partnerships and strengthening synergies for increased global outreach

UNESCO has made important efforts, involving all stakeholders, to strengthen the global coordination mechanisms for EFA. In this regard, the EFA Steering Committee has played an increasingly important role in the development of the post-2015 education agenda. A key strategy for UNESCO in coming years will be to continue to strengthen global coordination of the education agenda to ensure better synergies between key partners. UNESCO will seek to make sure its comparative advantages, in areas such normative function, forecasting of education trends, provision of a platform for dialogue, quality assurance, education planning and policy, and upstream capacity development, are recognized and better planned at country level to complement those of its closest partners, particularly UNICEF, the Global Partnership for Education (GPE) and the World Bank. UNESCO has also developed closer cooperation in the past two years with other UN organizations (e.g. the ILO, UN Women, WHO) and with the OECD, and this cooperation will continue to be nurtured.

Through strategic partnerships with a wide range of private and public sector actors, UNESCO seeks to mobilize knowledge, skills, capacities, visibility and outreach to help it strengthen its programme's scope and impact. It has experience in cooperation with several stakeholders and partners: bilateral government donors, UN funds and programmes, multilateral organizations, multilateral development banks, private sector organizations, non-governmental organizations, parliamentarians and members of the media and academia, among others. UNESCO will further explore and strengthen these partnerships, particularly those with the private sector and with new donors such as the BRICS. Such partnerships are not limited to mere funding capacity; this cooperation also pertains to a particular dynamic that can leverage considerable know-how, advocacy, outreach and sustainability for UNESCO's priority objectives and programmes. The Organization has entered into a series of new partnerships with the private sector, particularly in relation to the initiative on girls' and women's education. These partnerships broaden the education cooperation platform, bringing in new key stakeholders. Diversity of stakeholders and partners will be an important asset for UNESCO as it works to achieve the strategic directions described in this strategy by 2021.

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“This publication elaborates on the education component of the Medium-Term Strategy. While continuing to focus efforts on the ‘unfinished business’ of EFA, such as literacy, teachers and vocational skills development, UNESCO will lead and advocate for strengthened action towards empowering learners to be creative and responsible citizens. In a world of change, when individuals are increasingly called upon to make a positive contribution to their communities through the promotion of peace, solidarity, and respect for others and the environment, I am convinced that Education for Sustainable Development and Global Citizenship Education must also be considered crucial elements for well-rounded educational systems.”

Irina Bokova
Director-General of UNESCO

To know more...

Education 2030

Incheon Declaration

and

Framework for Action

Towards inclusive and equitable quality education and lifelong learning for all

UNESCO UNDP UNFPA UNHCR The UN Refugee Agency unicef UN WOMEN WORLD BANK GROUP

Education 2030

Incheon Declaration

Towards inclusive and equitable quality education and lifelong learning for all

UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19 – 22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years.

Preamble

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

2. On this historic occasion, we reaffirm the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 — the most important commitment to education in recent decades and which has helped drive significant progress in education. We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights. We acknowledge the efforts made; however, we recognize with great concern that we are far from having reached education for all.

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

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

Towards 2030: a new vision for education

5. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 ***"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*** and its corresponding targets. It is transformative and universal, attends to the 'unfinished business' of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

6. Motivated by our significant achievements in expanding **access** to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.

7. **Inclusion and equity** in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.

8. We recognize the importance of **gender equality** in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.

9. We commit to **quality** education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development agenda.

10. We commit to promoting quality **lifelong learning opportunities** for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive

and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.

Implementing our common agenda

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

13. We call for strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level, within the framework of regional entities, mechanisms and strategies.

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

15. Noting the importance of development cooperation in complementing investments by governments, we call upon developed countries, traditional and emerging donors, middle income countries and international financing mechanisms to increase funding to education and to support the implementation of the agenda according to countries' needs and priorities. We recognize that the fulfilment of all commitments related to official development assistance (ODA) is crucial, including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries. In accordance with their commitments, we urge those developed countries that have not yet done so to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries. We also commit to increase our support to the least developed countries. We further recognize the importance of unlocking all potential resources to support the right to education. We recommend improving aid effectiveness through better coordination and harmonization, and prioritizing financing and aid to neglected sub-sectors and low income countries. We also recommend significantly increasing support for education in humanitarian and protracted crises. We welcome the Oslo Summit on Education for Development (July 2015) and call on the Financing for Development Conference in Addis Ababa to support the proposed SDG 4.

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

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

18. We resolve to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and the management of education systems as well as to ensure accountability. We further request the WEF 2015 co-convenors and partners to support capacity development in data collection, analysis and reporting at the country level. Countries should seek to improve the quality, levels of disaggregation and timeliness of reporting to the UNESCO Institute for Statistics. We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEMR), hosted and published by UNESCO, as the mechanism for monitoring and reporting on the proposed SDG 4 and on education in the other proposed SDGs, within the mechanism to be established to monitor and review the implementation of the proposed SDGs.

19. We have discussed and agreed upon the essential elements of the Education 2030 Framework for Action. Taking into account the United Nations summit for the adoption of the post-2015 development agenda (New York, September 2015) and the outcomes of the Third International Conference on Financing for Development (Addis Ababa, July 2015), a final version will be presented for adoption and launched at a special high-level meeting to be organized alongside the 38th session of the General Conference of UNESCO in November 2015. We are fully committed to its implementation after its adoption, to inspire and guide countries and partners to ensure that our agenda is achieved.

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

Incheon, Republic of Korea

21 May 2015

Statements of the Heads of the WEF 2015 Convening Agencies

This Declaration is a huge step forward. It reflects our determination to ensure that all children, young people and adults gain the knowledge and skills they need to live in dignity, to fulfil their potential and contribute to their societies as responsible global citizens. It encourages governments to provide learning opportunities through life, so that people can continue to grow and be on the right side of change. It affirms that education, a fundamental human right, is the key to global peace and sustainable development.

Irina Bokova
Director-General of UNESCO

Education is the key to a better life for every child and the foundation of every strong society – but far too many children are still being left behind. To realize all our development goals, we need every child in school and learning.

Anthony Lake
Executive Director, UNICEF

To end poverty, boost shared prosperity, and achieve the Sustainable Development Goals, we must use development financing and technical expertise to effect radical change. We must work together to ensure that all children have access to quality education and learning opportunities throughout their lives, regardless of where they are born, their gender, or their family's income.

Jim Yong Kim
President of the World Bank Group

Together we must promote and protect every person's right to education, and ensure that quality education reaches all, and instils values of peace, justice, human rights and gender equality. We are proud to have been a co-convener of the World Education Forum and pledge to take forward the new action agenda on education for all by 2030.

Babatunde Osotimehin
UNFPA Executive Director

In our world, knowledge is power, and education empowers. It is an indispensable part of the development equation. It has intrinsic value – extending far beyond the economic – to empower people to determine their own destiny. That is why the opportunity to be educated is central to advancing human development.

Helen Clark
UNDP Administrator

The Incheon Declaration rightly commits us to non-discriminatory education that recognizes the importance of gender equality and women's empowerment for sustainable development. This is a crucial opportunity for us to work together, across sectors, towards the fulfilment of the Education for All promise of peaceful, just and equal societies. A world where people are equal can only be achieved if our education also universally teaches this.

Phumzile Mlambo-Ngcuka
UN Women Executive Director and
UN Under-Secretary-General

We have a collective responsibility to ensure education plans take into account the needs of some the most vulnerable children and youth in the world – refugees, internally displaced children, stateless children and children whose right to education has been compromised by war and insecurity. These children are the keys to a secure and sustainable future, and their education matters for us all.

António Guterres
United Nations High Commissioner for Refugees

Education 2030

Framework for Action

Towards inclusive and equitable quality education and lifelong learning for all

TABLE OF CONTENTS

INTRODUCTION

1. The world has made some remarkable progress in education since 2000, when the six Education for All (EFA) goals and the Millennium Development Goals (MDGs) were established. Those goals were not, however, reached by the 2015 deadline and continued action is needed to complete the unfinished agenda. With Goal 4 of **Transforming our world: the 2030 Agenda for Sustainable Development** [i] – '***Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'*** (hereafter referred to as **Education 2030**) – and its associated targets, the world has set a more ambitious universal education agenda for the period from 2015 to 2030. Every effort must be made to guarantee that this time the goal and targets are achieved.

2. Education 2030 was developed through a broad consultative process driven and owned by Member States, and facilitated by UNESCO as well as other partners and guided by the EFA Steering Committee.[1] Education 2030 draws on the thematic consultations on education post-2015 of 2012 and 2013 led by UNESCO and UNICEF, the Global Education for All Meeting held in Muscat, Oman, in May 2014, non-government organization (NGO) consultations, the five regional ministerial conferences organized by UNESCO in 2014 and 2015, and the E-9 meeting held in Islamabad in 2014.[2] A key mile stone in its development is the Muscat Agreement [ii], which was adopted at the Global EFA Meeting in May 2014 and which informed the global education goal and its associated targets and means of implementation as proposed by the United Nations (UN) General Assembly's Open Working Group on Sustainable Development Goals (OWG).

This process culminated in the **Incheon Declaration**, which was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea. The Incheon Declaration constitutes the commitment of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development. The **Education 2030 Framework for Action**, which provides guidance for implementing Education 2030, was discussed at WEF 2015, and its essential elements were agreed upon in the Incheon Declaration. The Framework for Action outlines how to translate into practice, at country/national,[3] regional and global level, the commitment made in Incheon. It aims at mobilizing all countries and partners around the Sustainable Development Goal (SDG) on education and its targets, and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure inclusive and equitable quality education and lifelong learning opportunities for all. It also proposes indicative strategies which countries may wish to draw upon in developing contextualized plans and strategies, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

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

* The E-9 Initiative is a forum established in 1993 to accelerate progress towards the achievement of EFA. It comprises the nine most highly populated countries of the South (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan).

2 The outcomes of regional ministerial conferences on education post-2015 and the E-9 meeting are the Bangkok Statement (2014), the Lima Statement (2014), the Islamabad Statement (2014), the Kigali Statement (2015), the Sharm El Sheikh Statement (2015) and the Paris Statement (2015) and can be found here.

3 It is acknowledged that in federal systems, government responsibilities often lie at sub-national levels. Moreover, decentralized responsibility for education governance and provision is common practice in many countries which do not have a federal system. Where possible, appropriate terms are used to reflect this, but in some cases 'national' is used to refer to countries with either centralized or decentralized governance systems.

3. The Framework for Action has three sections. Section I outlines the vision, rationale and principles of Education 2030. Section II describes the global education goal and its associated seven targets and three means of implementation, as well as indicative strategies. Section III proposes a structure for coordinating global education efforts, as well as governance, monitoring, follow-up and review mechanisms. It also examines ways of ensuring that Education 2030 is adequately financed and outlines the partnerships needed to realize the agenda at country/national, regional and global level.

I. VISION, RATIONALE AND PRINCIPLES

4. Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all SDGs. Recognizing the important role of education, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4) and also includes targets on education under several other SDGs, notably those on health; growth and employment; sustainable consumption and production; and climate change. In fact, education can accelerate progress towards the achievement of all of the SDGs and therefore should be part of the strategies to achieve each of them. The renewed education agenda encapsulated in Goal 4 is comprehensive, holistic, ambitious, aspirational and universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind. The agenda attends to the unfinished business of the EFA goals and the education-related MDGs, while effectively addressing current and future global and national education challenges. It is rights-based and inspired by a humanistic vision of education and development, based on the principles of human rights and dignity, social justice, peace, inclusion and protection, as well as cultural, linguistic and ethnic diversity and shared responsibility and accountability [iii].

5. Building on and continuing the EFA movement, Education 2030 takes into account lessons learned since 2000. What is new about Education 2030 is its focus on increased and expanded access, inclusion and equity, quality and learning outcomes at all levels, within a lifelong learning approach. A key lesson of past years is that the global education agenda should work within the overall international development framework, with strong links to humanitarian response, rather than alongside it as occurred with the separate EFA goals and education-related MDGs. By adopting the Incheon Declaration, the education community set a single renewed education goal in accordance with the overall development framework. The new education agenda's focus on inclusion and equity – giving everyone an equal opportunity, and leaving no one behind – signals another lesson: the need for increased efforts especially aimed at reaching those marginalized or in vulnerable situations. All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status,[4] should have access to inclusive, equitable quality education and lifelong learning opportunities. The focus on education quality, learning and skills highlights yet another important lesson: the danger of concentrating on access to education without paying enough attention to whether students are learning and acquiring relevant skills once they are in school. The fact that the EFA goals have not been reached carries a further lesson: 'business as usual' will not bring quality education to all. If current rates of progress continue, many of the countries lagging furthest behind will not reach the new targets by 2030. This means that it is of utmost importance to change current practices and mobilize efforts and resources at an unprecedented pace. Another new feature of the Education 2030 agenda is that it is universal and is owned by the entire world, developed and developing countries alike.

4 Hereafter, 'marginalized and vulnerable groups' refers to all groups in this list. It should be noted that the list, which combines paragraphs 19 and 25 of 'Transforming our world: the 2030 Agenda for Sustainable Development', is not exhaustive and that countries and regions may identify and address other status-based vulnerability, marginalization, discrimination and exclusion in education.

6. Education 2030 must be seen within the broader context of development today. Education systems must be relevant and respond to rapidly changing labour markets, technological advances, urbanization, migration, political instability, environmental degradation, natural hazards and disasters, competition for natural resources, demographic challenges, increasing global unemployment, persistent poverty, widening inequality and expanding threats to peace and safety. By 2030, education systems will need to enrol hundreds of millions of additional children and adolescents to achieve basic education (that is, pre-primary, primary and lower secondary education) for all [iv] as well as provide equal access to upper secondary and post-secondary education opportunities for all. At the same time, it is critical to provide early childhood care and education to ensure children's long-term development, learning and health. It is also vital for education systems to ensure that all children, youth and adults are learning and acquire relevant skills, including proficiency in literacy. There is an urgent need for children, youth and adults to develop throughout life the flexible skills and competencies they need to live and work in a more secure, sustainable, interdependent, knowledge-based and technology-driven world. Education 2030 will ensure that all individuals acquire a solid foundation of knowledge, develop creative and critical thinking and collaborative skills, and build curiosity, courage and resilience.

7. The renewed attention to the purpose and relevance of education for human development and economic, social and environmental sustainability is a defining feature of the Education 2030 agenda. This is embedded in its holistic and humanistic vision, which contributes to a new model of development. That vision goes beyond a utilitarian approach to education and integrates the multiple dimensions of human existence [v p. 10]. It understands education as inclusive and as crucial in promoting democracy and human rights and enhancing global citizenship, tolerance and civic engagement as well as sustainable development. Education facilitates intercultural dialogue and fosters respect for cultural, religious and linguistic diversity, which are vital for achieving social cohesion and justice.

8. For countries and communities that embrace the need to bring quality education to all, the benefits are enormous. Evidence of education's unmatched power to improve lives, particularly for girls and women continues to accumulate [vi]. Education has a key role in eradicating poverty: it helps people obtain decent work, raises their incomes and generates productivity gains that fuel economic development. Education is the most powerful means of achieving gender equality, of enabling girls and women to fully participate socially and politically, and of empowering them economically. Education is also one of the most potent ways to improve individuals' health – and to make sure the benefits are passed on to future generations. It saves the lives of millions of mothers and children, helps prevent and contain disease, and is an essential element of efforts to reduce malnutrition. Moreover, education promotes the inclusion of persons with disabilities [vii]. It is also fundamentally protective for children, young people and adults whose lives have been devastated by crisis and conflict, and provides them with the tools to rebuild their lives and communities.

9. Unlocking education's power for all will require creating more opportunity everywhere, but especially in countries and regions in conflict. Many of the largest education gaps are found in conflict and emergency situations. It is, therefore, critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflict and post-conflict situations. Better education is also central to preventing and mitigating conflicts and crises and to promoting peace.

10. The principles informing this Framework are drawn from international instruments and agreements, including Article 26 of the Universal Declaration of Human Rights [viii], the Convention against Discrimination in Education [ix], the Convention on the Rights of the Child [x], the International Covenant on Economic, Social and Cultural Rights [xi], the UN Convention on the Rights of Persons with Disabilities [xii], the Convention on the Elimination of All Forms of Discrimination against Women [xiii], the Convention relating to the Status of

Refugees [xiv] and the UN General Assembly Resolution on the Right to Education in Emergency Situations [xv]. Those principles include:

- ***Education is a fundamental human right and an enabling right.*** To fulfil this right, countries must ensure universal equal access to inclusive and equitable quality education and learning, which should be **free and compulsory**, leaving no one behind. Education shall aim at the full development of the human personality and promote mutual understanding, tolerance, friendship and peace.
- ***Education is a public good,*** of which the state is the duty bearer. Education is a shared societal endeavour, which implies an inclusive process of public policy formulation and implementation. Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education. The role of the state is essential in setting and regulating standards and norms [xvi].
- ***Gender equality*** is inextricably linked to the right to education for all. Achieving gender equality requires a rights-based approach that ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.

II. GOAL, STRATEGIC APPROACHES, TARGETS AND INDICATORS

Overarching goal

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

11. The overarching 2030 Agenda for Sustainable Development education goal (SDG 4) commits to providing inclusive and equitable quality education at all levels and expresses the new key features of Education 2030, which underpin this Framework for Action.

12. Ensure **access** to and completion of quality education for all children and youth to at least 12 years of free, publicly funded, inclusive and equitable quality primary and secondary education, of which at least nine years are compulsory, as well as access to quality education for out-of-school children and youth through a range of modalities. Ensure the provision of learning opportunities so that all youth and adults acquire functional literacy and numeracy and so as to foster their full participation as active citizens. The provision of at least one year of free and compulsory pre-primary education of good quality should also be encouraged.

13. Ensure **equity and inclusion** in and through education and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. Inclusive education for all should be ensured by designing and implementing transformative public policies to respond to learners' diversity and needs, and to address the multiple forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education. As **gender equality** is another key feature of Education 2030, this agenda pays particular attention to gender-based discrimination as well as to vulnerable groups, and to ensuring that no one is left behind. No education target should be considered met unless it is met by all.

14. An integral part of the right to education is ensuring that education is of sufficient **quality** to lead to relevant, equitable and effective learning outcomes at all levels and in all settings. Quality education necessitates, at a minimum, that learners develop foundational literacy and

numeracy skills as building blocks for further learning, as well as higher-order skills. This requires relevant teaching and learning methods and content that meet the needs of all learners, taught by well-qualified, trained, adequately remunerated and motivated teachers, using appropriate pedagogical approaches and supported by appropriate information and communication technology (ICT), as well as the creation of safe, healthy, gender-responsive, inclusive and adequately resourced environments that facilitate learning.

15. The right to education begins at birth and continues throughout life; therefore the concept of **lifelong learning**[5] guides Education 2030. To complement and supplement formal schooling, broad and flexible lifelong learning opportunities should be provided through non-formal pathways with adequate resources and mechanisms and through stimulating informal learning, including through use of ICT.

Strategic approaches

16. To achieve SDG 4 on education and the education targets included under other SDGs, it will be necessary to mobilize national, regional and global efforts that are aimed at:

- achieving effective and inclusive partnerships;
- improving education policies and the way they work together;
- ensuring highly equitable, inclusive and quality education systems for all;
- mobilizing resources for adequate financing for education;
- ensuring monitoring, follow-up and review of all targets.

A set of strategic approaches (outlined below) is recommended to deliver on the vastly more ambitious universal Education 2030 goal and agenda, and to monitor progress. Building on the lessons of EFA and the MDGs, states should invest in and scale up innovative, evidence-based and cost-effective approaches that enable all individuals to gain access to, participate in, learn through and complete a quality education, with a special focus on those who are the hardest to reach in all contexts. In addition, indicative strategies specific to each target are described under the targets. It should be noted that these strategies are quite generic and will require appropriate adaptation by governments to different country contexts and priorities.

Strengthening policies, plans, legislation and systems

17. A number of international standard-setting instruments protect the fundamental human right to education. Legally binding instruments such as treaties, conventions, agreements and protocols, as well as international instruments, such as recommendations and declarations [xvii] that have political and moral force have established a solid international normative framework for the right to education without discrimination or exclusion. Multi-stakeholder participatory reviews, led by governments, should be undertaken to institute measures to fulfil their obligations and to ensure strong legal and policy frameworks that lay the foundation and conditions for the delivery and sustainability of quality education.

5 'In essence, lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems which promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals.' (UNESCO Institute for Lifelong Learning. n.d. Technical Note: Lifelong Learning. http://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/UNESCOTechNotesLLL.pdf.)

18. In implementing the new agenda, the focus should be on efficiency, effectiveness and equity of education systems. Education systems should reach out to, attract and retain those who are currently excluded or at risk of being marginalized. Furthermore, to ensure quality education and conditions for effective education outcomes, governments should strengthen education systems by instituting and improving appropriate, effective and inclusive governance and accountability mechanisms; quality assurance; education management information systems; transparent and effective financing procedures and mechanisms; and institutional management arrangements, as well as ensure that robust, timely and accessible data are available. Innovation and ICT must be harnessed to strengthen education systems, disseminate knowledge, provide access to information, promote quality and effective learning and deliver services more efficiently. System strengthening should also draw on South-South and triangular collaboration and sharing of best practices, adapted to country and regional contexts.

Emphasizing equity, inclusion and gender equality

19. Cross-sector policies and plans should be developed or improved, consistent with the overall 2030 Agenda for Sustainable Development, to address the social, cultural and economic barriers that deprive millions of children, youth and adults of education and quality learning. Relevant and realistic intermediate benchmarks and stepping stones should be set at the national level. This must include changes as appropriate in education content, approaches, structures and funding strategies to address the situation of excluded children, youth and adults. Evidence-based policies and strategies to address exclusion may include elimination of cost barriers through, for example, cash transfer programmes; provision of school meals/nutrition and health services; learning and teaching materials and transport services; second chance/re-entry programmes; inclusive school facilities; teacher training on inclusive education; and language policies to address exclusion. To measure marginalization in education, set targets for reducing inequity and monitor progress towards these targets, all countries should collect, analyse and use disaggregated data, broken down by the specific characteristics of given population groups, and ensure that indicators measure progress towards reducing inequality.

20. To ensure gender equality, education systems must act explicitly to eliminate gender bias and discrimination resulting from social and cultural attitudes and practices and economic status. Governments and partners need to put in place gender-sensitive policies, planning and learning environments; mainstream gender issues in teacher training and curricula monitoring processes, and eliminate gender-based discrimination and violence in education institutions to ensure that teaching and learning have an equal impact on girls and boys, women and men, and to eliminate gender stereotypes and advance gender equality. Special measures should be put in place to ensure the personal security of girls and women in education institutions and on the journey to and from them, in all situations but in particular during conflict and crises.

21. Given the significant challenges faced by persons with disabilities in accessing quality education opportunities and the lack of data to support effective interventions, particular attention is needed to ensure access to and outcomes of quality education and learning for children, youth and adults with disabilities.

Focusing on quality and learning

22. Increasing access must be accompanied by measures to improve the quality and relevance of education and learning. Education institutions and programmes should be adequately and equitably resourced, with safe, environment-friendly and easily accessible facilities; sufficient numbers of teachers and educators of quality using learner-centred, active and collaborative pedagogical approaches; and books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to all learners - children, youth and adults. Teacher policies and regulations

should be in place to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems. Systems and practices for assessment of quality learning that include evaluation of inputs, environments, processes and outcomes should be instituted or improved. Relevant learning outcomes must be well defined in cognitive and non-cognitive domains, and continually assessed as an integral part of the teaching and learning process. Quality education includes the development of those skills, values, attitudes and knowledge that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges. A focus on quality and innovation will also require strengthening science, technology, engineering and mathematics education (STEM).

Promoting lifelong learning

23. All age groups, including adults, should have opportunities to learn and to continue learning. Beginning at birth, lifelong learning for all, in all settings and at all levels of education, should be embedded in education systems through institutional strategies and policies, adequately resourced programmes, and robust partnerships at the local, regional, national and international levels. This requires the provision of multiple and flexible learning pathways and entry points and re-entry points at all ages and all educational levels, strengthened links between formal and non-formal structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education. Lifelong learning also includes equitable and increased access to quality technical and vocational education and training and to higher education and research, with due attention to relevant quality assurance.

24. Special measures and increased finance are needed to address the needs of adult learners and of the millions of children, youth and adults who remain illiterate. Moreover, all youth and adults, especially girls and women, should be provided with opportunities to achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire skills for life and decent work. Importantly, the provision of adult learning, education and training opportunities must be ensured. Cross-sector approaches traversing education, science and technology, family, employment, industrial and economic development, migration and integration, citizenship, social welfare and public finance policies should be used.

Addressing education in emergency situations

25. Natural disasters, pandemics and conflicts, and the resulting internal and cross-border displacement, can leave entire generations traumatized, uneducated and unprepared to contribute to the social and economic recovery of their country or region. Crisis is a major barrier to access to education, stalling and in some cases reversing progress towards the EFA goals in the last decade. Education in emergency contexts is immediately protective, providing life-saving knowledge and skills and psychosocial support to those affected by crisis. Education also equips children, youth and adults for a sustainable future, with the skills to prevent disaster, conflict and disease.

26. Countries must, therefore, institute measures to develop inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in crisis contexts, including internally displaced persons and refugees. The principles of prevention, preparedness and response, and established international guidelines such as the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, should guide planning and response. Education sector plans and policies should anticipate risks and include measures to respond to the educational needs of children and adults in crisis situations; they should also promote safety, resilience and social cohesion, with the aim of reducing the risks of conflict and natural disaster. The capacity of governments and civil society for disaster risk reduction, peace education,

climate change adaptation and emergency preparedness and response should be strengthened at all levels to ensure that risk is mitigated and education maintained during all phases, from emergency response to recovery. Well-coordinated national, regional and global responses and systems are needed to prepare for and respond to emergencies and to 'build back' better, towards safer and more equitable education systems.

27. Stakeholders should make every effort to ensure that education institutions are protected as zones of peace, free from violence, including school-related gender-based violence. Special measures should be put in place to protect women and girls in conflict zones. Schools and educational institutions – and the routes to and from them – must be free from attack, forced recruitment, kidnapping and sexual violence. Actions must be taken to end impunity for persons and armed groups that attack education institutions.

Targets and indicative strategies

28. The targets of Education 2030 are specific and measurable, and contribute directly to achieving the overarching goal. They spell out a global level of ambition that should encourage countries to strive for accelerated progress. They are applicable to all countries, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. Country-led action will drive change, supported by effective multi-stakeholder partnerships and financing. Governments are expected to translate global targets into achievable national targets based on their education priorities, national development strategies and plans, the ways their education systems are organized, their institutional capacity and the availability of resources. This requires establishing appropriate intermediate benchmarks (e.g. for 2020 and 2025) through an inclusive process, with full transparency and accountability, engaging all partners so there is country ownership and common understanding. Intermediate benchmarks can be set for each target to serve as quantitative goalposts for review of global progress vis-à-vis the longer-term goals. Such benchmarks should build on existing reporting mechanisms, as appropriate. Intermediate benchmarks are indispensable for addressing the accountability deficit associated with longer-term targets.

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

29. Despite significant progress since 2000, an estimated 59 million children of primary school age and 65 million adolescents of lower secondary school age – of whom girls remain the majority – were still out of school in 2013 [xviii]. In addition, many of those in school are not acquiring basic knowledge and skills. At least 250 million primary-school-aged children, more than 50% of whom have spent at least four years in school, cannot read, write or count well enough to meet minimum learning standards [xix].

30. The provision of 12 years of free, publicly funded, inclusive, equitable, quality primary and secondary education – of which at least nine years[6] are compulsory, leading to relevant learning outcomes – should be ensured for all, without discrimination. The provision of free education includes the removal of cost-related barriers to primary and secondary education. Immediate, targeted and sustained action is required to provide meaningful education and training opportunities for the large population of out-of-school children and adolescents.

6 The first nine years of formal education, i.e. the cumulative duration of ISCED 1 and 2: ISCED 1 is the primary level, typically lasting six years (with variation across countries between four and seven years), and ISCED 2 is lower secondary, typically lasting three years (again, with variation). (UIS. 2012. International Standard Classification of Education: ISCED 2011. www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.)

31. Upon completion of the full cycle of primary and secondary education, all children should have established the building blocks of basic literacy and numeracy skills and achieved an array of relevant learning outcomes as defined by and measured against established curricula and official standards, including subject knowledge and cognitive and non-cognitive skills,[7] [xx] that enable children to develop to their full potential.

32. Effective and relevant learning outcomes can only be achieved through the provision of quality inputs and instructional processes that enable all learners to acquire relevant knowledge, skills and competencies. Equally important is the equity dimension: policies should be established to address the uneven distribution of learning opportunities and outcomes across regions, households, ethnic or socio-economic groups and, most importantly, in diverse schools and classrooms. Addressing inequality and ensuring inclusion in provision and in quality education outcomes requires deepening the understanding of teaching and learning in a given learning environment. In multilingual contexts, where possible and taking into account differing national and subnational realities, capacities and policies, teaching and learning in the first or home language should be encouraged. Given the increased global social, environmental and economic interdependence, it is also recommended that at least one foreign language is offered as a subject.

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

34. Indicative strategies:

- Put in place policies and legislation that guarantee 12 years of free, publicly funded, inclusive, equitable, quality primary and secondary education, of which at least nine years are compulsory for all children, leading to relevant learning outcomes. Countries should increase the number of years of free and compulsory education to meet global benchmarks, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.
- Define standards and review curricula to ensure quality and relevance to the context, including skills, competencies, values, culture, knowledge and gender responsiveness.
- Strengthen the efficiency and effectiveness of institutions, school leadership and governance through greater involvement of communities, including young people and parents, in the management of schools.
- Allocate resources more equitably across socio-economically advantaged and disadvantaged schools.
- In multilingual contexts foster bi- and multilingual education, starting with early learning in the first or home language of children.
- Provide alternative modes of learning and education for children and adolescents who are not in school at both the primary and secondary levels, and put in place equivalency and bridging programmes, recognized and accredited by the state, to ensure flexible learning in both formal and non-formal settings, including in emergency situations.

7 Noting that there is debate around the term 'non-cognitive skills' and that other terms have been used including '21st century skills', 'soft skills', 'transversal skills' and 'transferable skills', this document uses 'non-cognitive skills', which may include critical and innovative thinking; interpersonal skills; intrapersonal skills; global citizenship skills; media and information literacy, etc.

- Develop more robust, comprehensive assessment systems to assess learning outcomes at critical points, including during and at the end of primary and lower secondary education, reflecting both cognitive and non-cognitive skills. These should include assessment of foundational reading, writing and numeracy skills as well as non-cognitive skills. Design formative assessments as an integral part of the teaching and learning process at all levels, with a direct link to pedagogy.

Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

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

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

37. Indicative strategies:

- Put in place integrated and inclusive policies and legislation that guarantee the provision of at least one year of free and compulsory quality pre-primary education, paying special attention to reaching the poorest and most disadvantaged children through ECCE services. This includes assessment of ECCE policies and programmes in order to improve their quality.
- Put in place integrated multisector ECCE policies and strategies, supported by coordination among ministries responsible for nutrition, health, social and child protection, water/sanitation, justice and education, and secure adequate resources for implementation.

- Devise clear policies, strategies and action plans for the professionalization of ECCE personnel by enhancing and monitoring their ongoing professional development, status and working conditions.
- Design and implement inclusive, accessible and integrated programmes, services and infrastructure of quality for early childhood, covering health, nutrition, protection and education needs, especially for children with disabilities, and support families as children's first caregivers.

Note: *While Targets 4.3 and 4.4 are discussed separately, it should be noted that they are closely related.*

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

38. Opportunities for access to higher levels of education are often insufficient, particularly in least developed countries, resulting in a knowledge gap with serious consequences for social and economic development. Therefore, it is imperative to reduce barriers to skills development and technical and vocational education and training (TVET), starting from the secondary level, as well as to tertiary education, including university, and to provide lifelong learning opportunities for youth and adults.

39. TVET is provided at different levels of education. In 2013, its share of upper secondary education enrolment stood at around 23%. A number of countries have taken steps to expand vocational education to the tertiary education level (ISCED level 5).

40. All forms of tertiary education[8] have expanded rapidly, with total enrolment rising from 100 million in 2000 to 199 million in 2013 [xxiii]. Yet wide disparity in access to tertiary education, in particular at university level, with regard to gender, to social, regional and ethnic background, and to age and disability remain. Disadvantages for females occur particularly in low-income countries, and for males in high-income countries.

41. In addition to imparting job skills, tertiary education and universities play a vital role in stimulating critical and creative thinking and generating and disseminating knowledge for social, cultural, ecological and economic development. Tertiary education and universities are critical for the education of future scientists, experts and leaders. Through their research function, they play a fundamental role in creating knowledge and underpin the development of analytical and creative capacities that enable solutions to be found for local and global problems in all fields of sustainable development.

42. Another trend is the increasing mobility of staff and learners, and the flow of students moving abroad to enhance academic credentials. As a consequence, the comparability, recognition and quality assurance of qualifications has become a growing area of concern, in particular in countries where administrative systems are weak. At the same time, mobility in tertiary education is an asset and an opportunity and should be enhanced to develop students' competencies and global competitiveness.

8 Tertiary education builds on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. It comprises ISCED levels 5 (short-cycle tertiary education), 6 (bachelor's degree or equivalent), 7 (master's degree or equivalent) and 8 (doctorate or equivalent). Tertiary level programme content is more complex and advanced than at lower levels. (UIS. 2012. International Standard Classification of Education: ISCED 2011. www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.)

43. A well-established, properly regulated tertiary education system supported by technology, open educational resources and distance education can increase access, equity, quality and relevance, and can narrow the gap between what is taught at tertiary education institutions, including universities, and what economies and societies demand. The provision of tertiary education should be made progressively free, in line with existing international agreements.

44. TVET and tertiary education, including universities as well as adult learning, education and training, are important elements of lifelong learning. Promoting lifelong learning requires a sector-wide approach that encompasses formal, non-formal and informal learning for people of all ages, and specifically adult learning, education and training opportunities. It is necessary to provide opportunities for equitable access to university for older adults, paying particular attention to vulnerable groups.

45. Indicative strategies:

- Develop cross-sector policies for and between vocational skills development, TVET and tertiary education and strengthen links between science and policy development to keep pace with changing contexts and remain relevant; develop effective partnerships, in particular between the public and private sectors, and include employers and unions in their implementation.
- Ensure quality assurance, comparability and recognition of tertiary education qualifications and facilitate credit transfers between recognized tertiary education institutions.
- Develop policies and programmes for the provision of quality distance learning in tertiary education, with appropriate financing and use of technology, including the Internet, massive open online courses and other modalities that meet accepted quality standards to improve access.
- Develop policies and programmes that reinforce the research function in tertiary and university education through the early uptake of the STEM fields, particularly by girls and women.
- Strengthen international cooperation in developing cross-border tertiary and university education and research programmes, including within the framework of global and regional conventions on the recognition of higher education qualifications, to support increased access, better quality assurance and capacity development.
- Promote TVET, tertiary education and university as well as adult learning, education and training opportunities for young people and adults of all ages and socio-cultural background so as to enable them to continue to improve and adapt their skills, with particular attention to gender equality including the elimination of gender-based barriers, and to vulnerable groups such as those with disabilities.
- Tertiary institutions, including universities should support and foster the development of policies for and provision of equitable quality lifelong learning opportunities.

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 work and entrepreneurship

46. Against a background of rapidly changing labour markets, growing unemployment particularly among youth, ageing labour forces in some countries, migration, and technological advancements, all countries are facing the need to develop people's knowledge, skills and competencies for decent work, entrepreneurship and life [xxiv]. In many countries, education and training policies are also expected to address rapidly changing needs for youth and adults to improve their skills and learn new ones. Consequently, it is imperative to increase and diversify learning opportunities, using a

wide range of education and training modalities, so that all youth and adults, especially girls and women, can acquire relevant knowledge, skills and competencies for decent work and life.

47. Equitable access to TVET needs to be expanded while quality is ensured. Appropriate priorities and strategies need to be developed to better link TVET with the world of work, in both the formal and informal labour sectors, to improve its status, to build learning pathways between different education streams and to facilitate the transition between school and work. TVET systems must recognize and value skills acquired through experience or in non-formal and informal settings, including in the workplace and through the Internet.

48. A narrow focus on work-specific skills reduces graduates' abilities to adapt to the fast-changing demands of the labour market. Therefore, beyond mastering work-specific skills, emphasis must be placed on developing high-level cognitive and non-cognitive/transferable skills [xxv], such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields. Moreover, learners should be provided with opportunities to update their skills continuously through lifelong learning.

49. It is critical to evaluate impacts and outcomes of TVET education policies and programmes, and to collect data on the transition from learning to the world of work and on the employability of graduates, paying attention to disparity.

50. Indicative strategies:

- Gather and use evidence about changing skills demand to guide skills development, reduce disparity and respond to changing labour market and societal needs and contexts, as well as to the needs of the 'informal economy' and rural development.
- Engage social partners in designing and delivering education and training programmes that are evidence based and holistic. Ensure that TVET curricula and training programmes are of high quality and include both work-related skills and non-cognitive/transferable skills, including entrepreneurial, basic and ICT skills, and that TVET institutions' leaders and teaching staff, including trainers and companies, are qualified/certified.
- Promote the development of different forms of work-based and classroom-based training and learning where appropriate.
- Ensure transparent and efficient TVET quality assurance systems and develop qualifications frameworks.
- Promote collaboration on enhancing transparency and cross-border recognition of TVET qualifications to raise the quality of TVET programmes and enable workers' and learners' mobility, and to ensure that TVET programmes keep pace with the changing labour market demands.
- Promote flexible learning pathways in both formal and non-formal settings; enable learners to accumulate and transfer credits for levels of achievement; recognize, validate and accredit prior learning; and establish appropriate bridging programmes and career guidance and counselling services.

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

51. Despite overall progress in enrolling more girls and boys in primary school, insufficient attention has been paid to eliminating inequality in education at all levels. For example, the probability that children from the poorest 20% of households in low and middle income countries would

not complete primary school was more than five times as high as that of children from the richest 20% in circa 2009 [xxvi]. In addition, poverty tends to exacerbate other factors of exclusion, for example by widening gender gaps.

52. Attention to poverty must remain a priority, as poverty is still the single greatest barrier to inclusion at all levels and in all regions of the world. Investment in education can decrease income disparity and many education programmes have found innovative ways to assist families and learners in overcoming financial obstacles to education. Such approaches must be invested in and taken to scale.

53. To achieve inclusive education, policies should aim to transform education systems so they can better respond to learners' diversity and needs. This is key in fulfilling the right to education with equality, and it is related not only to access, but also to participation and achievement of all students, with special attention to those who are excluded, vulnerable or at risk of being marginalized as detailed in paragraph 5.

54. Gender inequality is of particular concern. Only 69% of countries were projected to achieve gender parity in access at the primary level – enrolling equal numbers of girls and boys – by 2015 and 48% at the secondary level [xxvii]. Moreover, while gender parity is useful as a measurement of progress, more effort also is needed to ensure gender equality. Equality is a more ambitious goal: it means that all girls and boys, all women and men, have equal opportunity to enjoy education of high quality, achieve at equal levels and enjoy equal benefits from education. Adolescent girls and young women, who may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, as well as those living in poor and remote rural areas, require special attention. There are also contexts in which boys are disadvantaged; for example, in some regions boys' enrolment in secondary and higher education is lagging behind that of girls. Gender inequality in education often mirrors prevailing gender norms and discrimination in the broader society, so policies aimed at overcoming such inequality are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour. The contexts and root causes of marginalization, discrimination and exclusion are wide-ranging. Vulnerable groups that require particular attention and targeted strategies include persons with disabilities, indigenous peoples, ethnic minorities and the poor.

55. Capacity-building efforts and investment will be required to guarantee gender mainstreaming across education systems and programmes in their implementation, monitoring, evaluation and follow-up. Special measures should be put in place to ensure the personal security of girls and women in and on the journey to and from education institutions and to eliminate gender-based violence in schools with policies against all forms of gender-based and sexual violence and harassment.

56. Many children's education opportunities are shattered by conflict, epidemics and natural disaster. Around 21 million of the world's out-of-school children, or 36%, lived in conflict-affected areas in 2012, up from 30% in 2000 [xxviii]. It is crucial to maintain education during emergency, conflict, post-conflict and post-disaster situations, and to address the educational needs of internally displaced persons (IDPs) and refugees. In addition to the measures suggested for ensuring that equity, inclusion and gender equality are embedded in all education targets, the following strategies are proposed:

57. Indicative strategies:

- Ensure that education policies and sector plans and their budgeting guarantee the principles of non-discrimination and equality in and through education, and develop and implement targeted urgent strategies for vulnerable and excluded groups. Develop indicators to measure progress towards equality.
- Ensure that education policies, sector plans and budget planning include risk assessment, preparedness and response to emergency situations for education, and initiatives that

respond to the education needs of children, youth and adults affected by disaster, conflict, displacement and epidemics, including IDPs and refugees. Support sub-regional and regional mechanisms and strategies that meet the educational needs of IDPs and refugees.

- Identify, monitor and improve girls' and women's access to quality education, as well as their level of participation, achievement and completion. In contexts where boys are disadvantaged, make them the focus of targeted action.
- Identify the barriers that keep vulnerable children and youth out of quality education programmes and take affirmative actions to eliminate those barriers.
- Support a comprehensive approach to making schools resilient to disaster impacts of all sizes. This includes safer school facilities, school disaster management, and risk reduction and resilience education.
- Provide distance learning, ICT training, access to appropriate technology and necessary infrastructure to facilitate a learning environment at home and in conflict zones and remote areas, particularly for girls, women, vulnerable boys and youth, and other marginalized groups.
- Ensure government review of education sector plans, budgets, curricula and textbooks [xxix], along with teacher training and supervision, so that they are free of gender stereotypes and promote equality, non-discrimination and human rights and foster intercultural education.
- Ensure use of multiple sources of data and information, including from Education Management Information Systems and relevant school and household surveys, to facilitate monitoring of social exclusion in education. The World Inequality Database on Education is an example of how such information could be made available to decision-makers to take action.[9]
- Collect better-quality data on children with disabilities, cataloguing different disabilities and impairments and assessing their level of severity. Indicators have to be developed and data should be used to establish an evidence base to inform programming and policy.

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

58. Literacy[10] is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning [xxx]. The benefits of literacy, in particular for women, are well documented. They include greater participation in the labour market, delayed marriage, and improved child and family health and nutrition; these, in turn, help reduce poverty and expand life opportunities. Numeracy is a key skill: manipulating numbers, accounts, measurements, ratios and quantities is a basic to life required everywhere [xxxi]. But improving youth and adult literacy and numeracy remains a global challenge. Worldwide, in 2013, 757 million adults (aged 15 and over), of whom two-thirds are women, were unable to read and write [xxxii]. Low literacy skills are a concern globally, including in middle and high income countries. About 20% of adults in Europe lack the literacy skills they need to fully participate in society [xxxiii]. Adults with poor literacy and numeracy skills face multiple sources of disadvantage. They are more likely to be unemployed, and those who are employed receive lower wages. They find it more difficult to make use of opportunities in society and to exercise their rights. They are also more likely to be in poor health.

9 The database can be found at www.education-inequalities.org

10 Literacy is defined as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with diverse contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential and participate fully in community and society. (UNESCO. 2005. Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting, 10–12 June 2003. http://unesdoc.unesco.org/images/0014/001401/140125eo.pdf.)

59. By 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills[11] that are equivalent to levels achieved at successful completion of basic education. The principles, strategies and actions for this target are underpinned by a contemporary understanding of literacy not as a simple dichotomy of 'literate' versus 'illiterate', but as a continuum of proficiency levels. The required levels, and how people apply reading and writing skills, depend on specific contexts. Particular attention should be paid to the role of learners' first language in becoming literate and in learning. Literacy programmes and methodologies should respond to the needs and contexts of learners, including through the provision of context-related bilingual and intercultural literacy programmes within the framework of lifelong learning. Numeracy provision, an area that requires strengthening, should be part of literacy programmes. ICT, particularly mobile technology, holds great promise for accelerating progress towards this target.

60. Indicative strategies:

- Establish a sector-wide and multisector approach for formulating literacy policy and plans, as well as for budgeting, by strengthening collaboration and coordination among relevant ministries, including those dealing with education, health, social welfare, labour, industry and agriculture, as well as with civil society, the private sector and bilateral and multilateral partners, supporting decentralized provision in practice.
- Ensure that literacy and numeracy programmes are of high quality according to national evaluation mechanisms, tailored to learners' needs and based on their previous knowledge and experience. This requires paying close attention to culture, language, social and political relationships and economic activity, with particular attention to girls and women and vulnerable groups, and linking and integrating such programmes with skills development for decent work and livelihood as essential elements of lifelong learning.
- Scale up effective adult literacy and skills programmes involving civil society as partners, building on their rich experience and good practice.
- Promote the use of ICT, particularly mobile technology, for literacy and numeracy programmes.
- Develop a literacy assessment framework and tools to evaluate proficiency levels based on learning outcomes. This will require defining proficiency across a range of contexts, including skills at work and in everyday life.
- Establish a system to collect, analyse and share relevant and timely data on literacy levels and literacy and numeracy needs, disaggregated by gender and other indicators of marginalization.

Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

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

11 A person is defined as 'functionally literate who can engage in all those activities in which literacy is required for effective functioning of his [or her] group and community and also for enabling him [or her] to continue to use reading, writing and calculation for his [or her] own and the community's development'. (UNESCO. 2006. EFA Global Monitoring Report 2006 –Literacy for Life, p. 154 http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf.)

62. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD)[12] and global citizenship education (GCED),[13] which includes peace and human rights education as well as intercultural education and education for international understanding. While considerable progress has been made in recent years, only 50% of UNESCO's Member States indicate that they have, for example, integrated ESD into relevant policies [xxxiv].

63. Indicative strategies:

- Develop policies and programmes to promote ESD and GCED and bring them into the mainstream of formal, non-formal and informal education through system-wide interventions, teacher training, curricular reform and pedagogical support. This includes implementing the Global Action Programme on ESD[14] and addressing themes such as human rights, gender equality, health, comprehensive sexuality education, climate change, sustainable livelihoods and responsible and engaged citizenship, based on national experiences and capabilities.
- Provide learners of both sexes and of all ages with opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful, healthy and sustainable societies.
- Develop and disseminate good practices on ESD and GCED within and between countries to better implement education programmes and enhance international cooperation and understanding.
- Promote participatory programmes for learners and educators related to ESD and GCED to engage in their communities and society.
- Ensure that education acknowledges the key role that culture plays in achieving sustainability, taking into account local conditions and culture as well as building awareness of cultural expressions and heritage, and their diversity, while emphasizing the importance of respect for human rights.
- Support the development of more robust assessment systems for ESD and GCED to assess cognitive, socio-emotional and behavioural learning outcomes, using existing and proven tools when possible, identifying needs for the development of new tools and including a broad range of countries and regions, taking into account the work of the UNESCO Institute for Statistics (UIS) and other partners.
- Promote an interdisciplinary, and if necessary, multi-stakeholder approach to ensure ESD and GCED at all levels and in all forms of education, including through human rights education and training, promoting a culture of peace and non-violence.

12 ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. (UNESCO. 2014. Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. http://unesdoc.unesco.org/images/0023/002305/230514e.pdf.)

13 GCED aims to equip learners with the following core competencies: a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues; c) non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and d) behavioural capacities to act collaboratively and responsibly, and to strive for collective good. (UNESCO. 2013. Outcome document of the Technical Consultation on Global Citizenship Education: Global Citizenship Education – An Emerging Perspective. http://unesdoc.unesco.org/images/0022/002241/224115E.pdf.)

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

Means of implementation

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

64. This target addresses the need for adequate physical infrastructure and safe, inclusive environments that nurture learning for all, regardless of background or disability status.[15] A quality learning environment is essential to support all learners, teachers and other education personnel. Every learning environment should be accessible to all and have adequate resources and infrastructure to ensure reasonable class sizes and provide sanitation facilities. Although the average percentage of primary schools with adequate sanitation coverage rose from 59% in 2008 to 68% in 2012 in 126 developing countries, only one in two schools met this standard in 52 of least developed and other low income countries [xxxv].

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

66. Indicative strategies:

- Institute comprehensive, multifaceted and cohesive policies that are gender- and disability-sensitive, and promote norms and systems that ensure schools are safe and free from violence.
- Establish policies and strategies to protect learners, teachers and staff from violence within the framework of violence-free schools, and, in areas of armed conflict, commit to and comply with international humanitarian law, which protects schools as civilian objects, and pursue accountability for violation thereof, in implementing Education 2030.
- Ensure that every institution is secure and has water, electricity, gender-segregated toilets that work and are accessible, adequate and safe classrooms, and appropriate learning materials and technology.
- Ensure that resources are allocated equitably between socio-economically advantaged and disadvantaged schools and learning centres.
- Make learning spaces and environments for non-formal and adult learning and education widely available, including networks of community learning centres and spaces and provision for access to ICT resources as essential elements of lifelong learning.

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

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

67. Scholarship programmes can play a vital role in providing opportunities for young people and adults who would otherwise not be able to afford to continue their education. They also offer an important contribution to the internationalization of tertiary education and research systems, particularly in least developed countries. They can help increase access to global knowledge and build capacity to transfer and adapt knowledge and technology to local conditions. In 2010–2011, an average of US$3.2 billion in aid was allocated annually to scholarships and imputed student costs, equivalent to a quarter of total aid to education [xxxix]. This expenditure may be vital to strengthen the skills of the workforce in low income countries, but most of it benefits upper middle income countries. For example, the total funding in the form of scholarships and imputed student costs received annually by just five middle income countries was equivalent to the total amount of direct aid to basic education for all 36 low income countries in 2010 –2011. Where developed countries offer scholarships to students from developing countries, these should be structured to build the capability of the developing country. While the importance of scholarships is recognized, donor countries are encouraged to increase other forms of support to education.

68. In line with the Education 2030 focus on equity, inclusion and quality, scholarships should be transparently targeted at young people from disadvantaged backgrounds. Often scholarships are targeted at particular areas, such as science, technology, engineering, ICT, teacher education and vocational programmes. Particular attention should be given to providing girls and women with scholarships to study in the STEM fields.

69. Indicative strategies:

- Ensure that mechanisms, programmes and policies for international scholarship programmes reflect national development contexts, priorities and plans, focusing on strengthening human resources in the areas where they are most needed.
- Target all scholarship opportunities transparently at young women and men from disadvantaged backgrounds. Ensure that scholarship opportunities for disadvantaged youth are transparently promoted, so as to allow young people to make informed choices, and designed to protect their legal status and rights.
- Develop joint programmes between universities in the home country and the recipient country to motivate students to return home, as well as other mechanisms that prevent 'brain drain' – the emigration of highly trained people – and promote 'brain gain'.
- Develop scholarships in the home country to increase numbers and types of beneficiaries in the recipient country as well as the local labour market.

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

70. Teachers are the key to achieving all of the Education 2030 agenda, so this target is critical. It requires urgent attention, with a more immediate deadline, because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers,

especially in disadvantaged areas. As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems.

71. By 2030, 3.2 million more teachers are required to achieve universal primary education [xl], and 5.1 million more will be needed to achieve universal lower secondary education [xli]. Plus, teachers leaving the profession between 2015 and 2030 will need to be replaced. In addition, in one-third of the countries with data, less than 75% of primary school teachers are trained to national standards [xlii]. Past decisions to lower standards during shortages have contributed to a growing trend of classrooms being staffed by unprepared non-professionals. The absence and/or inadequacy of continuous professional development and support for teachers and national standards for the teaching profession are key contributing factors to the low quality of learning outcomes. Successful education systems that ensure quality and equity have focused on a professional development continuum that supports teachers' own learning and improvement throughout their careers.

72. Teachers also have socio-economic and political rights, including the right to seek decent working conditions and adequate remuneration. Governments should make teaching an attractive, first-choice profession with continuing training and development by improving teachers' professional status, working conditions and support, and should strengthen policy dialogue mechanisms with teacher organizations.

73. Finally, teachers make a major contribution to the improvement of student learning outcomes, with the support of school leaders, government authorities and communities. There is strong evidence that teachers are open to change, and keen to learn and develop throughout their careers. At the same time, they need the time and space to take more initiative to work with colleagues and school leaders and to take advantage of opportunities for professional development.

74. Indicative strategies:

- Develop gender-sensitive strategies to attract the best and most motivated candidates to teaching, and ensure that they are deployed where they are needed most. This includes policy and legislative measures to make the teaching profession attractive to current and potential staff by improving working conditions, guaranteeing social security benefits and ensuring that the salaries of teachers and other education personnel are at least comparable to those paid in other professions requiring similar or equivalent qualifications.
- Review, analyse and improve the quality of teacher training (pre-service and in-service) and provide all teachers with quality pre-service education and continuous professional development and support.
- Develop a qualifications framework for teachers, teacher trainers, teacher supervisors and inspectors.
- Develop and implement inclusive, equitable and gender-sensitive teacher management policies that cover recruitment, training, deployment, remuneration, career development and working conditions, and improve the status of teachers and educators and the quality of teaching.
- Provide teachers with adequate technological skills to manage ICT and social networks, as well as with media literacy and source criticism skills, and provide training on how to address challenges of pupils with special education needs.
- Develop and implement effective feedback systems to support good teaching and teachers' professional development, ensuring that training has a positive impact on teachers' work.
- Strengthen school leadership to improve teaching and learning.

- Set up or strengthen mechanisms for institutionalized social dialogue with teachers and their representative organizations, ensuring their full participation in the development, implementation, monitoring and evaluation of education policy.

Indicators

75. Four levels of indicators are proposed:

- **global:** a small set of globally comparable indicators for all SDGs, including SDG 4 on education, developed through a consultative process led by the United Nations Statistical Commission to monitor progress towards the associated targets;
- **thematic:** a broader set of globally comparable indicators proposed by the education community to track the education targets more comprehensively across countries; they will include the global indicators;
- **regional:** additional indicators that may be developed to take account of specific regional contexts and relevant policy priorities for concepts that are less amenable to global comparison;
- **national:** indicators selected or developed by countries to take account of their national contexts and correspond to their education systems, plans and policy agendas.

76. A set of thematic indicators developed by the Technical Advisory Group following broad public consultation can be found in Annex II. They are based on five criteria: relevance, alignment with the concepts in the target, feasibility for regular (but not necessarily annual) data collection across countries, ease of communication to a global audience, and interpretability. For some targets, robust indicators are already available for a large number of countries. For others, significant efforts are still needed to develop indicator methodologies and/or to build countries' capacity to collect and use data. In particular, greater national and global efforts are needed to bridge gaps in measuring equity and inclusion (for which data disaggregation by population and vulnerable groups is crucial), as well as quality and learning outcomes. These indicators will be tracked according to their relevance based on country context, capacity and data availability.

III. IMPLEMENTATION MODALITIES

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

Governance, accountability and partnerships

78. The heart of Education 2030 lies at the national level. **Governments** have the primary responsibility to deliver on the right to education, and a central role as custodians of efficient, equitable and effective management and financing of public education. They should sustain political leadership on education and guide the process of contextualizing and implementing the Education 2030 goals and targets, based on national experiences and priorities, while ensuring a transparent and inclusive process with other key partners. The role of the state is crucial in regulating standards, improving quality and reducing disparity between regions, communities and schools. Governments should, where appropriate, integrate education planning into poverty

reduction, sustainable development strategies and humanitarian response, while ensuring that policies are aligned with governments' legal obligations to respect, protect and fulfil the right to education.

79. Over the 15 years to 2030, democratization of decision-making processes is expected to increase, with the voices and priorities of citizens reflected in the development and implementation of education policies at all levels. Planning, implementation and monitoring can benefit from the support of strong, multifaceted partnerships that bring together all key actors, whose potential contributions and actions are spelled out below. Partnerships at all levels must be guided by the principles of open, inclusive and participatory policy dialogue, along with mutual accountability, transparency and synergy. Participation must begin with the involvement of families and communities to boost transparency and to guarantee good governance in the education administration. Increased responsibility at the school level could strengthen efficiency in the delivery of services.

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

- promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;
- develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups;
- document and share evidence from practice, from citizens' assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending and ensuring transparency in education governance and budgeting.

81. **Teachers and educators,** and their organizations, are crucial partners in their own right and should be engaged at all stages of policy-making, planning, implementation and monitoring. Teachers and education support personnel can:

- use their professionalism and commitment to ensure that students learn;
- bring classroom realities to the forefront of policy dialogue, policy-making and planning and provide a bridge between policy and practice, contributing their experiences as practitioners and their collective insights and expertise to overall policies and strategies;
- promote inclusion, quality and equity, and improve curricula and pedagogy.

82. **The private sector, philanthropic organizations and foundations** can play an important role, using their experience, innovative approaches, business expertise and financial resources to strengthen public education. They can contribute to education and development through multi-stakeholder partnerships, investment and contributions that are transparent, aligned with local and national priorities, respect education as a human right and do not increase inequality. In addition, they can:

- mobilize additional resources for public education, including by paying fair taxes, and focus those resources on priority areas;
- help education and skills training planners understand labour market trends and skills needs, thereby facilitating the school-to-work transition, and contribute innovative approaches to addressing education challenges;
- increase inclusive education opportunities by providing additional services and activities to reach the most marginalized within the framework of state-regulated standards and norms.

83. The **research community** has an important contribution to make in education development in general and policy dialogue in particular. It can:

- develop policy-relevant research, including action research, to facilitate the achievement of the targets, and make knowledge on education available in a usable form for policy-makers;
- develop local and national sustainable capacity for qualitative and quantitative research;
- help chart progress, propose options or solutions and identify best practices that are innovative, scalable and transferable.

84. **Youth**, students and their organizations are essential partners with specific and unique expertise as one important target group of Education 2030. They are therefore best placed to determine their requirements for improved learning as active, responsible learners. Efforts need to be made to ensure their active representation and participation. They can:

- encourage governments and other partners to develop education programmes for young people in consultation with young people, notably with vulnerable and marginalized youth, in order to better respond to their needs and aspirations;
- help shape policies that foster relevant and responsive education systems and enable a smooth transition from education and training to decent work and adult life;
- participate in intergenerational dialogue, making the case for recognition of children, adolescents and youth, and especially girls and young women, as rights bearers and legitimate interlocutors in education policy and practice at all levels.

85. The success of Education 2030 will depend on collective effort. Legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, upholding the right to participation of all stakeholders, will need to be established or further developed. It is imperative for all partners to embrace the common vision of Education 2030 outlined in this Framework for Action and to be held accountable: multilateral organizations should be accountable to their Member States, education ministries and other related ministries to citizens, donors to national governments and citizens, and schools and teachers to the education community and, more broadly, to citizens.

Effective coordination

86. While driven by education ministries, implementation of the education SDG and the education-related targets in the other SDGs at the country level requires a 'whole of government' approach to education. In light of the role of education in building knowledge-based societies and stemming increasing inequality, as well as the renewed emphasis on lifelong learning in the new education agenda, there is need for stronger leadership, coordination and synergy within governments as regards education development and its integration into wider socio-economic development frameworks. Country-led action will drive change; however, the ambitious education goal cannot be achieved by governments alone. They will need the support of all stakeholders, including non-state actors. **Governments** should establish appropriate mechanisms, and strengthen existing ones, to be the main source of information for the regional and global monitoring process, with UN support. They will also establish procedures to drive, coordinate and stimulate interventions for education development, at various levels and across sectors, by genuinely involving all stakeholders in the planning, implementation and monitoring of education policies and strategies. In addition, in order to ensure country ownership, countries will coordinate any external assistance provided by the convening agencies and other multilateral and bilateral agencies.

87. At the same time, regional and sub-regional collective efforts are critical to the successful adaptation and implementation of Education 2030 at the national and regional levels. Regional and sub-regional cooperation will take place within broader regional processes and mechanisms for coordinating and monitoring the 2030 Agenda for Sustainable Development. These should build on existing partnerships, frameworks and effective and efficient mechanisms, as well as new ones forged to ensure strong regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda. This process may include establishment of regional benchmarks where relevant and appropriate. Current and planned regional strategies and frameworks include the African Union's Agenda 2063: The Africa We Want and the Continental Education Strategy for Africa 2016–2025; the Arab League Educational, Cultural and Scientific Organization education strategy; the European Union's Europe 2020 strategy; the Council of Europe's framework on competences for democratic culture and intercultural dialogue; the Regional Education Project for Education in Latin America and the Caribbean; and the Association of Southeast Asian Nations Community Vision 2025. Specific roles and activities of regional mechanisms could be carved out in 2016, drawing on the outcomes of the regional ministerial conferences on education post-2015

88. Cooperation between the World Education Forum 2015 (WEF 2015) co-convenors (**UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women and the World Bank)**, regional and intergovernmental organizations, and regional and sub-regional communities will help in tackling common challenges coherently. UNESCO, through its regional bureaux and together with the WEF 2015 co-convenors, will further promote sharing of knowledge, effective policies and practices across the regions. The cross-regional Platform for Human Rights Education and Training will also contribute to this endeavour.

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

90. While governments have the primary responsibility for successful implementation, follow-up and review of the SDG agenda, the **United Nations** has a special responsibility to coordinate the 2030 Agenda for Sustainable Development at global level, under the close supervision and guidance of its Member States. A United Nations that is 'fit for purpose' to deliver on the new development agenda will need to promote cooperation and collaboration among its agencies so as to respond coherently in linking the normative, standard-setting and operational dimensions of its work.

91. The WEF 2015 co-convenors, in particular UNESCO, as well as other partners, including GPE as a multi-stakeholder financing platform, will individually and collectively support countries in implementing Education 2030 by providing technical advice, national and regional capacity development and financial support, as well as support for monitoring, based on their respective mandates and comparative advantages, in complementary ways.

92. **UNESCO,** as the specialized UN agency for education, will continue in its mandated role to lead and coordinate the Education 2030 agenda, in particular by:

- undertaking advocacy to sustain political commitment;
- undertaking capacity development;
- facilitating policy dialogue, knowledge-sharing and standard-setting and providing policy advice;
- promoting South-South and triangular cooperation;
- monitoring progress towards the education targets, in particular through the work of the UIS and Global Education Monitoring (GEM) Report;

- convening global, regional and national stakeholders to guide implementation of the Education 2030 agenda;
- functioning as a focal point for education within the overall 2030 Agenda for Sustainable Development coordination structure.

All of UNESCO, including its field offices, institutes, networks and relevant platforms, will work towards implementation of Education 2030.

93. The global coordination mechanism of Education 2030, working within the wider 2030 Agenda for Sustainable Development architecture, is the totality of the relevant structures and processes, including the Education 2030 Steering Committee, the Global Education Meetings (GEMs), regional meetings and the Collective Consultation of NGOs on Education for All (CCNGO). The coordination mechanism will be reviewed through the GEMs and adapted as necessary.

94. To ensure strong global coordination, UNESCO will convene a multi-stakeholder **Education 2030 Steering Committee (Education 2030 SC)**, working within the wider 2030 Agenda for Sustainable Development architecture. The Education 2030 SC will support Member States and partners in achieving Education 2030. To this end, it will, among other activities, provide strategic guidance, review progress drawing on the GEMR, and make recommendations to the education community on key priorities and catalytic actions to achieve the new agenda; monitor and advocate for adequate financing; and encourage harmonization and coordination of partner activities. The Education 2030 SC will meet at least once a year.

The Education 2030 SC will be made up of:

- Member States, forming the majority, with three Member State representatives for each of the six regional groups and one representative of the E-9 countries on a rotational basis;
- UNESCO, UNICEF and the World Bank, each having permanent seats, and one representative of the other convening agencies (UNDP, UNHCR, UNFPA, UN Women) on a rotational basis;
- one representative of the GPE;
- two representatives of NGOs on a rotational basis;
- one representative of teacher organizations;
- one representative of the OECD, by virtue of its status as an international cooperation organization and its role in the global aid architecture related to official development assistance (ODA);
- one representative from regional organizations for each of the six regions, to be decided by the region, with an option to rotate representation. For Latin America and the Caribbean, the representative will be from the Organization of Ibero-American States for Education, Science and Culture.

All members will be designated by their respective constituencies, will represent them and will be accountable to them. Rotation will take place every two years. In addition, a rotating group of affiliated members will be constituted, ensuring regional balance by the Education 2030 SC; it will include representatives of the private sector, foundations, and youth and student organizations. Affiliate members will participate in meetings as observers, upon invitation by the Education 2030 SC. The Education 2030 SC may also form time-limited, ad hoc thematic expert groups to provide technical inputs to its work, and/or draw upon the work of existing ones. UNESCO will provide the Secretariat to the Education 2030 SC.

95. Periodic Global Education Meetings, aligned with the meeting schedule of the High-level Political Forum on sustainable development, will be organized by UNESCO in consultation with the Education 2030 SC to review the Education 2030 agenda against progress made and share outcomes with the appropriate overall global follow-up and review mechanisms for the SDGs. All Member States and other stakeholders that are part of the coordination mechanism will

participate in the GEMs. In addition, a high-level meeting will be held alongside the UNESCO General Conference. These will be complemented by regional meetings on a schedule to be determined at regional level by Member States and other stakeholders.

96. UNESCO will continue to facilitate dialogue, reflection and partnerships with specialized NGOs and civil society, including the CCNGO, as an integral part of the global coordination mechanism, building on previous experience and taking account of the expanded ambition of the new agenda.

Monitoring, follow-up and review for evidence-based policies

97. Follow-up and review based on robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of Education 2030. Monitoring quality in education requires a multidimensional approach covering system design, inputs, content, processes and outcomes. As the primary responsibility for monitoring lies at the country level, countries should build up effective monitoring and accountability mechanisms, adapted to national priorities, in consultation with civil society. They should also work to build greater consensus at the global level as to what specific quality standards and learning outcomes should be achieved across the life course – from early childhood development to adult skills acquisition – and how they should be measured. In addition, countries should seek to improve the quality and timeliness of reporting. Information and data need to be freely accessible to all. National-level data, information and outcomes based on existing reporting mechanisms, together with new data sources as necessary, will inform reviews at the regional and global levels.

98. In order to better measure and monitor quality, equity and inclusion, efforts should be made to increase the capacity of governments to disaggregate data appropriately and use them effectively for planning and policy-making. Partners, in close cooperation with the UIS and other institutions as appropriate, will provide direct and targeted support to Member States to strengthen relevant measurement and monitoring capacities. The UIS will facilitate sharing of best practices with a view to strengthening country data systems, particularly for African countries, least developed countries, landlocked developing countries, small island developing states and middle income countries. Efforts should be made to include quality frameworks in national education plans and to build the capacity of countries to monitor equity, inclusion and learning outcomes.

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

100. In recognition of the importance of harmonization of monitoring and reporting, the UIS will remain the official source of cross-nationally comparable data on education. It will continue to produce international monitoring indicators based on its annual education survey and on other data sources that guarantee international comparability for more than 200 countries and territories. In addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO's mandate, working in coordination with the Education 2030 SC.

101. The EFA Global Monitoring Report will be continued in the form of the Global Education Monitoring (GEM) Report. It will be prepared by an independent team and hosted and published by UNESCO. The Director of the team is appointed by the Director-General of UNESCO. Attention will be paid to geographical balance in its Advisory Board. The GEM Report will be the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs, with due regard to the global mechanism to be established to monitor and review the implementation of the 2030 Agenda for Sustainable Development. It will also report on the implementation of national and

international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review.

102. The collection, analysis and use of data will be further strengthened by encouraging a 'data revolution' based on recommendations of the UN Secretary-General's Independent Expert Advisory Group on a Data Revolution for Sustainable Development.[16] To address current data gaps, agencies need to improve coordination, including strengthening existing inter-agency groups and establishing new ones, to develop harmonized methodologies for deriving common estimates based on available data, while developing new comparative data sources as necessary. Countries and agencies should strengthen and standardize data on domestic resource mobilization and other streams of finance for education, including household contributions. Countries and agencies will also benefit from participating in proposed mechanisms to further develop standards, build capacity, collect necessary information and share data.

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

Financing

104. The Oslo Summit on Education (July 2015) [xliii] and the Third International Conference on Financing for Development (Addis Ababa, July 2015) affirmed that a significant increase in financing is required to achieve SDG 4. Full realization of the Education 2030 agenda requires sustained, innovative and well-targeted financing and efficient implementation arrangements, especially in those countries furthest from achieving quality education for all at all levels and in emergency situations. Recognizing the finance and resource challenges, the Oslo Summit established a high-level Commission on the Financing of Global Education Opportunities as a decisive first step to reinvigorate the case for investment in education and to reverse the current underfunding. Efforts to close the funding gap must start with domestic funding. At the same time, international public finance plays an important role in complementing the efforts of countries to mobilize public resources domestically, especially in the poorest and most vulnerable countries with limited domestic resources. Alternative and innovative funding approaches will also be needed.

105. The Addis Ababa Action Agenda [xliv] encourages countries to set nationally appropriate spending targets for education. National contexts are diverse, but the following international and regional benchmarks are crucial reference points:

- allocating at least 4% to 6% of gross domestic product (GDP) to education;

and/or

- allocating at least 15% to 20% of public expenditure to education.

16 The advisory group's key recommendations are: (1) Develop a global consensus on principles and standards, (2) Share technology and innovations for the common good, (3) New resources for capacity development, (4) Leadership for coordination and mobilisation and (5) Exploit some quick wins on SDG data.

The Incheon Declaration urged adherence to these benchmarks and expressed determination to increase public spending on education in accordance with country contexts. In 2012 countries allocated 5.0% of GDP and 13.7% of public expenditure to education, on average [xlv]. Least developed countries need to reach or exceed the upper end of these benchmarks if they are to achieve the targets laid out in this framework. This is also confirmed by an analysis of the cost of achieving universal pre-primary, primary and secondary education in low and lower middle income countries by 2030, which projects an increase from US$149 billion in 2012 to US$340 billion, on average, between 2015 and 2030 [xlvi]. The necessary increase in spending can be achieved through:

106. **Increasing and improving domestic financing for education:** As domestic resources will remain the most important source for funding education, there must be a clear commitment by governments to provide equitable financing commensurate with national educational priorities, needs and capacities to advance the progressive realization of the right to education. Countries will need to:

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

107. **Increasing and improving external financing:** In 2000, the global community affirmed that 'no countries seriously committed to Education for All will be thwarted in their achievement of this goal by lack of resources.' [xlvii p.9]. Shortage of funds should not jeopardize the educational opportunities of the billions of learners entitled to receive a quality education. This commitment is even more important with the more ambitious SDG agenda. The total annual financing gap between available domestic resources and the amount necessary to reach the new education targets is projected to average $US39 billion between 2015 and 2030 in low and lower middle income countries. The gap is particularly large in low income countries, where it constitutes 42% of annual total costs. An important use of international public finance, including ODA, is to catalyse additional resource mobilization from other sources, public and private. Aid will thus remain a crucial source of education finance over the next 15 years if the targets are to be met, and will be complemented by the growing contribution of middle income countries [xlviii]. Education partners therefore need to:

- *Reverse the decline in aid to education:* The fall in aid to education in recent years must be reversed. The fulfilment of all commitments related to ODA is crucial, including the commitment by many developed countries to achieve the target of 0.7% of gross national income (GNI) for ODA to developing countries and 0.15% to 0.2% of GNI to least developed countries. In accordance with their commitments, those developed countries that have not yet done so are urged to make additional concrete efforts towards the target of 0.7% of GNI for ODA to developing countries. Moreover, support to least developed countries for education has to be increased. Further to this, there should be a movement towards increasing aid spent on education according to countries' needs and priorities. Aid to education must be predictable.
- *Improve aid effectiveness through harmonization and better coordination:* Donors, middle income countries and other partners should support the financing of all the targets of Education 2030 according to each country's needs and priorities, seeking to leverage domestic and external finance in support of the common agenda. Donors should continue to bring

development cooperation into line with aid effectiveness guidelines, ensuring that it is better harmonized and coordinated and that it strengthens each country's sense of ownership and accountability to its citizens.

- ***Improve the equity of external financing:*** External financing should be better targeted at supporting neglected subsectors and low income countries, and vulnerable and disadvantaged groups in middle income countries. At the same time, the trend of declining ODA flows to lower middle income countries needs to be reversed. The allocation of official aid flows should not be guided by per capita income only. In this context, particular attention needs to be paid to the needs of vulnerable countries such as small island developing states. Multi- and bilateral donors for education should develop strategies in cooperation with recipient countries as to what kind of support should be best provided through which channels and modalities of delivery.
- ***Promote South-South and triangular cooperation:*** South-South cooperation is another important element of international cooperation for development – as a complement to, not a substitute for, North-South cooperation. Given its increased importance, different history and particularities, South-South cooperation should be seen as an expression of solidarity among peoples and countries of the South, based on their shared experiences and objectives. Triangular cooperation should be strengthened as a means of financing education and bringing relevant experience and expertise to bear in development cooperation. Moreover, the establishment of the BRICS Development Bank by Brazil, China, India, the Russian Federation and South Africa may offer new sources of funding for education and help reverse aid declines.
- ***Increase the amount of aid to education in conflict and crisis:*** It will be impossible to deliver education to all without successfully reaching children, youth and adults in fragile states and those affected by conflict and natural hazard. Education receives just 2% of humanitarian aid appeals [xlix]. Urgent efforts should be made to significantly increase support for education in humanitarian responses and protracted crises according to needs and to ensure a rapid response to conflict and crisis situations. Creating synergies between humanitarian and development financing as well as their modalities can increase the effectiveness of every dollar invested in recovery efforts and coherently address short-, medium- and long-term needs in order to support fragile and conflict-affected states in finding a long-term, sustainable solution to crisis.
- ***Scale up and strengthen existing multi-stakeholder partnerships:*** It is imperative that implementation of the full Education 2030 agenda is supported. Investment and international cooperation will be scaled up to allow all children to complete free, equitable, inclusive, quality early childhood, primary and secondary education, including by scaling up and strengthening multi-stakeholder initiatives such as the GPE. Furthermore, education facilities will be upgraded and investment in STEM education increased; technical, vocational and tertiary education and training will be enhanced, ensuring equal access for women and girls and encouraging their participation therein; and the number of scholarships available to students in developing countries to enrol in higher education will be increased. It is equally necessary and urgent to boost financing for youth and adult literacy programmes, as well as adult learning, education and training opportunities, in a lifelong learning perspective. Other options for coordinated financing of education should be considered where needs are identified across all targets.

108. Innovating, with a focus on partnership, transparency, equity and efficiency: Achieving this ambitious education agenda will require unlocking all potential resources to support the right to education, moving beyond 'business as usual' and sometimes doing more for less. A process of continuous improvement is needed that includes innovating, tracking and evaluating the results of innovation, and using new evidence to sustain successes and to alter course where needed. Additional efforts must be directed at leveraging all of the current spending to achieve better

results. This is why improved governance and partnerships are essential, but other innovations are necessary too:

- ***Focus investments on equity inclusion and quality:*** Getting serious about equity, inclusion and quality is an innovation in most systems. All investments – current and new – should be screened against a key criterion: do they help ensure that all people, including the most marginalized and vulnerable, acquire the knowledge, attitudes and skills they need for their lives and livelihoods and for the full realization of their right to education?
- ***Orient private financing resources:*** Beyond its crucial role in paying tax, the private sector has emerged as a contributor with significant potential to complement resources for education and increase synergies. It will be essential to ensure that spending on education from the private sector is oriented towards the countries and people most in need, and to reinforce education as a public good[i]. Successful partnerships with the private sector will require effective coordination and regulatory mechanisms to ensure transparency and accountability.
- ***Challenge and expose misuse of resources:*** Crucial funds for education are lost through corruption and inefficiency. Independent monitoring and tracking of spending can significantly increase the funds that schools actually receive.
- ***Institute transparent monitoring and reporting:*** Direct commitment to a coordinated approach and mutual accountability system, including transparent monitoring and reporting on the financing of Education 2030, is required. This would include particular attention to whether financial resources are reaching the most vulnerable populations and least developed countries. Such commitment requires developing capacity and setting aside adequate resources for data collection for financial reporting.

Conclusion

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

ANNEX I GLOBAL INDICATORS

To be inserted upon finalization through UN process.

ANNEX II PROPOSED THEMATIC INDICATOR FRAMEWORK (Working Draft)

This annex is the proposed list of thematic indicators developed by the Technical Advisory Group (TAG) on education indicators. The TAG consists of representatives from Member States representing all regions, civil society organizations and international partners (UNESCO, EFA Global Monitoring Report/GEMR, OECD, UNICEF and the World Bank). This is a working draft that was presented to the Education 2030 Drafting Group for discussion. However, no decisions were taken on these indicators, which will be updated based on the finalization of the global indicators through the IAEG process and endorsed by the Education 2030 SC.

Table 1. Thematic indicator framework

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

1	2	3	4	5	6	7	8	9	10	11
Concept	No.	Indicator	Equity	Sex	Location	Wealth	Available	Coverage	Proposed global indicators*	Comments
		Targets 4.1- 4.7								
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										
Learning	1.	Percentage of children/ young people (i) at the end of primary and (ii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics	Yes	X	X	X	1-3 years		Yes	Efforts to generate global measures will focus on common concepts of minimum proficiencies drawing links between national, regional and international student assessment studies.
	2.	Administration of a nationally representative learning assessment (i) during primary (ii) at the end of primary and (iii) at the end of lower secondary education	No				1-3 years			Standards need to be developed for all assessments, national, regional and international to improve their quality. The UIS Observatory of Learning Outcomes will track national, regional and international assessments.
Completion	3.	Gross intake ratio to the last grade (primary, lower secondary)	Yes	X			Yes	c150		
	4.	Completion rate (primary, lower secondary, upper secondary)	Yes	X	X	X	Yes	c100		This indicator is currently available but work is required to finalize a common methodology and increase the number of surveys available to calculate it. The rate is calculated for young people aged 3-5 years above the official ending age for a given level of education.

Participation	5.	Out-of-school rate (primary, lower secondary, upper secondary)	Yes	X	X	X	Yes	c160		This indicator will also be used to monitor children and adolescents in refugee and displaced populations in line with efforts to improve coverage.
	6.	Percentage of children over-age for grade (primary, lower secondary)	Yes	X	X	X	Yes	c100		This indicator is currently available but some work is required to agree upon a common methodology for age adjustment.
Provision	7.	Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks	No				Yes	All		
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										
Readiness	8.	Percentage of children of school entrance age who are developmentally on track in health, learning and psychosocial well-being	Yes	X	X	X	3-5 years		Yes	This indicator is currently tracked via the Early Childhood Development Index available from Multiple Indicator Cluster Surveys (MICS) for children of school entrance age but work is needed to examine alternatives, reach consensus and develop questions for use across surveys.
	9.	Percentage of children under 5 years of age experiencing positive and stimulating home learning environments	Yes	X	X	X	Yes	c30		This indicator is currently available through MICS but work is needed to examine alternatives, reach consensus and develop a set of questions for use across surveys.
Participation	10.	Participation rate in early childhood care and education in a given period prior to entry into primary education	Yes	X	X	X	3-5 years			It is necessary to harmonize this indicator across surveys in two areas: (i) age group of reference (e.g. MICS asks question about 3- to 4-year-olds) and (ii) types of programmes covered.
	11.	Gross pre-primary enrolment ratio	Yes	X			Yes	c165		
Provision	12.	Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks	No				Yes	All		
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university										
Participation	13.	Gross enrolment ratio for tertiary education	Yes	X			Yes	c145		
	14.	Participation rate in technical-vocational education programmes (15- to 24-year-olds)	Yes	X			3-5 years			Data are available on technical-vocational enrolment in upper secondary, post-secondary non-tertiary and short-cycle tertiary education. There are difficulties in collecting TVET data by age in settings other than formal schools/ universities.

	15.	Percentage of youth/ adults participating in education and training in the last 12 months, by type of programme (formal and non-formal) and by age group	Yes	X	X	X	Yes	c30	Yes	Currently data are only available on adult education in European Union countries. Considerable work is required to develop a set of questions to be applied in labour force or other surveys globally. The indicator will be calculated for a range of age-groups and for different types of formal and non-formal programmes, including adult learning.
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										
Skills	16.	1. Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	Yes	X	X	X	1-3 years	…		Few surveys (e.g. ICILS) attempt to measure such skills. Major efforts are required to develop global data collection.
		2. Percentage of individuals with ICT skills by type of skill	Yes	X	X	X	1-3 years	…	Yes	The proposed global indicator will be derived from ITU's survey (and also possibly from OECD).
	17.	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	Yes	X	X	?	Yes	c120		
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										
Equity cross-targets	…	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status and conflict-affected as data become available) for all indicators on this list that can be disaggregated (identified in Columns 4-7) Where possible, other indicators should be presented in relation to their distribution across the population							Yes	Alternative indicators include: (i) odds ratio; (ii) concentration index; or (iii) least advantaged group (e.g. poorest rural girls) relative to the mean.
Policy	18.	Percentage of students in primary education whose first or home language is the language of instruction	Yes	X	X	X	3-5 years			Measures of home language and language of instruction will be required to develop a global measurement tool.
	19.	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	No				3-5 years			A framework will be required in order for country policies to be described and assessed.
	20.	Education expenditure per student by level of education and source of funding	No				1-3 years			The coverage of this indicator, especially for private education expenditure, needs to be expanded significantly.
	21.	Percentage of total aid to education allocated to low income countries	No				Yes	c60		

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy										
Skills	22.	Percentage of the population by age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	Yes	X	X	X	3-5 years		Yes	While a number of middle-income (STEP) and high-income (PIAAC) countries have assessed literacy and numeracy skills of adults, a cost-effective tool needs to be inserted in other surveys for use across countries.
	23.	Youth/adult literacy rate	Yes	X	X		Yes	c160		The target ages are 15-24 years for youth and 15+ years for adults, but other age groups are also possible.
Provision	24.	Participation rate of youth/ adults in literacy programmes	Yes	X	X	X	3-5 years			Tools should be developed in conjunction with indicator 15.
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										
Provision	25.	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment	No				1-3 years			Preparatory work is required to reach a consensus on how policies at the national level relate to these concepts. A framework will be required in order for country policies to be described and assessed.
Knowledge	26.	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	Yes	X	?	?	3-5 years			There is not currently a survey that collects the necessary data.
	27.	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	Yes	X	X	X	Yes	c55	Yes	As more data become available and as more relevant indicators are developed this indicator may be replaced.
Provision	28.	Percentage of schools that provide life skills-based HIV and sexuality education	No				3-5 years			Preparatory work is required to develop a consensus on defining such approaches and developing frameworks for collecting data.
	29.	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)	No				3-5 years	All		Preparatory work is required to develop a consensus on how this framework can be monitored.

		Means of implementation 4.a - 4.c								
4.a By 2030, build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all										
Resources	30.	Percentage of schools with access to (i) basic drinking water; (ii) basic sanitation facilities; and (iii) basic hand-washing facilities	Yes		X		1-3 years		Yes	Considerable work is required to extend the coverage of current data collection efforts to all countries as per the WASH indicator definitions.

	31.	Percentage of schools with access to (i) electricity (ii) Internet access for pedagogical purposes and (iii) computers for pedagogical purposes	Yes		X		Yes	c70	Yes	
	32.	Percentage of schools with adapted infrastructure and materials for students with disabilities	Yes		X		3-5 years		Yes	Preparatory work is required to develop an approach on assessing criteria for school conditions for people with disabilities across countries.
Environment	33.	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	Yes	X	X	X	Yes	80		The indicator is available through the Global School-based Student Health Survey.
	34.	Number of attacks on students, personnel and institutions	No				1-3 years			Considerable work is needed to establish an organized data collection to measure this indicator based on examples from the Education under Attack report.
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										
Number	35.	Number of higher education scholarships awarded by beneficiary country	No				1-3 years			Preparatory work is needed to establish an organized data collection mechanism to measure this target, including the equitable distribution of scholarships. Includes scholarships awarded by countries to send their own students abroad as well as those by host or donor countries and scholarships from higher education institutions and foundations.
	36.	Volume of official development assistance (ODA) flows for scholarships by sector and type of study	No				Yes	All	Yes	This indicator only measures some sources of scholarships.
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										
Qualified	37.	Percentage of teachers qualified according to national standards by education level and type of institution	Yes	X	X		1-3 years			Considerable efforts will be required to agree on common standards and to ensure coverage by type of institution. Qualified teachers have at least the minimum academic qualifications required by national standards for teaching a specific subject.
	38.	Pupil/qualified teacher ratio by education level	No				Yes			

Trained	39.	Percentage of teachers in (i) pre-primary (ii) primary (ii) lower secondary and (iv) upper secondary who have received at least the minimum organized and recognized teacher (i.e. pedagogical) training pre-service and in-service required for teaching at the relevant level in a given country, by type of institution	Yes	X	X		Yes		Yes	Further efforts will be required to agree on common standards and to ensure coverage by type of institution. Trained teachers have received at least the minimum pedagogical training required by national standards to become a teacher.
	40.	Pupil/trained teacher ratio by education level	No				Yes			
Motivated	41.	Average teacher salary relative to other professions requiring a comparable level of education qualification	No				1-3 years			Preparatory work will be required to develop a methodology based on labour force data.
	42.	Teacher attrition rate by education level	No	X			1-3 years			Considerable work is required to extend the coverage of current data collections in all countries.
Supported	43.	Percentage of teachers who received in-service training in the last 12 months by type of training	No	X			3-5 years			Major efforts will be required to develop a tool that assesses the incidence, duration and content of training.

Note: Column 10 indicates which indicators have been proposed by the UN System to be included in the global set of indicators for monitoring the goals of the 2030 Agenda for Sustainable Development, which is being developed by the Inter-Agency and Expert Group on the Sustainable Development Goal indicators (IAEG-SDGs)

ENDNOTES

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GABY UMBACH

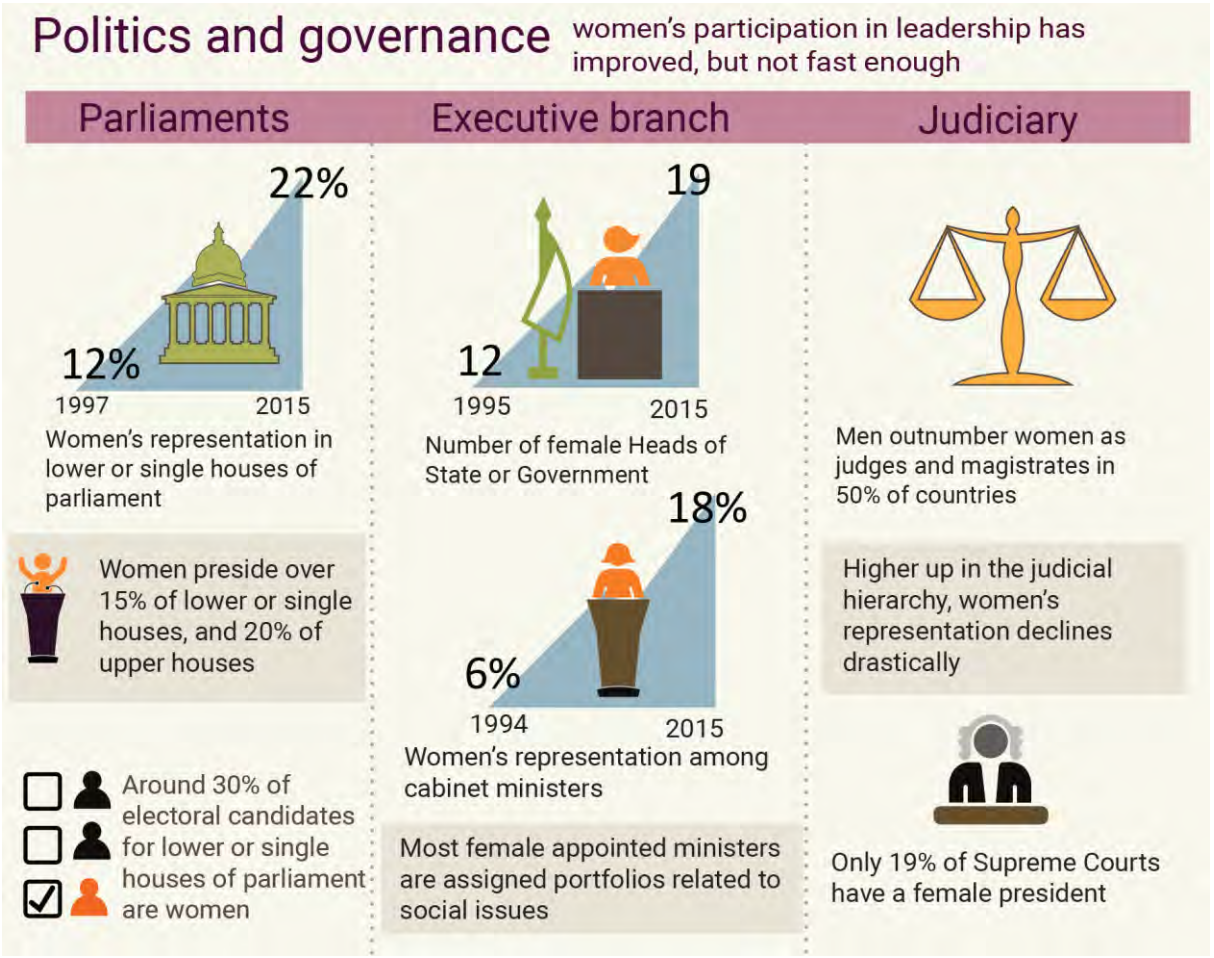
GlobalStat Director

WOMEN IN LEADERSHIP

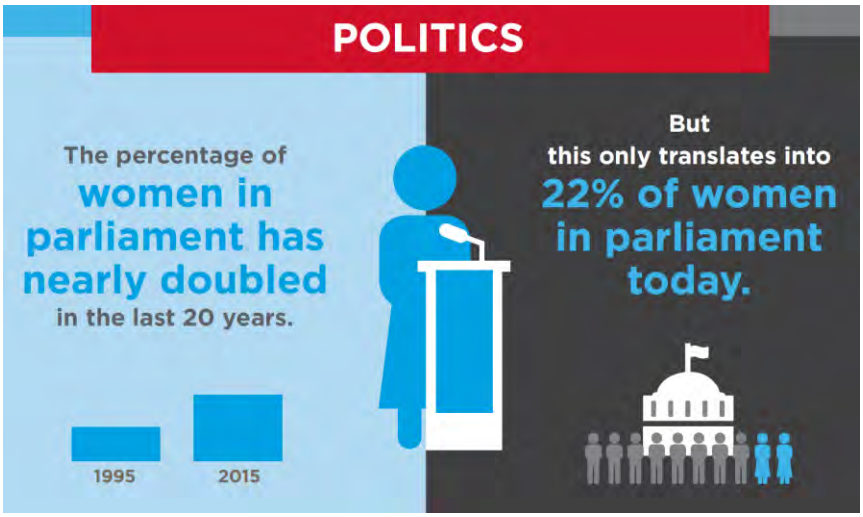
In its report on *The World's Women 2015: Trends and Statistics*, the United Nations Secretariat's Department of Economic and Social Affairs (UNDESA) gave a most detailed and accurate account of the situation of women in the world in 2015. Within the report, UNDESA analyses key gender aspects of population and families, health, education, work, power and decision-making, violence against women, environment and poverty.

The present *GlobalStat Data Dossier on Women in Leadership* highlights most important statistical data from this report and combines it with other key data sources to stimulate our fact-based discussion on *Women in Leadership* during the European University Institute's State of the Union 2016 conference on *Women in Europe and the World*.

WOMEN IN POLITICS



Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/Ch5_Power_and_decision_info.pdf, © 2015 United Nations. Reprinted with the permission of the United Nations.

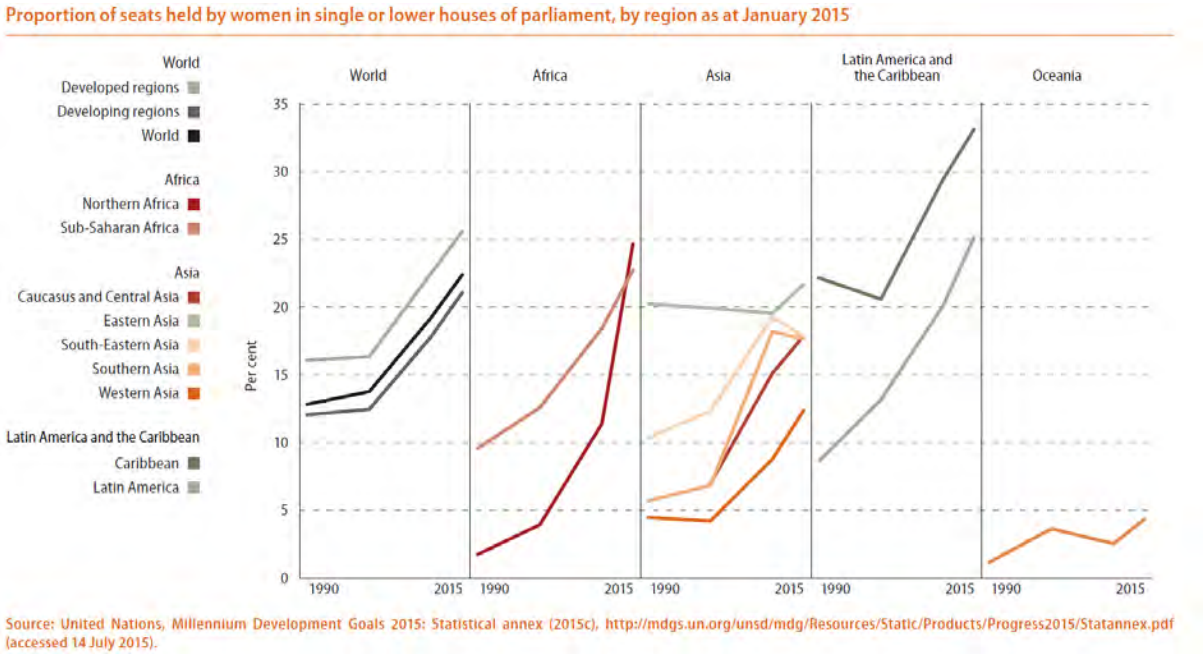


Source: UN Women (2015): Planet 50-50 by 2030: Step it up for Gender Equality, http://www.unwomen.org/en/digital-library/multimedia/ 2015/9/~/media/2a7ed2ab34184138b03a293ea1cf0b86.ashx, New York. © 2015 United Nations. Reprinted with the permission of UN Women.

Candidates in Political Elections

In 99 countries for which data was available, women represented on average only 28% of the candidates in political elections for single or lower chambers of national parliaments in 2015. As a result of the elections, they held only 22% of parliamentary seats in the respective chambers. In 55 countries, the share was even lower than 20%. Many of these countries are developing countries. In developed countries, averages are usually higher than 20%.[1]

Seats held by Women in National Parliaments



Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 122. © 2015 United Nations. Reprinted with the permission of the United Nations.

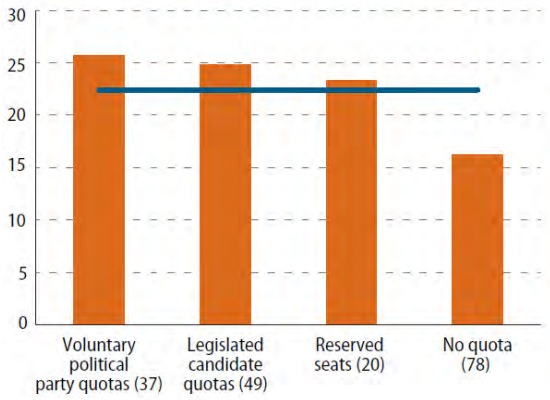
[1] Data source: United Nations (2015): The World's Women 2015: Trends and Statistics, New York: United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 125.

Half of the electorate around the world is female. Women have been granted active franchise and are eligible for political offices in nearly all states, with only Saudi Arabia, Brunei Darussalam, and United Arab Emirates still restricting female voting rights to some extent.

While overall progress is visible, representation of women in parliaments is still below those of men and, as mentioned above, accounts for an average of 22% of all seats in 2015. This share is 8% below the international 30% target for women in leadership positions established in 1990 by the UN Economic and Social Council (ECOSOC). Only 43 countries out of 190 reached this target in 2015.

In view of regional distribution, most continents have witnessed increasing female participation over the years. 2015 data shows highest participation rates in the Caribbean, developed countries, Latin America, Northern Africa and sub-Saharan Africa (order representing decreasing shares). Asia and Oceania scored below the worldwide average and the latter represented the lower end of the scale of female representation in national parliaments. While having been in a frontrunner position at the beginning of the 1990s, the eastern regions of Asia ranked below the average of all regions in 2015. Since 2003, the league of best performing countries is led by Rwanda with 64% of female representation in parliament. It is followed by 53% in Bolivia, 50% in Andorra and 49% in Cuba.[2]

Proportion of seats held by women in single or lower houses of parliaments by the type of gender quota, as at 13 March 2015



Source: Compiled and calculated by the United Nations Statistics Division from data obtained from International IDEA and others, Quota project: global database of quotas for women. www.quotaproject.org/ (accessed 13 March 2015); International IDEA, IPU (Inter-Parliamentary Union) and Stockholm University, 2013. Atlas of Electoral Gender Quotas. Geneva: IPU; United Nations Millennium Development Goals indicators database, http://mdgs.un.org/unsd/mdg/Default.aspx (accessed 14 July 2015).

Note: Numbers in parenthesis indicate the number of countries reflected in the analysis. For the purpose of this analysis, countries using voluntary party quotas combined with legislated quotas were classified under legislated quotas. The weighted average of the proportions of seats held by women in the five countries with both reserved seats and legislated candidate quotas is 29 per cent. Georgia, where supplementary public funding incentives are implemented, has a proportion of 11 per cent.

Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 123. © 2015 United Nations. Reprinted with the permission of the United Nations.

Female Presidents of Parliament

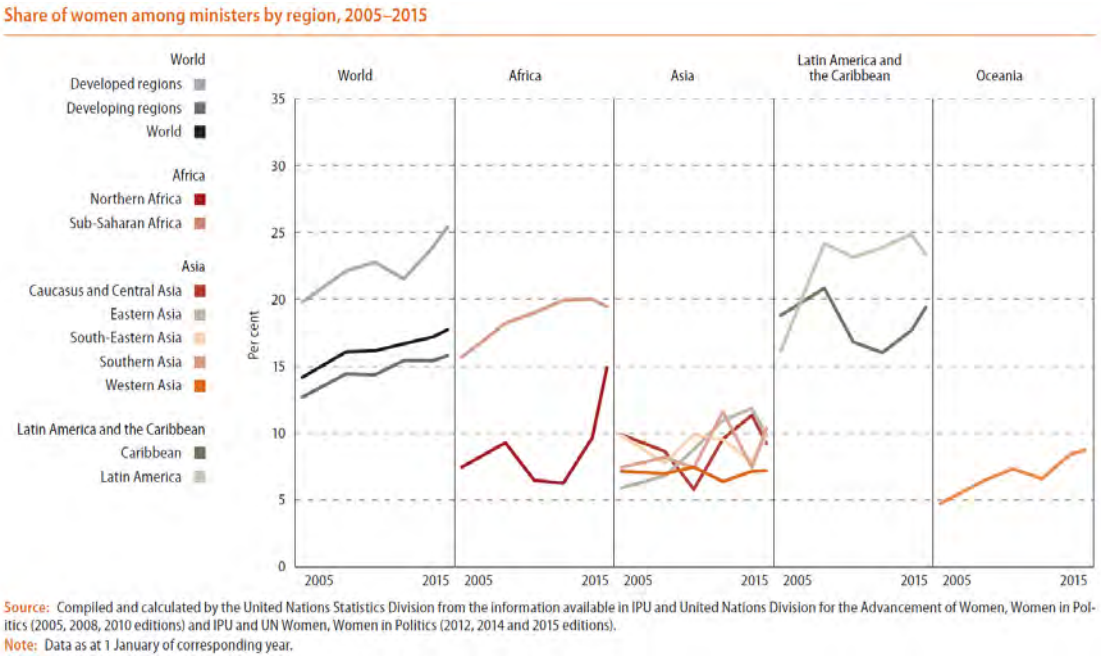
Worldwide 28 out of 191 lower or single houses of national parliaments were presided over by women in 2015. This represents 15% of all respective parliaments. In 15 out of 76 countries (20%) women presided over upper houses of parliaments or senates. Most female presidents were found in parliaments of developed countries. Rank 2 is held by countries in Sub-Saharan Africa.[3]

[2] Data source: United Nations (2015): The World's Women 2015: Trends and Statistics, New York: United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 121.
[3] Ibid., p. 127.

Female Heads of State and/or Government

Except for monarchies, governorate-generals and sultanates, only 10 countries out of 152 elected female heads of state (reference date: March 2015). Following this low representation trend, out of 194 governments, only 14 were led by women. Regionally, most states are led by women in Latin America, the Caribbean and developed countries.[4]

Female Ministers



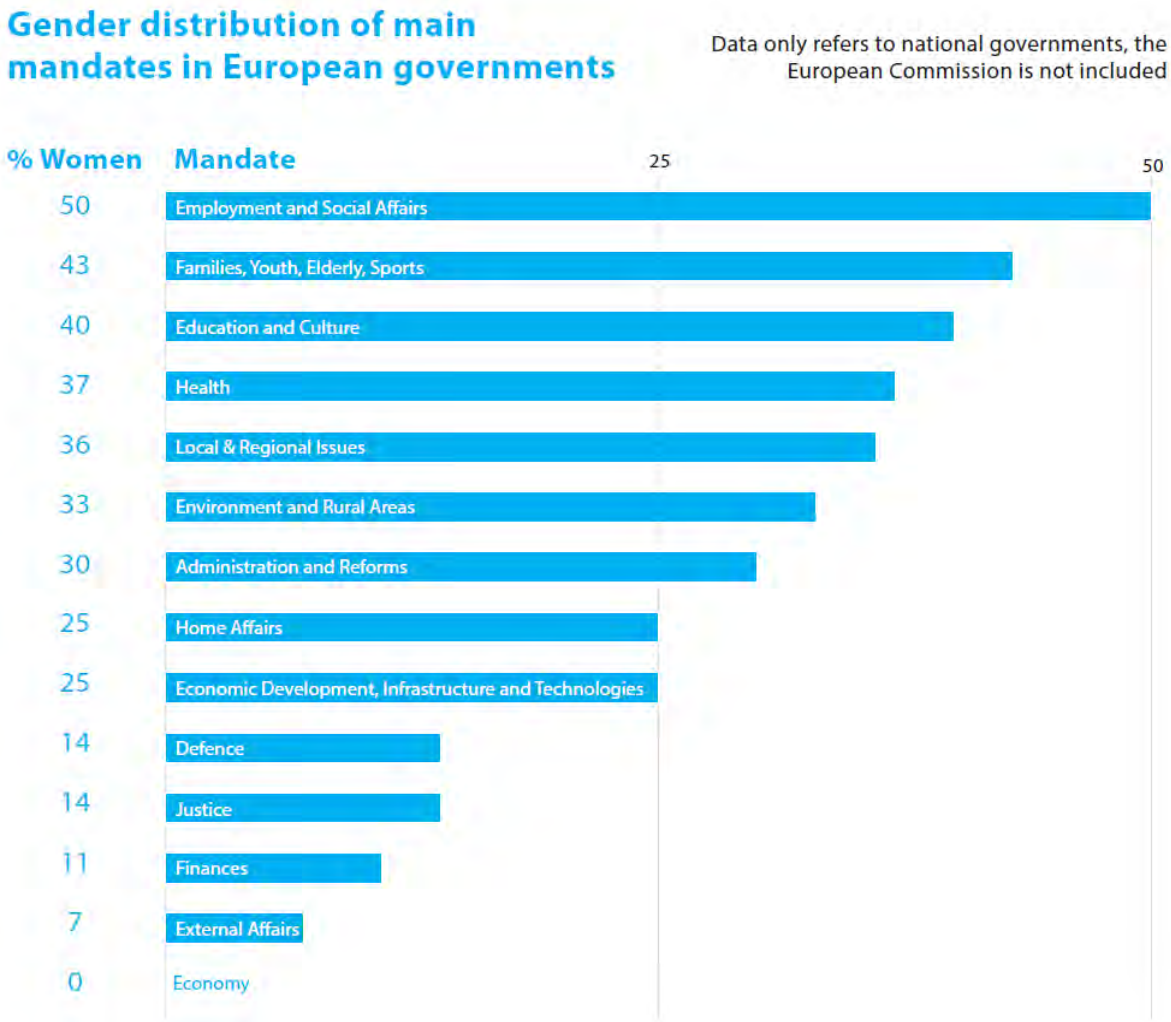
Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 128. © 2015 United Nations. Reprinted with the permission of the United Nations.

The period from 1994 to 2015 witnessed a sharp decline in states without female ministers. The number went down from 59 countries in 1994 to only 8 in 2015. Moreover, 31 countries reached or surpassed the above mentioned 1990 UN target for women in leadership positions and counted a 30% or higher share of female ministers in cabinets of national governments. In comparison to this, in 1994 only 5 countries reached or surpassed this threshold. The global average share of female ministers in national cabinets was 18% in 2015. This implied a triplication of the 1994 global average of 6%.

At regional level, female ministers occupied 25% of national cabinet posts in developed countries in 2015, while their share in Latin America made up slightly less, resulting in 23%. Only 18 developed countries, 8 Sub-Saharan African states as well as 5 Latin American and Caribbean nations met the 30% UN target for female leadership. In terms of gender parity in national cabinets, only 6 countries can be listed: Finland (63%), Cabo Verde (53%), Sweden (52%), France and Liechtenstein (50% each). Canada joined the best performer group in 2015 with a share of 50% female ministers in the new federal gender-balanced cabinet. Nicaragua, Norway and Netherlands follow with 47% each. Compared to these high participation levels for women, Asian, Northern African and Oceanian regions performed less favourably, reporting only a 15% or below share of women at national ministerial level.[5]

[4] Ibid..
[5] Ibid., p. 128, amended by GlobalStat research.

Government Portfolios led by Female Ministers

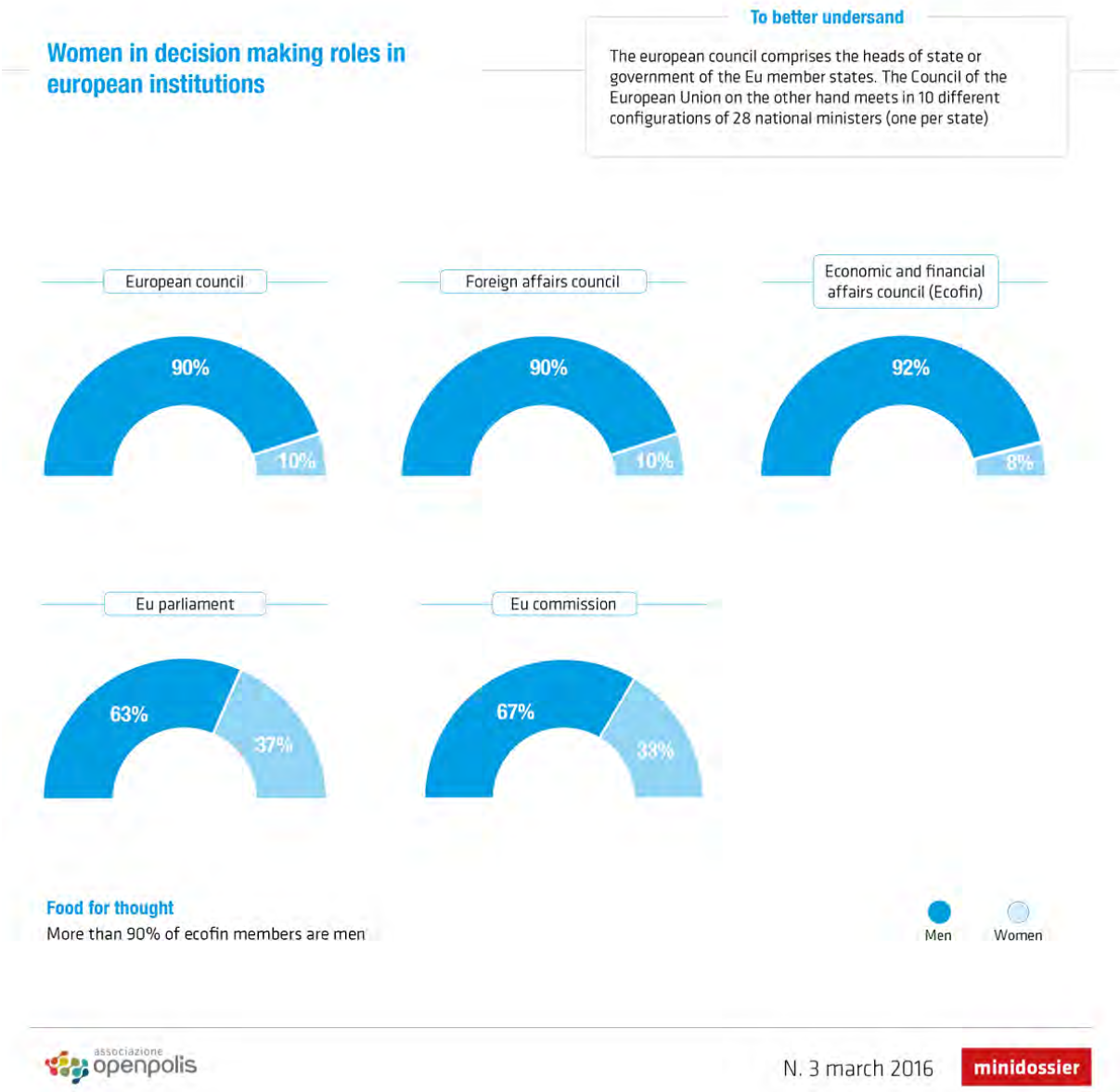


Source: Translated version of openpolis (2016): Trova l'intrusa, MiniDossier openpolis, 9 March, http://blog.openpolis.it/wp-content/uploads/2016/03/10-1.png. Original used with the permission of openpolis.

Women predominantly dealt with aspects of social policy in national governments in 2015. Related portfolios included social affairs; environment, natural resources and energy; women's affairs and gender equality; family, children, youth, older persons and persons with disabilities; as well as education. Women were less frequently at the helm of ministries of economic and financial affairs, budgetary issues, development or defence and military affairs. Thus, women were less likely than men to be in charge of key ministries such as those of Finances, Foreign Affairs, Home Affairs or Defence. Also heads of prime ministers' cabinets were less likely to be female. Exceptions to this rule were Denmark, Finland and Norway with female ministers heading 3 of the 6 core ministries, then Switzerland where women led 3 out of 7 key portfolios and Sweden with 2 women among 5 core ministers. At the other end of the scale were Caucasian and Central Asian regions, in which 5 out of 7 states for which data was available had no female key ministers at all. However, out of 38 developed countries, 15 could not report any female minister in 2015.[6]

[6] Data source: United Nations (2015): The World's Women 2015: Trends and Statistics, New York: United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 128.

Women in Key EU Institutions

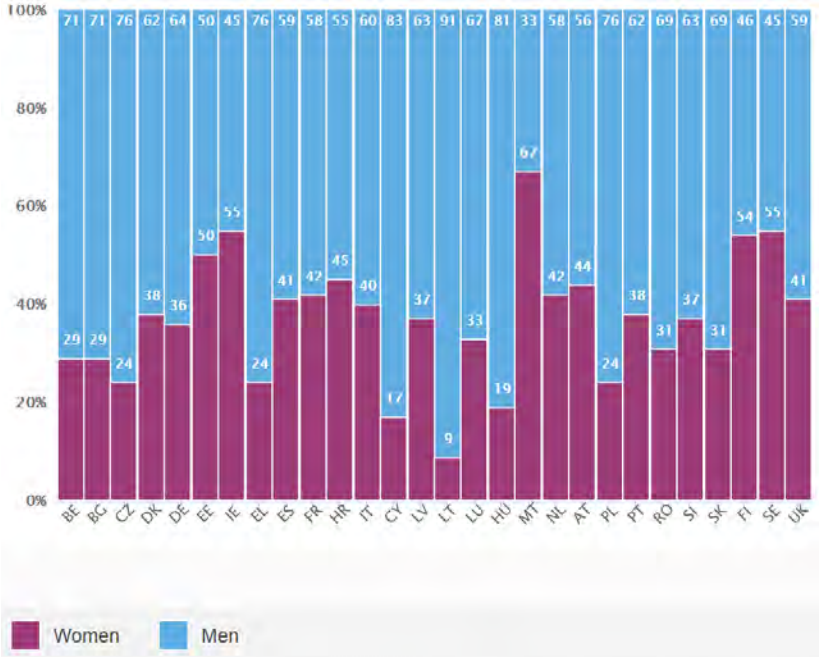


Source: openpolis (2016): Women in decision making roles in the European Union, 18 March, http://blog.openpolis.it/wp-content/uploads/2016/03/9-1.png. Reprinted with the permission of openpolis.

Within the core EU institutions, women represent 37% of Members of European Parliament and 33% of the College of European Commissioners in 2016. In the European Council and the Foreign Affairs Council they account for only 10% of members. Within the Ecofin Council, responsible for economic and financial affairs, the share is even lower and represents only 8%.[7]

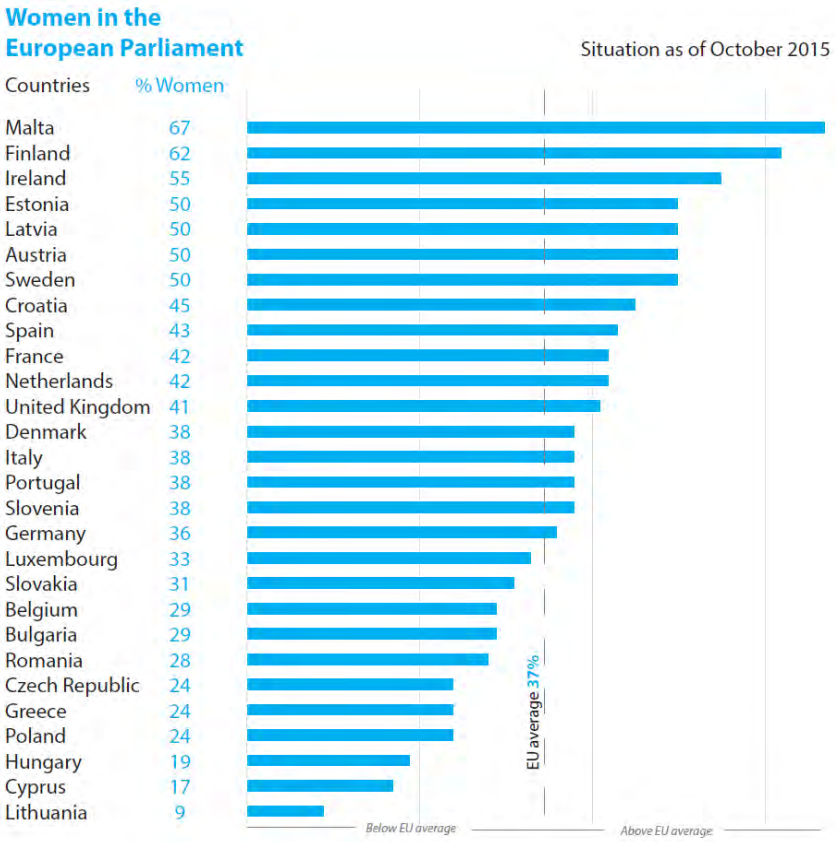
[7] Data Source: Openpolis: Women in decision making roles in the European Union, http://blog.openpolis.it/2016/03/18/women-decision-making-roles-european-union/6686.

Results of the 2014 European Elections (Gender Distribution)



Source: European Parliament (2016): European Results – Elections Results 2014: Men and women distribution - Distribution by country, Brussels, http://www.europarl.europa.eu/elections2014-results/en/gender-balance.html.

Female Members of European Parliament (2015)



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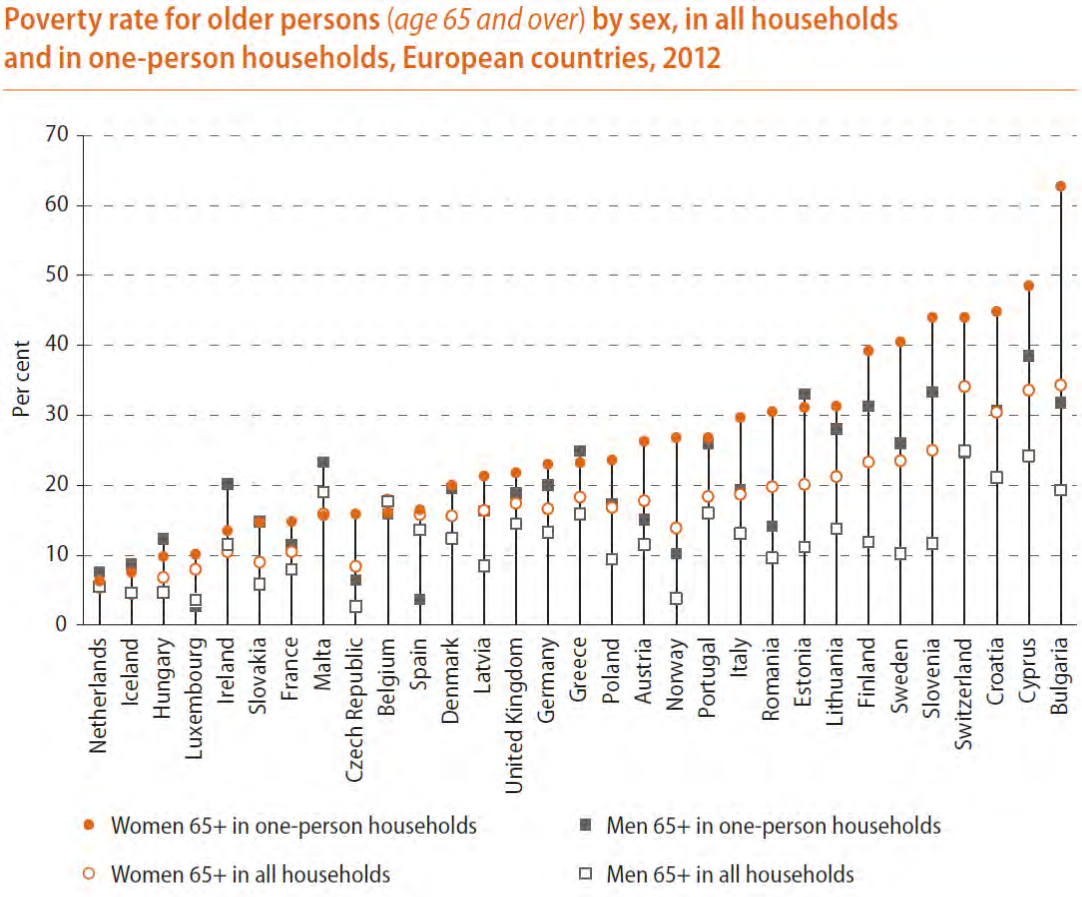
WOMEN AND ECONOMIC POWER

From 1990 to 2011, the world witnessed a sharp decline of the overall share of people living in extreme poverty (meaning those living on less than $1.25 a day). While in 1990 36% of the world's population (1.9 billion) and 47% of those living in developing countries faced a life in extreme poverty, in 2011 this had decreased to only 15% globally (1 billion) and 18% of the population in developing states that suffered from these miserable living conditions.

Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/chapter8/chapter8.html. © 2015 United Nations. Reprinted with the permission of the United Nations.

Adopting a combined geographical-gender-age perspective, a certain variation becomes visible, even if the general unfavourable trend remains stable.



Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter8_t.pdf, p. 187. © 2015 United Nations. Reprinted with the permission of the United Nations.

Females account for 50% of people living in extreme poverty in developing countries and more than 50% of the poor in developed countries. In Europe, 53% of the poor are female. This share increases with age due to increased life expectancy and the exposure to poverty risks. 54% of Europe's poor women are over 18 years of age and especially older women are in danger of falling into poverty. While only constituting 56% of the overall age group 65+ in 2012, 64% of all older persons in poverty in Europe are female and older women in one-person households are particularly vulnerable to the risk of becoming poor. In 2012, 16% of all older women in Europe are poor compared to 12% of older men. Compared to this, 23% of all older women living alone, but only 17% of older men living in one-person households, are poor. This negative trend is the same across developed countries.

The trend is slightly less negative in developing regions, where the difference in poverty between the sexes seems to be more of an issue in younger age groups. Within the bracket of 25 to 34 years of age, more women than men are victims of poverty in Caribbean and Latin American countries. This trend equalises somewhat in the older age groups. Where data is available, the analysis reveals regional variation also in the poorest 20% of households particularly in Sub-Saharan Africa with a higher share of women between 15 and 49 years of age in this group.[8]

Women's Economic Dependency

Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/chapter8/chapter8.html. © 2015 United Nations. Reprinted with the permission of the United Nations.

As men are more often employed and more likely to be employed than women, the probability of economic dependency is higher for women than for men. Moreover, more female than male employment is vulnerable and of low or even no income quality. Thus, the average share of cash income is lower for women than for men in many regions of the world.

[8] Data Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division,), http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter8_t.pdf, p. 181-187.

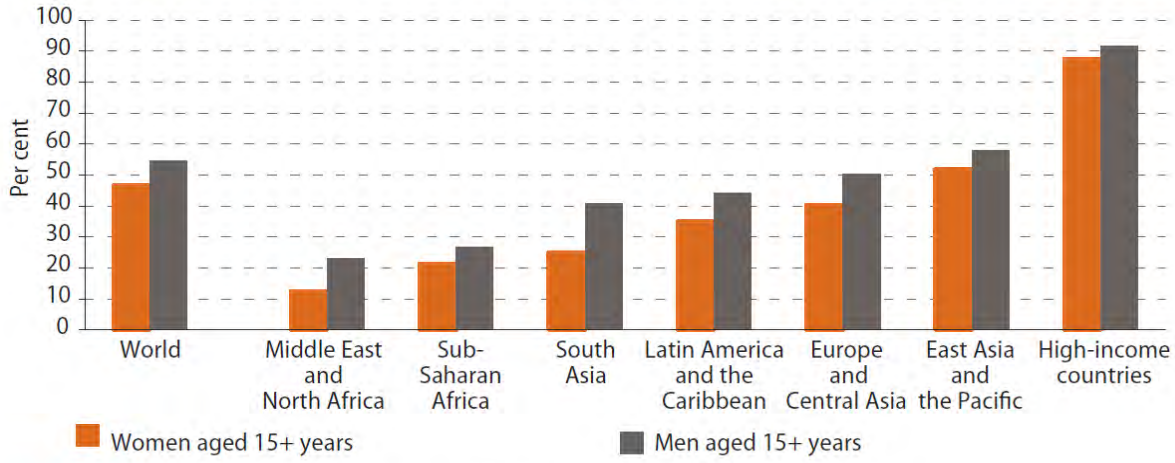
In Sub-Saharan Africa, 46% of married women and 75% of married men had cash labour income in 2015. Taking a closer look at national variation among the total of 44 developing countries, for which data is available, the proportion of married women with cash labour income span from 8% (Timor-Leste) to 79% (Ghana) over the last year. In comparison, the proportion of men with cash labour income was 33% (Timor-Leste) and 97% in the Maldives.

These structural patterns result in the exclusion of women from economic and financial decisions within their families and households in many developing regions of the world. Yet, also earning one's own money does not necessarily change this pattern given that, on average, 10% of married women in developing states still have no say in how to spend their share of the family income. Results vary from 2% (Cambodia, Colombia, Honduras) to over more than 20% (DR of the Congo, Liberia, Sierra Leone, Zambia) to 42% (Malawi).[9]

Use of Formal Financial Services

Across the world, women use formal financial services less frequently than men. Global figures from 2011 reveal that, while on average 55% of men had a formal individual or joint account at a formal financial institution, on average only 47% of women used such financial services. In developing regions it was 46% of men compared to only 37% of women.

Proportion of adults with an account at a formal financial institution, by sex, 2011



Source: World Bank, 2014. Global Financial Inclusion database (accessed March 2014).

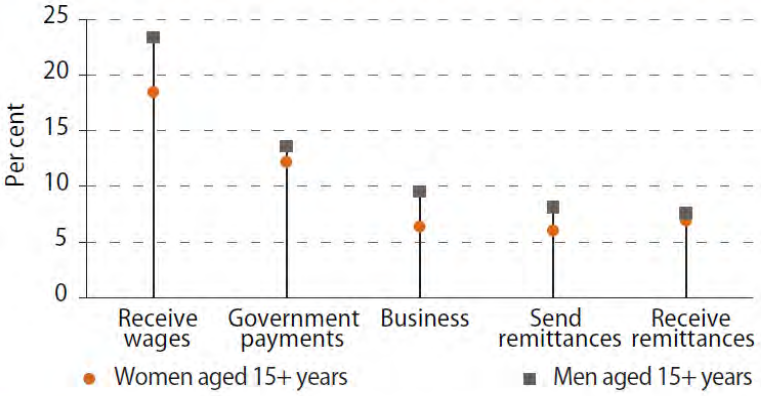
Note: Weighted averages by World Bank regions, calculated by the World Bank. Regional and world aggregates omitted countries with samples that excluded more than 20 per cent of the population or used methodologies inconsistent with those used for other countries. Averages for the geographical regions shown (that is, all categories except "World" and "High-income countries") are based on data for developing countries only.

Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/chapter8/chapter8.html, p. 196. © 2015 United Nations. Reprinted with the permission of the United Nations.

[9] Ibid., p. 192-198.

Globally, 21% of women saved money at a formal financial institution. The share of men doing the same was 24%. 8% of women borrowed from a financial institution, compared with 10% of men.

Use of own bank account, by purpose and by sex, world, 2011

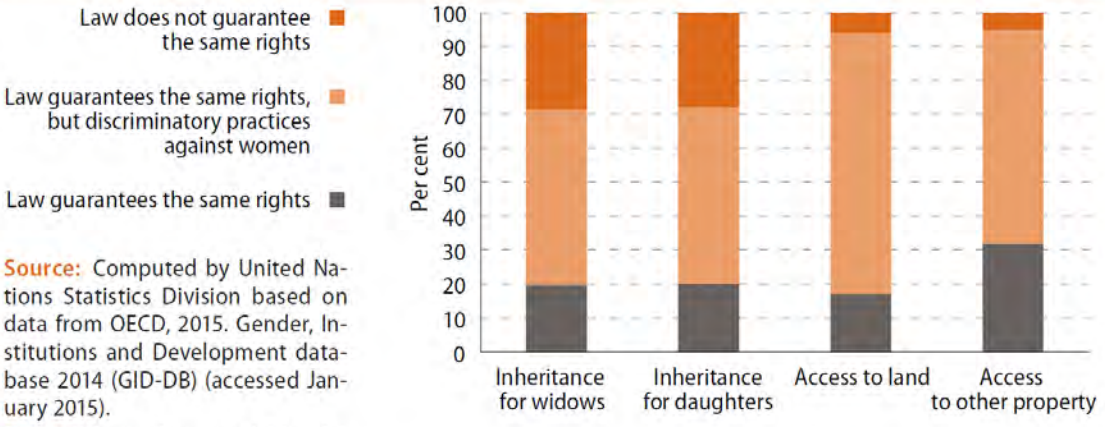


Source: World Bank, 2014. Global Financial Inclusion database (accessed March 2014).

Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/chapter8/chapter8.html, p.196. © 2015 United Nations. Reprinted with the permission of the United Nations.

Patterns of inequality characterise inheritance rights as well as entitlements to property ownership in many countries of the world. Yet, as a general trend, the difference is becoming less marked. In the developing world, however, about 33% of countries still do not offer equal inheritance rights to men and women. Moreover, within the de facto practice of over 50% of states women are discriminated against even if the legal basis for gender equity exists.[10]

Proportion of developing countries with gender inequality with regard to inheritance rights, entitlements to ownership of land and other property, 2014



Source: Computed by United Nations Statistics Division based on data from OECD, 2015. Gender, Institutions and Development database 2014 (GID-DB) (accessed January 2015).

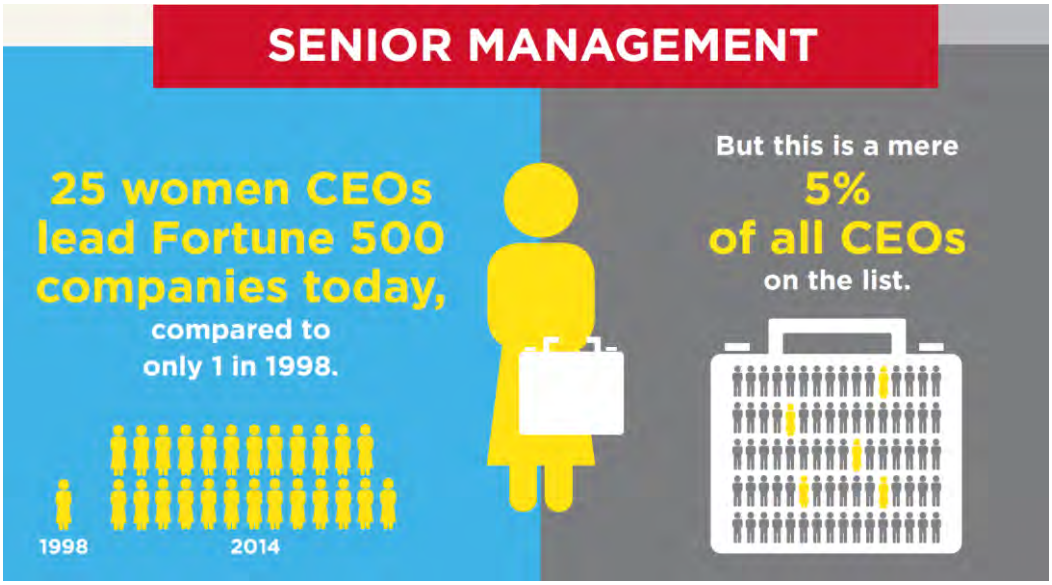
Note: Information available for 116 countries.

Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/chapter8/chapter8.html, p. 198. © 2015 United Nations. Reprinted with the permission of the United Nations.

[10] Ibid., p. 194-198.

Women in Top Management Positions

Among the 500 companies annually listed in the Fortune 500 list, only one was led by a woman in 1998. By 2015, the share of female CEOs had increased to 25, representing a historic high of 5%.



Source: UN Women (2015): Planet 50-50 by 2030: Step it up for Gender Equality, http://www.unwomen.org/en/digital-library/multimedia/_2015/9/~/media/2a7ed2ab34184138b03a293ea1cf0b86.ashx, New York. © 2015 United Nations. Reprinted with the permission of UN Women.

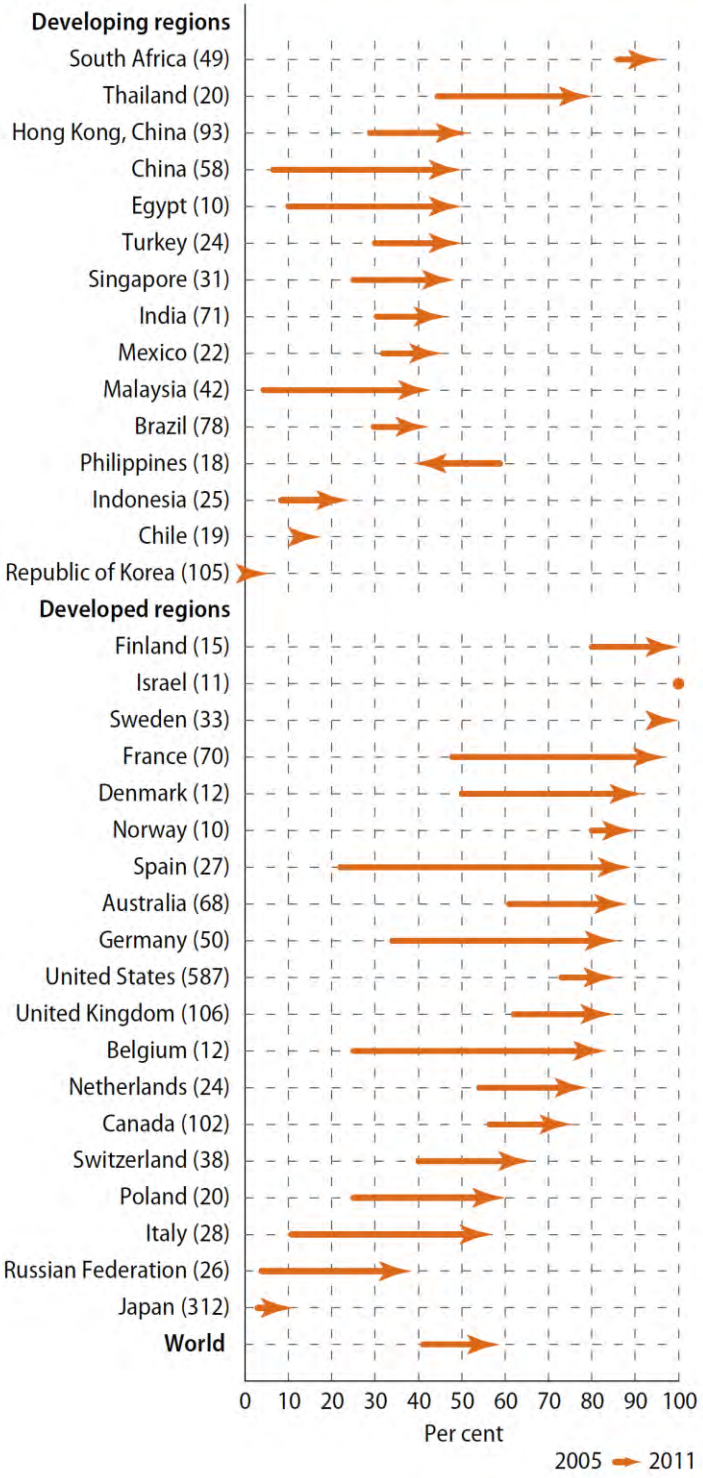
Over half of the companies working in the IT, material and industry sector had no women at all among their board members in 2014. Better performing sectors were healthcare, financials and utilities.[11]

Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 137. © 2015 United Nations. Reprinted with the permission of the United Nations.

[11] Data Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division,), http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 138.

Within 613 companies across the EU-28 women represented on average 21% of non-executive directors in 2014. This percentage decreased to only 13 % of executive directors and even further to a mere 3% of CEOs.

Proportion of companies with at least one woman on their executive board in 2005 and 2011, by country



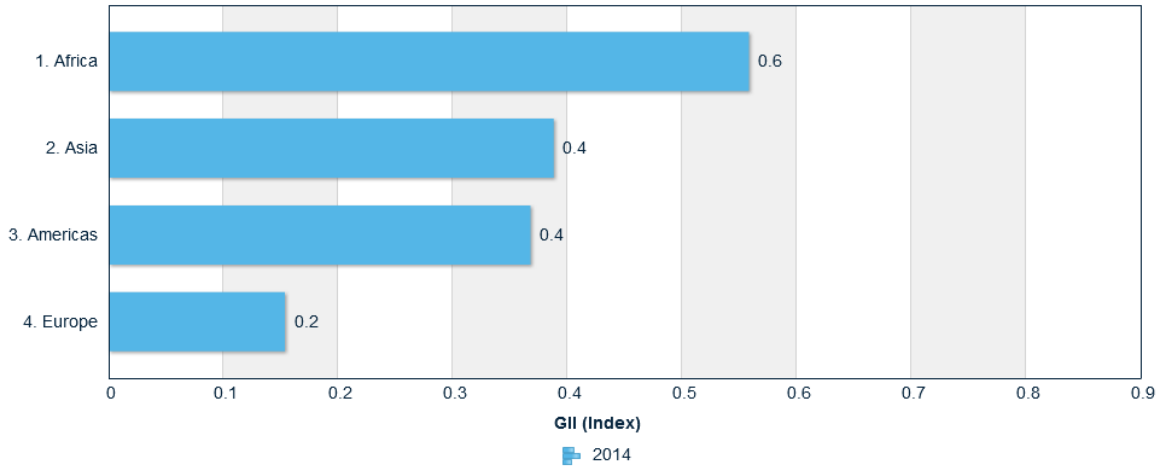
Source: From 'The World's Women 2015: Trends and Statistics', by United Nations, Department of Economic and Social Affairs, Statistics Division, http://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_chapter5_t.pdf, p. 137. © 2015 United Nations. Reprinted with the permission of the United Nations.

Gender Inequality Index (UN Human Development Report)

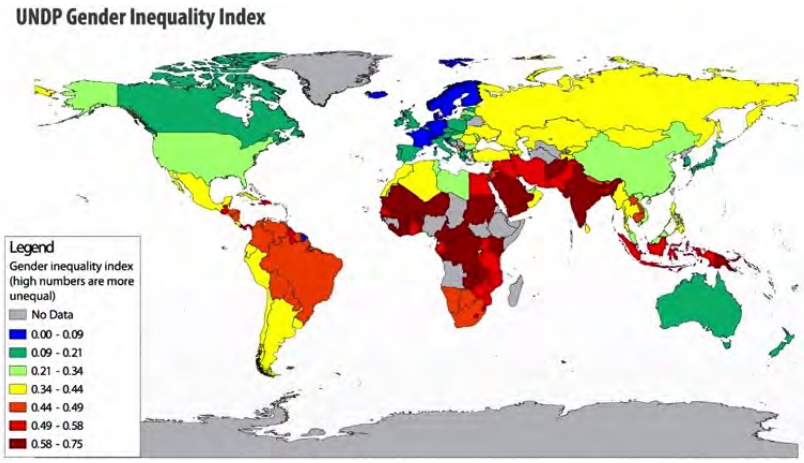
The Gender Inequality Index is a composite measure that reflects inequality in achievement between women and men in reproductive health, empowerment and the labour market. The index ranks from 0 (0% equal) to 1 (100% equal). The higher the measure, the higher the level of inequality between women and men in a given country.[12]

Gender Inequality Index (GII) of the Human Development Report in 2014

GlobalStat visualisation of UNDP data[13]



Source: GlobalStat, www.globalstat.eu.



Source: Global Heritage (2015): Human Rights and Gender Equality V, Arquivo de etiquetas: Desigualdade Social Lectures / Readings, 23 April 2015, https://globalherit.hypotheses.org/tag/desigualdade-social.

[12] Data Source for all graphs: World Economic Forum: The Global Gender Gap Report 2015, Geneva 2015, p. 12 and 14, http://www3.weforum.org/docs/GGGR2015/cover.pdf

[13] Data source: United Nations Development Programme (2014): UN Human Development Report 2014: Sustaining Human Progress - Reducing Vulnerabilities and Building Resilience, New York.

European University Institute — Robert Schuman Centre for Advanced Studies

FUNDAÇÃO FRANCISCO MANUEL DOS SANTOS

Mission

GlobalStat meets the need for publicly available information on our globalised and globalising societies. Accounting for the multi-dimensional nature of globalisation and sustainable development, it offers statistical information from a broad range of international sources. It focuses on the economic, environmental, political, social, societal and cultural performance of nations and adopts a 'beyond GDP' approach to the collection of data. As the gateway to developments in a globalised world its ultimate aim is to provide information about the way human beings live, the freedoms they enjoy and the limitations they face.

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OPEN AND DISTANCE LEARNING FOR BASIC EDUCATION IN SOUTH ASIA

Its potential for hard-to-reach children and children in conflict and disaster areas

BANGLADESH and SRI LANKA
Country Studies

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Technical editing and formatting:
Janette Edwards

Any inaccuracies remaining in the study are of course solely our responsibility.

TERMINOLOGY

The terminology in the literature is confusing and often inconsistent. The definitions we will be working with are as follows:

Open learning is any organized educational approach or activity which takes as its starting point an analysis of the needs of the intended group(s) of learners and then seeks in its policies and practices to design the programme in ways that minimize any barriers to learning in terms of either access, or of time and place, pace, method of study, curriculum content or any combination of these. Open learning, therefore, is not so much a particular type of education but rather a set of open qualities, which may exist to a greater or lesser extent in any form of education or training.

Distance education is an organized educational programme, often accredited, where the learner is at a geographical and/or time distance from the learning provider – the educational institution and tutors – and where all or much of the communication between teachers and learners is conducted through electronic or print mediums. To overcome the physical distance and build in interaction, the provider may try to use the two-way potential of, for example, mailed assignment marking, emails, telephone, tele- and video-conferencing, call-in radio or TV, as well as pre-recorded video or audio materials. It may also build in face-to-face components such as bringing dispersed students in for occasional tutored group meetings at a study centre or summer school. Conversely, the central provider can send travelling tutors to the learners or enter into agreements for locally-provided support (e.g. by a formal or community school, or university). An example would be a programme, offered by a national open university, providing initial teacher training at a distance to unqualified school-based teachers. The programme allows the teacher to remain *in situ*, and the chance to experiment with new practices in their immediate classrooms.

The term **ODL** or **open and distance learning** is frequently used as an umbrella term to cover educational approaches that reach learners in places that are convenient or accessible to them, provide learning resources for them, or enable them to qualify without attending school or college in person, or open up new opportunities for keeping up to date no matter where or when they want to study. While understandable, the conflation of the terms can be confusing and in this report we will substitute open learning as the umbrella term, with distance education as one type of open learning.

Basic education – definitions of basic education vary with South Asian countries in terms of the duration and language used to describe the initial stages of formal education. However, most work on the assumption that the formal school system is the delivery mechanism for basic education. Provision for groups who face barriers to accessing the formal system tend to be vague in terms of state commitment and 'alternative' content. We adopt here a UNESCO definition (UNESCO, 2007[1]), which explicitly recognizes the rights of a wider basic education constituency, which can, through discrimination (the different treatment of a group without justification) and exclusion (where groups are unable to access basic education) be prevented from realizing this

[1] http://unesdoc.unesco.org/images/0018/001802/180253e.pdf (accessed 14 July 2009).

right. For example, basic education should be guaranteed to a person without explicit reference to their age. The UNESCO definition also refers to 'equivalent basic education' for young people and adults who did not have the opportunity to receive and complete basic education at the appropriate age. The term 'equivalent' was chosen rather than 'comparable', 'similar' or 'alternative' as it places 'emphasis on the results and objectives of education rather than the methods used to achieve them' (*ibid.*, p.7). Groups will remain marginalized without equivalent basic education qualifications, which are widely recognized by parents, employers and government. The UNESCO definition is also a future-oriented approach to basic education. It provides a framework, which reminds governments of the obligations they need to work towards.

Basic education

For the purposes of this definition, basic education covers notions such as fundamental, elementary and primary/secondary education. It is guaranteed to everyone without any discrimination or exclusion based notably on gender, ethnicity, nationality or origin, social, economic or physical condition, language, religion, political or other opinion, or belonging to a minority.

Beyond pre-school education, the duration of which can be fixed by the State, basic education consists of at least nine years and progressively extends to 12 years. Basic education is free and compulsory without any discrimination or exclusion.

Equivalent basic education is offered for youth and adults who did not have the opportunity or possibility to receive and complete basic education at the appropriate age.

Basic education prepares the learner for further education, for an active life and citizenship. It meets basic learning needs including learning to learn, the acquisition of numeracy, literacies, and scientific and technological knowledge as applied to daily life.

Basic education is directed to the full development of the human personality. It develops the capability for comprehension and critical thinking, and it inculcates the respect for human rights and values, notably, human dignity, solidarity, tolerance, democratic citizenship and a sense of justice and equity.

The State guarantees the right to basic education of good quality based on minimum standards, applicable to all forms of education, and provided by qualified teachers, as well as effective management along with a system of implementation and assessment.

Basic education is provided in the mother tongue, at least in its initial stages, while respecting the requirements/needs of multilingualism.

In those States where basic education is also provided by private schools, the State ensures that such schools respect fully the objectives and content as mentioned in the present definition.

EXECUTIVE SUMMARY OF MAIN REPORT

Despite the impressive rise of enrolment levels in formal schooling, a significant number of hard-to-reach children in South Asian countries continue to have no or limited access to basic education. Barriers to their participation are partly a question of school supply, partly of school quality and partly, for some of them, the inappropriate and inflexible nature of the formal school model itself.

The scale and diversity of their needs can only be met by a diversity of provision and multiple providers, both formal and non-formal. Some provision needs to be small-scale, targeted NGO approaches for particular groups (e.g. seasonal migrant workers), other provision needs to address large-scale general access issues (e.g. schooling in remote areas or second chance provision for older children).

Beyond just access, there is also the need for a life-cycle approach to provision so that these children have progression routes *through* levels and *between* different providers, as well as access to formal or equivalent qualifications. All this implies far more coordinated and joined-up planning than the *ad hoc*, second-best non-formal provision characteristic of the 1980s and 1990s. A coordinated approach, however, challenges old dualities – non-formal education (NFE) v formal, state v non-state – and leads to practical considerations about:

- how best to manage a range of learning opportunities
- how to divide responsibilities between the state and other partners, between national and decentralized levels
- how to facilitate transitions and negotiate articulation between the formal and non-formal sectors
- where to manage accreditation.

Used judiciously, open and distance learning (ODL) can make a strong contribution to strategic planning. One non-negotiable starting point for its use, however, is recognition that children need to learn in a social environment: ODL is not a substitute for direct teaching and face-to-face contact with other children, teachers and carers. Given the right policy and infrastructural framework, ODL can support five areas in basic education, including educational provision in conflict and disaster areas:

- providing para-formal or alternative schooling systems
- supporting successful transition to, and performance within, formal schools
- raising quality by providing ready-made educational resources (formal or non-formal)
- providing networks and training for intermediaries (e.g. teachers, broadcasters, mentors)
- providing communication for development (C4D) strategies (e.g. health, school readiness advocacy).

Any comprehensive and cohesive strategy could usefully employ all of these. Emerging as particularly valuable among them, however, are NFE schooling approaches that integrate closely to the formal system. These either provide a *bridge* to the formal system or operate as a more

flexible NFE *substitution* for formal provision but which nevertheless provide a route to formal or equivalent qualifications. Three ODL approaches in particular emerge:

1 *Community school initiatives* (e.g. BRAC in Bangladesh and other similar INGO + MOE + local community partnerships in South Asia)
2 *Open schools* (e.g. the National Institute for Open Schooling [the Open Basic Education programmes, NIOS], India and Open School, Sri Lanka)
3 *Feeder programmes* which link NFE to formal provision (e.g. MVF, India).

Each introduces flexible, open qualities, which remove barriers to participation in basic education for hard-to-reach children and operate (or could operate) at scale. BRAC, for example, has demonstrated that well-developed management systems with centrally-produced, high quality, open learning curriculum resources (for teachers and learners), regular teacher training in child-centred pedagogy and community ownership can result in impressive completion, achievement and transfer rates in under-resourced rural areas.

NIOS has shown that investment in an open schooling framework, based on open learning resources (for teachers and learners), a national delivery system and an external route to national qualifications and examinations, make it possible for:

- other non-formal providers to set up, use and adapt the materials
- schooling to be re-started quickly in emergency zones
- cross-border refugees or the children of families working overseas to continue accessing their own national education in a different country
- formal schools to benefit (from the resources).

MVF's feeder programmes provide a second-chance route back to formal schools and a way out of child labour.

The way that BRAC, NIOS and MVF have all not only diversified their provision (for a wide variety of hard-to-reach groups) but have also become apex organizations (supporting other providers with expertise, training, networking and ready-made resources), provides planners with existing models and infrastructures which could contribute towards developing more coordinated, joined-up basic education provision which reduces duplication of effort.

Given the teacher shortages in the area, ODL could also play a significant role in providing the means for developing a lifelong learning approach to teacher support and training. With careful advance planning, ODL could also play a role in conflict and disaster areas. Teachers and radio broadcasters with training for emergency situations could develop a bank of ready-made educational resources which could be deployed at different stages of emergencies to provide children with immediate educational continuity, whether informal or formal, for example, open-source resources mapped against the national curriculum for students or teachers and radio programmes (ECCE, psycho-social family or child-to-child approaches, and more structured educational programmes).

In summary

ODL provides a means of overcoming certain barriers in basic education: of enabling access to national qualifications outside formal schools, of overcoming geographical barriers (such as radio broadcasting in disaster zones, mountainous regions and small island states), of training large numbers of teachers *in situ* (distance education). It also offers the potential to deliver better value for money, particularly with the economies of scale that can be achieved in high population South Asian countries.

The report makes five recommendations:

1 Educational planners could re-examine the statistical, analytical and conceptual basis from which they work in relation to these groups of hard-to-reach children.
2 Educational planning needs to be built on a comprehensive mapping and evaluation of current provision in terms of its scale and effectiveness. However, a fine balance needs to be achieved between the creation of enabling frameworks (which facilitate inclusiveness and coherence for the learner) and over-bureaucratic frameworks (which drive the NFE sector away from the formal system).
3 Governments need to accept the importance of alternative and flexible routes to access formal qualifications, and to actively establish such a route, which is built on a system of credit accumulation and transfer. This on its own will have a significant impact on opening up access for hard-to-reach groups, and has the potential to provide a route to recognized qualifications for NGOs and other NFE providers.
4 More attention needs to be paid to the potential of ODL in supporting teachers and other intermediaries involved in basic education.
5 Research should be commissioned to ascertain how existing ODL resources and infrastructures, e.g. from Open Schools, could be used in advance planning for conflict and emergency situations.

These recommendations are followed by suggestions for future research in this area.

INTRODUCTION TO THIS VOLUME

This research study, commissioned by the UNICEF Regional Office for South Asia, explores the potential of open and distance learning (ODL) in basic education for hard-to-reach children and children in conflict or disaster contexts who cannot access or complete a cycle of basic education. There is a focus on specific ODL approaches providing access to recognized educational achievement. These approaches attempt to address the concern that non-formal and alternative programmes imply second best with little currency within the formal education sector and with employers. Such equity-based programmes raise big policy implications as they blur the normally rather rigid distinctions between formal and non-formal approaches.

For ease of use, the study has been published in two volumes. The first volume provides an overview, with recommendations, of how ODL approaches can help hard-to-reach children achieve basic education. The present volume is companion to this, and puts together the two country studies of Bangladesh and Sri Lanka, and thus provides in-depth analysis more specific to policy makers and implementers in those countries.

The country studies are based on a combination of desk research and fieldwork, and were necessarily shaped and limited by the time available for the research and the ability to access reliable, up-to-date information. However, in the process of carrying out the research, we learned that there is a wealth of innovative and successful initiatives that will repay serious evaluation. We have tried to give an indication of their range and diversity but we know that we have only scratched the surface of possibilities, and there is an absence of good international cross-cultural research in this area. We believe that we have been able to offer some evidence that traditional 'formal' models can be adapted to provide learning gains for the poorest and most disadvantaged young people.

Research methodology

Our research combined in-depth fieldwork with desk-study reviews. We sought advice, information and direct inputs to the research from a range of stakeholders: informed educational experts working in the field of education for hard-to-reach children and those in conflict and emergency situations and users (children, parents, teachers, employers). The process had the following stages:

- Initial identification of conceptual framework and research questions through discussion (with the research team, UNICEF, informed experts, in-country experts and documentary analysis).
- Fieldwork by visiting researchers in close collaboration with in-country UNICEF colleagues. The fieldwork included interviews with various stakeholders, including NGOs, government organizations, children, teachers, parents, employers and experts in the field of hard-to-reach children and those in conflict and emergency areas.
- Ongoing review of literature and discussions to inform the conceptual framework and to add to the data on policy and practice. Literature included theoretical papers, national and agency policy documents, local and comparative research reports, unpublished and other grey literature and toolkits and other practical resources.
- Specially commissioned contributions from experts in the fields of conflict and emergency, policy and planning, funding and costing and the South Asian overview.

A more detailed account of the methodology appears at the end of the main report as an Annex.

OPEN AND DISTANCE LEARNING FOR BASIC EDUCATION IN SOUTH ASIA

Its potential for hard-to-reach children and children in conflict and disaster areas

BANGLADESH COUNTRY STUDY

Cover Photo: Out-of-school children looking in on a BRAC primary class – Janet Raynor

CONTENTS

ABBREVIATIONS AND ACRONYMS

BEHTRUWC	Basic Education for Hard-to-Reach Urban Working Children
BOU	Bangladesh Open University
BRAC	Now simply called 'BRAC', but originally 'Bangladesh Rural Advancement Committee'
BUIED	BRAC University Institute of Educational Development
CAMPE	Campaign for Popular Education
C4D	Communication for Development
CHT	Chittagong Hill Tracts
CMES	Centre for Mass Education and Science
COL	Commonwealth of Learning
DAM	Dhaka Ahsania Mission
DPE	Department of Primary Education
EEC	Education for Ethnic Children
EFA	Education for All
EiA	English in Action
FBO	Faith-Based Organization
FIVDB	Friends in Village Development, Bangladesh
GoB	Government of Bangladesh
GPS	Government Primary School
HSC	Higher Secondary Certificate
IGVE	Integrated General and Vocational Education (UCEP)
JSC	Junior Secondary Certificate
MDG	Millennium Development Goal
MoE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
MOWCA	Ministry of Women and Children's Affairs
ODL	Open and Distance Learning
OVC	Orphans and Vulnerable Children
PACE	Post-basic and Continuing Education (BRAC)
PEDP	Primary Education Development Programme
RNGPS	Recognized Non-Government Primary School
ROSA	Regional Office for South Asia (UNICEF)
ROSC	Reaching Out-of-School Children
SSC	Secondary School Certificate
UCEP	Underprivileged Children's Education Programme
VTI	Vocational and Technical Institute

BANGLADESH COUNTRY STUDY AND FIELDWORK

1

1.1 Introduction

Bangladesh was chosen as one of the two countries in South Asia in which to undertake fieldwork for this UNICEF Regional Office for South Asia (ROSA) project. The account which follows is based on information gathered and this fieldwork, which was carried out in a three-week visit in February/March 2009. Inevitably, what follows is an analysis based on a selective exploration of the initiatives, projects and the work of organizations engaged in open and distance learning (ODL).

1.2 The focus

The fieldwork in Bangladesh has focused on the existing and potential use of ODL in meeting the needs of diverse groups of hard-to-reach children in situations where they cannot access or cannot complete a cycle of basic education.

In the country study of Bangladesh, we have been looking at the situation of children who are hard to reach because they live in geographically remote regions, children who are hard to reach because they come from an ethnic minority, children living in urban slums, the children of migrant workers, working children (urban and rural, including seasonal employment), hard-to-reach girls, and children trying to access education in times of emergency and disaster.

'Hard to reach' is a complex issue and such groupings as those above are not necessarily distinct, cannot do more than suggest typologies and are by no means defining of the children involved. There are many overlaps – working children may be living in slums; girls may be from an ethnic minority. The practicalities of our field study, say, in particular rural or urban settings, meant that at times we were working with broader groups and asking questions which probed the interweaving of several vulnerabilities. Within the framework of this whole study, specific attention needs to be paid to the official figure of 9.2% of the relevant age population who do not enrol at all in primary school as well as the 49.3% who drop out of school between Grades 1 and 5 (DPE, 2009). Never-enrolled children in the age group 6 to 11 could amount to 1.7 million children according to Ahmed *et al.* (2007) and although there is now a government initiative, Reaching Out-of-School Children (ROSC), targeting these children, the particular characteristics of this large group are, by nature of their lack of visibility, difficult to adequately define. This makes these children some of the hardest to reach.

This country study focuses on initiatives that have some elements of open or distance learning, which are meeting, or have the potential to meet, the educational needs of one or more of these groups given above, and which may have the capacity to operate at a large enough scale.

In keeping with the typology of the overall study, the following areas were considered as categories of ODL which could support basic education, including during times of conflict and disaster:

1 providing alternative school systems and programmes
2 supporting successful transition to, and performance within, formal schools
3 raising the quality of and enriching basic education by bringing in new educational resources
4 providing networks and training for personnel with responsibilities in basic education (e.g. teachers, broadcasters, inspectors, teacher educators)
5 providing communication for development (C4D) strategies.

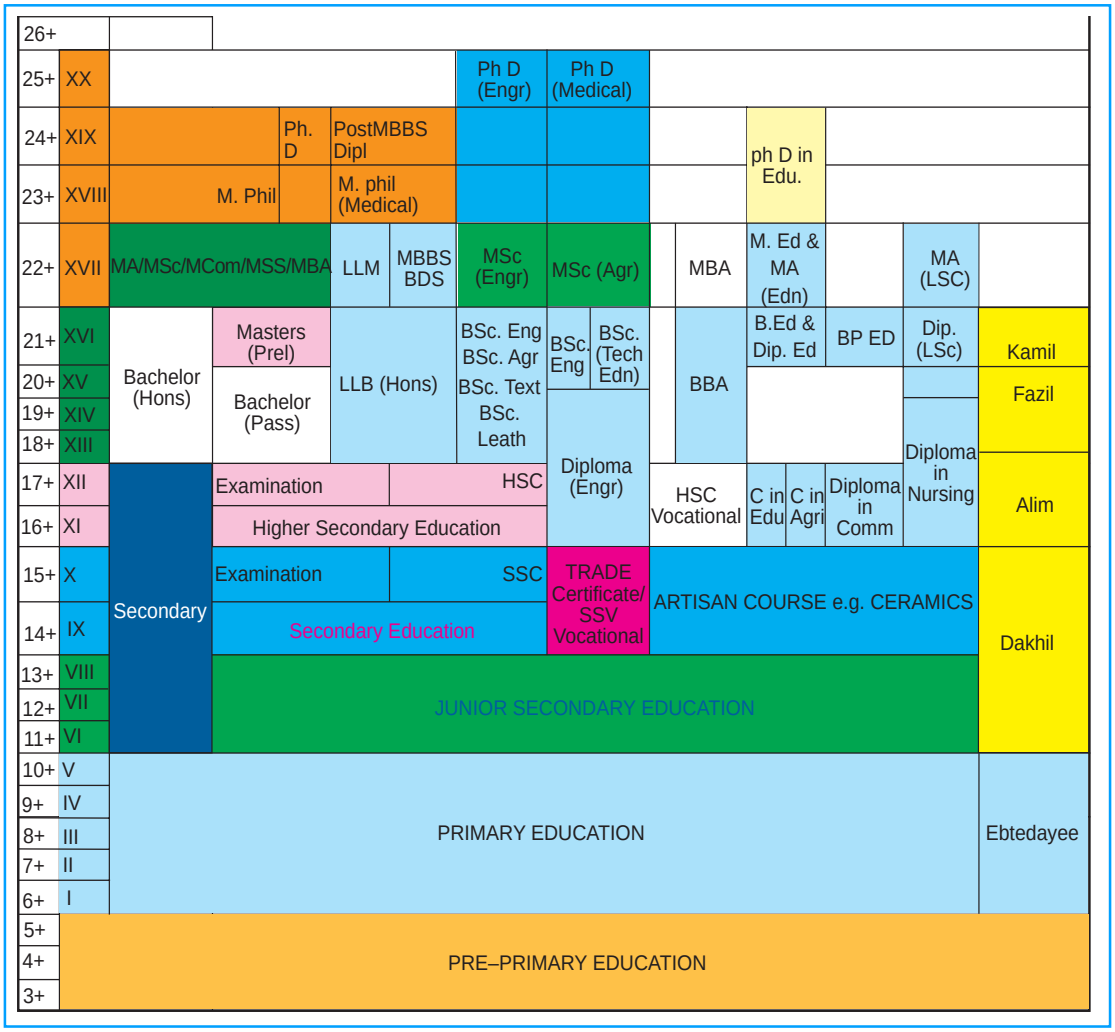
Each of these ODL uses can play an important role in basic education, and any comprehensive and cohesive policy framework for these target groups should include all of them but the first two are involved in direct provision of schooling. The study of Bangladesh focuses on all initiatives in categories 1 to 5, as Bangladesh was the main location of our field study, although, as will be seen, there was a preponderance of initiatives in some of the categories and relatively little in others.

BASIC EDUCATION 2

2.1 The system and provision

Bangladesh has a system of compulsory education, which runs from Grade 1 to Grade 5, with the official age of entry into Grade 1 at 6 and exit at 10. A two-year pre-primary programme is becoming increasingly established. Non-compulsory state education begins at Junior Secondary level, which runs for three years from age 11 to 13, and admission is based on an entrance exam at individual school level. Upper Secondary lasts for two years to age 15, at the end of which students take the Secondary School Certificate (SSC); there is also a vocational SSC offered through the Vocational Training Institutes (VTIs). After two more years, students can take the Higher Secondary Certificate (HSC); again there is a vocational HSC offered by the VTIs/Polytechnics. The school year begins in January.

Figure 1 The education system in Bangladesh



Source: MOE (2006)

To cope with high student numbers and lack of resources, the majority of primary schools (about 90%) operate a double shift system. In theory, primary schools are supposed to be open for 242 days a year, with a target of 900 hours' tuition over that period. However, schools with double shifts tend to reduce the time per shift, and a 2005 study cited in the 2009 Department of Primary Education (DPE) annual sector report[2] indicated that primary schools were open for only 228 days on average, and that the average timetabled hours in double-shift schools was only three hours. In practice this meant that Grades 1–2 had only two hours of lessons each day the school was open, and Grades 3–5 had three and a half hours. That is, in a school open for the average of 228 days a year, children in Grades 1–2 timetabled for two hours a day would only have 456 hours of schooling over the year, and those in Grades 3–5 with three and a half hours a day would have 798 hours. These low figures, coupled with high absence rates for both teachers and children, means that many children are getting far fewer contact hours than the target of 900 hours a year, and this may go some way to help explain the high repetition and dropout rates discussed in the next section.

In parallel to the mainstream of formal state-funded education, there is Madrasa: an Islamic system of education. There are five stages of the madrasa education system with five-year Ebtedayee, five-year Dakhil, two-year Alim, two-year Fazil and two-year Kamil courses. In addition to subjects such as Arabic, Islamic History, the Koran, the Hadith and Fica, the government-recognized madrasas cover all the subjects in the national curriculum as a condition of government recognition and support. Students sit for the examinations set by the Madrasa Education Board after completing courses of each level except Ebtedayee, and in theory, the students can transfer freely between Madrasa and state schools.

There are two types of madrasa in Bangladesh. The Aliyah Madrasas were formed by the government in the early 1980s in a move to 'modernize' the curriculum. They have a curriculum similar to the formal system, and are recognized by the government as 'equivalent' to formal schools. The majority are co-educational, but with fewer girls than boys overall. 90% of the teachers' salaries are paid by the state, the government supports other costs such as building and furniture, and the institutions are under state supervision. At primary level, nearly 2 million children are registered in Aliyah Madrasas (DPE, 2009). The Quomi Madrasas, focusing mainly on religious education, are not recognized by the government, and share no single curriculum. Because of this, it is difficult to provide a picture of the education they provide. However, a recent newspaper article indicates that the Quomi Madrasas are scheduled to become recognized under the pending new National Education Policy (bdnews24, 2009). They tend to be single-sex, and cater mainly for boys (Asahullah, 2007; Ahmed, 2009).

2.1.1 Numbers

The Government of Bangladesh organizes a large state-funded primary school system. The figures given below are those compiled by the DPE (Directorate of Primary Education) annual sector report (DPE, 2009:10).

[2] Note that we have used this document as our main source of government data on primary schools, but refer to this report for a range of other data estimates.

Table 1 Table of primary schools by type, teacher and enrolment, 2008

	# Schools	# Teachers	# Students
1. Government primary schools (GPS)	37,672	182,899	9,537,571
2. Registered non-government primary schools (RNGPS)	20,083	76,875	3,472,799
3. Experimental schools	54	221	10,346
4. Community schools	3,263	8,772	388,051
5. Non-registered non-government primary schools	966	2,460	99,564
6. Kindergartens	2,987	16,980	226,187
7. NGO schools	408	763	25,872
8. Primary sections of secondary schools	1,139	13,021	270,790
9. Ebtedayee madrasas	6,726	28,227	919,065
10. Primary sections of dakhil, alim, fazil and kamil madrasas	8,920	35,707	1,051,360
Total	**82,218**	**365,925**	**16,001,605**

Ten types of school are recognized within the formal system. Government primary schools are owned and managed by the government with the support of a local school management committee. Registered non-government primary schools, satellite and community schools are managed by the local community with government support. Non-registered non-government primary schools and Ebtedayees are managed by their communities. The first seven types of school are under the jurisdiction of the Ministry of Primary and Mass Education (MOPME – about 86% in terms of total enrolment), and the remaining three come under the Ministry of Education (MoE) (DPE, 2009). Numbers in this table are not gender disaggregated, but other data in the report shows that girls now slightly outnumber boys in all primary grades. The figures include over-age primary school students. The overall gross enrolment rate for 2008 is given as 97.6% – an increase from 93.7% in 2005 – and the net enrolment is 90.8%.

Repetition rates

Grade 1 = 11.3%
Grade 2 = 11.0%
Grade 3 = 14.5%
Grade 4 = 13.7%
Grade 5 = 5.2%

Source: DPE (2009)

There are high repetition rates – see box – and it takes an estimated average input of about 8.6 years for a child to complete the five years of primary school. Between 2005 and 2008 there is little evidence that promotion rates have improved. Linked to high repetition is absenteeism. For 2008, student absenteeism is reported to be about 19%, but the same DPE document cites other surveys in 2005 with estimates as high as 36% in GPS and 44% in RNGPS. It also cites 2005 data indicating that 16% of GPS teachers and 11% of RNGPS teachers were absent on any given day (DPE, 2009).

The 2006, 2007 and 2008 school data revealed general improvements across a number of indicators. Noted improvements were in GER and NER overall rates (due to increases in female enrolment), reduction in teacher:pupil ratio, decline in student absenteeism, and decline in the Grade 5 repetition rate. However, due to constraints with regard to availability of some data for 2007 and 2008, it is difficult to note overall progress in areas such as transition from primary Grade 5 to secondary school; primary education expenditure per pupil; and the educational achievement of students. Although the data are checked, cross-checked and signed at different levels within the Government of Bangladesh (GoB), there is scope for errors in reporting. Concerned about the issue, the DPE has requested UNICEF to assist them to undertake a limited data validation sample survey in order to test the accuracy of the findings of previous two years. The validation of school census data was underway at the time of writing.

Out-of-school children in the slums of Sylhet

2.1.2 Never-enrolled and dropout

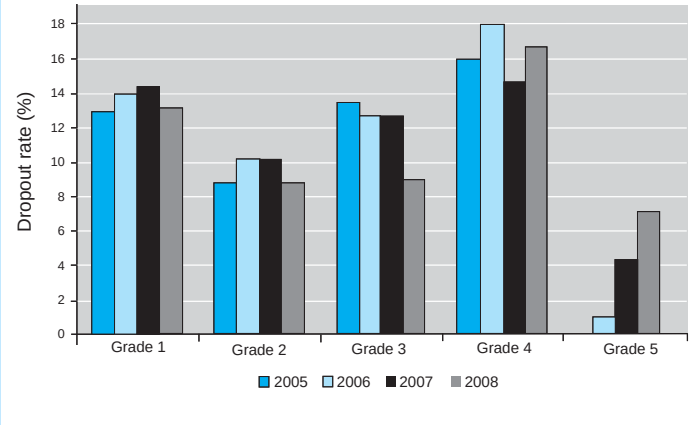
There is no estimate of out-of-school children in the 2009 DPE survey, but the number of un-enrolled primary children aged 6–10 was estimated in the Education For All (EFA) Mid-Decade Assessment to be 2,201,194 (UNICEF, 2008). There are concerns that this is a serious underestimate, although figures on the never-enrolled and those who drop out are a matter of contention. In the National Plan of Action II (MOPME, 2003), figures of the net un-enrolled and those who drop out are added together to give a total of 5.83 million children to be targeted because they are out of primary school. However, even this larger figure would seem to be an underestimate. Elsewhere in the same document, the 'non-formal basic education target population, dropouts and un-enrolled ages between 6 and 14 years' is estimated for the year 2000 to be 12.83 million (MOPME, 2003). This figure, although nine years out-of-date, is significant because it gives a sense of the scale of the need for alternative forms of primary education and lower secondary education.

The government acknowledges the concerns over proper estimates of the numbers involved in its National Action Plan II, referring to the problems of:

1 an absence of birth registration
2 data on school-age children from multiple and mismatching sources
3 non-collation of the enrolment data between government and non-government as well as formal and non-formal schools/sub-sectors not being collated
4 double and multiple enrolment (involving government primary schools, non-government schools and NGO NFE learning centres) which inflates the figure and shows reduced dropout rates
5 confusion caused by different sources of information and results of different types of sample surveys.

More recent data indicates that for those who have at some stage registered in a primary school, the survival rate to Grade 5 for girls is given as 57% for girls, and 53% for boys (DPE, 2009), indicating that nearly half of primary school students enrolled do not complete their primary education. The same DPE report shows that the dropout rate is particularly high after the first year of school and at the end of Grade 4. Between 2005 and 2008, there appears to have been a slight reduction in dropout rates in the first three years, but an increase in Grades 4 and 5. However, the much lower dropout rate in Grade 5 suggests that if parents manage to keep their children in school up to Grade 4, those children have a good chance of completing primary education.

Figure 2 Dropout rate, 2005–2008 (DPE, 2009)



Also of note is that the school enrolment survey organized by DPE is taken once a year before the end of March and so any changes in numbers, especially those of students dropping out later in the school year, cannot be recorded: the students stay on the register.

What the official figures of enrolment in Table 1 do not acknowledge is the work of development partners and NGOs in providing alternative forms of primary education. To give one example, the NGO BRAC[3] runs 32,000 primary schools for 984,440 children (BRAC, 2008). These do not appear on the DPE table of enrolment above partly because BRAC's one-roomed single-teacher schools do not fit the specification for a recognized primary school. A project such as the Basic Education for Hard to Reach Urban Working Children (BEHTRUWC), organized by the Bureau of Non-Formal Education under MOPME is another example of primary-level education which does not appear in official DPE statistics. The issue of recognition of non-formal education programmes and open learning and distance initiatives is a matter treated at greater length later in this report.

2.1.3 Vulnerability

Governments and NGOs have classified never-enrolled and dropout children in an overarching 'vulnerable' category, predominantly made up of the following groups of children:

- working children
- children living on the streets
- children from extremely poor families in very remote areas, especially where there is domestic conflict
- orphans and vulnerable children (OVCs) both in orphanages and those neither cared for by family nor institutions
- children of migrating families
- children of plantation/estate workers
- children from marginalized urban communities such as the children of sex workers
- child prostitutes
- children and youth in vagrant homes, juvenile detention centres, correction centres and jails
- children with drug or alcohol problems, or from families with drug or alcohol problems
- children of families who belong to an ethnic minority
- children of families whose ethnic group constitutes an extreme minority in the school catchment area
- children at risk of trafficking
- child brides and girls engaged to be married at a young age
- girls who have delivered babies outside of marriage, conceived through rape, prostitution, or relationship
- pupils whose schools are destroyed or damaged by emergency, natural disaster or conflict.

In all but the last of these 'groups' of children (above), most are constantly vulnerable, regardless of the presence or absence of emergency. Situations of natural disaster – for example cyclones and floods – pose additional educational challenges to all children, both those who are in school or some form of alternative, as well as those who are not.

Vulnerable children may have very different patterns of enrolment, attendance and dropout, and these patterns have implications for the design of initiatives that meet their needs. The following lists the most common patterns:

- those who never enrol
- those who enrol, persist for five years, but attend rarely
- those who enrol attend rarely and drop out early

[3] There is a focus on BRAC throughout this report. Although the para-formal BRAC Education Programme has already been widely documented elsewhere, we feel it is important to include elements of it here because it is somehow managing to reach so many of the children that the state system fails to reach.

- those whose absences/disruptions are short, possibly only once, and are caused by external events
- those who enrol late (possibly one or more years later than would have been appropriate) and need to catch up with their peers
- those who have to repeat a year
- those who enrol at Grade 1, drop out for a long period (possibly more than a year), then wish to re-enter school to catch up with their peers
- those whose education is repeatedly disrupted, by domestic events, natural disaster or conflict situations
- those who drop out after reintegration into school, but do not wish to come back.

All of the factors in this section have influenced the search for, or analysis of, open and distance initiatives that directly related to the five categories (see Section 1.2) which have the potential to be appropriate to ODL in such situations.

2.2 Population overview

Bangladesh is the seventh most populous country in the world and is among the most densely populated countries. Recent (2005–2007) estimates of Bangladesh's population range from 142 to 159 million, with a land area of 144,000 square kilometres. It is listed among the 'Next Eleven' emerging economies with high economic potential (Eghbal, 2008). Geographically, the country straddles the Ganges–Brahmaputra Delta and is subject to annual monsoon floods and cyclones. The majority of the population are rural, living on subsistence farming, and unemployment is officially estimated at 30%. The majority ethnic group are the Bengali people, comprising 98% of the population and the official and most widely-used language is Bangla. Minorities include Bihari migrants and indigenous tribal groups, with thirteen tribal groups located in the Chittagong Hill Tracts (CHT), the most populous of which are the Chakmas. The Chittagong region has been a location of ethnic tension since the inception of Bangladesh. The largest tribal groups outside the Hill Tracts are the Santhals and the Garos (Achiks). There are also Kaibartta, Mundas, Oraons and Zomi ethnic groups. Other marginalized groups include the inhabitants of the *haor* (freshwater) wetlands, those in the *char* coastal regions (large, temporary sandbanks) and those working in the tea plantations. These groups are often in geographically hard-to-reach areas.

2.3 Challenges

Below is a summary of some of the main challenges in providing basic education for all. Poverty heads the list because it impacts on all the other challenges, and affects the greatest number of people.

2.3.1 Poverty

Despite the fact that Bangladesh moved into UNDP's 'medium development' country category in 2003 (UNDP, 2003) and has had a long period of sustained economic growth, poverty is a major factor in many people's lives. In Bangladesh, an estimated 40% of households are classified as poor, and 25% as very poor (MOPME, 2008, citing the 2005 HIES). Poverty is one of the major reasons for children not attending school in Bangladesh.

According to UNDP, Millennium Development Goal (MDG) poverty line measures covering the period 1990–2003 show that 36% of the Bangladeshi population live on an income of less than US$1 a day and 82.8% on US$2 or less a day (UNDP, 2005). Applying the ratio of primary

school age population in the total population (14%), the number of children of primary school age in the population characterized as the extreme poor in 2004 was between 3.9 and 5.3 million (Ahmed *et al*., 2007). Children from families with a 'deficit' food security status have more than five times the chance of dropping out than children in the 'surplus' category (Ahmed *et al*., 2007).

Although primary education is officially free, the indirect and opportunity costs are simply too high for many families. While most children apparently start school, the survival rates indicate the financial obstacles to children completing primary education. The 'additional' costs – including resources such as pens, notebooks, and the cost of uniforms, transport, and 'answer' books can be prohibitive. Children can be withdrawn to help supplement the family income, or to free someone (usually the mother) from domestic work in order for the parent to take up paid work. There are suggestions (Ahmed *et al*., 2007) that the significant number of households headed by a single female parent may be particularly vulnerable. Children are much likelier to be out of school if they come from families which are the poorest in the community in terms of housing, access to electricity, and where the parents have not themselves been educated.

The poor in Bangladesh have also been further hit by recent, very rapid rises in the prices of foodstuffs, which has also had an impact on school enrolments (Davies *et al*., 2009). In 2008 Bangladesh suffered the effects of near double-digit inflation with increases in oil and gas products of between 30% and 100%. Rice doubled in price and Bangladesh banned exports of its own rice crop to try and ensure supplies for its own people. The price rise in rice was in part one of the effects of the flooding from Cyclone Sidr in late 2007, and an example of the cumulative and multi-layering negative effects of poverty. In addition, it has recently been reported in the press that Malaysia is going to revoke or freeze the work permits of thousands of Bangladeshi workers (Sindh and Sarma, 2009), and Saudi Arabia has stopped recruiting workers from Bangladesh (Morris, 2009). This will have a serious impact of remittances coming into the country.

Between 70% and 80% of the population of Bangladesh is rural and the children of poor rural families have particular obstacles which impede their progress through primary education. Schools are just not close enough to where they live. In the especially remote regions, even information is scant, but the Campaign for Popular Education (CAMPE) (Jahan and Choudhury, 2005) and Ahmed *et al*. (2007) report in the haor and char areas and in the CHT there is a complete absence of schools or a complete inaccessibility of schools because of their distance from where children live. In the tea gardens only one quarter of the communities speak Bangla as a first language and only 10% are Muslim. This means that many opportunities for development, which are open to the ethnic and religious majority, are closed to them. And for the rural poor, almost every year many people in Bangladesh suffer from food shortages – the *monga* period in the northern regions is a cyclical phenomenon of poverty and hunger, resulting in people migrating to urban areas to find work. Poverty and migration both have an impact on the education of the poorest children affected by *monga* (Davies *et al*., 2009).

In urban areas, particularly through the migration from the countryside, the poor, along with their children, are most likely to be undocumented and invisible to authorities. 'Invisible' children include those without an identity because they are never registered and therefore deprived of an education. These children are likely to be without parental care (orphans, those in detention, street children), and exploited in child labour in the sex trade and private domestic service (UNICEF, 2006). The children of the poor in urban slums, estimated to be 40% of the population of Dhaka, suffer lower attendance rates and educational achievement overall. As more people seek refuge in cities, more children become invisible and the problems grow (Davies *et al*, 2009).

Bangladesh's commitment to eliminating user fees, along with cash stipends to support poor girls, resulted in a rise in girls' gross primary enrolment ratio from 64% to 98% between 1990 and 2000. Increasing government efforts include in 1990 the elimination of school fees for girls in Grades 6–8, and a secondary school stipend for girls (Mathieu, 2006). For primary children, a Food for Education programme was introduced in 2000 alongside a stipend programme, and these two programmes have become the Primary Education Stipend Project for the whole of Bangladesh. However, although the programme is aimed at the poorest 40% of pupils enrolled in primary school in rural areas, there are concerns about whether it is the poorest families who are actually benefiting. Certainly in our discussions with families living in slum conditions in Sylhet town, or in rural Sylhet Division, there was general ignorance of the stipends. CAMPE (Jahan and Choudhury, 2005) and the World Bank advocate a thorough re-evaluation, with the World Bank maintaining that targeting the stipend to the urban poor and to indigenous groups would help Bangladesh achieve its EFA targets.

2.3.2 Gender

It is quite common to see or hear claims that Bangladesh has achieved MDG3 (e.g. LCG Bangladesh, 2005; *Bangladesh Journal*, 2007; World Bank, 2008). What this usually means is that Bangladesh has achieved parity of enrolment at primary level, and in this Bangladesh has been remarkably successful. There are also claims that there is parity of enrolment at secondary level. However, there is not parity of enrolment at upper secondary or tertiary levels, and not parity of achievements or outcomes. Other MDG3 indicators such as the share of women in wage employment in the non-agricultural sector, or the proportion of seats held by women in national parliament, are rarely referred to. The goal of empowerment and equality of women has not been met. But there has certainly been an increase in girls' share of enrolments. Perhaps the most significant reason for the increase in the retention of girls is financial support to families, particularly in the form of the female secondary stipend programme, introduced nationwide in 1994 and resulting in girls' enrolment at lower secondary levels being (slightly) higher than boys from 2000 onwards. Various writers attribute girls' increased enrolment at primary level at least in part to the secondary stipend programme, and at least one source credits it with having helped increase boys' enrolment, with parents being unlikely to send their daughters to school but not their sons (cited in Raynor and Wesson, 2006). However, with more girls staying in school longer, there is increasing concern for the retention of boys.

Below is a brief review of the main gender concerns for both girls and boys.

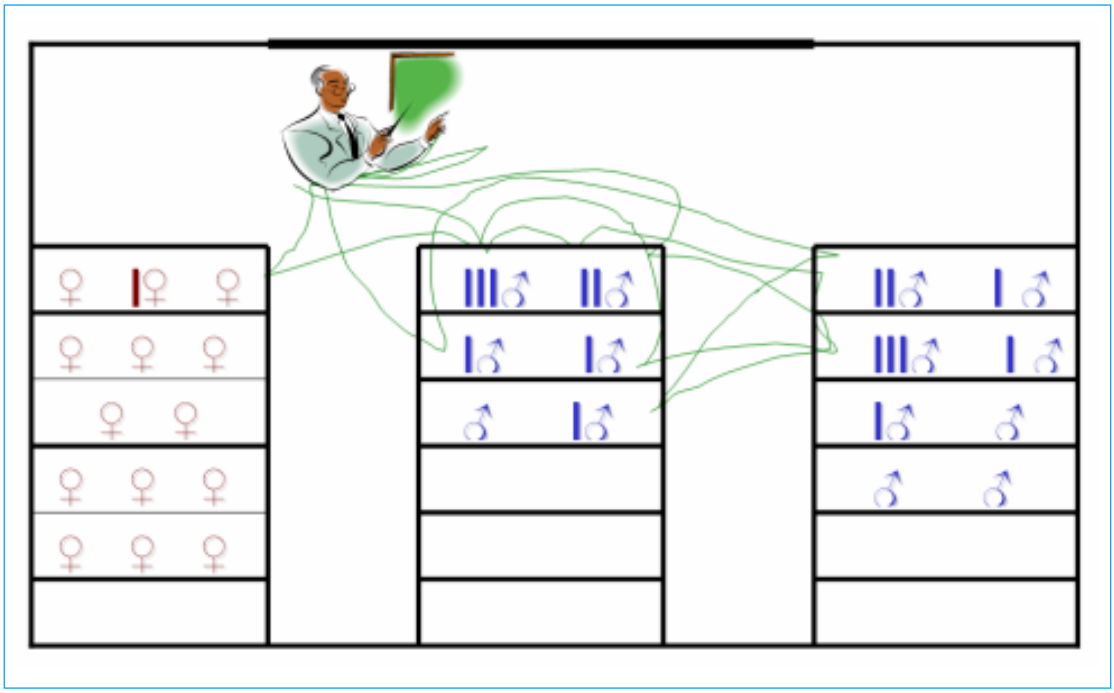
Issues mainly affecting girls

For girls from poor families, there is the risk of withdrawal from school for paid work, or perhaps more often for unpaid domestic work, releasing the mother for other work. This focus on domestic work is also part of the culture, and is seen a very important part of a girl's informal education and preparation for becoming a wife and mother. The onset of puberty can often trigger withdrawal from school because of the perceived need to prepare the girl for her life as a woman, because of her being seen as of an age to accept more domestic responsibility, because of the increasing risks of sexual harassment in or around (on the way to/from) school, or because of inadequate hygiene provision or sanitation facilities during menstruation. In addition, although the official minimum age for the marriage of girls is 18, child marriage is still common. (In our fieldwork for example, a mother admitted to an engagement for her 10-year-old daughter.) Bangladesh has one of the highest rates of under-age marriage for girls in the world, with an estimated 52.5% girls married before the age of 15 (World Vision, 2008).

In school, girls are likely to either get the 'wrong' sort of attention (teasing/harassment, humiliation), or not enough attention from the teacher. Figure 3 gives a picture of quite typical classroom interaction in Bangladesh.

This is from a Grade 9 maths lesson (Kassem *et al*., 2003) in a rural school in Dhaka Division, in which the (male) teacher mostly stood in the position indicated, directing his body and language and attention towards the boys. Although there are equal numbers of girls and boys in the class, girls are cramped three to a desk in one third of the available space; boys are two to a desk in two thirds of the space. The vertical bars represent instances of interaction with the teacher. Only one girl in the class spoke; most boys spoke at least once, with several engaging in multiple interactions. All monitoring by the teacher – indicated by the green lines – (except for one girl) was done with the boys. That is, in this class at least, boys have twice the space and almost all the attention.

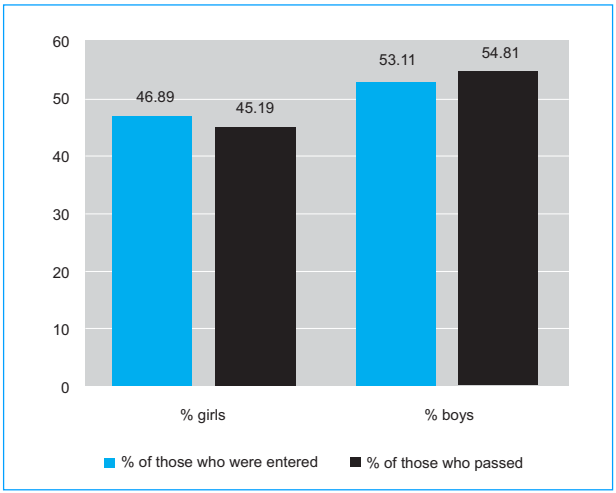
Figure 3 Typical classroom interaction in Bangladesh



Related to this is concern for the educational achievement and educational outcomes of girls. More girls than boys leave school before they are able to get any recognized qualification, girls are more likely to be channelled into low-status humanities courses, and of those girls who are able to stay up to Grade 10 (the first public examination stage) 2006 exam figures[4] show that girls are less likely than boys to be enrolled for the exam, and less likely to pass, with girls being only about 45% of those who pass (Exam data source: based on BISE, 2006). One reason for girls' underachievement post-puberty could be lack of appropriate facilities in schools for menstrual hygiene management. A recent small-scale qualitative study carried out by ROSA showed that temporary exclusion during menstruation because of lack of appropriate toilet facilities or places to dispose of pads or wash cloths was common amongst girls. This could lead to girls missing 30–40 days a year of schooling. Another qualitative study has adolescent girls detailing their avoidance of school at such times. One girl was not only unable to change her cloth at school, but she was also so frightened of having to deal with bleeding at school that she simply did not go when she thought her period was due. Such matters are not spoken of in the formal education system, but may be discussed informally if there is a woman teacher. In schools where there is

[4] There is evidence that the gender gap may have closed somewhat in more recent years, but we have not been able to source enough gender-disaggregated data to make the same comparison for 2007–2009.

Figure 4 SSC entries and results, 2006



no woman teacher to talk to, girls may feel forced to lie. Another girl said that if she had to go home to change her cloth and there was no woman to get permission from, she would tell the male teacher she had a headache (Raynor, 2007). In what could be seen as a tacit acceptance of the fact that girls might not attend school during menstruation, one condition of the girls' secondary stipend is that girls must have a minimum attendance rate of 75% (Raynor and Wesson, 2006). This low academic requirement happens to equate to permissible absence of up to one week in four.

Issues mainly affecting boys

For boys, there are other gender concerns. They are more likely than girls to be withdrawn from school to take part in income-generating activities or paid work. From Class 6 onwards – the start of junior secondary school – most girls are eligible for a stipend. The female secondary stipend programme has been running nationwide since 1994, and has been largely responsible for the increase in enrolment of girls at secondary level, and has been seen as an incentive to parents to allow girls to complete primary education. As yet, boys are not part of the scheme, although there is talk of extending this programme to boys from poor families. Because secondary education is not free, it is a financial burden, which weighs heavily against the possible financial opportunities for boys.

In school, boys are more likely to be subjected to both corporal and humiliating punishment, seem to be more likely than girls to question the relevance and value of the education they are receiving, and are more likely than girls to withdraw themselves from school.

A child in the Dhaka floods, 2004

2.3.3 Natural disaster

The main violence that threatens Bangladesh comes from the sea in the form of tidal surges, cyclones and flooding. With global warming, cyclones and flooding are increasing in intensity. Five more metres of sea level will cause Bangladesh to disappear (Davies *et al.*, 2009).

In the last 10 years there has been significant flooding – in 1998, 2004 and 2007. In addition, there is the regular flooding that is counted as part of normal life in Bangladesh. Because flooding is more or less predictable (but not the extent of the flood), the DPE has made provision for flexible school calendars where needed, so that schools can close during floods, and open again when floods have receded, and in theory children do not lose out on schooling. In 2008 alone, thousands of people were made homeless by the floods. Erosion of riverbanks results in loss of homes and other assets for those living on the rivers. Flooding typically results in damage to or loss of the subsistence

crop and the family priority will be to salvage and to replant, otherwise the damaging effects on income can last a generation (APIT, 2008). This means that while schools may only be closed for a short while, children's absence from school can become permanent. For those living on the river *chars*, life is unpredictable: if the river changes course, islands disappear. A similar situation occurs near the coast where coastal *chars* are subject to the same regular loss of homes and livelihoods. In addition, the wetlands or *haors* may be waterlogged for six months of the year, affecting people's livelihoods and their ability to move around (Davies *et al.*, 2009).

Cyclones have a significant impact on all sectors of the community directly hit by them, but it is the poorest families that lose their homes and their livestock. In the worst-hit areas, schools are destroyed, sanitation and water supplies are severely affected and livelihood opportunities reduced. Children are orphaned and many families made homeless (Davies *et al.*, 2009). Women are more at risk than men in times of disaster; for example in a cyclone, even if a warning is issued, many women die while waiting for their relatives to return home and accompany them to a safe place (cited in Davies *et al.*, 2009). Girl children are not necessarily more greatly affected than boys as girls look after other children and the household while boys forage for food. Teenage girls are more greatly affected, however, since as there is little seclusion in the storm shelters, security becomes a significant issue. Some girls are sent to a safe place at night to ensure their security, but the tendency to give girls to marriage after disasters is based on the premise of 'one less mouth to feed' (Mathieu, 2006). Education is low on the list or priorities for families suffering dislocation from cyclones and flooding. The poorest children often are the last to return to school, since they are occupied scavenging for fish and other food or looking after other children and animals, or too hungry to make school a priority.

On 25 May 2009, Cyclone Aila hit coastal districts of eastern India and western Bangladesh. Full assessments of the disaster have yet to be made, but an initial UNICEF assessment on 4 June confirmed that – among other things – many children had had their schooling affected. In the six hardest-hit districts, 354 schools were reported to be fully damaged and over 2500 partially damaged. Books, materials and furniture had been washed away. The government has been mobilizing the distribution of textbooks, while UNICEF has been supporting the creation of temporary learning centres and the supply of teaching and learning materials. Some schools were reportedly being used as temporary shelters (Anwar, 2009).

2.3.4 Ethnic minority groups

The 2% minority population translates into up to 3 million citizens not having Bengali as their mother tongue, with very little formal provision for mother-tongue education. There are conflicts and political tensions evident in Bangladesh. Hindu minorities have suffered persecution, and tensions remain between the Bengali majority and the ethnic minorities in the CHT; the army has a significant presence in the area. Minorities in the CHT, who have their own languages and culture, are marginalized in terms of provision of all services, including education. The government school of several classrooms and at least four teachers is not relevant in these areas, where communities are small and communication between villages difficult, making it difficult for


Janet Raynor

Out-of-school children in the Chittagong Hill Tracts

teachers to get to the schools. There are too few qualified teachers who speak the minority languages. For children in the area without provision for education, a large number of faith-based organizations (FBOs) or NGOs run small schools, but these are typically only funded for three to five years. More recently, BRAC has been making sustained provision for initial education to be delivered through the mother tongue. However, the linguistic and ethnic minorities are still disadvantaged, and few achieve high levels of education, making it difficult to find teachers who can deliver mother-tongue education. In addition, ethnically Bengali teachers are reluctant to be posted to areas such as the CHT. The literacy rate for ethnic minority children in the CHT is only 25% (Jahan and Choudhury, 2005). Migration is also common, due to slash and burn agriculture, disasters such as landslides, and plagues of rats, resulting in often permanent disruption in education (Davies *et al.*, 2009).

Elsewhere, for example in the tea plantations in Sylhet division, the children are beholden to the tea plantation owners for the freedom to go to school (for example as to whether a school is in easy distance) and many of them are in paid work on the tea estates. They live in enclaves: communities of workers who were brought over from India, who speak different languages from the Bangla majority and who are Hindu rather than Muslim. While their employers are responsible for providing schools, the single school may be located on the other side of the plantation and offer only a Bangla-medium education. And there is little motivation for education: 'the childcare centre and the school are mere transit stations in the life of a child who will "graduate" to become another plantation worker' (Navamukundam, 2001).

However, in the Sylhet tea garden area (as in other areas, such as the CHT), BRAC is currently operating its Indigenous Students Programme, filling some of the gaps left by the government and the tea garden owners, as shown in Table 2.

Table 2 BRAC ISP schools in tea garden areas

District	# Tea gardens	Tea gardens with schools	Total # BRAC schools	# Students			# Teachers		
				M	F	ALL	M	F	ALL
Hobiganj	23	20	151	1,732	2,416	4,148	25	126	151
Moulovi Bazaar	92	81	376	3,818	5,977	9,795	41	335	376
Sylhet	25	20	64	672	880	1,552	13	51	64
Total	**140**	**121**	**591**	**6,222**	**9,273**	**15,495**	**79**	**512**	**591**

Source: Data provided by the local BRAC office

2.3.5 Isolated/hard-to-reach areas

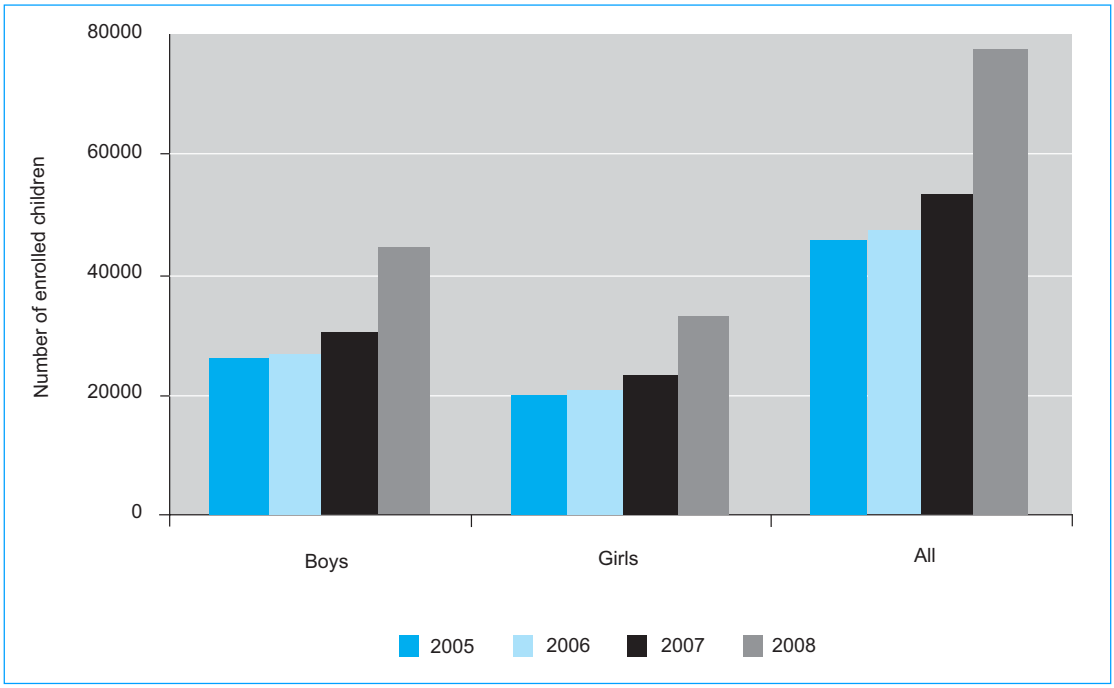
There are large parts of the country that are geographically isolated or otherwise hard to reach. The CHT in the east and parts of Sylhet Division in the north-east are hilly, have few roads, and are therefore isolated to some extent. Conversely, low-lying parts of the country such as the haor regions and char areas may only be isolated at certain times of the year. Much of Bangladesh is deltaic, with major rivers such as the Ganges/Padma and Brahmaputra/Jamuna emptying into the Bay of Bengal, along with many other more minor rivers. The haor regions – mainly in the north of the country, particularly the Sylhet Division – flood for months at a time each year. Pressure on land, and the fact that the flooding makes the land particularly fertile, means that large numbers of people live and do agricultural work in these areas, with homes on built-up parcels of land. When the agricultural land is flooded, although boats are available, they are largely used for fishing and other work, and access to schools can be difficult. The char regions are a feature of the delta area, where land emerges or submerges according to river and tidal

patterns. Again because of pressure on land and because the rivers bring nutrients to the land, char areas become inhabited as they emerge, and have many temporary and semi-permanent structures. However, there are few sealed roads, and the char areas are often cut off from the mainland all or part of the year. Teachers in these areas are often from the mainland, and when the water rises, are unable to reach the schools.

2.3.6 Children with special needs

Children in the earlier categories have their own special needs (financial, gender, linguistic and so on), but this section relates to those that have disabilities of some sort. A disability combined with other special needs can further deepen the disadvantage. Taking gender as an example, latest government figures (DPE, 2009) indicate that about 77,500 children with disabilities were registered in recognized primary schools (an increase of 70% between 2005 and 2008). However, despite the fact that overall primary enrolment numbers show girls to be slightly in the majority, when it comes to disabilities there are significantly more boys than girls, and with the gender gap perhaps widening over the reporting period. It is interesting to note that this gender issue is not commented on in the DPE document. Possible reasons for similar gender disparities in Tanzania are discussed in a DFID-funded study on equity in education by Raynor *et al.*, (2007), and tentative explanations include both in-school and out-of-school factors. Girls with disability may be more vulnerable than boys – for example, more open to sexual abuse – and therefore parents may be more inclined to keep disabled daughters at home in order to protect them. In school, the recorded number of girls with disabilities may be low because cultural and social practices make it more difficult to identify those girls who do not have a visible disability. In classrooms in which boys are more actively encouraged to participate, and with girls being assigned a more silent 'observer' status (see the example of classroom interaction in the 'gender' section above), it could be difficult to detect whether a girl has a speech, hearing, visual or learning impairment.

Figure 5 Number of children with disabilities enrolled in formal primary schools, 2005–2008



Source: DPE (2009:36)

If we take the government estimate of 17.8 million children of official primary school age, and the World Health Organization estimate of approximately 10% of any population having a disability of some kind, then one can estimate that there are over 1.5 million children with disabilities in Bangladesh. Some of these are undoubtedly in school but not recorded or recognized as having special needs (for example, those with a mild vision or hearing impairment), but it also seems clear that there is a disproportionately large number of children with special needs out of school. The recent rapid rise in the number of recorded children with disabilities enrolled in primary schools is positive, but it is not clear whether this trend is because headteachers are more effectively identifying the children with disabilities, or whether more such children are being attracted to schools. Given that children with disabilities almost certainly make up a disproportionately large percentage of out-of-school children, it is clear that much more needs to be done to identify and provide appropriate education for these children.

While there are many small NGOs or charities working with such children in Bangladesh, we are not able to estimate the numbers of children accommodated by them. The only large-scale initiative that we know of taking an active stance in this area is BRAC, which by July 2008 had over 48,000 children with mild to moderate special needs in their schools (BRAC, 2008).[5] Children are provided with assistive devices, treatment or operations as required, the teachers are given training in dealing with the special needs, the physical environment is modified as appropriate, and there is an awareness-raising programme in the communities. The policy is to have at least one child with disability in each school, maximum five, with that school making such provision as is required to meet their special needs. The Underprivileged Children's Education Programme (UCEP) also makes special provision for students with special needs, with an estimated 6.2% of their students having a disability of some sort.[6]

2.3.7 Marginalized communities

There are some communities who, for a variety of reasons, are marginalized. For example, there are 'colonies' of certain groups such as the 'Sweepers' colony' in Dhaka, with mainly low status Hindus. Another example are the Muslim Biharis who migrated to Bangladesh (then East Pakistan) after the partition of India in 1947. There are also large groups of sex workers, sometimes living in something akin to a colony. The children as well as the adults in such groups are stigmatized, and often do not attend formal schools.

2.4 Government priorities

Bangladesh is unusual in South Asia in having only five years of compulsory education. For other countries in South Asia (Sri Lanka, for example), education is compulsory to the end of lower secondary school. However, there are ambitions in Bangladesh to extend the age of compulsory schooling to the end of Grade 8, and this would bring Bangladesh's provision more into accord with the rights-based definition set out by UNESCO (UNESCO, 2007) and cited in the main body of this report.

> *Beyond pre-school education, the duration of which can be fixed by the State, basic education consists of at least 9 years and progressively extends to 12 years. Basic education is free and compulsory without any discrimination or exclusion.*

There are many reasons for extending compulsory education in terms of providing children and young people with the means to become active members of the civil society, to be able to participate fully in public life and to acquire skills, which will help them to find remunerative employment.

[5] Gender-disaggregated data not included.
[6] Discussion with UCEP staff, February 2003.

Basic education prepares the learner for further education, for an active life and citizenship. It meets basic learning needs including learning to learn, the acquisition of numeracy, literacies, and scientific and technological knowledge as applied to daily life.

Education to the end of Lower Secondary level provides economic outcomes in terms of a national return on the investment in the individual. In Bangladesh, there is a strong interest in providing links between Lower Secondary education to vocational options at SSC and HSC level or of being better able to move into vocational employment after completing Grade 8.

Plans to extend compulsory education were referred to in our meetings in Dhaka with government officials and also indirectly announced at a recent workshop in Dhaka, when it was stated that a new education policy would be drawn up soon, in line with the Shamsul Alam education policy adopted in 2002 (bdnews24, 2009). In this 2002 policy, the move to eight years of basic education was put forward. However, this would need vast resourcing in a country which is still struggling to provide full coverage of primary education, and there was no suggestion in our discussions with government that any extension to compulsory education is likely in the short term.

The impetus in government, rather, is still to improve the provision of primary schooling in terms of enrolment rates and the quality of education, and to meet UPE EFA and MDG targets. It is important not to underestimate the scale of the task and the costs of extending compulsory education to the end of Lower Secondary level.

The 2008 EFA Mid Decade Assessment presents some specific aims on the part of the Government of Bangladesh:

1 providing improved access to primary education through provision of integral early childhood classrooms in primary schools and better access for ethnic minorities, and those with disabilities
2 providing a reliable database of primary age children and eliminating discrepancies
3 working with NGOs and CBOs to provide primary education closer to where children live
4 improving attendance, retention and completion of the cycle of primary education
5 reducing class size to 40 by 2010
6 improving the quality of the curriculum and resources in primary level education
7 introducing a public examination at the end of Grade 5 and a Primary School Certificate (PSC) for successful completion
8 improving coordination of formal and non-formal education and providing oversight of all education programmes, not just those organized by government.

The scale of these aims is ambitious given the numbers of children in Bangladesh and the estimate given earlier in this report of between 5 million and 12 million 6–14 years olds who have not completed primary education.

The Government of Bangladesh (MOPME) through its Primary Education Development Programme (PEDP) II framework set out its plans for the years 2004–2009 for the development of primary education. Criticisms of PEDP II are of its sole focus on the formal system of education (and excluding Madrasa education) and its concomitant lack of inclusion of plans for the children deprived of access to formal education due to poverty and other reasons currently not addressed well by the formal school.

The third phase of PEDP is approaching, although there are few if any unequivocal signs of any change in government strategy, but there is evidence of collaborative activity between government and development partners. We analyse some examples of this in the following section, alongside other initiatives, which, in various ways, meet the needs of several of the groups of hard-to-reach children.

3 DEVELOPMENT PARTNERS, GO AND NGO INVOLVEMENT

In assessing the success or otherwise of particular programmes and the work of specific organizations for meeting the needs of hard-to-reach children, it is important to stress the extent of collaboration among various government organizations, non-government organizations and development partners, and the complexity of some of the arrangements underpinning particular projects. CAMPE, the umbrella organization of NGOs with interests in education, lists more than 700 (CAMPE, 2004). Typical arrangements for a project may include full or majority funding by development partners or by government, training carried out by two or three collaborating NGOs and the programme of teaching and learning implemented by several more NGOs in their own learning centres or in spaces owned by other organizations. Alternative schooling may have short- or long-term funding and NGOs may have significant or little autonomy with regard to the programme.

We list in Table 3 below, and in tables further on in the report, the development partners whose work we have visited, discussed with them and investigated, and whose projects have interested us. It should be noted, however, that there are many other non-government organizations in Bangladesh, as indicated by the over-700 member organizations registered with CAMPE. We give an analysis of the projects under the categories we are using for ODL and in terms of the analytical frameworks, detailed later in this study, which we are using to define successful initiatives.

Table 3 Development partners' involvement in the five areas of open and distance learning (examples)

Area of activity	Programme/Development partners
Providing alternative school systems and programmes	Aparajeyo Bangladesh: Terre des Hommes BEHTRUWC: BNFE, CIDA, SIDA, UNICEF BNFE/CIDA/SIDA/UNICEF (BEHTRUWC), BRAC BEP: CIDA, DFID, Netherlands, NORAD, NOVIB CMES: SIDA, SDC FIVDB: DFID, SCF UK, USAID Islamic Relief: DFID JSC: BOU, CAMPE, COL ROSC: DPE, IDA, SDC UCEP: DFID, DANIDA, SDC, SCF Sweden-Denmark

Supporting successful transition to, and performance within, formal schools	Aparajeyo Bangladesh: Terre des Hommes BRAC (including PACE, secondary): CIDA, DFID, Netherlands, NORAD, NOVIB DAM: UNESCO FIVDB: DFID, SCF UK, USAID ROSC: DPE, IDA, SDC UCEP (SSC) : DFID, DANIDA, SDC, SCF Sweden-Denmark
Raising the quality and enriching basic education by bringing in new educational resources	BRAC EEC: Norway CMES: SIDA, SDC DAM: UNESCO EiA: DFID/UKOU/BMB JSC: CAMPE, BOU, COL, CAMPE
Providing networks and training for personnel with responsibilities in basic education	BRAC: CIDA, DFID, Netherlands, NORAD, NOVIB CAMPE: SDC, Netherlands, Novib
Providing communication for development (C4D) strategies.	EiA: DFID/UKOU/BMB

The first three of these areas are discussed in more detail in the three sub-sections below. This is followed by a brief analysis of the provision and facilitation of education in emergencies in Bangladesh (but see the *Sri Lanka Country Report* for a much more detailed discussion of education in emergencies).

3.1 Alternative schooling systems

Here we review some of the alternative programmes available in Bangladesh, starting with two government-supported initiatives, and then moving on to non-government programmes – many of which are providing something equivalent to the primary national curriculum and beyond, and many offering what can be regarded as 'national curriculum *plus*', in that they offer more than the formal system (e.g. life skills and livelihood skills).

3.1.1 Basic Education for Hard to Reach Urban Working Children (BEHTRUWC)

Organized by the Bureau of Non-Formal Education (BNFE), with project aid from CIDA, SIDA and UNICEF, and 10 partner NGOs (Dhaka Ahsania Mission, GSS, CEDAR, VARD, Annesha, Surovi, BDSC, UDP, Catalyst, SPK) this is one of the few government programmes to provide alternative schooling, and it targets urban working children in the 10–14 age group who have missed out on primary education. This is acknowledgement of the low educational achievements of poor urban children relative to poor rural children, and is a programme which acknowledges the migration of families into urban settings in search of paid work. The aim is to give the children basic literacy and numeracy allied to

Meeting with parents and children at a BEHTRUWC school in Badda

vocational training in a trade or livelihood skill and then assist them into jobs or self-employment. The success of the programme is in terms of its relatively large scale with 6646 learning centres for 200,000 urban working children and its geographical spread across all the major cities of Bangladesh. The estimated cost is US$36 per student per year.

The advantages of scale, however, are up against the disadvantages of a lack of full equivalence of learning outcomes in this programme with the formal system. It seems a missed opportunity for a government-organized project not to have successfully lobbied for full, official recognition of the education provided by its own programme. One complication is that the project is framed as providing equivalence only to Grade 3 in most subjects (this may be due to the lack of partner-organization teachers able to teach subjects such as English and maths beyond that level), although it does go to Grade 5 in Bangla. It would appear that the programme is based on the assumption that the education provided through BEHTRUWC is all that a child will get; although theoretically, with permission from the DPE, a 'graduate' could enter the formal system at Grade 4, this is not a target of the programme. However, our discussions with students and parents at one of the schools indicated that most had dreams of continuing their education, and many had (probably unrealistic) ambitions of taking up professions such as medicine or education. It is therefore imperative that BNFE works with other ministries to open up a route for BEHTRUWC graduates into the formal system, as well as organizing bridging courses into alternative forms of post-basic education.

3.1.2 Reaching Out-of-School Children (ROSC)

The ROSC project is organized within DPE and financed by the World Bank and SDC. Like the BEHTRUWC project, it is a government programme which addresses gaps which cannot be filled within PEDP II, as PEDP II operates solely within the formal system. ROSC aims to identify children who are not yet in school, focusing on both urban and rural areas (with a special remit to focus on remote areas) with low enrolment and a high incidence of poverty. However, CAMPE (Jahan and Choudhury, 2005) suggests that ROSC is targeting the urban poor to the relative neglect of children living in isolated localities and ethnic minority areas in Chittagong and the tea gardens. Nevertheless, the ROSC target is ambitious: half a million children in 14,000 Learning Centres operated by two networks of schools, the Sishu Kallyan schools and the Ananda Schools (Learning Centres). A particular feature of the project is that it provides stipends for children who participate, of US$11 to US14 per annum depending on the grade of the student. This is relatively unusual in alternative schooling but is similar to the primary and secondary stipends offered by government within the formal system.

The ROSC project aims for an outcome where 80% of learners can transfer into the formal system at Grade 4 or 70% can move into Lower Secondary after completing the ROSC Grade 5. Like BEHTRUWC, its success must be measured partly in terms of scale and the potential to scale up such an initiative. It is certainly successful in terms of building in equivalence, where, unlike BEHTRUWC, learners can transfer into the formal system. Another measure of success should be the capacity of the programme to reach the hardest to reach. As ROSC by definition involves working in the local community to identify out-of-school children and a specific component of the project is that of mobilizing the community, then some measure of targeting those who have never enrolled in school would be expected. However, it is not clear how many new primary learners it expects to enrol. Neither is it clear at this juncture what mechanisms there are for the evaluation of ROSC in terms of it meeting its target numbers.

ROSC in some ways legitimizes the work of NGOs engaged in non-formal approaches, as it resembles previously established non-formal provision. For example, elements of ROSC bear striking similarities to the ways that BRAC organizes some of its provision. This being so, there

does not appear to be any significant collaboration on this project between government and the NGOs who have pioneered successful primary programmes (Ahmed *et al.*, 2007) and this must be regarded as a missed opportunity.

3.1.3 Underprivileged Children's Education Programme (UCEP)

UCEP aims to provide a high quality intensive catch-up primary and lower secondary education for overage primary school children, who combine their participation in UCEP with part-time or full-time work. The fact that UCEP schools are located in or close to the poor neighbourhoods where their students live ensures that UCEP staff maintain close links with the communities they serve, links which include home visits to parents to inhibit dropout from their programmes.

Like BEHTRUWC, the emphasis is on both academic and vocational education, but unlike BEHTRUWC the programme covers all the years of primary and lower secondary school. The UCEP Integrated General and Vocational Education (IGVE) graduate has the chance to move on into a UCEP Technical School. Another advantage is that after following an (abridged) National Curriculum, UCEP IGVE graduates can rejoin mainstream education. In addition, the National Technical Education Board accredits UCEP's technical-vocational training.


Janet Raynor

Girls and boys studying motor mechanics at UCEP

The success of UCEP is based on a much greater investment in each student. It costs US$130 a year for each student in IGVE and US$330 a year for each student in the Technical School, more than twice the cost for the government equivalent. The facilities, particularly at the Technical Schools, are excellent, and the teaching staff at both IGVE and TE level are highly qualified.

UCEP can build on a long history: it has been in operation since 1972 and has experienced slow and steady growth while refining its model of education. It is now going through a period of marked expansion, with the help of major funding from a consortium of donors (DANIDA, SDC, SCSD and principally DFID) and, for example, has recently opened new Technical Schools in Sylhet, Jatrabari and Barisal, and a Hotel Management School in Sylhet.

However, its programmes only currently cover 32,000 children and it has only recently begun to offer SSC (its first graduates were in 2007), although it is about to scale up coverage to approximately 50,000. Nevertheless, this means that it is operating at a relatively modest scale and its capacity to address the scale of the need for education among poor urban working children is as yet not possible to gauge. It is also highly selective in choosing applicants for both IGVE and for its Technical Schools. One measure of greater inclusiveness might be its capacity to improve the transition rate from its own IGVE to its own TE; another would be to improve the transition rate into mainstream SSC and HSC (rather, say, than its Grade 8 students moving into the world of work). The gender balance in the schools is 50:50, although girls are clustered in trades traditionally accepted as suitable for females, such as textiles, and there is a preponderance of boys in trades such as auto mechanics. UCEP argues that market forces are at play here – what is the point of providing training for a girl when employers would not give her a job?

Nevertheless, despite these caveats, UCEP is providing an exciting set of programmes and would benefit from scaled-up funding.

3.1.4 Junior Secondary Certificate pilot programme

The small pilot of 2000 students in 40 learning centres has generated a lot of interest, because it offers a solution to the conundrum of providing an open and distance approach to junior secondary education (up to the equivalent of Grade 8). It is run by Bangladesh Open University (BOU) in partnership with CAMPE, with assistance from the Commonwealth of Learning (COL), and funding from The Royal Netherlands Embassy and the Swiss Agency for Development and Cooperation. The programme offers seven core junior secondary subjects, and three vocational courses from a possible range of 30, covering ten subject areas (Rahman, 2007). It is available potentially without limit of geography to the primary school graduates from formal and alternative schools who want to continue their education. It should be stressed that this is a small pilot programme, as yet unproven. However, we highlight it here as an initiative that – if the design is right – has powerful potential for hard-to-reach children. If it were successful, it would solve some of the problems of a lack of easy transition between alternative primary and formal secondary schooling, particularly for working children and for those for whom daily travel to school is an issue. It also is a programme which bridges the gap between primary education and programmes such as those already established by BOU Open School, which start at Grade 9.

JSC BOU students at a weekend class, Dhaka

Distance learning is still underdeveloped in Bangladesh and even at BOU there are calls to make distance learning more effective (Akhter, 2004). Distance learning is rare in Bangladesh and not easily accepted by local populations, particularly in more remote areas. Blended learning approaches depend crucially on the specific mix of face-to-face learning with the distance element, and the quality of the materials – particularly materials which deal with how to learn – are critical to the success of distance approaches. Credibility of the qualification is also an issue with most distance learning organizations (the UK Open University, for example, still deals with lingering prejudice over the worth of its HE provision), and so the fact that this Junior Secondary Certificate (JSC) programme is being validated by the BOU is a matter to take into consideration. BOU offers a large HSC programme (72,000 students) and SSC programme (120,000 students) so in terms of its capacity as an organization, it is capable of working at scale, and it has the advantage of years of experience in the writing and organizing of secondary level programmes. However, there is a lack of secured funding for the JSC beyond 2010.

The programme is intended to be mainly self-access study, but with weekly 'meetings' in which students have the opportunity to discuss issues or problems with a tutor. The word 'mentoring' was used in several of the discussions held during the fieldwork. However, the concept of self-directed ODL is somewhat alien in Bangladesh, with both teachers and students only being familiar with a traditional teacher-led approach, and in both a formal evaluation of programme progress (discussion at BOU) and in our own observation of one of these meetings, this was what was seen, with the only discussions being with the class as a whole (36 out of 60 were

present). Students we spoke to expressed concern about covering all the material with only this weekly session, and seemed not to have been equipped with the necessary skills to effectively direct their own learning outside of the formal sessions. Although the programme is still only a pilot, it seems clear that lessons can be learned about effective approaches to ODL. The students interviewed have already found one informal way around 'problems' by identifying those in the group who were good at – for example – maths, and working through problems with them after class. One student who identified himself as being 'good at maths' said he was happy to do this because it helped consolidate his own understanding.

There are gender issues to be considered in a programme such as this. The group we visited had 60 students registered: 12 female and 48 male. Eight female and 28 male students were present on the day, and during a 25-minute period of class observation, only the males spoke. In interviews afterwards (a group of four: two male and two female), the girls said they were able to 'learn by listening', and that they were put off asking or answering questions by the presence of so many boys. But they were more vocal about other obstacles to their learning, such as being released from household chores to attend classes or to do homework, and the costs of transport to the centre (most of the males were engaged in some sort of income-generating activities, and so money was not such an issue with them).

One concern shared by many currently involved in the JSC has been that junior secondary students are not old enough or mature enough to be left largely to study on their own, with guidance sessions only every one or two weeks. While figures for the whole pilot were not available, the programme may not currently be reaching many children of school age. In the group we met, there was one student aged 12, one 13, and another 14. The majority were over 18 years old, an indication that this approach may be more suited, or more attractive, to older learners.

The interest of BRAC (discussed in our meeting with top officials from BRAC University Institute of Educational Development, BUIED) could potentially move this programme more quickly from its current small-scale interest to one which can operate across the whole country within a sophisticated infrastructure of community-based education which is firmly established and widely accepted. For example, if both BOU and BUIED – along with CAMPE – were committed to scaling up the programme, it could run in both BOU/CAMPE and BRAC centres. In 2007, BRAC had 1569 Gonokendros (union libraries) in rural areas to help people maintain their literacy skills, and to promote reading opportunities for all (BRAC, n.d.). The infrastructure already exists in large part.

At present, as we understand it, BUIED has applied to join the BOU programme and wishes to run a 1000-student pilot. The suggestion is that, if successful, it could then move quickly to a much greater scale. At present BUIED's involvement is still at the planning stage. However, if BRAC were to get involved soon on a large enough scale, this could quickly change perceptions of acceptability and perhaps also of equivalence, and also address some of the concerns about perceptions of distance learning mentioned above. The BOU pilot currently offers a possible transition into the BOU SSC and HSC (and all the students we spoke to aspired to at least SSC). Although BRAC operates an alternative education system, it seems to have the capacity to negotiate easy transitions into the formal system – for example, with its current pattern of transitions from BRAC primary into government-funded secondary schools. Should it choose to take up the BOU JSC (or to create its own separate version) then it is possible to see more straightforward equivalence with formal junior secondary programmes.

However, to be successful as a scaled-up model, attention needs to be paid to the selection and training of tutors for a younger age group and the development of materials that are better

designed to facilitate learning in younger learners. In addition, there need to be good community-level networks to help identify and support those from the younger age groups who might benefit from this form of educational provision, and to ensure that the provision is equally accessible to girls. We would expect BUIED to conduct a detailed feasibility study before embarking on such a project, and to identify the necessary steps to be taken to make it a workable, scaled-up model.

3.1.5 Friends in Village Development, Bangladesh (FIVDB)

FIVDB has been active in primary education in poor and remote rural areas since 1985, operating mainly in Sylhet Division. Like BRAC, it targets very specific locations to fill gaps in the provision of government-recognized primary schools and opens schools only when there is sufficient community interest and willingness to donate land and funds. Building costs are kept to a minimum through the use of a standard model of schoolhouse and 110 schools have been built (341 teachers and almost 16,000 pupils have been reached, according to data provided at FIVDB's Sylhet Office) with DFID support. Its projects focus on the quality of education and innovation in methods. Its active learning methodology is a programme to improve the quality of primary education through children's active engagement in their own learning; NCTB materials are used and are enriched through additional resources. There is a maximum of 30 students per class and the cost compares favourably with other provision. Fieldwork discussions with FIVDB staff gave an estimate of current costs per student as $US42 per year, but another source states $19 per annum and $115 for the whole course of five-year primary education (Ahmed *et al.*, 2007). Their completion rate is estimated to be about 78% – far higher than in state schools.

Janet Raynor

Checking work at an FIVDB school, Sylhet

Table 4 Data from FIVDB's current Hard-to-Reach programme (second phase)

Stage	Education Centres	Students	Teachers	Supervisors	Venues
1st	85	2,125	68	8	48
2nd	40	1,000	36	4	25
3rd	77	1,925	73	8	58
4th	43	1,075	31	4	30
Total	**245**	**6,125**	**208**	**24**	**161**

Source: Data provided at FIVDB's Sylhet Office

FIVDB has also pioneered a programme called SUCCEED (with funding from USAID), which promotes innovation equity and inclusion through early childhood and primary programmes, and change through advocacy. SUCCEED currently operates at 360 pre-schools with 8046 children. FIVDB has also implemented the Hard-to-Reach programme of the BNFE (with support from UNICEF) in 100 centres in urban slums for working children and, again in collaboration with UNICEF, started the Urban Slum Children Education Programme in 2004. With this programme, 200 learning centres with 30 children each are operating in Dhaka.

3.1.6 CMES Livelihood Education for Brick Chippers

This small-scale programme (now closed, but with aspects included in BEHTRUWC) run by the NGO Centre for Mass Education and Science (CMES) has elements that are potentially useful for

non-formal models. It started in 2001, was supported by UNICEF, and the aim was to offer alternative livelihood opportunities to children/adolescents working in a hazardous form of child labour: brick chipping. Brick chippers are a common sight in many parts of Bangladesh – because there is very little natural rock in the country but abundant amounts of clay, baked bricks are broken into small pieces to provide the hard-core materials needed in the construction industry. The work is undertaken by day labourers and their children (sometimes as young as eight), very often recent migrants to a city (CMES, 2003). Through close contact with the local community and brick-chipping yards, parents were persuaded to allow their children to attend the courses, offered in the early morning to enable the children to continue working for the rest of the day where necessary. Basic education classes were provided to enable them to read and write, and keep accounts (addressing the reality of the situation, no attempt was made to achieve equivalence with the formal education system), along with life skills and livelihood skills such as sweet making, candle making, photography, dressmaking, block printing and dyeing. Students were encouraged to sell their products whilst training, using the profit to buy more materials, or save for bigger purchases such as a sewing machine.

A former brick-chipper, now earning a living through tailoring and embroidery

Although the programme has closed, we were able to speak to some of the graduates of the programme (five young women aged 18–21), who all gave strong testimony to the effectiveness of the programme. All are now earning far more than they could possibly have done as brick-chippers (tailoring, sewing, embroidery, making and selling sweets and cakes), and had far better working conditions. One had married at 18 and set up home independently with her husband on the strength of their combined earnings. All particularly stressed the importance of the 'gender' component of the programme, in which they learned their rights, and became able to speak out to parents and the community about issues that concerned them.

3.1.7 Islamic Relief (Vocational)

Islamic Relief offers vocational training and life skills education to disadvantaged young people in urban slum areas (orphans, street children, and those whose families have migrated to Dhaka – e.g. in the aftermath of Cyclone Sidr). Unlike UCEP, they accept students with no educational background, and place them in training groups according to their existing level of competencies – for example, only those who are already literate are enrolled in courses requiring a degree of literacy. There are other courses available for those who are not literate, including basic literacy classes. The aim is to provide them with useable skills in a short time (three to six months, depending on the course) so that they can quickly start earning. However, to comply with laws on child labour, they only enrol those who are aged 15 or above.

3.2 Support for successful transition to and performance within formal schools

3.2.1 BRAC – primary and secondary

Our interest in BRAC here is its success in its transition rates into government-funded secondary schools in Bangladesh. To date 3.80 million children have graduated from their primary schools and that is a course completion rate of 93%. And of those, 3.54 million children (66% of whom are girls) have made the transition to formal schools. BRAC uses its own textbooks up to Grade 3 and then NCTB textbooks for Grade 4 and Grade 5. This facilitates the move back into the formal

'Attendance indicators' at a BRAC school

system. BRAC prides itself on its teacher training and it also maintains links with the formal system at primary level through some small-scale training of teachers from mainstream primary schools. At a much larger scale and at secondary level, BRAC is working with more than 2000 of the 18,000 secondary schools in Bangladesh, providing more than 17,000 teachers with teacher training and giving management training to more than 4000 headteachers and assistant headteachers. BRAC has also set up a peer-mentoring programme at secondary level, and a volunteer 'private tuition' programme targeting students in Grades VI–VIII. For schools with computers, they have also produced interactive self-access materials (CD-based) in core subjects, aimed at improving teachers' classroom skills and giving students a better grasp of difficult concepts by providing useful visualizations, and making lessons more interesting (BRAC, 2009). It presents this training as an example of working collaboratively with the Government of Bangladesh. Nevertheless, the Government continues not to officially recognize BRAC as a provider of education.

3.2.2 Aparajeyo Bangladesh (AB)

Aparajeyo-Bangladesh is an NGO that has been operating in Dhaka since 1976, focusing on child rights, especially for children living in slum areas. It later expanded to work with children living on the city's streets. It is supported by Terre des Hommes (Italy), the European Commission, UNICEF, and a number of other development partners. Although operating only on a small scale (four Slum Community-Based Education Centres serving 1282 children), it makes it possible for the mothers to obtain employment outside the slum community by providing pre-school activities and primary and Grade VI classes. This was the only programme we encountered that bridged the gap between primary and the first year of secondary education, and it has an impressively high transition rate to formal secondary schools in Grade VII – close contact with target secondary schools ensures that there is no question of acceptability or equivalence. Children who do well academically and are able to continue their education are sponsored by Aparajeyo to attend formal schools up to Grade X/SSC, with 50% of their tuition fees paid, plus coaching and educational materials (Aparajeyo Bangladesh, 2007). In addition to following the national curriculum, the students are also given life skills and vocational training. The Grade VI students we spoke to in depth (two girls aged 10 and 11, and two boys both aged 13) were confident and articulate, and all had their scholastic careers sensibly mapped out. Having broken the secondary barrier, they were all determined to continue their education.

Children at an Aparajeyo 'slum' school, Dhaka

3.2.3 UCEP

As mentioned in Section 3.1, graduates from the 48 IGVE schools (equivalent to Grade VIII) are able to rejoin mainstream education, and since 2007 UCEP has entered students for the national SSC Vocational exam, with 217 successful candidates initially, and far higher numbers expected in future.

3.3 Bringing in new educational resources

Most of the programmes in the previous subsections in some way raise the quality and enrich basic education by bringing in new educational resources. For example, CMES has developed 'My Lab' – a science and technology kit box containing simple and familiar tools and materials; BRAC uses its own materials in the early primary years, and has been producing some materials in minority group languages; both UCEP and Islamic Relief offer a range of resources for technical and vocational education; and the pilot JSC programme has attempted to develop materials based on the national curriculum for Grades VI, VII and VIII that are suitable for distance learning. In this section, we focus on a project not previously discussed: English in Action (EiA).

3.3.1 The English in Action Project

Our interest in this project is that it is the only one to make significant use of technology. In general, references to ICT were marked by their absence during our discussions, and it is easy to see why, given the lack of basic infrastructure (electricity, computers, mobile phones) among the children and the parents we talked to. However, this project's use of technology is based on its long implementation time, and corresponding assumptions about how infrastructure will develop even in the poorest and most remote areas of Bangladesh.

EiA is a nine-year programme targeted for introduction into formal primary education and secondary education, although in its current pilot phase its partners in Bangladesh are the NGOs BRAC, FIVDB and UCEP. The aim of the nine-year programme is to equip up to 30 million Bangladeshis with improved skills in the English language, by means of (among much else) high-impact English courses for primary and secondary schooling using mobile phone technologies and iPod players to provide language support in the classroom. This will coordinate with TV programmes highlighting the importance of English in the Bangladesh context and promote a greater understanding of the UK; and there will be a continuously innovative series of IT initiatives. EiA is also seen as a vehicle for poverty reduction, and in particular for the transformation of the lives of poor girls and women in Bangladesh. It is currently in its pilot phase (2008–2011); the scaling-up phase is expected to run from 2011–2014, and the institutionalization phase from 2014–2017 (EiA, 2009).

At primary level, the approach is to provide audio/iPod materials and equipment for use in class (9 million students), and at secondary level to include ICT-based staff development for secondary teachers. The UK Open University is involved both in the development of the materials for improving English language teaching and in the development, using open and distance methods, of the overall quality of classroom teaching among those involved in the project. The continued airing of successful radio and TV programmes is planned as contributing to a changed perception towards learning English, and an English Language Teaching policy for the Government of Bangladesh is planned in order to institutionalize the project within the government and civil society education systems. The goal is a feasible and functional model of effective English language teaching through media and outreach, adopted by the government system, private sector and civil society. However, the impact of such an ambitious project will not be measurable for several years.

3.4 The facilitation and provision of education in emergencies

Because Bangladesh is a country prone to natural disaster, there is no particular initiative or organization that we would want to highlight as uniquely focused on educational provision in time of disaster and emergency. A Comprehensive Disaster Management programme is used

to coordinate government, NGO, private sector and community deployment according to national priorities, and community risk reduction programming needs. Many of the development partners and NGOs include disaster-preparedness in their activities, with the help of which, educational resources will be included and schools will be reopened as quickly as possible. UNICEF is the Inter-Agency Standing Committee cluster lead with the Save the Children Alliance; their in-country lead in education in emergencies is a result of this mandate.

Table 5 Initiatives specific to an emergency

	Purpose/type of initiative	Examples of activity and partner
1	Initiatives to rebuild, repair, create new schools, etc.	Action Aid, BRAC, Shidulai Swanivar Sangstha
2	Initiatives that deliver emergency education in the total absence of formal schools, non-formal alternatives or any short-term replacements.	School in a Box (UNICEF)
3	Initiatives to ensure children's safety on the way to school and their freedom of movement.	DAM (Disaster Preparedness)
4	Initiatives designed to address children's physical, psychosocial and life-skill needs.	Children's clubs, etc. (UNICEF) Psychosocial modules
5	Initiatives that support 'schools', government teachers, non-formal alternatives and non-formal facilitators when they have regrouped/reformed in temporary accommodation.	BRAC
6	Initiatives to help children in schools or non-formal alternatives keep up with their schoolwork, when factors prevent them from getting to schools or centres for short periods.	Shidulai Swanivar Sangstha
7	Initiatives that encourage children back to school or non-formal centre after conflict-related absences,	Islamic Relief, Anondo Biddaloy

BRAC, for example, has an organized monitoring system to identify which schools are affected by an emergency. Project staff then visit the children from these schools in the shelters to see how they are and to encourage them to return to school after the emergency. After Cyclone Sidr, BRAC produced the largest disaster relief programme of any NGO, short term in providing food and shelter, medium term in decontaminating water supplies and long term in writing off microfinance loans and rebuilding all the infrastructure, including the schools.

With particular reference to post-emergency situations, a number of NGOs were involved in setting up 'safe spaces', under the coordination of UNICEF, after Cyclone Sidr in 2007. These were centres where children could go while parents were occupied with rebuilding their lives. Children in these centres received food, played games, drew pictures and talked about the disaster. The schools eventually put pressure on the NGOs to close the centres, but materials were sent to the schools to encourage more child-friendly approaches. Reports suggest, however, that those who had previously dropped out from school did not return, although no hard data exists to support this (Davies *et al.*, 2009). Islamic Relief has funded a small project to deal with the psychosocial trauma of the after-effects of Cyclone Sidr.

A longer-term solution for the delivery of education is to build only schools that can survive flooding, in other words, schools that can float. One charity, Shidulai Swanivar Sangstha, or 'Self Reliance', is doing this by building schools on boats. Work has also begun on building schools on tall concrete stilts, which could also act as shelters and rescue points.

Government and non-governmental agencies are working to increase hazard awareness in the school curriculum. For example, the book *For Life – Disaster Preparedness in Bangladesh*, authored by a series of NGOs, covers such topics as the importance of community meetings, making portable clay stoves for shelters, making bamboo bridges, bamboo shelves for high storage, and first aid. Once educated in hazard awareness, children can be educational agents of change, as the Child-to-Child programmes have demonstrated (Davies *et al.*, 2009).

ANALYSIS OF INITIATIVES 4

4.1 Analytic frameworks

Any open/distance learning initiative needs to be broad-based: with an overall holistic approach to the learning and a clear vision of the endpoint for the learner. An initiative cannot just be a set of materials. There should be considerable attention addressed to, at least, the following elements:

a. national equivalence, recognition and certification
b. blended learning, ensuring the right balance, with locally appropriate use of any 'distance' element (including home study) and regular face-to-face contact
c. flexibility in meeting the needs of the learners, particularly in the negotiation of when and how learning takes place
d. community participation to ensure support for the learning
e. quality materials, which have been locally developed (which have 'approaches to learning' and instructions for using the materials built in)
f. high attention to the detail of how the teaching and learning will take place
g. inclusion of appropriate mechanisms for situational analysis, monitoring and evaluation
h. high participation/collaboration throughout the cycle of design, implementation, monitoring and evaluation
i. thorough initial training of mediators, facilitators, teachers
j. regular professional development, with frequent face-to-face meetings among staff (e.g. once a month)
k. reasoned, justifiable choice of mediator/facilitators, teachers
l. attention to the motivation and accountability of facilitators
m. capacity within the programme for further development and for linking to other programmes.

Two tabular frameworks were developed to facilitate a brief and accessible assessment of the various initiatives explored throughout this study. The first, in Table 6, covers some elements of good ODL initiatives, as listed above. The initiatives are listed by row, whilst the components are listed by column. A tick indicates that there appears to be evidence that the initiative has paid attention to the component in question, a cross indicates that there appears to be no evidence, whilst a question mark indicates that the component is there, but there is no way of assessing the quality of that component.

4.2 Review of components within each initiative

Table 6 Tabulation of the attention to specified components within relevant interventions

	Equivalence: recognized and/or certified	Blended learning, frequent F2F	Quality materials, locally developed	Good teaching and learning arrangements	Mechanisms for situational analysis and ongoing M&E	Community participation in all aspects	Reasoned choice of mediators/teachers	Good initial training for mediators/teachers	Regular professional development	Attention paid to teacher's/ mediators' motivation	Attention paid to teacher's/ mediators' accountability
'Ideal' initiative	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Aparajeyo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BEHTRUWC	×	✓	✓	✓	✓	?	✓	✓	✓	✓	✓
BRAC EEC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BRAC transition to secondary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CMES	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DAM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EiA	✓	✓	✓	?	✓	?	✓	✓	✓	✓	✓
FIVDB	✓	✓	✓	✓	?	✓	✓	✓	?	✓	✓
ILO	×	?	?	✓	✓	?	✓	?	?	?	?
Islamic Relief	×	✓	✓	✓	?	✓	✓	?	?	?	?
Junior Secondary Certificate BOUC/AMPE	✓	?	✓	?	✓	✓	✓	?	✓	✓	✓
ROSC	✓	✓	✓	✓	?	✓	✓	?	?	?	?
UCEP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 7 below assesses the suitability, acceptability, sustainability and scalability of the various initiatives. The components are again listed by row, the areas to be assessed by column. Here, a tick indicates agreement with the statement in the column, a cross disagreement, and a question mark indicates that the researchers did not have enough information to make a decision.

4.3 Review of suitability, acceptability, sustainability and scalability

Table 7 Tabulation of the suitability, acceptability, sustainability and scalability of relevant interventions

	Suitable for target audience?	Acceptable to MOPME/BSE	Acceptable to provincial offices?	Acceptable to learners?	Acceptable to parents?	Acceptable to Secondary/HE/ employers?	Is the initiative sustainable?	Is there genuine possibility of scaling up?	Is there the potential for transferability?
'Ideal' initiative	✓	✓	✓	✓	✓	✓	✓	✓	✓
Aparajeyo	✓	✓	?	✓	✓	✓	?	?	✓
BEHTRUWC	?🖻	✓	?	✓	✓	×	?	✓	✓
BRAC EEC	✓	✓	✓	✓	✓	✓	✓	✓	✓
BRAC transition to secondary	✓	✓	✓	✓	✓	✓	✓	✓	✓
CMES	✓	?	?	✓	✓	?	?	?	✓
DAM	✓	n.a.	?	✓	✓	✓	?	×	✓
EiA	?	✓	✓	✓	✓	?	?	✓	✓
FIVDB	✓	?	?	✓	✓	?	?	✓	✓
ILO	✓	?	?	✓	✓	×	?	?	✓
Islamic Relief	✓	×	×	✓	✓	×	?	✓	✓
Junior Secondary Certificate BOUC/AMPE	✓	✓	✓	✓	✓	✓	?	?	✓
ROSC	✓	✓	✓	✓	✓	✓	✓	✓	✓
UCEP	✓	✓	✓	✓	✓	✓	✓	✓	✓

4.4 Equivalence, quality, community, scale and sustainability

We would identify the BOU Open School Junior Secondary Certificate pilot and UCEP's junior secondary, technical education and SSC programmes as the ODL initiatives, among the many other which we have seen, which seem most promising in terms of their current potential for scalability and which offer routes of progression for hard-to-reach learners (while UCEP programmes are well established, the BOU JSC is yet to be proven, but certainly has potential). Both offer qualifications at lower secondary level and this is a relatively neglected level of education but an area marked for future development in education in Bangladesh. Aparajeyo's model of offering a basic education that includes the equivalent of the first year of secondary schooling appears to be an effective way of bridging the gap between primary and secondary, and would be fairly easily replicable by other non-formal education providers. In terms of scale, Aparajeyo might not be able to or want to scale up, but other providers might, using this model.

Government plans for increasing the years of compulsory schooling will mean that lower secondary education will increasingly become the expectation for all learners. The BOU Open School JSC is an extremely small-scale pilot and as it is not currently clear whether funding for it will continue after 2010, it does not fulfil the criterion of sustainability. However, we have hypothesized that the programme could run at a much larger scale. BOU Open School is by itself capable of running JSC at the large scale at which its runs its SSC and HSC programmes. If BRAC were to become involved, and join forces, the potential is there for a programme at significant scale. It is partly the potential of the JSC to be inclusive, and to provide a flexible curriculum of junior secondary education at relatively low cost, which makes this an exciting prospect. If the JSC, as a distance learning initiative, could be offered in community centres across Bangladesh, it would provide a realistic means of progression for hard-to-reach children.

UCEP is a very different kind of a project: selective and relatively expensive. Arguably though, its accelerated primary and lower secondary education, its low dropout rate and its high success in progression to the SSC and beyond, give the programmes value for money in comparison with parallel programmes. UCEP is providing an education which can transform the future of hard-to-reach children. The conundrum for UCEP, as with all programmes of high quality based on a certain scale, is whether a large increase in scale would lead to any compromises in quality. But the apparent strength of the organization, of its programmes, its tight management structures and its years of success in transforming hard-to-reach children into young people who can move into respected skilled national and international employment – 32,505 job placements since 1991, and 109 employed overseas since 2003 (UCEP, 2009) – suggest that the UCEP programmes could benefit many more than are currently able to enjoy them.

5 CONCLUDING THOUGHTS

Over the past decade Bangladesh has made great progress in terms of MDG and EFA, particularly in increased initial enrolment. PEDP II, with its focus on developing formal primary education, has set the parameters for government policy over the past six years. Along with significant achievements in the development of primary education, the focus on formal school has entailed an inevitable degree of neglect of non-formal education on the government's part. The number of hard-to-reach children not enrolling or dropping out of the formal system suggests the potential benefits of a more inclusive and flexible approach.

The Government of Bangladesh is moving towards PEDP III, and presumably there are now opportunities for new strategies, and to redress the balance between the formal and non-formal. Given the general dissatisfaction with the quality of formal primary education, perhaps the time is right to look at what positive elements of open learning, such as some of those reviewed in this study, can be included in the formal system. As many of the children we spoke to had experience of both systems, having previously dropped out of formal school, and were very able to articulate why they preferred their current school (e.g. life skills education, skills training, appropriate learning materials, closeness to home, time and duration of sessions, small classes, friendly and supportive teachers), building similar elements into the formal system could help alleviate the very high dropout rate from state-recognized schools.

However, it is clear that there will continue to be a strong need for open and flexible learning. Simply declaring education to be free and compulsory is not enough: there has to be provision for those who, for whatever reason, cannot access the formal system. What is needed is a clear policy and related strategies for reaching these hard-to-reach groups of children, and appropriate equity measures to ensure that every child's rights to, in and through education are met. This entails joined-up thinking with all key players involved, including MoE, MOPME, BNFE, Ministry of Women and Children's Affairs (MOWCA), CAMPE, and leading players such as BRAC and UCEP who have found some of the solutions to some of the most pernicious problems. This is not to say that no current policy exists, or no planning, or that there is no coordination between the various bodies, but that the massive scale of the need for alternative routes through basic education demands much more coherence.

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ANNEX

FIELDWORK VISITS IN BANGLADESH

Jane Cullen, Janet Raynor and Nahid Jabeen conducted three weeks of fieldwork in Bangladesh from February 14 to March 8. The table below details the visits and interviews made. These interviews and visits were conducted in Dhaka, in Gazipur, in Badda, in Srimangal and in Sylhet.

Organization	Who	When
Bangladesh Open University	Dr. Md. Ali Noor Rahman, Dean, Open School Mizanur Rahman, Coordinator 6-8 pilot	Feb 22
GOB Bureau of Non-Formal Education	Rezaul Quader, Director General Ibrahim Khalil, Director, Admin and Finance Fahmida, Implementation of training	Feb 19
GOB Directorate of Primary Education	Shymol Kanti Ghosh, Director General Sajeda Begum, Assistant Director, MIS	Feb 26
GOB Madrasa Education Board	Professor Md. Yousuf, Chairman	March 3
GOB Ministry of Establishment	Mohammed Iqbal	Feb 22
GOB MOPME	Shamima Ahmed, Deputy Secretary	Feb 18
GOB NCTB	Ziaul Hassan, Member-Primary (in-charge) Ziaul Hasan, Senior specialist, primary Prof. Haspia Bashirullah, Member (Curriculum)	Feb 18
GOB ROSC	Master Trainers	March 4
GOB ROSC	A N S Habibur Rahman, Consultant, Management Development and Training Dr AKM Khairul Alam, Consultant, Education Management and Quality	March 4
ILO	Ross Alan Hatton, Skills Training for Underprivileged Advisor Md. Mohiuzzaman, Programme Officer, TVET Reform Project	March 2
NGO Action Aid	S A Hasan Al Farooque, Theme Leader, Education and DRRS Project Manager	March 1
NGO Aparajeyo-Bangladesh	Wahida Banu, Director Programmes M.A. Hannnan, Programme Coordinator	March 3
NGO Aparajeyo-Bangladesh	Two C6 girls, 2 boys	March 3
NGO BRAC	Dr Safiqul Islam, Director, BRAC Education Programme	Feb 17
NGO BRAC	Limia Dewan, Unit Manager, Children with Special Needs	Feb 19
NGO BRAC	Topon Da, ethnic minorities	Feb 19
NGO BRAC BUIED	Manzoor Ahmed (Dr.), Senior Advisor	Feb 17
NGO BRAC BUIED	Erum Marium, Director	Feb 27
NGO BRAC Srimangal	BRAC staff – Rajesh, Sardar (?) – ethnic minorities, Anwar, Illias, Mahadip (?) – Area Manager	Feb 23
NGO BRAC Srimangal	BRAC schools – Grades 2 and 5 Discussions with groups of children and parents	Feb 24

NGO CAMPE	Tapan Kumar Das, Program Manager S M Ashraf Abir, CEO, Multimedia Content and Communications	Feb 19
NGO CMES	Dr. Muhammad Ibrahim, Executive Director	Feb 23
NGO CMES Gabtoli	S M Aulad Hossain, Programme Manager (BCP) Four girls, graduates of the programme	March 4
NGO Dhaka Ahsania Mission	M Ehsanur Rahman, Executive Director	Feb 18
NGO FIVDB Maulvi Bazaar	FGDs with children from classes 2 and 5 Nazmul Islam, Team Leader Tahmina Begum, School Supervisor Yasim Uddin, School Supervisor	Feb 23
NGO FIVDB Sylhet	Shirin Akhter, Programme Coordinator, child education programme Samik Shaheed Jahan, Associate Director	Feb 24
NGO Islamic Relief	Engr Md Rezaul Mustafa, Programme Manager - VTEP Nurul Amin Bagmer, Head of Programmes Dr Md Saydul Alom, Programme Manager, Health and Orphan Programmes Syed Shahwanaz Ali, Disaster Preparedness Expert Syed Md Aftab Alam, Programme Coordinator Humanitarian and DRR	March 5
NGO Islamic Relief	Students of Vocational and Technical Education Programme, Jatrabari	March 5
NGO UCEP Dhaka	Brig. Gen. Aftab Uddin Ahmad, Executive Director Mahbub ul Huda, Divisional Coordinator Students in the technical college	Feb 23
NGO UCEP Sylhet	Engr. Mohammad Guljar Hossain Divisional Coordinator a.n.other	Feb 25
NGO UCEP Sylhet	Class 5 children at Integrated School	Feb 25
Notre Dame School	Staff of the JSC programme and Notre Dame Literacy School	March 6
Notre Dame School / Bangladesh	Mirza Delwar, CAMPE	March 6
Open University JSC / CAMPE	Ufrazra Tripura (JSC Supervisor, Dhaka) Jharna Miriam (Head Tutor) Students enrolled in pilot Junior Secondary distance education project	
Project: BEHTRUWC / FIVDB, Badda	12 in-school children, 5 out of school. 9 mothers	March 2
Project: Chars Livelihood Programme	Julian Francis, Programme and Implementation Advisor	March 5
Project: English in Action	Marc van der Stouwe, BMB Team Leader Pieter Feenstra, Deputy Team Leader	March 4
Slum area, Sylhet	Parents and children	Feb 25
UNESCO	Abdur Rafique, National Programme Officer	Feb 17
UNICEF	Nabendra Dahal, Chief, Education Section Hassan Ali Mohamed, Education Officer Shamima Siddiky, Project Officer, Education (hard to reach) Fahmida Shabnam, Education Officer (emergencies) Dr M G Mostafa, Senior Project Officer	Feb 16
UNICEF	Rafiqul Islam Sathy, Education Officer,	Feb 19
UNICEF	Hassan Ali Mohamed, Education Officer	March 1
UNICEF	Fahmida Shabnam, Education Officer	March 1
UNICEF	Shamim Ahmed, consultant (madrasa)	March 1
UNICEF	Shamima Siddiky, Project Officer, Education	March 1
UNICEF	Shamima Siddiky, Project Officer, Education Christine De Agostini, Education Manager	March 5

OPEN AND DISTANCE LEARNING FOR BASIC EDUCATION IN SOUTH ASIA

Its potential for hard-to-reach children and children in conflict and disaster areas

SRI LANKA COUNTRY STUDY

Cover Photo: Classroom in a temporary resettlement school, Batticaloa District – Jane Cullen

CONTENTS

ABBREVIATIONS AND ACRONYMS

ADB	Asian Development Bank
C4D	Communication for Development
CCHA	Consultative Committee for Humanitarian Affairs
CHAP	Common Humanitarian Action Plan
CLC	Computer Learning Centre
CRC	Computer Resource Centre
CWDs	Children with Disabilities
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EFA	Education for All
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
IASC	Inter-Agency Standing Committee, UNOCHA
ICT	Information and Communications Technology
ICT4D	Information and Communication Technologies for Development
iDMC	Internal Displacement Monitoring Centre
IDP	Internally Displaced Person
INEE	Inter-agency Network for Education in Emergencies
INGO	International Non-Governmental Organization
LRS	Learning Resource Space
LTTE	Liberation Tigers of Tamil Eelam
MDA	Mid Decade Assessment
MoE	Ministry of Education
NFE	Non-Formal Education
NGO	Non-Government Organization
NIE	National Institute of Education
OUSL	Open University of Sri Lanka
OVC	Orphaned and Vulnerable Children
ROSA	Regional Office for South Asia
ROSC	Reaching Out-of-School Children
SCiSL	Save the Children in Sri Lanka
TLC	Temporary Learning Centre
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNOCHA	UN Office for the Coordination of Humanitarian Affairs
VIC	Village Information Centres

SRI LANKA COUNTRY STUDY AND FIELDWORK

1

1.1 Introduction

In this project, Sri Lanka was chosen as one of the two countries in South Asia in which to undertake fieldwork. The account which follows is based on fieldwork carried out during a four-day visit in March 2009, and a further six-day visit in May 2009.

1.2 The focus

The fieldwork in Sri Lanka focused specifically on the existing and potential use of open and distance learning in situations of conflict and post-conflict.

There has been considerable exploration of the conditions and parameters for successful educational responses in times of conflict, exemplified in the work of the Inter-Agency Network for Education in Emergencies (INEE) and the iterative development of their 'Minimum Standards'. There are fewer comprehensive analyses of open and distance learning in such contexts. Davies *et al.*, in a recent UNICEF study on Disaster Risk Reduction in South Asia, state that there is minimal flexible and alternative provision in Sri Lanka for children whose needs are not met by the existing school system (Davies *et al.*, 2009: Sri Lanka section).

Building on this, the present case study focused on initiatives that had some open or distance element, and were meeting, or had the potential to meet, the educational needs of all children who have been, or might be, affected by conflict or post-conflict. Within this, specific attention was paid to the 10% of the relevant age population who do not enrol in Grade 1, and the (as yet undefined) percentage who drop out of school between Grades 1 and 9 (estimates range from 5% to 22%).

There was a commitment to focus on the needs of a small minority of children (possibly 3% of the Grade 1-age population) who do not enrol in school and whose needs might not be met by the formal government schools, but time and information limitations rendered this an area for follow-up study.

In keeping with the typology of the overall study, the following areas were considered as categories of open and distance learning:

1 providing alternative school systems and programmes
2 supporting successful transition to, and performance within, formal schools
3 raising the quality and enriching basic education by bringing in new educational resources
4 providing networks and training for personnel with responsibilities in basic education (e.g. teachers, broadcasters, inspectors, teacher educators)
5 providing communication for development (C4D) strategies.

The study did not focus on *all* initiatives in categories 1 to 5, but on those that were either directly related to conflict or post-conflict or had the potential to be appropriate.

The study was particularly concerned with initiatives that were operating in, or might be appropriate for, the Northern and Eastern Provinces.

2 BASIC EDUCATION

2.1 The system and provision

Sri Lanka has nine years of compulsory education, the first five in the primary stage, from Grade 1 to Grade 5 (from age 5 to 9/10), and the next in the Junior Secondary stage, from Grade 6 to Grade 9 (from age 10 to 14). Senior Secondary schooling lasts for two years, from Grade 10 to Grade 11, and culminates with 'O' Level exams. 'A' levels are taken in Grade 13, after two years of college level education. The National Education Commission is now pushing for the ratification of its 2003 proposal that compulsory education be extended to 11 years, from Grade 1 to Grade 11, or age 5 to age 16. Whilst enrolment in pre-school is not compulsory, the expansion of an Early Childhood Care and Education (ECCE) system is one of the government's highest priorities (MoE, 2008).

Table 1 Number of schools by grade covered

G1–5	G1–8	G1–11	G1–13	G6–11	G6–13	Total
2,486	490	4,199	2,213	27	299	**9,714**

Most government schools have classes from Grade 1, whilst a minority start from Grade 6. Table 1 outlines the different grade-coverage of Sri Lanka's government schools (MoE, 2008:64).

In addition to government schools, there are private schools, 'specified schools', religious institutions and 'international' schools. Private schools are fee-levying and non-fee-levying, and the category includes NGO schools, including secular schools run by faith-based organizations. Non-fee-levying private schools receive government grants for teacher salaries. 'Specified schools' include government-run remand-type institutions (for 'delinquent' children), and Special Schools for Children with Disabilities (CWDs). The religious institutions are monastic schools, or Pirivenas, for training Buddhist priests (MoE, 2008:10). The final category is English-medium, fee-paying 'international schools', which are neither approved by, nor registered with, government. Government statistics include data from all institutions except international schools.

There is a government-run non-formal education programme with Functional Literacy Centres intended to 'mop up' children who have not enrolled in the first nine years of formal schooling, both primary and junior secondary stages. Vocational and technical training courses run parallel with Senior Secondary and college level formal provision. Community Learning Centres provide continuing educational opportunities for youth and adult literacy programmes.

Table 2 lists the institutions by the above categories, their numbers and the number of learners, where given in the Mid Decade Assessment (MDA – MoE, 2008:10). Apparently, the MDA does not provide the number of institutions for 'delinquent' children, or the numbers of learners in private, specified or international schools. It does suggest that 2% of the relevant age group may be enrolled in international schools (MoE, 2008:66).

Table 2 Learning institutions by category, and learner numbers

School type	Institutions	Learners
Government schools, spanning Grades 1 to 13	9,714	3,836,550
Non-fee-levying private schools	40	
Fee-levying private schools	29	
Specified Schools: Institutions for 'delinquent' children		
Specified Schools: Special schools	24	
International schools (2% of Total School Population)	1200	88,438
Buddhist 'Pirivenas'	653	54,899
Non-Formal Education Centres	461	8,739
Total	11,121	3,988,626

2.2 Enrolment, persistence and exclusion

2.2.1 Numbers

Despite the gaps in Sri Lanka's population and educational statistics, existing data from the Ministry's MDA and other government statements acknowledge problems with enrolment and retention. The MDA states that in 2005, Sri Lanka's primary net enrolment rate was 89% at Grade 1 (MoE, 2008:66), the survival rate to the end of Grade 5 was 98.6% (MoE, 2008:70), and the transition rate from primary to secondary school, at Grade 6, was 92% for boys and 95% for girls (MoE, 2008:71). The secondary school net enrolment rate, at Grade 6, was 90% (MoE, 2008:67); no secondary survival rate is given, but the transition rate from junior to senior secondary school at Grade 10 was 98% for boys and 99% for girls (MoE, 2008:71). Simple presentation of these figures suggests that approximately 10% of all appropriately-aged children might not enrol in Grade 1, and that an additional 6% may drop out after completion of Grade 5, leaving approximately 16% of the appropriately-aged population out of school. Despite this, however, the secondary net enrolment rate is presented as back up to 90%, and the rate for transition for senior secondary as up to almost 100%.

The report authors are at constant pains to repeatedly emphasize the statistical problems that undermine the robustness of their statistics (MoE, 2008:70) and these statistics were regularly contested during the fieldwork, even within the government. Because our focus in this study is on particular areas of the country, national averages have a limited applicability. Further, the disruptive nature of conflict to ordered activities such as record-keeping and the decades-long duration of this conflict suggest particular unreliabilities in statistics attributed to the north and east of the country. For example, estimates of the dropout between entry at Grade 1 and the end of compulsory schooling (after Grade 9) ranged from 5% to 22%. One respondent said that the government position is that 98% of eligible children enrol in Grade 1. Of these, 96% to 97% complete Grade 5. Of those who progress, nearly 18% drop out before the end of Grade 10. Of those who have not dropped out, but go on to sit their 'O' Level exams, 63% fail, with pass rates in the north-east estimated at only 31–32% (World Bank, 2005).

2.2.2 Vulnerability

Governments and NGOs have classified never-enrolled and dropout children in an overarching 'vulnerable' category, predominantly made up of the following groups of children:

- those with disabilities (CWDs); mine-injuries or extreme ill-health
- children of plantation/estate workers

- children from extremely poor families in very remote areas, especially where there is domestic conflict
- street and working children
- orphans and vulnerable children (OVCs)[7] both in orphanages and those neither cared for by family nor institutions
- children of migrating families
- children from 'aboriginal' Veddah communities (MoE, 2008:62)
- children and youths in Remand Homes, Detention Centres and Certified Schools (either through arrest or birth)
- children with drug or alcohol problems, or from families with drug or alcohol problems
- children of families whose ethnic group constitutes an extreme minority in the school catchment area
- girls who have delivered babies outside of marriage, conceived through rape, prostitution, temporary marriage (often to Liberation Tigers of Tamil Eelam [LTTE] combatants) or relationship
- pupils whose schools are destroyed or damaged by natural disaster or conflict.

Gender is not emphasized as a major determinant of a Sri Lankan child's persistence through the first 9 years of schooling, and the lack of reliable data on minority population, particularly Tamil and Muslim, means that we do not know how gender plays out across the educational choices of all social groups.

These first 11 'groups' of children (above) are constantly vulnerable, regardless of the presence or absence of emergency. Situations of natural disaster (most notably the tsunami) and conflict or post-conflict pose additional educational challenges to all children, both those who are in school or some form of alternative, as well as those who are not. In such situations, even if school or alternatives are available and attractive, children may not enrol, or attend, because they are:

- afraid of violence and abuse, either on the way to or at their learning spaces
- afraid of harassment at checkpoints, or they are unable to pass checkpoints
- afraid of landmines
- afraid of being recruited as child soldiers
- already child soldiers, perhaps abducted with, or from, their families in night raids.

All of these situations need to be borne in mind in the conceptualization and design of any initiative.

Vulnerable children have very different patterns of enrolment, attendance and dropout, and these patterns have implications for the design of initiatives that are intended to meet their needs. The following lists the most common patterns:

- those who never enrol
- those who enrol, persist for nine years, but attend rarely
- those who enrol, attend rarely and drop out early
- those whose absences/disruptions are short, possibly only once, and are caused by external events
- those who enrol late (possibly one or more years later than would have been appropriate), and need to catch up with their peers

[7] This category of OVC needs further explanation, but, in addition to the commonly recognized groups, it includes babies outside of marriage, including those conceived through rape, (temporary) marriage to LTTE combatants, prostitution.

- those who enrol at Grade 1, drop out for a long period (possibly more than a year), then wish to re-enter school to catch up with their peers
- those whose education is repeatedly disrupted, by domestic events, natural disaster or conflict situations
- those who drop out after reintegration into school, but do not wish to come back.

The last group of vulnerable children, those who drop out after reintegration into school, but do not wish to come back, is the hardest group to reach and retain. The Ministry of Education and development partners are concluding that the numbers in this last group may be far larger than assumed, and fundamentally significant for the achievement of EFA goals. There are currently no nation-wide systems for the identification of never-enrolled children, and this is particularly problematic where it may be needed most: the northern conflict areas. Current priorities focus on obtaining deeper knowledge and understanding of the situation.

Whatever the exact numbers, however, and whatever the exact distribution of excluded children to causes of exclusion, government and Internal Displacement Monitoring Centre (iDMC) figures bring us to similar conclusions. The government's MDA suggests, by inference, that there may have been about 433,354 out-of-school children in 2005/2006.[8] The iDMC report states that 300,000 children had been affected by conflict by August 2008. In situations of conflict or post-conflict, the educational requirements of all children often include:

- safety, physical and psychosocial responses, including medical care, therapy and counselling, opportunities to be distracted, play, enjoy themselves, meet friends, heal, learn vital life skills and learn what they would be, were they in school or its alternative
- catch-up (or bridge courses) after severely delayed enrolment
- catch-up (or bridge courses) after long absence
- catch-up after a single, relatively short absence
- catch-up after repeated short absences
- support to succeed academically
- opportunities to obtain end-of-year certificates, or their equivalent
- opportunities to obtain 'O' and 'A' levels.

'Vulnerable children' are considerably more vulnerable if they are not enrolled in school or any alternative provision. In times of conflict or post-conflict, this vulnerability is terrifyingly magnified, as the pre-school, school or alternative centre is often the hub for re-grouping, mobilizing or sustaining children in conflict situations, new camps or settlement areas.

What the preceding series of lists aims to show is that for a particular child, the vulnerability caused by conflict may be overlaid on other vulnerabilities, which together provide serious impediments to their progress in education. A child trying to overcome these obstacles in situations of conflict may have well-grounded fears about getting to and from school. And on arrival at school the needs of one particular child may be different – in some very complex ways – to those of another equally vulnerable child in the same class. Those needs typically concern social and emotional well-being as well as academic learning, and altogether there need to be highly attuned and flexible responses by those organizing education if such a child is to hope to succeed. A depressing fact, in line, for example, with an estimated dropout rate of 22% at the end of Grade 9, and a low percentage of success for those taking 'O' Levels (30–32% pass rate) in the conflict areas of the north and east, is that the best result possible at present for students could be managing to attend school until they are old enough to leave.

[8] This is calculated by taking the total enrolled school population of 3,988,626 (see Table 2) as 90% of the potential school population. The total school-age population would be 4,333,542: 10% would be 433,354.

All of the factors in this section have influenced the search for, or analysis of, open and distance initiatives that directly related to conflict or post-conflict or have the potential to be appropriate in such situations.

2.3 Population and conflict data overview

In 2006, the population of Sri Lanka was estimated at almost 20 million (MoE, 2008). In 2009, the iDMC put the total at 21 million (iDMC, 2008:1). The 2001 Census records 82% of the population as Sinhalese, 9.4% as Tamils and the remaining 7.9% as Muslims and 'others'. It reported 76.7% as Buddhist, 8.5% Muslim, 7.7% Hindus and 7% Christians. (These figures need to be read with caution, however, as explained below.)

By August 2008 the Sri Lankan civil war had led to 70,000 deaths and the displacement of over one million people (iDMC, 2008:3). At 1 April 2009, there may have been a minimum of 550,000 internally displaced persons (IDPs) with possibly an additional 140,000 trapped within the conflict area (Agence France Presse, 2009). By August 2008, iDMC estimated that the lives of over 300,000 children had been affected (iDMC, 2008:8).

2.4 Challenges

The first task, understanding the numbers of conflict-displaced people in Sri Lanka, is in itself challenging. This difficulty is initially caused by the long history of internal conflict, the two major causes of displacement (conflict and tsunami) and the cross-over between the two, and the complex, often repeated movements of displaced people.

This complex pattern of displacement is aggravated by the fact that there is an acute lack of robust data for the conflict-affected areas in the north: the most recent national census to include the north was conducted in 1981. In addition, there are no systematically maintained databases of the child population at national or provincial level, and thus no child-specific data, much less such data disaggregated by age, gender and administrative locality (Social Science Research Council, 2006:8).

The 2008 Ministry of Education *Education for All: Mid Decade Assessment* gives the national population estimate from the 2001 census, and the ethnicity and religious ratios, with the proviso that the ratios may be skewed by lack of data from seven of the 25 districts: in effect, 28% of the sample (MoE, 2008:1). These seven districts are predominantly populated by Tamils, so data on one of the acknowledged ethnic and religious groups is missing from all national statistics. The inclusion of this data in any educational assessment might radically change Sri Lanka's profile.

In the absence of this data, this study assumed a 'margin of error' around national educational and child statistics. This lack of data specificity did not, however, cause considerable difficulties for the study, as (i) it was more qualitative than quantitative, and (ii) it accepted that the situation is extreme and that possibly 300,000 children may be affected by conflict and associated factors.

CONFLICT AND DISPLACEMENT 3

3.1 Conflict

The civil war between the government and Liberation Tigers of Tamil Eelam (LTTE) started in 1983 and has been fought primarily in the north and north-east of the country. The ceasefire agreement of 2002 ended in January 2008, and by December, *TIME* magazine described the year's conflict as 'deadlier than Afghanistan' (Fitzpatrick, 2008). In May 2009, the government of Sri Lanka declared the war to be at an end.

From January to May 2009, from the time of the government's capture of the *de facto* LTTE capital Kilinochchi to the time that the war officially ended, violence and atrocities in the Vanni area in Mullaittivu District escalated exponentially, with security and displacement situations critical. The map in Figure 1 highlights the northern conflict zone (a small section of which is now referred to as 'the Vanni'). By June 2009, UNOCHA figures showed 280,580 IDPs currently in the Vanni, almost all of them (260,082) in camps in Vavuniya.

Figure 1 Conflict area

3.2 Displacement

Displacement is the most significant cause of conflict-related educational disruption in Sri Lanka. Displacement can entail any of the following: movement within a conflict area; movement from a conflict area to a camp or resettlement area; return home after the immediate emergency; relocation to another camp or resettlement area, and repeated displacement from the new area, for numerous reasons. Many experiences of disruption and displacement are not single events, but a number of random forced migrations, which may display no coherent pattern of movement, may consist of temporary stops each lasting only a few weeks and might altogether last for months, years or even decades.

UNHCR estimates that in 2005 there were over 158,000 people in 515 camps and centres over 18 districts, in six of Sri Lanka's nine provinces. By June 2009 there were over 280,000 displaced persons from the LTTE-controlled area in the Vanni in the last stages of the fighting.

Not all displaced people live in camps or centres, or far from their home areas: some live on the streets, others with relatives, whilst a few find new accommodation. Of those who live in camps, some are in very temporary immediate relief/transit camps, with no freedom of movement; others are in 'temporary' IDP camps, either with or without freedom of movement; still others are in permanent IDP camps, again either with or without freedom of movement; whilst the rest are in

resettlement villages. In 2008, the Special Representative of the Secretary General on IDPs identified the following six IDP situations:

1 170,000 returnees of the 220,000 who were displaced from their home areas in Trincomalee and Batticaloa between April 2006 and March 2007.
2 those who have remained displaced since 2006–2007 from their homes in Trincomalee and Batticaloa, as their areas of origin have been designated High Security Zones, or are waiting to be de-mined
3 those displaced in 2007–2008 from Mannar and Jaffna in the Northern Province
4 those displaced inside the LTTE-controlled Vanni area
5 those displaced for up to 17 years in Puttalam, Jaffna, Mannar and Vavuniya
6 those displaced by natural disasters, particularly the 2004 tsunami (iDMC, 2008:4,5).

Drawing on these insights, the study identified the following time/place-related 'sites of conflict or displacement' important for children caught up in conflict:

- immediate: immediately at the outbreak/resumption/intensification of conflict, at the site of conflict
- ongoing: at the site of ongoing, sustained conflict, when families continue to live in their home areas
- short term: at the site of first displacement (short term may be repeated with a further displacement)
- medium or long term: at IDP camps, with no freedom of movement outside the camp
- medium or long term: at IDP camps, with freedom of movement outside the camp (e.g. to attend a 'host' school)
- long term: in resettlement villages/in their home areas.

The factors necessary for the success of any educational initiative will in some ways be determined by the different conditions and histories of each of these settings. The danger of such a list of settings however is that it may suggest a possible coherence of provision and a progression of support which, in fact, it is not possible to provide. From the point of view of an individual child caught up in conflict, the period of displacement may in fact be a bewildering series of re-locations with each successive re-location promising some stability, some settling down, but subsequently disrupted again by further forced movement at short notice. The route navigated through displacement by an individual child may in fact be extraordinarily fragmented.

3.3 'Serial displacement'

One particular aspect of displacement which appears under-reported is the overall effect of serial displacement on the education of children. We would suggest from our field study that the effect of serial disruption to children's education is much more than cumulative. For a child, each placement in a new location may have lasted only a few weeks before a subsequent move, and the family, if indeed still all together, may be on the move for several months overall. In our fieldwork in the Batticaloa and the Trincomalee districts of Sri Lanka, we heard the same story from parents and carers, who had been moved on time after time for periods of up to one year or more. Given the numbers of children needing support, the volatility of the situation in these districts – particularly at the height of the local conflicts in 2006 and 2007 – and the necessary sharing of humanitarian support across government departments and different aid agencies, there would have been great difficulties in providing holistic long-term support for each child in such a situation. So, for the conflict-affected child in Trincomalee and Batticaloa districts, our field study would suggest there were a series of short-term make-do classes using whatever provision (for example volunteer teachers) and resources could be gathered together.

When the child and their family were moved again (often with no notice), similar short-term, make-do schooling would be set up in the new location.

A series of short-term accommodations of displacement meant, according to the parents we spoke to, that their children lost up to a year or more of any kind of schooling. Even when families were settled in particular IDP camps, (and 'being settled' would be something that only became apparent after a certain amount of time had elapsed), schooling was fragmented, with children first in school in the camp (being taught typically by a mixture of qualified and volunteer teachers) and then taking classes using the premises of local schools after the local children had finished for the day. Again, according to the parents, by this stage many of the children found it difficult to resume their schooling and were stigmatized as a group. Where resettlement and a movement back to the home village has now taken place, our field study suggests a general pattern where only a proportion of children have returned to their original school: in our field study examples of both primary and secondary schools the proportion was between 40% and 80%. Attendance at all of the schools we visited was also low, in some cases with more than 20% of the children not in

Volunteer teachers

In a secondary school in the Muttur division of Trincomalee District, four volunteer teachers who are about to start teaching the catch-up class talk of their experiences of education in times of conflict. They are all experienced volunteer teachers with three out of the four having worked at this school since the late 1990s. All have worked as teachers in the IDP camps during the two years when the school was closed and the local population moved from one location to another. The volunteers held evening classes teaching all kinds of subjects, usually with no resources. They describe working with a group of 10 to 15 students under one light – the size of the group determined by how far the beam of the light can shine. The aid-agency-sponsored catch-up classes are an opportunity for them to earn money for a few months from their teaching, but it seems unlikely that this experience will lead to any longer-term paid employment as a teacher. All four would like to become qualified but to be taken on as a government teacher is very competitive: one of them has had five government interviews and not been successful.

The mothers' story

In Batticaloa District, a group of 10 mothers living in a small community near the primary school speak of the difficulties of conflict, displacement and resettlement. During the time when the area in which they lived was under the control of the LTTE Tamil Tigers, the local cadre would threaten to take two children from each house, so early marriage was a solution to this danger. When the fighting between the Tamil Tigers and the Sri Lankan government forces reached their settlement in 2006, they were displaced and the school was closed for more than one and a half years, opening again in April 2008. Out of the 83 children displaced, 58 have come back, with most of the rest said to be still living in the area they were displaced to, although one or two are thought to have dropped out. They have come back to a school which has no fencing and no water supply. Sanitation is a serious problem, particularly for the girls and the women teachers. The canal is nearby but the mothers say the water is no good because it has been polluted by fertilizers for the rice fields. Aid agencies provided a water tank but this, again according to the mothers, has been stolen by the local brick-chipping factory. There is a heavy military presence in the whole province, and this is particularly marked in the local area. Movement in the area is controlled and severely restricted. There is a military checkpoint in sight of the school. The mothers say that military personnel have come to their houses in the early evening to check to see if the children are doing their homework, and have beaten children who are not taking their studies seriously. They also maintain that children have had to show their exercise books at the checkpoint and have been hit if the marks are not high enough.

school on the day of the visit. It is clear that there is little robust accounting for the children who have not returned to their original community and that, though some children are undoubtedly being accommodated in other schools, a proportion have dropped out. It seems likely as well that the serial disruption to these children's education and the consequent sheer amount of school missed is an important factor in subsequent non-attendance even if they are officially back in school.

3.4 Government priorities

Government priorities for new educational interventions firmly enshrine the formal system, and its improvement, as the primary site for the achievement of education for all, with non-mainstream options *only* for exceptional cases for whom the formal system is proven to be inappropriate. Nevertheless, one government initiative, Open School, does seem to have been inaugurated to provide alternative means for students achieving an equivalent education to that offered within school.

However, interview data suggested that the government's priorities are to develop initiatives to (i) identify and enrol the majority of the 'vulnerable' children into formal schools; (ii) provide open alternatives for those whose needs will not be met by the formal system, (iii) keep all children in school (presently for nine years, soon to be increased to 11 years), and (iv) enhance all learners' achievements at every stage.

The 2008 EFA Mid Decade Assessment presents the government's six priorities:

1 Expanding Early Childhood Care and Education
2 Providing Free and Compulsory Basic Education for All
3 Promoting Life Skills and Lifelong Learning
4 Improving Adult Literacy
5 Achieving Gender Parity and Equality
6 Enhancing Educational Quality (MoE, 2008:viii,ix).

Discussion with officials within the Ministry of Education (MoE) EFA Monitoring Unit reaffirmed these priorities, stressing how they had emerged out of considerable collaborative work. Discussion focused on the Ministry's commitment to the second priority, that of achieving free and compulsory basic education for all, which was closely tied up with the sixth, the enhancement of educational quality. There are three main challenges: the first is that a significant number of children are dropping out before they complete nine years of basic education; the second is that an equally significant number are not achieving desired learning competencies; and the third is the educational disruption caused by conflict and natural disasters. Areas have been identified for further input, strengthening or research, processes which would, in themselves, assist in the production of 'sound and robust' policies and plans. These areas were the issues of: never enrolled; dropouts; emergency responses; learning achievement; non-formal education; inclusive and special education; NIE Open Schools, and the issue of the availability, quality and reliability of all educational statistics.

Added to this are the following areas where support is currently, or would be, welcomed:

- further ECCE development; health and education linkages; training for midwives
- inclusive education policy development and finalization, assistance in the development of broad-based Inclusive education responses; support in addressing knowledge and practice

gaps (not just physical, but also psychosocial, etc.); assessment/screening tools to assess children with disabilities
- capacity building to prepare the EFA team for the 2010 Assessment
- the development of mechanisms to enable closer MoE/NIE collaboration.

For the Non-Formal, Continuing and Special Education Unit, they identified priorities in the following areas:

- overall capacity development for the Ministry in Non-Formal Education
- capacity development in integrated community development
- the development of initiatives and responses for street children
- broad-based support for inclusive education, and hopefully some restructuring of the Ministry so that 'Inclusive Education' is back within the mainstream, no longer in the Non-Formal and Continuing Education Unit, as it had been under the 'Special Education' paradigm
- development of modern, equipped and attractive vocational education centres, with Information and Communications Technology (ICT) facilities, and the negotiation of better pay packages and settlements for vocational instructors
- the provision of books and material for the conflict areas
- further development of home/school modules.

All made reference to the modalities and processes of working with development partners and the pressing Ministry need for the development of (i) a comprehensive, integrated education sector plan *with all players* and (ii) greater elaboration of the roles of *all partners* within this wider plan. All applauded the change in government:partner relationships, from parallel activity to greater collaboration. In the past, development partners had prepared their plans in isolation, and the Ministry accepted (or sometimes rejected) them: they are now encouraged to discuss and negotiate their plans in accordance with Ministry priorities and needs.

Both the EFA Monitoring Unit and the NFE Unit have UNICEF-funded consultants on 12-month placements: one for Inclusive Education and one for Non-Formal, Continuing and Special Education. The successful negotiation of these two posts seemed to reflect the new nature of government: development partner collaboration.

4 DEVELOPMENT PARTNERS

4.1 Education clusters (IASC of UNOCHA)

There are numerous agencies, INGOs, NGOs and civil society groups working in the Sri Lankan education sector. The most significant feature of this work is that humanitarian agencies and NGOs work together as an 'Education Cluster' of the Inter-Agency Standing Committee (IASC) of the UN Office for the Coordination of Humanitarian Affairs (UNOCHA). This Education Cluster operates within the framework of Sri Lanka's Common Humanitarian Action Plan (CHAP), and feeds into the Consultative Committee for Humanitarian Affairs (CCHA), through the CCHA sub-group on education. UNICEF and Save the Children in Sri Lanka (SCiSL) co-lead the Sri Lankan National Cluster,[9] working in close collaboration. Typically, the Cluster members work primarily on supply-oriented, emergency and post-emergency 'response/reactionary' activities, rather than strategic ones, and in child protection, children's clubs, psychosocial care and ECCE.

All international development partners (IDPs) and NGOs (INGOs) working are encouraged to (i) develop their annual work-plans in communication with government, and (ii) have them approved by government before they start work. Of all Education Cluster members, only four (GTZ, Plan International, SCiSL and UNICEF) have official agreements and work-plans signed by the government. These four are therefore the highest-profile actors within the education sector. As of March 2009, GTZ, Plan International, SCiSL and UNICEF were also the main international partners working on the more strategic, demand-side issues addressing educational processes and quality.

The deeper analysis in this study focuses on the work of some of these four organizations, alongside that of the Sri Lankan government, parastatals and NGOs. Table 3 lists the six arenas of open and distance learning, indicating which of the four main partners are involved in each area. The sixth category 'Facilitating and providing education in times of emergency' is not directly addressed, as this is the overarching focus for the Sri Lankan case study.

Table 3 Development partners' involvement in the six areas of open and distance learning

	Area of activity: where it is relevant for conflict/post-conflict	Development partner
1	Alternative schooling systems	GTZ (Open School) Sarvodaya?
2a	Support for successful transition to formal schools	Plan, SCiSL, Unicef
2b	Support for successful performance within formal schools	GTZ, SCiSL, UNICEF
3	Provision of ready-made educational resources	UNICEF, SCiSL
4	Provision of networking and training opportunities for intermediaries	GTZ, Plan, SCiSL, UNICEF
5	Provision of communication for development (C4D) strategies	? (see below)

[9] UNICEF and Save the Children also co-lead the Global Education Cluster.

On initial exploration, it did not appear that any of the four approved partners were active in the provision of communication for development strategies. However, a Sri Lankan NGO, Sarvodaya, an established NGO with a strong community base, and the high-tech 'ICT4D Movement' are developing initiatives in this area and these are reported on later.

4.2 Areas of activity

The following tables outline the areas of activity that are significant for this study. The left-hand columns indicate the area, whilst the right-hand columns indicate the activity and the implementing and/or partner agencies. Table 4 outlines pre-emergency and ongoing initiatives that have relevance for situations of conflict and post-conflict. It also indicates the open and distance learning category to which each initiative relates. Table 5 details initiatives which are not specific to any single 'site' of disruption or displacement (see Section 2.2 'Displacement' for an explanation of these sites).

Table 4 Pre-emergency and ongoing initiatives, with relevance for conflict (and related ODL category)

	Area of intervention/initiative	Example of development partner's work
1	Policy Dialogue and Development	IASC Education Cluster and associated work UNICEF Consultants: MoE 'Implants' for Inclusive Education and Non-Formal and Inclusive Education GTZ office located in MoE
2	Support for data, statistics and systems. Development of systems, etc. for child tracking, identification of never-enrolled and dropouts	EFA UNIT: capacity building in data collection, processing and analysis (UNESCO) Compulsory Education Committees MoE School Attendance Committees MoE School Monitoring Committees MoE UNICEF e.g. surveys/research on dropout
3	Review and redrafting of curriculum, materials and textbooks (ODL Cat 4)	Focus on equity, understanding, second language and social cohesion Focus on levels, competencies and flexibility Focus on 'reduced' versions to enable catch-up Condensed/Concise syllabus – east and north (government-organized) Modified Curriculum (SCiSL)
4	Constant, on-going, reform of education system to meet all children's needs and keep them in (ODL Cat 2)	Child Friendly Schools SCiSL, UNICEF Remedial Teaching GTZ
5	Initiatives to develop social cohesion, understanding, peace, etc.	Social Cohesion, Peace and Value Education, Second National Language GTZ
	Supporting successful transition to schools, through ECCD (ODL Cat 2)	Development and strengthening of ECCD system Plan, SCiSL, Sarvodaya
6	Teachers' Initial Training and Continuous Professional Development. (ODL Cat 4)	Plan, GTZ, SCiSL, UNICEF
7	Parallel provision/alternative schooling for the (perhaps) 3% of children who may probably never enrol in the formal system. (ODL Cat 1)	Non-Formal Education: MoE Special Schools: NGOs/MoE Open Schools: NIE/GTZ Specified Schools: correctional centres MoE

	Area of intervention/initiative	Example of development partner's work
8	Preparatory activities in conflict areas, refugee-host areas, and with officials at MoE and parastatals, at provincial, zonal and district levels (ODL Cat 4)	Initiatives that anticipate or prepare children, communities, schools or government officials and departments for conflict. Training in provision of psychosocial support, counselling, etc. Provision for displaced teachers' payment thro new schools (UNICEF and MoE) Preparing alternative schools or learning spaces within host area, for the time when their schools become temporary IDP centres Risk Reduction GTZ
	Providing C4D strategies (ODL Cat 5)	Kothmale Community Radio Project, Sri Lanka Sarvodaya and ICT4D Fusion e-BIT programme of the University of Colombo School of Computing (UCSC)

Table 5 Initiatives that are not specific to any single site of conflict or displacement

	Purpose/type of initiative	Examples of activity and partner
1	Initiatives to rebuild, repair, de-mine schools, etc.	Repair of furniture (UNICEF) Build new primary/lower secondary school (USAID)
2	Initiatives that deliver emergency education in the total absence of formal schools, non-formal alternatives or any short-term replacements	School in a Box (UNICEF) Resource packs for primary/secondary Home–School modules
3	Initiatives to ensure children's safety on the way to school and their freedom of movement through checkpoints	e.g. transport provision (organized locally)
4	Initiatives designed to address children's physical, psycho-social and life-skill needs	Children's clubs, etc. Psychosocial modules
5	Initiatives that support 'schools', government teachers, non-formal alternatives and non-formal facilitators when they have regrouped/ reformed in conflict areas, camps or resettlement villages	Psychosocial packages and activities (UNICEF) Training of volunteers to acts as teachers in Temporary Learning Centres (TLCs)
6	Initiatives to help children in schools or non-formal alternatives keep up with their schoolwork, when conflict-related factors prevent them from getting to schools or centres for short periods	Condensed/concise curriculum/syllabus Modified curriculum Catch-up education Home-school modules
7	Initiatives that encourage children back to school or non-formal centre after conflict-related absences	Catch-up education NFE, NIE. UNICEF, SCiSL,

In the next section we analyse some of these initiatives, under the broad headings of 'emergency education', that is: a short-term response to children caught up in conflict; 'catch-up education which would be a medium-term response; and 'alternative education' which would constitute a long-term response.

ANALYSIS OF CONFLICT-RELATED INITIATIVES

5

5.1 Analysis of selected interventions

5.1.1 Emergency education

The most well-known education resource for allocation in an emergency situation is the teacher's emergency pack, the 'school in a box'. Thousands of these kits have been deployed and used in times of emergency. Initial humanitarian response to any disaster has to address people's lack of basic facilities such as shelter, water, sanitation and food and 'school in a box' addresses these same kinds of needs – a tangible resource for physical and practical support. School in a Box has been used extensively in Sri Lanka post-tsunami and has been regularly deployed in the conflict situations. On the day of the field visit to Trincomalee, for example, the plan was to send out 19 schools in a box to augment other resources in three Temporary Learning Centres (TLCs) being set up to accommodate 1500 students.

As a basic piece of kit, it has wide application in that it can be used in any teaching and learning situation and across all age groups. As a kit, the school in a box provides the basic necessities for setting up a classroom and is designed to cover the first 72 hours of any emergency situation. But it does not of itself provide teaching and learning: this also necessitates, among much else, curriculum materials and teachers. School in a box is designed to be used with a 'locally developed teaching guide and curriculum' which means resourcing at a much more localized level than is required to provide the quite generic equipment in the school in a box. Providing appropriate local curriculum materials, say in local languages, also necessitates a high degree of forward planning, both in terms of the logistics of getting the right materials to the right places, and in the longer-term, the resourcing and the development of the materials.

The development of age-appropriate materials is potentially quite a major undertaking and might be deemed a more medium-term response. Even if the emergency is being measured in days, then providing materials for a sound and balanced education for each grade level, or perhaps across two grade levels, is a significant task. Added to this is the fact that as any teaching guide and curriculum may well have to be mediated by volunteers rather than qualified and experienced teachers, it will need to be written with this in mind. So providing a school in a box may not always be the simple response it first appears. Developing the specific complementary resources, being able to deploy them in the quantities necessary, and finding sufficient adults able to teach is always likely to be problematic in times of conflict.

Another initiative designed as an emergency response (and also to be used as a medium-term response) is the 'Home–School programme'. This is a programme being developed by the MoE and NIE to support children in conflict-affected areas in situations where security issues mean that they cannot attend school. The Home–School modules are designed to provide learning for children in Grades 1–5 (though similar modules for children in lower secondary school are under discussion). The aim of the programme is to 'enable children to continue to follow the

school curriculum and to attain the required level of learning achievement despite being unable to attend school on a daily basis'. The fact that they are being developed by NIE, the institute responsible for the development of all curriculum materials in the formal system of education, ensures that the modules follow the national curriculum for these grade levels.

The modules cover mathematics and first language Sinhalese and Tamil, each with its own booklet of materials. The idea of the likely learning situation is that children would be allocated to a group of children who live close to one another and would gather in the home of one of the group. The person leading the learning, a 'mediator', would be a parent or young adult who has had a secondary education and so would be able to support the children working on the modules. There would be a teacher, a 'facilitator', rotating among the various groups offering help and guidance.

A relatively small-scale two-month pilot of the Grade 1 and Grade 2 materials began in March 2009 while the Grade 3–5 materials were still under development. It is already apparent how useful this Home–School programme is proving to be. Notwithstanding the fact that the analysis of the pilot had not been finalized, it was felt that these materials offered a sufficiently high quality emergency response for them to be sent to Vavuniya during April/May 2009 to be used by some of the thousands of displaced children who had fled the fighting in Mullaittivu District.

Potential drawbacks to the ways that these materials have been developed are that each booklet is designed to cover both Grade 1 and Grade 2. It is not altogether clear whether in fact it is possible to pitch materials which are not too hard for children from the younger grade or too easy for children from the older grade. Also, and in common with other materials development in Sri Lanka (for example see Open School below), it appears to have been significantly easier to develop modules in Sinhalese than in Tamil. The Grade 1/Grade 2 mathematics booklet for example was available only in Sinhalese at the time of the pilot and it was unclear how long it would take before a Tamil version was ready. This is a potentially serious drawback for use by children affected by the conflict, as they are much likelier to be Tamil-speaking than Sinhalese.

These Home–School modules are for use in an emergency but can clearly, from the number of modules included, also be used consecutively in the medium-term situation where children cannot attend school for days or even weeks at a time. However, each module is, presumably, a once-only experience for the child and the ideal scenario in which they would be used is one where the child is in a stable group of home learners with everyone remaining in the same physical location with an adult who can pick up the threads of mediating the group each time there is a block on attending school. The serial disruption described earlier, with a child dislocated repeatedly, would mean that following the modules with group after group of different learners would undoubtedly be more difficult. It is not clear that there is enough material for the needs of the learner who may not be able to attend a formal school for several months. And finally, it is not clear at present whether this programme offers accreditation for children, as we have described earlier, who might be out of school and on the move for periods of more than one year.

5.1.2 Catch-Up Education (CUE)

The CUE programmes are the responsibility of Zonal Education Authorities and Provincial Education Authorities, and development partners provide significant financial support and technical assistance. UNICEF, Save the Children and many other NGOs participate in such programmes. CUE is designed to support a wide variety of children, including those who are not attending school as well as those who are in school but who require support to reach the required levels of their peers. A typical CUE class is a multigrade class run separately to the others in the school, either during school hours or outside them, and conducted by specially trained teachers (or volunteers) adopting group-based and child-centred teaching methods. Catch-up education is a well-known intervention in Sri Lanka

and has been used extensively by UNICEF, GTZ and other national and international NGOs in the north and east over a number of years.

For children caught up in the conflict but where they have been resettled in schools, catch-up is seen as providing a final return to normalcy, a 'getting back on track'. However, it is acknowledged that to date there has been little analysis of the effects on children of their participation in these classes, nor whether in fact they do reintegrate successfully back into the formal system. Where children are in catch-up classes during school time, they are necessarily missing out on the classes being taken by their peers.

The situation in Trincomalee District and in particular Batticaloa District is one where thousands of children have been returning to their former schools as resettlement takes place. These districts were the centre of fighting in 2006 and 2007 and the large numbers of the population displaced have been returning during 2008. In some cases, schools were only re-opened in late 2008 or at the beginning of 2009. Some schooling is still taking place in Learning Resource Spaces (LRSs) while a school is being repaired or a new school being built. The fieldwork visits to the two districts provided key opportunities to explore how catch-up education is perceived in practice.

One feature immediately apparent during the fieldwork visits in May 2009 was that catch-up education is dependent on the funding provided by the development partners and the arrangements for the teaching and learning have to fit around the practicalities of organizing the programme once funding levels had been agreed. In each zone visited, it was suggested that more schools wanted to participate in the catch-up education than the funding allowed. Further, the catch-up programme was only just about to begin in May, though the school year had begun in January, again because of the practicalities of securing funding and only then being able to make arrangements.

However, a complication within some of the schools we visited was that it appeared that they were already running some sort of remedial class and the children who would be starting catch-up were already separated out from their peers. Notwithstanding the fact that the development partners offer bespoke materials and training for these classes, this would make CUE less of a discrete programme and more of a different title to a kind of support which is already understood by the schools to be needed for some of their students. A further complication which became apparent is that in practice it is difficult to separate out the idea of catch-up classes from the idea of remedial classes, i.e. classes to help those children who might well always have difficulty in keeping up, including children with special needs or those with specific learning difficulties.

It would also appear from the field study that standards in terms of external benchmarks (e.g. the results of the Grade 5 scholarship exam) are hard to reach for many of the children in the schools we visited. Promotion to the next grade would appear to be automatic if the child has been in school. The need to repeat a year seemed to correspond more regularly to non-attendance (after three months' absence a red line is drawn in the register) rather than a child not attaining a particular level. So, catch-up class may in some cases be a metaphor for the class taken by groups in the school who have the most difficulties with their learning. If this is so, this is a conflation of many different kinds of learning need.

In Sri Lanka, perhaps more than in other South Asian countries, education is age-specific. Students are stigmatized by repeating a year and/or being separated out from their peers. A recurring theme in our conversation with children during the field visits was their concern about being a separate group: one extremely shy young girl asked, in front of her headteacher and a large group of teachers and parents, not to be put in the catch-up group.

Another kind of catch-up offered through Ministry of Education-organized non-formal education for hard-to-reach children includes classes such as basic literacy classes. These are offered out of school hours to school-age children with the aim of reintegrating them back into the formal education system. These classes are also available at local NFE centres, for young people aged 14+ who have dropped out of school. Basic literacy classes do not have any accreditation of their own. The national provision of non-formal education is the responsibility of the NFE Unit of the Ministry of Education, though implementation is organized at provincial level and all nine provinces and their provincial education departments have NFE sections and officers. However, for those large numbers of conflict-affected children and young people who would benefit from basic literacy classes (i.e. a significant proportion of all school-age children displaced during the last decade or so), there is not the necessary funding, infrastructure and personnel in the north and east to address the scale of the need. For example, sufficient NFE personnel are needed to identify the children out of school, and those who have never enrolled or dropped out, then send them to schools, literacy centres or NFE centres. At present the north and east lack a large number of NFE centres. Precisely because of the conditions caused by the conflict, there is little or no support for education from the local communities, for example through the village committees which monitor school attendance and supervision and which support programmes of non-formal education.

There are proposals within the NFE, albeit at a very preliminary stage, to provide nationally a complete second chance education, with classes up to 'O' Level and with nationally-recognized certification. However, these preliminary discussions also suggest that NFE is positioning itself to focus on those outside the compulsory school age and that current NFE provision for school-age children could change to become the sole responsibility of schools, carried out in school hours.

Altogether, catch-up education provides a valuable means for some children of re-integrating into mainstream education after the disruption caused by conflict. However, what was designed as a medium-term solution appears to be being used to address the long-term learning problems of students as well as some shortcomings in the quality of provision of inclusive education in the formal system.

5.1.3 Alternative education

Alternative education could provide a long-term response to the difficulties of children caught up in conflict. Alternative education is marginalized in Sri Lanka and the solutions to concerns about the formal system are generally thought best positioned from within the formal system itself. However, the government of Sri Lanka has, through the establishment of the Department of Open School, acknowledged that there is a range of learners whose needs are not currently being met.

Open School in Sri Lanka was inaugurated in 2005 and began its programmes in 2007, with significant continued funding from GTZ. It offers courses which have equivalency in terms of end-of -year accreditation, to Grades 6–11 in the formal system. Because it has so recently come into existence (and just as the Home–School programme above), it is still in the process of developing materials, particularly in Tamil and particularly at the higher levels. For this reason at least, it would not necessarily be entirely straightforward in practice for an Open School 'graduate' to bridge the gap from completing Level 3 (the equivalent of completing Year 11) and successfully take 'O' Level examinations, and supplementary materials are being developed by Open School for that purpose. Open School has significant funding from the German development partner GTZ, and current Open School plans seem highly dependent on continued funding from development partners. This is put forward as one of the reasons why the Open School is at present operating on such a modest scale.

The fact that Open School is targeted at students aged 15+ in a sense should make it outside the remit of this study, as the cycle of basic education ends at the age of 14. The reason Open School gives for targeting 15+ is that primary education is very successful and that it is at lower secondary level, Grades 6 onwards and particularly at Grades 9 and 10, that students start to drop out in large numbers. Open School then represents a second chance for those who have passed the age of lower secondary schooling. However, from the field study at the Open School centre at Teachers College Puttalam in North-West Sri Lanka, it is apparent that Open School is attracting a wider age range than this and that, at least at that centre, there is a significant number of younger students. Existing or prospective student ages range from 4 to 21, with primary age students being set up with alternative learning materials to the official Open School ones, and by arrangement with the zonal director of education.

Open School has so far been targeted at several kinds of marginalized groups of young people. Those include Muslim children who have been brought up in fundamentalist communities and attend religious schools which do not recognize the formal system of schooling; children of Veddah communities (groups which are said to be indigenous to Sri Lanka and which predate the Sinhalese and Tamil communities), children of plantation workers, young people and adults in prison and in correctional centres, and young people and adults who have been caught up in the armed conflict in the north and east.

Until now there has been no specific large-scale push to cater for those caught up in the conflict, although the centres in and around Puttalam are catering to a number of IDPs from Jaffna and Mannar. There are as yet no open school centres in Batticaloa, Trincomalee or anywhere in Vavuniya. However, as areas in the east become more settled, there are plans to try to open new centres which would cater for more IDPs. An awareness-raising visit is planned to Trincomalee in June 2009.

Open School is operating at a small scale at present. Current student numbers are approximately 1400, spread across the 13 regional centres currently in operation. Its national aim is to open at least five new centres a year and as indicated previously, suggestions are that any large-scale future growth may be hampered by limitations on funding. That said, the field study in Puttalam indicated a very high demand for what Open School has to offer. Centre 11, based at the Teacher Centre Puttalam, is ostensibly one of the 13 regional centres, but it is actually already running five sub-centres and is in the process of setting up five more. So from this one centre, there are more than 500 students already in class with another 200–300 students waiting to be allocated and approximately 35 tutors/resource persons already working. The experience of this one centre suggests that with the right conditions, the expansion of Open School could accelerate quickly.

5.1.4 Alternative education: potential opportunities for collaboration – NIE Open School and Sarvodaya

Overall, the study did not identify any current large-scale initiatives in Sri Lanka that combined (i) a focus on children excluded from basic education, (ii) a ‘distance’ element, (iii) the use of information and communications technology and (iv) extensive rural outreach. There were, however, two significant initiatives that, when taken together, covered all four elements: the Open School initiative of the National Institute of Education described above and the Fusion Project of Sarvodaya and the ICT4D Movement. The first is developing open and distance approaches for the ‘upper’ stage of basic education, and the second is developing a national network of information and communication centres, growing out of Sarvodaya’s grassroots presence in over 50% of Sri Lanka’s villages.

The NIE Open School presents a robust, locally-developed ODL model but with a modest organization and materials almost exclusively in printed form, with some use made of audio cassettes. Sarvodaya, on the other hand, is well-established and vast: dating from 1958, it is reportedly Sri Lanka's largest people's self-help development movement (Ariyaratne, 2008). By 2009, it had a staff of 1500, with a network of 15,000 villages, 34 district offices, 345 divisional units, 10 Development Education Institutes and plans for the establishment of a Rural University. It works to empower communities through self-help and self-reliance, focusing on political, economic, legal, technological, social and spiritual empowerment. Critically, all interventions are ideally determined by village priorities. Its work encompasses many areas, including, but not exclusively, economic development and micro-credit; rural development; community health and sanitation; women's development, welfare services for vulnerable children and adults; disaster management; humanitarian relief and reconstruction; peace-building; information and communications; socio-cultural interventions; pre-school education; advocacy and lobbying, including developing children's advocacy on education (see ipsnews.net/srilanka/sri_0209.shtml, accessed 14 July 2009).

There does not seem to be a major engagement with either adult literacy as a stand-alone intervention, or the provision of alternative basic education. Development Education Centres act as hubs for all educational interventions supporting village development, rather than individual development. It is clear, however, that Sarvodaya's involvement in basic education is increasing.

Their fieldwork in areas of conflict or post-conflict has illustrated that children's education is a priority of all disrupted communities and that re-establishment of the community is a prerequisite for even the possibility of success in any school or education-focused initiative. Sarvodaya, members of the UNOCHA IASC education clusters, started their work in 42 resettlement villages with efforts aimed at the re-establishment of community, agriculture, culture and inter-generational support, followed by encouraging cooperation between teachers and parents and finally by identifying and supporting children in catch-up activities. Many children had missed the first two years of primary schooling, and had to effectively cover three years' education in one year, enabling them to enter Class 4 at the appropriate stage. These situations placed considerable demand on teachers, who felt disempowered and unable to respond effectively. Sarvodaya is now investigating this situation, assessing how it might best respond.

There is one feature of Sarvodaya's work that combines with their increasing involvement in basic education to make exploration of their potential contribution so pertinent to this study. It is their Fusion Project, the 'largest, most established and best known' NGO ICT4D initiative in the country (Kapadia, 2005:13).

As of September 2008, Sarvodaya supported 121 Village Information Centres (VICs), 31 Sarvodaya district telecentres and over 400 telecentres (nanasalas) of the government's ICT Agency (see www.fusion.lk/?p=67, accessed 14 July 2009). Figure A1.1 in Annex 1 illustrates the relationships between Sarvodaya, rural communities, VICs and telecentres.

The district telecentres are computer centres with full services and connectivity, the hub for both information that is passed onto VICs and support and training for the VICs. The VICs start as community libraries and resource centres and although adults are perceived as their primary audience, they are increasingly used by children to complete school tasks. Some have developed laboratories for school-related projects, whilst others have obtained computers, or even Internet connectivity, transforming them into 'Simple Village Telecentres' (see www.fusion.lk/?cat=16, accessed 14 July 2009). An illustration is included as Annex 1.

Sarvodaya's established grassroots presence, their successful community-development record, their expertise in and expanding network of information and communication centres and their growing interest in responding to the needs of children whose education has been disrupted by conflict or disaster combine to present a strong foundation for the exploitation of open and distance approaches for excluded children.

The numerous catch-up, remedial and home–school initiatives, were they to be documented and widely available, may be of immediate relevance for Sarvodaya's expanding educational focus in the resettlement villages. Beyond this extension of current activities, however, the most exciting potential synergy could be between Sarvodaya's Fusion initiative and the NIE Open School model. The NIE initiative currently offers the only provision for conflict-affected children that can be completely outside of the formal school system and exploits a distance element; it would be an obvious starting point for debate and further exploration.

Emerging uses of technology

In one of the education zones in Batticaloa District, there is a Computer Resource Centre (CRC) for training teachers in the use of ICT (one of 100 nationwide). The CRC is on the same site as a secondary school, and the school itself has a computer learning centre (CLC) which has 20 computers installed and the specialist furniture in place, and at May 2009 is on the point of opening its doors. It is one of the eight schools in the zone and among 1000 schools in Sri Lanka set up with ICT through a project organized by the Ministry of Education and funded by the Asian Development Bank. Besides paying for the computer hardware and all the equipment and furniture for each computer suite, ADB are funding four years of the maintenance costs of these centres. In a primary school in the same education zone, there is a computer corner – with three computers and a flat-screen TV set up in a room – with space for a whole primary class to sit on the floor, get occasional use of the computer (two to each machine) and be shown how to operate the machine by the teacher on the large screen of the TV.

The development of the use of ICT for teaching and learning appears to be taking place in small steps and, as yet, firmly within the formal school system. In this CRC there are 28 computers and 10 printers to provide staff development for teachers in the 84 schools in the zone. The only software is Virtual Basic and Microsoft Office, even for the primary children. In the CRC, for the teachers there is only one computer connected to the Internet and none in the CLCs and the primary school computer corner. There are difficulties with the ADSL connectivity as well as concerns about its cost. But training for teachers is taking place every week, with teachers from nine schools attending each Friday. In addition, within the zone there is ICT provision which was donated after the 2004 tsunami and which is designed to bring ICT-based teaching and learning to remote rural areas and communities which lack electricity. The Italian Civil Protection Agency donated a mobile computer laboratory which is housed within a large van and which consists of eight laptops and a monitor. It is not clear how much this is being used in the zone (it was locked up when we saw it and no-one had the key to open it), although this is not the only example of mobile learning and there is a World Vision-funded mobile science laboratory in a neighbouring zone.

There appears to be some access to this technology for those outside the formal school system. Once the CLC is opened, it is said that 'school leavers' will have access to the computers at weekends, though they will have to pay for the use. However, no one seems sure what that cost will be and it does not appear that these centres will automatically or easily be available to the wider local community.

5.2 Analytic frameworks

Any open and distance learning initiative needs to be broad-based: a total package, and not just a set of materials. There should be considerable attention addressed to, at least, the following elements:

- national equivalence, recognition and certification
- blended learning, ensuring the right balance, with locally appropriate use of the 'distance' element and regular face-to-face contact
- quality materials, which have been developed locally (which have 'approaches to learning' and instructions for using the materials built in)
- high attention to the detail of how the teaching and learning will take place
- inclusion of appropriate mechanisms for situational analysis, monitoring and evaluation
- high participation/collaboration throughout the cycle of design, implementation, monitoring and evaluation
- thorough initial training of mediators and facilitators
- regular professional development, with frequent face-to-face meetings (e.g. once a month)
- reasoned, justifiable choice of mediators/facilitators
- attention to the motivation and accountability of facilitators.

Two tabular frameworks were developed to facilitate a brief and accessible assessment of the various initiatives explored throughout this study. The first, in Table 6, covers some elements of good open and distance learning initiatives, as listed above. The initiatives are listed by row, whilst the components are listed by column. A tick indicates that there appears to be evidence that the initiative has paid attention to the component in question, a cross indicates that there appears to be no evidence, whilst a question mark indicates that it the component is there, but there is no way of assessing the quality of that component.

Table 7 assesses the suitability, acceptability, sustainability and scalability of the various initiatives. The components are again listed by row, the areas to be assessed by column. Here, a tick indicates agreement with the statement in the column, a cross disagreement, and a question mark indicates that the researchers did not have enough information to make a decision.

5.3 Review of components within each initiative

Table 6 Tabulation of the attention to specified components within relevant interventions

		A	B	C	D	E	F	G	H	I	J	K
		Equivalence: recognized and certified	Blended learning, frequent F2F	Quality materials, locally developed	Good teaching and learning arrangements	Mechanisms for situational analysis and ongoing M&E	Community participation in all aspects	Reasoned choice of mediators	Good initial training for mediators	Regular professional development	Attention paid to mediators' motivation	Attention paid to mediators' accountability
*	'Ideal' initiative	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1	Catch-up and Access and Retention: SCiSL	✓	✓	✓	✓	✓	?	✓	✓	✓	✓	✓
2	Catch-up: UNICEF	✓	✓	✓	✓	✓	?	✓	✓	✓	✓	✓
3	Fusion: Sarvodaya and ICT4D	X	✓	?	✓	?	✓	✓	?	?	✓	?
4	Home-School modules: UNICEF	?	✓	✓	✓	✓	✓	✓	✓	?	✓	✓
5	Literacy/NFE centres: MoE, NFE	X	✓	✓	✓	✓	X	✓	✓	✓	?	✓
6	Open Schools: NIE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	School in a Box: UNICEF	?	✓	✓	?	?	✓	✓	✓	X	?	?

5.4 Review of suitability, acceptability, sustainability and scalability

Table 7 Tabulation of the suitability, acceptability, sustainability and scalability of relevant interventions

		A	B	C	D	E	F	G	H	I
		Suitable for target audience?	Acceptable to MoE?	Acceptable to provincial offices?	Acceptable to learners?	Acceptable to parents?	Acceptable to FE/HE/ employers?	Is the initiative sustainable?	Is there genuine possibility of up-scaling?	Is there the potential for transferability?
*	'Ideal' initiative	✓	✓	✓	✓	✓	✓	✓	✓	✓
1	Catch-up and Access and Retention: SCiSL	?	✓	✓	✓	✓	✓	?	✓	✓
2	Catch-up: UNICEF	?	✓	✓	✓	✓	✓	?	✓	✓
3	Fusion: Sarvodaya and ICT4D	✓	?	?	✓	?	?	✓	✓	✓
4	Home–School modules: UNICEF	?	✓	✓	✓	✓	?	✓	✓	✓
5	Literacy/NFE centres: MoE, NFE	X	✓	✓	✓	?	?	✓	✓	✓
6	Open Schools: NIE	✓	✓	✓	✓	✓	✓	?	?	✓
7	School in a Box: UNICEF	✓	✓	✓	?	✓	?	✓	✓	✓

It is not necessarily straightforward to compare initiatives in this way as they are addressing the needs of learners in very different situations (the tables are perhaps easier to 'read' when applied to initiatives in more stable times). But this is precisely the difficulty that conflict imposes.

6 CONCRETE NEXT STEPS

It is apparent that education still occupies too low a priority in times of conflict and the importance of the continuity of education is not altogether well-understood. While development partners, NGOs and government are working to provide valuable educational support in confused and uncertain situations, there is an inevitable tendency to focus on short-term responses rather than an overall plan for long-term educational needs. The repeated dislocation of children means that, inevitably, they experience a series of short-term or medium-term responses designed for the group rather than a long-term plan which addresses their unique situation and individual needs.

The effects of conflict on education are complex and long-term, and displacement continues to affect large numbers of children in areas which are supposedly recovering from the effects of conflict. Education is affected when areas are not seen as safe and where there is an intrusive military presence. Difficulties in a return to normalcy are compounded when children are attending schools which still show evidence of severe physical damage or are still housed in temporary sheds. Learning is affected by the long-term lack of access to clean water and toilet facilities. It remains difficult to recruit sufficient teachers, particularly in specialist subjects such as English, mathematics and science.

There is a lack of official recognition of the numbers of children who are unaccounted for when schools have been re-opened: they may be in school elsewhere but a significant proportion may well have dropped out. A lack of robust data and the fragmentation caused by repeated movements of people makes this a concern difficult to address, but it is likely to be a long-term issue for Sri Lanka. The effects of conflict may well also give rise to poorer attendance and longer periods of absenteeism.

Programmes of catch-up, both in school and out of school are providing valuable support to some learners. However, it is difficult in practice to separate out catch-up from the more general support needs of students. It is also not clear, in multigrade catch-up classes, how catch-up works across grades. Altogether there are some concerns about how catch-up is meeting individual learner needs.

A long-term approach to recovery from the disruptive effects of conflict would suggest that the provision of alternative routes to accreditation and alternative methods of teaching and learning would be welcome. Though there are discussions in Ministry circles along these lines, the Government of Sri Lanka in general appears reluctant to embrace alternatives from outside the formal education system: there is a sense throughout that the formal system can supply all educational needs for school-age children. Although Open School is a government department, it is being run on a small scale and only because of funding from a development partner.

With the decades-long conflict apparently over, there are real opportunities for Sri Lanka to address the needs of the thousands of children and young people who have been affected by the conflict. However, challenges persist. There is news (BBC, 2009), for example, that the army in Sri Lanka is going to increase during peacetime, suggesting that IDP camps and resettlement areas with a military presence are likely for an extended period. There are also signs that the large amounts of funding which poured into Sri Lanka after the 2004 tsunami are now drying up. SCiSL, for example, announced significant cutbacks in operations and staff in 2009. This is a reminder that the work of international development partners is often at the mercy of decisions made thousands of miles from the places they affect. The overall plan must be to further develop the skills and expertise of Sri Lankans to meet the needs of children affected by conflict.

A visit from the army

The army, in the shape of the Colonel and his aide, arrived unannounced at the school we were visiting. We joined the teaching staff as they gathered round him, putting aside our interviews with the children. He spoke only in English, and most of the Tamil-speaking teachers would not have easily understood him. His talk was directed to us, the white foreign women, and he spoke of the need to coordinate help for the school. He knew what help was needed – a proper water supply, toilet and washing facilities and a fence around the school. He spoke of ways that the army could help – by supplying books and trying to get three buses a day to help the teachers get to the school and get home. Our companion, the local education officer for UNICEF, invited the Colonel to the next cluster meeting.

The need to build local capacity was something highlighted in many of the key discussions with Sri Lankans, and especially those who are Tamil-speaking. In terms of the specifics of this conflict, there are serious political conversations needed to address matters such as the chronic shortage of Tamil-speakers in key areas such as the development and writing of curriculum materials. The shortage of teachers in the conflict-affected areas in IDP camps and temporary learning centres where volunteers are drafted in to fill the gaps, and in resettlement schools where Tamil-speaking mathematics, science and English teachers are in chronically short supply, is an issue to be urgently addressed with government. The argument that Sri Lanka has a sufficient number of teachers is, from our field study, simply not a tenable one. It does not make a difference to Tamil-speaking children affected by conflict that there are sufficient Sinhalese-speaking teachers living at the other end of the country. Issues such as the use of volunteer teachers in schools have provoked strong reaction from qualified teachers worried about their future, but the scale of need in the north and east suggests that some local solutions need to be urgently sought.

Further, there is an urgent need for everyone involved in developing policy in Sri Lanka to endorse and embrace alternative long-term approaches to achieving basic education. A major reason for highlighting the work of Open School and Sarvodaya is that they are in-country organizations which, as such, are able to formulate long-term policies which are owned by the citizens of Sri Lanka. There is a clear potential in Open School, in continued partnerships with other organizations, to meet the complex needs of those affected by conflict. One necessity might be to help Open School to lower its age-requirement and develop materials for a younger age-group, because although it has primary-age students, these are outside its official age-remit. Both Open School and Sarvodaya are organizations which are benefiting from, and would benefit further from, increased funding from development partners. We have highlighted in this report the fact that Open School's funding is from one development partner and is currently subject to short-term decision-making, in that it has been funded on the basis of a three-year period. For an organization like Open School to make a difference, it would need to benefit from both a significant expansion of funds and a commitment of 5–10 years for that funding.

7 CONCLUDING THOUGHTS

The complexity of all the issues of affecting educational provision and stability in times of conflict/post-conflict necessitates the development of a deeper multi-faceted analytic framework. The following dimensions might be considered for inclusion in this analytic framework:

- Government's long-term conflict/post-conflict strategy, addressing the immediate, the medium and the long term
- development partners' areas of both expertise and preferred intervention
- a timeline for types of response: first 6–8 weeks, medium term, long term
- the sites of reaction/response/intervention
- responsibilities of involved actors: e.g. government, development partners, CBOs, FBO, civil society, communities, children, etc.
- beneficiary children's profiles, requirements and potential numbers (both previously enrolled and non-enrolled children)
- the elements of appropriate, locally-owned, capacity-building ODL interventions
- an overview of suitability, acceptability (to all), sustainability, scale-ability and transferability.

Ideally, the framework should be developed in-country, collaboratively, and lead from or into the articulation of a conflict/post-conflict strategy, addressing the immediate, the medium and the long term.

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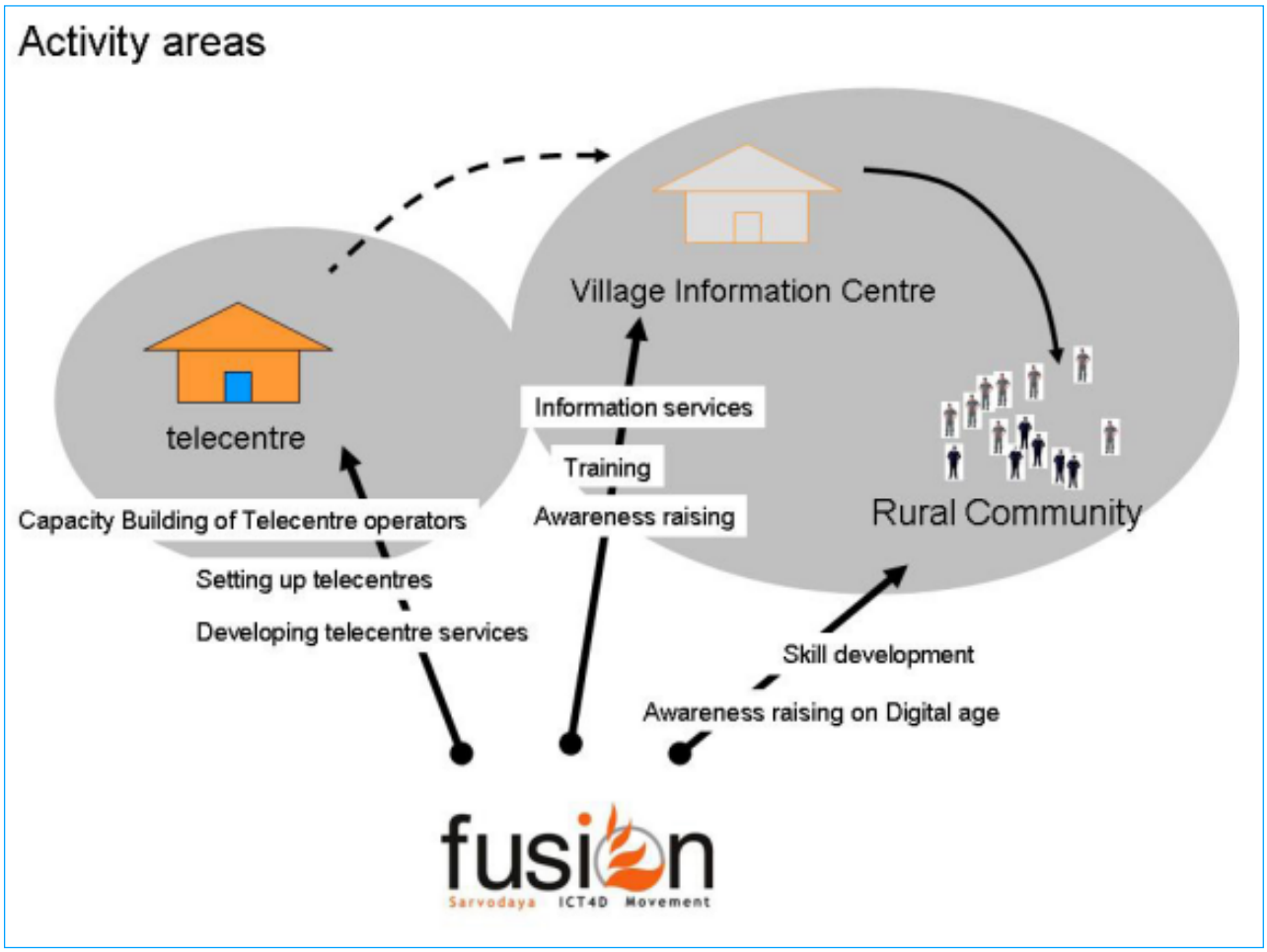
ANNEX1

SARVODAYA

Figure A1.1 The Fusion Project: Sarvodaya and ICT4D



ANNEX 2 FIELDWORK

Jane Cullen and Elspeth Page conducted four days of fieldwork in Sri Lanka, from 3 to 6 March 2009. Table A2.1 details the visits and interviews made during the first visit. These visits were conducted in Colombo, with Government, parastatals, international development partners and one Sri Lankan NGO.

Table A2.1 March fieldwork

Organization	Department	Name	Designation
3.3.09			
UNICEF	Education	Ms Ita Sheehy	Chief, Education
UNICEF/MoE	Education	Ms Jacqui Mattingley	Inclusive Education
UNICEF	Education	Ms Sonia Gomez	Teacher Development
UNICEF	Education	Mr A Sriskandarajah	Ed in emergencies
UNICEF/IRC/MoE	Education (Intn'l Refugee Com)	Dr Matthew Griffiths	NFE
4.3.09			
SCiSL	Education	Mr Jamie Williams	Head of Education
MoE	UNICEF Liaison Unit	Mrs Ranjinie Jayawardana	UNICEF consultant to MoE
MoE	EFA Monitoring Unit	Ms Lalani Wijesekara	Deputy Director, EFA Unit
MoE	Guidance and Counselling Unit	Mr Premasiri	Head, GandCU
		Mr Saneer	MJ Programme Officer
MoE	NF, Continuing and Special Education	Mr H P N Lakshman	Director, NFE Unit
		Ms Nayani	Development Assistant
		Ms Priyanka	Project Officer (NFE)
		Ms Wijesuriya	Ad'nl Director, NFE Unit
5.3.09			
CENWOR	NA	Prof Swarna Jayaweera	Joint coordinators
	NA	Prof Chandra Gunawardena	DEMP, MoHE
NIE	Dept of ECD and Primary Education	Dr Suranimala Lekamge	Director
		Dr KADP Sarathchandra	Chief Project Officer
		Mr/Dr Chandana	
MoE	UNICEF liaison	Dr/Mrs Ranjinie Jayawardana	UNICEF consultant to MoE
MoE/GTZ	ESC, DRM and PC	Mr S Muralitharan	National Adviser
MoE	EFA Monitoring Unit	Ms Badra Withanage	Director, EFA Unit

Organization	Department	Name	Designation
6.3.09			
NIE (EP)	Dept of Open School, Fac of EFA	Dr (Mrs) Nanda Wanniarachchi	Director
Sarvodya (EP)	Early Childhood Dev Unit	Ms Amara Amarasinghe	Adviser
UNICEF (EP)	Security	Mr Moise Halafu	Chief of Operations
	Education	Ms Naoko Imoto	Prog Officer
	Education	Ms Madonna James	
Uni of Colombo (EP)	Dept of Ed Psych, Faculty of Ed	Dr Manjula Vithanapathirana	Senior Lecturer
UNICEF/MoE (EP)	Education/NFE	Dr Matthew Griffiths	See above
UNICEF/MoE (JC)	Global Towers: Home/Sch Wkshp	Dr Matthew Griffiths	See above
Open University (JC)	NA	Dr (Ms) G D Lekamge	Dean
NEC (JC)	NA	Dr GB Gunawardana	Vice Chairman

Jane Cullen returned for a follow-up visit for six days of fieldwork which were carried out between May 10 and May 16 2009. Table A2.2 details the visits, meetings and interviews made during the second visit. These visits were conducted primarily in Trincomalee and Batticaloa with a separate trip to Puttalam to see the work of Open School.

Table A2.2 May fieldwork

Organization	Department	Name	Designation
MoE	Paddiruppu, Batticaloa	Mrs Pavallakanthan	Director, Education Zone
MoE	Paddiruppu, Batticaloa	Mr Sundarahajan	Divisional Education Officer
MoE	Kalkudah, Batticaloa	Mrs Chakkaravarthy	Director, Education Zone
MoE	Muttur, Trincomalee	Mr Zakariya	Director, Education Zone
MoE	Muttur, Trincomalee	Mr Gmanendram	Service Adviser/English and Zone coordinator
MoE	Chenaiyoor Central College, Muttur East	Mr Ratnasinghe	Headteacher
MoE	Vipulandha Vidiyala, Muttur East	Mr Ambigaypagan	Headteacher
MoE	Kalimagal Hindu College	Mr Thevanrajah	Headteacher
MoE	Pulipainthakal, GTMS, Kalkudah		Headteacher and staff
MoE	Poolakkadu GTMS, Kalkudah		Headteacher and staff
MoE	Tharavai Sri Kalaivani Vidayala, Kalkudah		Headteacher and staff
MoE	Kirankulam Vinayagar Vidayala, Paddiruppu		Headteacher and staff
MoE	Thethaththivu MV, Paddiruppu		Headteacher and staff
Open School	Dept of Open School, Fac of EFA	Dr (Mrs) Nanda Wanniarachchi	Director
Open School	N/A	Mr Nawas	Senior Tutor, Puttalam
Open School	N/A	Mr A. M. Nijam	Senior Tutor, Kolpitya
Open School	N/A	Mr M A Wahid	Consultant, Open School/NIE
Open School	N/A	Mr Jinna	Administrator, Puttalam
UNICEF Batticaloa	N/A	Mr Asad Rahman	Head of Station
UNICEF Batticaloa	Education	Mr Nifal Alawdeen	Education Officer
UNICEF Trincomalee	N/A	Ms Joyce Gachiri	Head of Station
UNICEF Trincomalee	Education	Mr Kalimuthu Kulenrdra	Education Officer
UNICEF Colombo	Education	Ms Ita Sheehy	Chief, Education
UNICEF Colombo	Education	Ms Jennifer Sutherland	Catch-up Education
UNICEF/IRC/MoE	Education (Intn'l Refugee Com)	Dr Matthew Griffiths	NFE

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THE WILEY HANDBOOK OF LEARNING TECHNOLOGY

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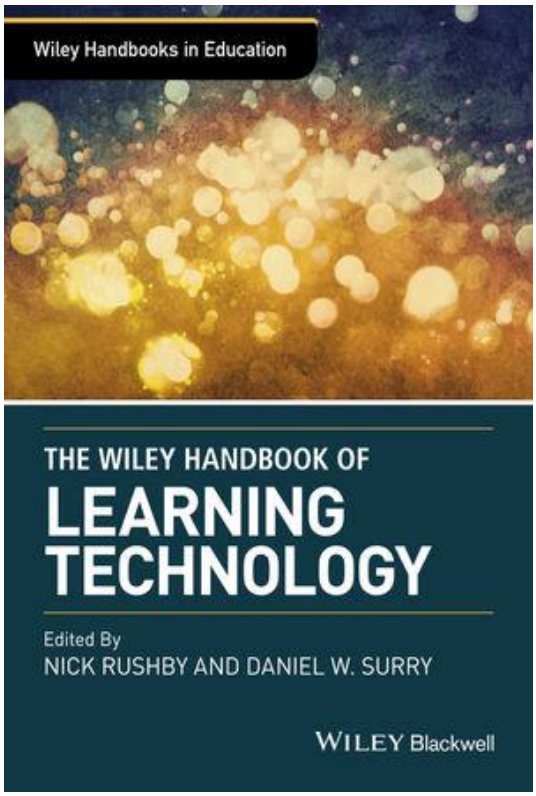
INTRODUCTION



Edited by a star-studded lineup of scholars and experts from around the world in the field of Learning Technologies (LTs), this authoritative reference book specifically focuses on the uses of LTs in diverse countries and contexts at various levels of application, pulling together the dimensions of inclusive curriculum design, instructional LT implementation, pedagogical frameworks, innovative learning methods, learning environments, limited resources and dystopian/utopian futures. As such, covering both theoretical and practical aspects, the book provides an accessible, solid, up-to-date and comprehensive overview of the LTs, with concrete applied experiences from the field, allowing readers to have a firm grasp of it.

Various LTs are deeply analyzed from multiple perspectives in 29 chapters. The book synthesizes a diverse range of findings and views of researchers, scholars, practitioners, curriculum designers and innovators from different nations in the light of their discussion around the key issues involving the current and future status, possibilities, advantages, drawbacks, concerns, and limitations of LTs. These key issues are elaborated in the following chapters:

Chapter 1: Mapping the Field and Terminology

Framing the specific focus and scope of the whole book, Chapter 1 lays out the fundamental concepts of learning technologies by providing an overview of what is meant by "learning technology," how people learn, and the historical development of the field. Citing Moore's (1999) analogy of a chasm as a break point in the innovation curve, the authors discuss some strategies to effectively cross this chasm. They also present and discuss most popular LTs, and the dizzying rate of new technology development. Pointing out to the difficulty of coping with the development of new technologies, they define two essential types of learning technologists: those concerned with the technologies that can be used for learning, and those who are concerned with applying those that they have mastered.

Chapter 2: How People Learn?

This chapter discusses the human cognitive architecture and learning processes as they relate to LTs, the interrelationships among types of learning, related instructional components, key instructional principles, and media. He goes on to discuss self-regulated and self-directed learning, in the light of metacognitive prompts for monitoring and control, underscoring the crucial role of regulative processes as they govern learning. He asserts that the importance of multidisciplinary teamwork is increasing and therefore should be reflected in educational programs.

Chapter 3: What is Technology?

Instead of simply providing lists or taxonomies of theories, this chapter relates the field of LT to traditions of research where technology theories are more refined. The author takes a higher level view of technology to set specific technologies into a more helpful context.

Chapter 4: Learning Theory and Technology: A Reciprocal Relationship

This chapter explores a synergistic relationship between technology and learning, and describes how theories, instructional practices, and technology tools have evolved in a reciprocal way. Table 4.1 in this chapter sums up well the key instructional differences among behaviorism, cognitive information processing, and constructivism, which are explained in detail in seven pages.

The final focus of the chapter is the changes in theory prompting changes in tools and changes in tools prompting changes in theory, which provides a very useful conceptualization to think along regarding LTs.

In an effort to bridge the gap between theory and practice, the authors strongly recommend considering "how to create new types of learning experiences that take advantage of the affordances of the tools currently available."

Chapter 5: Evolution of Learning Technologies

McPherson skillfully walks us through the ongoing evolution of LTs. She tracks the development of LTs over the years, breaking the periods of development into specific decades and years: the 80s were the time for programmed learning and multimedia, early 90s saw the development of hypertext and simulations; 1993 was the year for the next major leap, the Internet; in 1995 learning systems became popular; 1998 was a critical turn for m-Learning; 2000 for gaming technologies, 2001 for OERs, 2004 for social and participatory media, 2005 for virtual tools, 2007 for e-books and smart devices, and 2008 for MOOCs. Finally between 2012 and 2014, Big Data and Learning Analytics gained huge popularity and interest as tools to identify learning patterns to improve pedagogy.

Chapter 6: Learning Technology at Home and Preschool

Plowman discusses the particular requirements and perceived weaknesses of preschool children followed by a consideration of the close relationship between learning and play, and what this means for the use of digital media.

Some of the differences between practices in preschool and home settings are outlined, concluding with reflections on the design of digital media and possible future developments.

She urges educators to link the digital media used by children at home and school, and use it as the basis for synthesize technologies used for learning and those used for play.

Chapter 7: Problem Spaces: A Framework and Questions for Critical Engagement with Learning Technologies in Formal Educational Contexts

In this chapter the authors set out the genealogy of a conceptual framework for the critical analysis of learning technologies in formal education contexts with a particular emphasis on schools, drawing on significant research and theory in this field.

Taking an antithetical stance to instrumental or deterministic views of LTs, instead of a narrow focus on measures of outcomes, the chapter provides a generic framework of critical questions that practitioners, researchers, and policy makers can use to enlighten the complex and nuanced domain of the use of LTs in formal education. They further caution that, if the micro, meso, and macro complexities they outline are not critically addressed, the educational opportunities offered by LTs will remain limited.

Chapter 8: Learning Technology in Higher Education

Chapter 8 predicates its LT analysis on six dimensions: students, instructors, learning design, support, technology, and institution. It focuses on the diverse needs of students, why some educators embrace technology while others do not, what the design implications of technology are for learning, what support students and instructors need, what LTs are available and how they can be best used, and what kind of institutional and policy frameworks are needed for successful implementation of LTs. Cronje concludes that accommodating both rhizomatic learning and high levels of choice for students through innovative LTs is a must if we want them to develop their unique skill sets for better job readiness. Both learners and teachers need support to handle the rapidly changing educational and socio-economic environment, and technology is both the cause and the potential solution for that.

Chapter 9: Learning Technology in Business and Industry

Focusing on the bigger picture of learning in the workplace at the organizational level, Chapter 9 discusses how technology is currently being used, and then moves on to address emergent directions and missed opportunities in uses of LTs to support organizations. Ultimately, the goal is to achieve a "performance ecosystem," in which individuals are supported with full suite of resources both in the moment of performance and in the long term.

Chapter 10: Educational Technologies in Distance Education: Off-campus and Online, but on Course?

In Chapter 10, Ryan and Latchem explore the 1400-year-long history of distance education. Drawing on their combined 60 years of international experience of DE in higher education, the authors chart its origins and progression from correspondence study to online learning. They consider the issues of "hype and hope" in adopting new technologies, quality assurance, professional development, leadership, management, and research. They recommend further studies on the efficacy, scalability, and transferability of new methods and LTs, and encourage publicizing the weaknesses and strengths emerging from practice.

Chapter 11: Learning Technology and Lifelong Informal, Self-directed, and Non-formal Learning

This chapter illustrates how formal and non-formal education can be expanded and improved through educational technology, by accounting for and integrating its design, development, utilization, management, and evaluation dimensions. Particular emphasis is placed upon the need to synthesize research and practice, and to provide evidence of the needs, successes and failures of using LTs for lifelong learning purposes.

Chapter 12: Learning with Technologies in Resource-constrained Environments

Chapter 12 centers on LTs in resource-poor environments. Though most common in developing countries, such limited environments are not restricted to these countries, and they are heterogeneously dispersed within national borders as well. The authors first provide an overview of learning in resource-constrained environments, ensued by an explanation of what LTs involve, then a discussion of the theoretical perspective. Next, they tackle the educational challenges in such environments and how LTs have been used in them for learning, stressing the importance of tapping into local and prior knowledge. The authors then demonstrate how their pedagogical model can be used to integrate social/cultural capital and pedagogical goals in a contextually sensitive way by utilizing ubiquitous technology.

Chapter 13: Competencies for Designers, Instructors, and Online Learners

Chapter 13 discusses the competencies required by learning technologists. The authors use the competencies from the International Board of Standards for Training Performance and Instruction (IBSTPI) as a framework for mapping professional competence with specific tactics currently enabled by the technological revolution with regard to evolving pedagogy, emerging digital technology, and changing learner characteristics. The chapter presents the standards and current issues affecting learning technology, and blends them together to inform competent practice as a designer and instructor. The chapter also deals with the competencies required by the learner, stating that learners should be active participants in the learning process.

Chapter 14: Digital Learning Environments

Focusing on digital learning environments, Veletsianos explores four key concepts and issues surrounding digital learning environments: various organizational structures for learning environments (e.g., groups, networks, and communities), the design of meaningful and effective learning experiences, the approaches of guided versus minimally guided instruction within digital learning environments, and, finally technology's lack of neutrality within the context of appropriated and repurposed learning environments.

Chapter 15: How to Succeed with Online Learning

In Chapter 15, Green exemplifies a specific environment of online learning and providers a series of very practical strategies and tactics to make learning succeed, underscoring the constant need to maintain a supportive learning environment for learners.

Chapter 16: Diversity and Inclusion in the Learning Enterprise: Implications for Learning Technologies

This chapter explores how digital technologies can support learning within diverse population of learners, and contribute to the creation of equitable learning experiences, and inclusive teaching practices and learning spaces.

Chapter 17: Sins of Omission: The Search for Missing Signs by Abandoned e-Learners

Gannon-Cook presents questions related to the lack of access through "sins of omission," the absence of culturally-relevant graphics and metaphors in online course design. These questions are rarely asked and there is scarce research on cross-cultural theories and semantic tools, such as semiotics in education. For students with diverse ethnical backgrounds (who represent the highest rates of attrition from online courses) such research could unlock the door to their learning, particularly by reintroducing cultural keys that open their minds to be receptive to new learning, and ultimately, could help their retention in online courses.

Chapter 18: Equity, Access, and the Digital Divide in Learning Technologies: Historical Antecedents, Current Issues, and Future Trends

Jones and Bridges analyze equity and access in detail, refuting the assumption that access to the essential technologies is available to all. In some cases, the new technologies are more available than the older ones. In regions like West Africa, the fixed-wire telephone system is frail or nonexistent while mobile phone coverage is more widespread and can be used for distance learning. Reliable high-capacity broadband access may not be available for everybody either, which creates a digital inequity. Even in developed countries like the UK there are large rural areas where internet access is problematic.

Chapter 19: University Learning Technology Control and Security: Requires Teamwork to Succeed

Drawing attention to the potential pitfalls in the control and security of technology-based learning systems, Tharp and Chamberlain caution against the risks that sensitive personal information can be compromised through inaccuracies or fall into wrong hands unless proper measures are taken.

Chapter 20: The Design of Learning

Spikol analyzes the struggle to balance the new generation of theories while providing innovations for everyday use in various learning situations.

He argues that learning technologies need to have a broader approach to design as a means to overcome the limitations of these challenges.

Designing for learning is a different effort than the design of other products and services because learners have diverse needs that go beyond the needs of other types of users.

Chapter 21: Mobile Learning and Social Networking

Traxler's chapter on mobile learning demonstrates that there are real possibilities for making transformative changes to education and training even if most of the innovation so far has been limited to finding new ways of providing the same experiences.

Chapter 22: The Utility of Games for Society, Business, and Politics: A Frame-reflective Discourse Analysis

Chapter 22 explores the utility of frame-reflective discourse analysis in society, business and politics to provide a basis for gaining insights into how serious games can be used effectively.

Chapter 23: The Investment in Learning Technologies: Evidencing Value for Money?

Focusing on the financial issues of LTs, a detailed, convincing case is made by Massy, showing the potential cost saving qualities of learning technologies, presenting evidence for their value for the money invested.

Chapter 24: Technology Planning in Schools

Chapter 24 discusses the planning needed for the implementation and integration of technology into K-12 schools.

Chapter 25: Surviving the Next Generation of Organizations – as Leaders

Chapter 25 bridges boundaries between educational technology and educational leadership fields, and thus presents a conceptual synthesis for future education leaders.

Chapter 26: Futureproofing

Chapter 26 analyzes the factors shaping education and society, beginning with a broad overview on changes in learning and education in the future, and then looking at specific strategies for preparing for these changes.

Chapter 27: Towards a Research Agenda for Educational Technology Research

With suggestions for LT research, chapter 27 stresses that a key part of the learning technologist's work is to be aware of what has gone before in research and technologies, to recognize the strengths and weaknesses of earlier work, and to be able to build on that work for current and future projects.

Chapter 28: The Dystopian Futures

Selwyn portrays a dystopian future by providing us with food for thought about the deprofessionalism of teachers, the disengagement of learners, the dumbing down of younger generations, the devaluation of knowledge, and increased surveillance and accountability. He concludes that learning technologists make good use of dystopian visions of LTs by engaging actively with them and exploring how best to cope with them, which involves reorienting the LT mindset to accept the social world as is, recognizing its inability to provide definite technological answers to indefinite problems.

Chapter 29: Utopian Futures for Learning Technologies

Childress projects a utopian future by overviewing technological utopianism and presenting a model for a utopian future in LTs, then talks about the key factors for change, the seven shifts in learning environments, and the ten principles of applying emerging LTs in organizations. Finally, he reviews the IFTF six emerging themes (open digital resources, experiences, smart machines, new foundations, socialstructed work platforms, and global learning arbitrage) and lists emerging technologies before presenting his vision for future LTs.

CONCLUDING THOUGHTS

Covering both the technology of learning and the use of technology in learning, this book tackles timely and controversial subjects, such as gaming and simulation, security, lifelong learning, distance education, learning across educational settings, and the research agenda. It is designed to serve as an introductory resource for LT novices, a comprehensive reference for scholars and researchers, and as a practical guide for education practitioners. With astounding advances in learning technologies, the world is moving towards increasing interconnectedness, networking, and ongoing participation in all types of online platforms.

There is an increasing pressure on learning technologists and educators to use LT tools in a more diversified and larger scope for increased authentic learner participation. LTs provide innumerable learning opportunities for learners. This book pulls together important research on LTs from the perspectives of inclusivity and accessibility, course design/redesign, from diverse geographical contexts and instructional levels. Furthermore, presenting novel applications of LTs, this book makes a remarkable contribution to the field by filling a niche. This book is also an excellent comprehensive guide for practitioners since it provides quite a few applied frameworks and models with clarifying graphs, tables, and figures. It also demonstrates the future potential of LTs to provide educational alternatives to improve distance learning. Thus, this book is a priceless reference for those aiming to gain a profound grasp of the current LT work and those who wish to catch a glimpse into the future uses of LTs.

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Currently the PA to the Rector of Anadolu University (AU), Harun SERPIL, earned his Ph.D. in the field of Curriculum & Instruction at the University of Wisconsin-Madison in 2016. He has twenty years of language teaching and assessment experience at collegiate level, and recently has focused more intensively on academic text translation. Among his research interests are mobile learning, multicultural education, learner diversity, critical race theory, critical discourse analysis, deep education, social reproduction, curriculum theory, and social justice.

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International Women Online Journal of Distance Education

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WOMEN'S VOICES IN THE FIELD OF EDUCATIONAL TECHNOLOGY OUR JOURNEYS:

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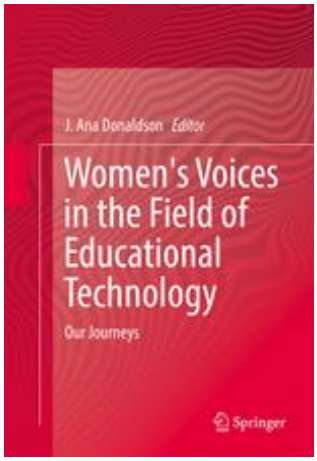

In a professional world that has a tradition of the "good old boy" network, women long have fought for recognition in the educational technology field. In this book authors discuss the women in their own lives who have made the difference for them in their professional development. A group of 31 individuals from the USA, Canada, Northern Cyprus, the UK, and South Korea were asked to be part of this endeavor. The breadth of the list was intended to bring together as many perspectives as possible. Some stories included in this book are deeply private, others offer historical perspectives of women's roles in educational technology, while others focus on mentoring. This book is intended as a resource for all individuals in the field of educational technology, instructional design, and learning design at a national and international level.

OUR JOURNEYS:

- ✓ **Offers women's stories from leaders**
- ✓ **in the field of educational technology**
- ✓ **Offers women's stories from leaders in the field of educational technology**
- ✓ **Presents historical perspectives of surviving in a professional "good-old-boys" world**
- ✓ **Women in higher education discuss their professional journeys and lessons learned**

International Women Online Journal of Distance Education

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TABLE OF CONTENTS

PART I
INDIVIDUAL VOICES

PART III
MENTORING

International Women Online Journal of Distance Education

January, 2017 Volume: 6 Issue: 1 Reviews: 02 ISSN: 2147-0367

Dr. J. Ana DONALDSON

Current Position and Past Experience

Dr. Ana Donaldson is the AECT (Association for Educational Communications and Technology) president for 2011-2012. She retired in 2009 as an Associate Professor of Instructional Technology from the University of Northern Iowa. Besides her years of classroom and online experience in creating web-supported learning environments, she is a published author, keynote speaker and international presenter. Donaldson is currently a contributing faculty member for Walden University in their online Ph.D. Educational Technology program.

Education, Honors and Achievements

Donaldson earned her MS.ed and her Ed.D. in Instructional Technology from Northern Illinois University.

Personal Details and Community Involvement

Donaldson has published two books. She authored Promises Unfulfilled: The Evolution of a University/School District Partnership. She is also co-author with Rita-Marie Conrad of Engaging the Online Learner: Activities for Creative Instruction (2004 & 2011). Their next book, Continuing to Engage the Online Learner, is currently in press.

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Currently the PA/Translator to the Rector of Anadolu University (AU), Harun Serpil, is a PhD candidate in the field of Curriculum & Instruction at the University of Wisconsin-Madison. He has twenty years of language teaching and assessment experience at collegiate level, and recently has focused more intensively on academic text translation, on pedagogical texts in particular. Among his research interests are mobile learning, multicultural education, learner diversity, critical race theory, critical discourse analysis, deep education, social reproduction, curriculum theory, and social justice.

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International Women Online Journal of Distance Education

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INTERVIEW

THE ROLE and FUNCTION OF DISTANCE EDUCATION WORLD FROM WOMEN'S PERSPECTIVE

An interview with Dr. Maria FRAGKAKI for WOJDE
Maria FRAGKAKI who is from Education Academy of UK (FHEA) and have a State Scholarship from Greece in Digital Technologies in Education. As Senior Research fellow in Higher Education for the Al-Quds Open University, Palestine

Interviewed by Harun SERPIL, PhD.
intWOJDE, Anadolu University,
Eskisehir, TURKEY

Distance education -DE- has an increasingly powerful impact on the education systems around the world and plays an especially vital role in the education of developing countries. It enables a large number of populations to access educational opportunities which would not be otherwise possible through conventional systems of education. This semi-structured interview aims to benefit from her experiences, feelings, and perceptions about distance learning/education by eliciting her deep insights on the issue. As being a member int.WOJDE team, Harun SERPIL has interviewed with Maria FRAGKAKI who is from Education Academy of UK (FHEA) and have a State Scholarship from Greece in Digital Technologies in Education. My specialization links Learning and Teaching with Technology Enhanced Learning in higher education.

int.WOJDE: Hi your welcome, who is Dr. Maria FRAGAKI?

Dr. Maria FRAGKAKI: I have been a teacher most of my professional life. After completing a PhD in "ICT in Education" and two Masters in the Education Studies, "Informatics in Education" and "Education Studies in Primary Education," I was a Special Needs Educator.

Currently, I hold a Fellowship in Higher Education Academy of UK (FHEA) and have a State Scholarship from Greece in Digital Technologies in Education. My specialization links Learning and Teaching with Technology Enhanced Learning in higher education.

My principal research interests lie in the field of Distance and Blended Learning with the use of contemporary pedagogies that enhance HEI's quality, academic research methodologies, and emerging technologies and with the use of Open Education Resources that create a flexible, open and effective learning environments.

I have extensive teaching experience in four countries (UK, Greece, Cyprus, Middle East) and 25 years in total teaching experience, as an Academic Teacher and a Special Needs Educator. I have taught several Undergraduate programs and MA programs relating to Learning Theories, Teaching Methodologies, Educational Research and Education Technologies.

My managerial experience concerns the coordination of many innovative research projects and Continuous Professional Development Programs. I have extensive

collaboration with EU and Global Universities and Institutes, UK and EU professional bodies.

int.WOJDE: What are your views about distance education? How does distance education support the education system of your country?

Dr. Maria FRAGKAKI: Permit me to consider Palestine as my second country and talk from this perspective. In Palestine we are facing challenges. Political and economic instability and uncertainty; lack in the allocated budgets for scientific research; instability of foreign aids and funding inflow; lack of communication and networking with the rest of the Arab world and various limitations on the development of the communication networks in Palestine and their expansion per the new trends, are some of these challenges. We meet these challenges by building on our strengths. Important learning and innovation centres of Excellence exist with strong research competencies on state of the art learning and teaching theories and new research methodologies; experienced gained knowledge on 21st C. skills and how to develop them through a teaching excellence framework, TEL experience through research projects and applications a high quality provided management and Human Resources centre offering flexible administrative procedures and successful collaborations with EU and international HEIs and institutions.

Palestinian academics see Distance Education as an important way to communicate ideas, theories, and practices with the rest of the world. Palestinian learners see Distance Education as a vehicle that can travel them wherever they want, to learn what they want, with them that they want. I share this belief that Distance Education can transcend boundaries to build learning framework. Greece faced similar economical and ethical challenges where Distance Education plays a similar role. Our borders have been affected by economic constraints and the domino effects of a political war which is another form of occupation. I am proud of my country as well as Greek educators and learners who continue to build hope and learning through Distance Learning pathways. We will succeed over time. In regards to the UK, outcomes have not proved sufficient for the development of the HE pedagogies and strategies in relation with Distance Education despite substantial investment

Fortunately, failure in specific IT initiatives has not caused major setbacks because the use of technology is increasing in both administration and teaching. UK has in our days to deal with Brexit. Maybe Distance learning will play a similar role like this in Greece and Palestine. Distance learning has the potential to open doors that are closing to learners all over the world.

int.WOJDE: What has been your experience at your current workplace for distance education/learning?

Dr. Maria FRAGKAKI: I participated in 4 initiatives and networks relating to e-learning emerging technologies and state of the art theories and methodologies- I am full Member of the European Distance and e-Learning Network (EDEN), Member of the Association for Learning Technology (ALT) Academy; full member of the Hellenic Information and Communication Technologies in Education Scientific Union; and full member of the Hellenic Network for Open and Distance Education. The close relation among these initiatives and networks keeps me updated on practices in the Technology Enhance Learning field in HE and, more specifically, in e-learning.

Currently I work as Senior Research fellow in Higher Education at the Al-Quds Open University of Palestine, which is my main affiliation, where I manage EU funding projects exploring e-learning educational policies and state-of-the-art theories and practices in Higher Education. I also am a Senior Researcher in the King's College University of London and Program Leader and lecturer in the Open University of Cyprus. My collaboration with the Open University of Greece relates to tutoring for an MA Professional Development Program in Special Education.

As Senior Research fellow in Higher Education for the Al-Quds Open University, Palestine. I am leading the University's research activities enriching my institution's e-portfolio with new research methodologies that handle big data and bridge the gap between quantitative and qualitative research methodologies. I am acting as Scientific Consultant for the University, on Learning and Teaching Excellence and Continuous Professional Development in Higher Education in relation with e-learning

I am developing consultancy funding with the collaboration of my institution colleagues for the Erasmus+ Programme, for several calls relating with e-learning. For example" Capacity building for Higher Education"; "Developing Learning Languages for Non-Native Speakers"; "Joint master in Knowledge Management"; "Joint Master Program in Data Science" & "Data Science Research Centre"; "Develop Educational Technology M.A. Program in Palestinian Higher Education Institutions and Strategic Partnership for Higher Education" are some of the research proposal we are preparing to submit.

In paralel, I develop my research skills in Distance Education collaborating with King's College University of London as Senior Research Fellow.

Research design, review and analysis of the current UK and EU e-learning Educational Policies in Higher Education and exploration of TEL a key component in UK and EU institutional Policies and the impact of TEL Central Policies to Local/Institutional level and vice versa are main tasks for the literature review that is carried out under a broader collaborative research initiative between the University of Hyderabad in India and King's College London in UK. I am also leading the "Learning & Teaching in Open and Distance Higher Education" e-learning MA Programme as Programme Leader and Lecturer at the Open University of Cyprus, specifically developing the Curriculum of Studies, the learning activities, the assignments, and the assessment criteria; designing and constructing the University's Learning and Teaching Platform; Mentoring the Academic Tutors of the Course and lecturing in one of the course's module and supervising MA dissertations;

Moreover, as Lecturer at the Hellenic Open University I am lecturing the e-learning MA Module "Special Education for students with verbal and writing difficulties" of the "Education Studies" Course and supervising PG Dissertations.

My collaboration on Distance Education and within Distance Education in all these countries enhances my experience in the subject domain, providing me the opportunity to share it with my Palestinian colleagues.

My main target is, by providing Al- Quds Open University, to gain experience in Distance Education and technical competencies, networking collaboration and openness through Distance Learning, Teaching and Distance Professional Development, to "open the boarders" and use Distance Education as Palestinians' learners bridge to all the world.

int.WOJDE: What are the advantages of distance education model of learning over traditional model of learning?

Dr. Maria FRAGKAKI: To quote the OECD (OECD 2003a: 115).
"The explosion of knowledge about the brain and the nature of learning, combined with the growing power of technology, created the potential to transform even the most fundamental unit of education - the interaction of the teacher and the learner; as a result, the characteristics which defined the successful education systems of, say, 1975, are unlikely to be those which will define success in the future".

The advantages for Distance Education can be new ways of learning (e.g. blended learning, flipped classroom); new cycles of collaboration inside institutions, like "e-learning cycles"; and broadband connectivity to bridge the 'digital divide' for individuals and disadvantaged groups. Other advantages include support for senior managers, supervisors and (in larger businesses) the IT department which can produce 'e-learning cycles' which align business strategy, examination of competencies and measurement of performance gaps by setting learning objectives, capturing tacit knowledge within the organization, and developing e-learning content, delivery and evaluation where necessary. "Less assistance", "less effort" and "less time" are the objectives for academic lecturers and university students. There are other objectives but these are the crucial ones for me.

int.WOJDE: Why do you think people prefer attending distance education instead of traditional education?

Dr. Maria FRAGKAKI: Distance Education opens the door to learners to a more flexible and efficient Higher Education Institutions that would not be accessible otherwise. They have multiple ways to learn, particularly, when 'blended' learning is combined with traditional classroom-based learning. The MOOC phenomenon," offers so many advantages for large-scale courses to learners to enrich their professional development while learning from almost anywhere- from their sofa, their bed or where they are most comfortable.

People attend Distance Education Courses because they offer students flexible options to study... from distance and" support them for lifetime learning, including flexible and part-time study, as part of promoting, retraining and preparing people for the future labour market. Distance Education for me is a kind of statement setting out a HE Institutions commitment to widening participation and fair access. They reflect democratic values.

int.WOJDE: What are your suggestions for distance learners?

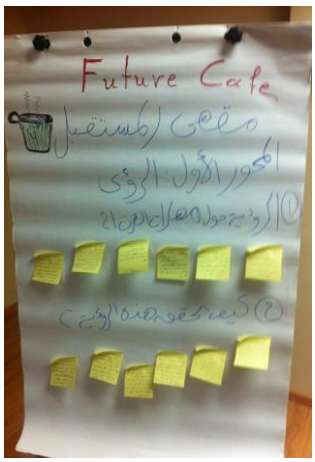
Dr. Maria FRAGKAKI: Try to use alternative distance methodologies. Escape from your learning norms. Live the magic to work with unknowns inside virtual rooms, to share a smile- even within a graphic- to raise your hand explain your opinion or debate with respect, even without knowing the learner with whom you are debating. This is the way to teach him. Solve problems by distance, collaborate with other learners for all the world, co- create roadmaps, propose new ideas, and share your cultures. Don't use Distance Education as the poor relative of education because of a need or because technology offer this affordance to you. Use Distance Education as a dynamic vehicle to travel the world, to deepen your knowledge, to cultivate 21s Century skills, to understand the world and change it. Be human. You are not an avatar in a virtual world. You are Maria, you are Mahmoud, you are Ugur. You are a team with a warm soul and common problems that all adults are facing. Share. Respect.

int.WOJDE: What are your suggestions for distance education instructors?

Dr. Maria FRAGKAKI:

- ✓ **Create interesting learning environments. Don't just transfer or stimulate a traditional course to a distance one.**
- ✓ **Investigate your learners needs in the beginning of your course.**
- ✓ **Make necessary changes. Don't be afraid to test new ideas.**
- ✓ **Empower lecturers to use their potential and their learners needs;**
- ✓ **Give direct access to the teaching to the policy makers.**
- ✓ **Enable learners' communities of practice networking.**
- ✓ **Create dialogue among educational stakeholders and learners through learning activities, with questions and responses not only requirements.**
- ✓ **Develop a structure dialogue among lecturers to design TEL activities and use OER and technology tools- technology offer them the feedback on their initiatives.**
- ✓ **Integrate virtual field trips to the teaching process to bring STEM subject closer with technology.**
- ✓ **Organize well the learning material- that is what navigate your learners.**
- ✓ **Use challenging learning activities and assignments. SWOT analysis, diagnostic assessment, co-authoring, enrichment of the existence activities with their ideas.**
- ✓ **Use technological free and flexible tools. Share boards, shared docs, presentations, communication environments, social networking, discussion boards.**
- ✓ **In concluding, don't design and instruct a distance framework only with whatever you already know but with an open mind to accept new ideas and a creative hand to meet new challenges. Innovate.**

int.WOJDE: What are your suggestions for distance education administrators?



Dr. Maria FRAGKAKI: Seven policy consequences are proposed from several researchers as necessary to be considered for e-learning programs in H.E. These I will propose to Distance Education administrators;

- ✓ **access,**
- ✓ **quality,**
- ✓ **affordability,**
- ✓ **productivity,**
- ✓ **completion,**
- ✓ **costs per student and**
- ✓ **skills shortage.**

These considered being indicators of attainment and success, for e-learning to facilitate learning. e-learning should be a support mechanism and not just a system. Strategic e-learning policy discourse and e-learning policy should be a top priority for government and university leaders as Oake argues (2010)

int.WOJDE: Which areas of distance education have you been involved so far, and what are some of the lessons you have learned from them?

Dr. Maria FRAGKAKI: I am an e-Lecturer. I am an academic developer. I have been students from distance. I am student from distance. I am lecturer in Distance Education. I teach "Distance Education". I teach "Special Education" through Distance Education. I am Distance Education Programme Leader in a MA Course. I have learned that Distance Education is a magical field full of adventures, affordances, ideas, and common dreams. I have also learned that Distance Education it is not only a need to overcome economic crisis but a bridge to connect those that could never be connected. I have learned that Distance Education make me to learn equal
with others, to collaborate easily with others and to produce new knowledge with others cultivating new skills.

int.WOJDE: Did you have supportive practices/programs for the education of women and girls through your work at University?

Dr. Maria FRAGKAKI: Unfortunately, I hadn't this chance until know. This was because I didn't feel the need working for countries that didn't had an obvious discrimination between women and men. But this is my next research task. I want to empower girls and woman role inside schools and universities.

As I commented to one of my MA student dissertation, that is about women's' role in relation with digital skills, she should explore and break the stereotypes that women are not good enough with technology and are not capable to have STEM positions.

My experience in UK is that most of the TEL roles in UK Universities are held by women. And, yes, they are so knowledgeable and capable, as myself ☺.

int.WOJDE: As a woman, what do you think should be done for a more effective distance education of women?

Dr. Maria FRAGKAKI: Follow the same routes that we follow for men. No difference. No difference at all. We are all learners. Distance Education provide specific environments and tools. So we both women and mean have double click the "start" button and dive in the magic world of distance education. With scarfs, without scarfs, with dresses, trousers or pizzamans. Just go for it!

int.WOJDE: You must have had interesting experiences during your work in distance education. Could you please tell us about some of those?

Dr. Maria FRAGKAKI: I will share one moments that I will not ever forget. A moment that last a year. It was in Palestine. I was working for the E-PAL project in Palestine, two years ago, as scientific expert in Distance Education for the Open University of Cyprus. The name of the project we run was "eLearning Curriculum in Palestinian Primary and Secondary Education" Project. My core target was to integrate education technological environments in Palestinian Education towards 21st c skills and also consulting to the Ministry of Education and Higher Education in Palestine on new education strategies and e-learning policies.

As EU citizen and woman, it was the first time that I felt on the one hand how cultural differences, political problems, geographical and political isolation could

affect Education learning outcome and disturb equal Education for all and on the other hand how Distance Education could play the alternative role of bridging these social-political-cultural gups, open roads and create roadmaps.

It was one of the happiest moments of my life when we run teleconferences from distance, shared education material, communicate, developing resources and be educated.

int.WOJDE: Have you ever faced gender discrimination at your institution?

Dr. Maria FRAGKAKI: This is a difficult question to answer- not because I do not have an answer but rather because gender discrimination in EU countries is usually expressed in a subtle context related to decisions about not being included in a team, not being appointed to a position or not having your opinion count as being as reliable and valuable as those of a male colleague.

int.WOJDE: Our thanks go to Dr Maria Fragkaki for sharing her invaluable distance education/learning experience as a female professional with the int.WOJDE readers.

Dr. Maria FRAGKAKI: Thanks to intWOJDE that gave my the chanche to share my views and experience on Distance Education. Open dialogues and free sharing of personal oppinions are the center of a democratic environment. Distance Education, Open

Education Resources and Learning Communities have the role of the Online Democratisation.

BIODATA of MARIA FRAGKAKI

Dr. Maria FRAGKAKI holds a Bachelor in Education Studies (Pedagogical Academy of Piraeus, 1986), a Postgraduate Diploma in General Education (Univ. of Athens, 2000), a Postgraduate Degree in Information Technology in Education (Univ. of Athens, 2004) and a Ph.D. in ICT in Education (Univversity of Athens, 2008). She how managerial in the public and private educational sectors.

She has an extensive teaching experience, 23 years in total, as a Primary School Teacher (1991-2014); has taught an undergraduate program at the University of Athens on the subject of ICT in Education (2001-2003); taught a class on Disabled Access Education (2008-2010); worked as an Adjunct lecturer at the University of Patras in the Postgraduate Program "ICT in Education" (2009-2011); she was a Tutor at the Hellenic Open University on the subject "Distance Learning" using ICTs, from 2008 to 2013.

She have an ongoing collaboration with the Ministry of Education, the Organisation for the Further Training of Teachers and the Pedagogical Institute on the same subjects.

She is an evaluator on ICT teaching material at the Computer Technology Institute and Press-Diophantus. Her managerial experience concerns the coordination of several innovative research and training programmes.

She has broad international experience as a pedagogical expert in Technology Enhanced Learning in Education and Special Education and I have been a guest speaker at international meetings on ICT in Education.

Her research is focused in the areas of e-Learning, online learning communities, ICT socio-political learning theories, Action Research, ICT in Special Education, Emancipatory TEL, innovative research and problem solving methodologies, reflective-critical models for the educational field, Global, Sustainable and Critical Education.She has contributed to: design of emancipatory implementations of social-political TEL solutions; eLearning and Blended Educational Environments; Critical MOOCs, creation of authentic TEL educational scenarios for children with special needs; design of educational models for exchange of transformative knowledge among stakeholders; educational software development (design and implementation) for Professional Development.She has managed and successfully completed several EU, Middle East and National e-learning and foresight research projects.

She has coordinated and co-authored several innovative studies on the future of professional training through Emancipatory TEL and MOOCs.

Furthermore, she haw served as a Principal of a Primary School in Athens that belongs to the 100 ICT e-mature schools in Europe, in the framework of the ODS EU project. She currently serves as an educator-researcher at the Research Academic Computer Technology Institute & Press- Diophantus

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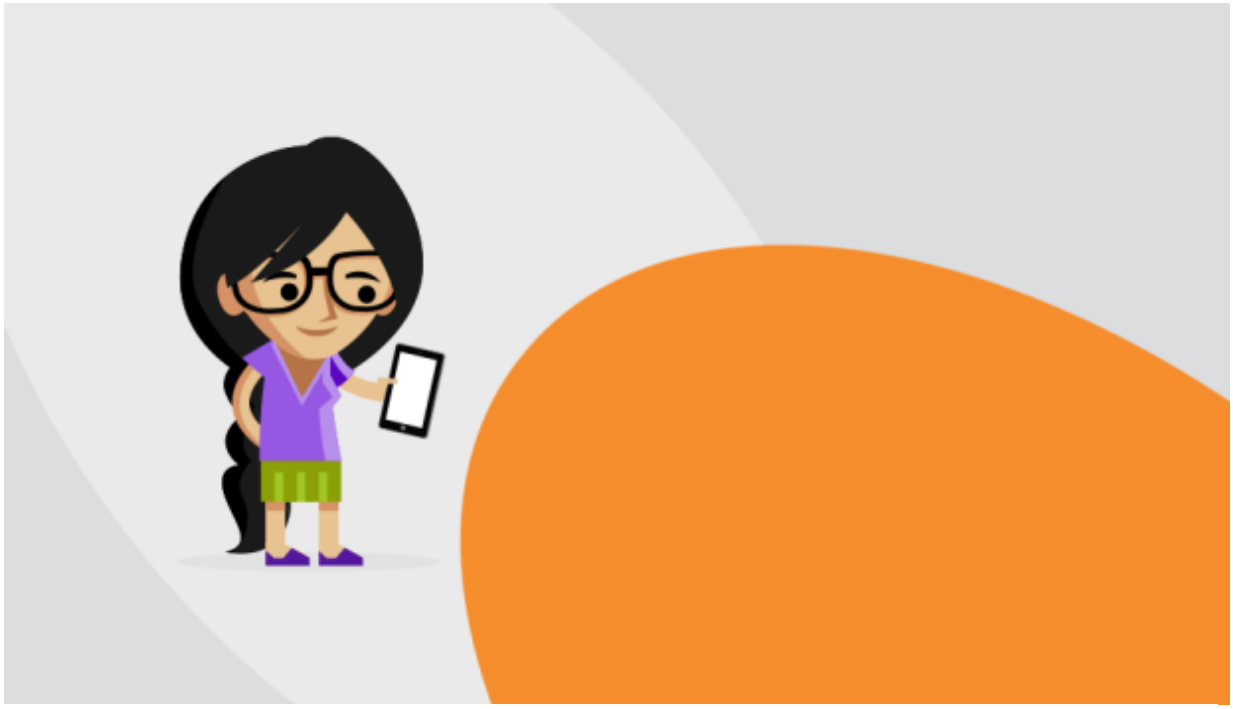
DISTANCE EDUCATION, WOMEN EMPOWERMENT

DISTANCE EDUCATION: THE SLICE OF LIGHT FOR WOMEN

JUNE 21, 2016 / BY SMU-DE



RENU had always dreamt of creating her own identity amidst the learned society. Snatched out of school and married off at a tender age, she did not have the chance to fulfill her dream of continuing her studies.

But, Distance Education program from a reputed institution provided her with a chance to fulfil her dream without going against the rules of her patriarchal family. Little Renu is today's Dr. Renuka, a well-loved university professor, thanks to Distance Education.

Renu is just an example from a large section of India's underprivileged group of women, who has the great responsibility of shouldering domestic duties, social norms, and traditional patriarchal restrictions. Hence, Distance Education programs, which also include vocational trainings, have been primarily important for women who had to terminate their formal studies for either financial or social reasons, particularly applicable in the rural areas. Distance Education -with its flexibility and convenience of not being time and location bound- also opens up a vista of opportunities for those women who want to pursue studies after marriage or after their children grow up, to gratify their wishes to improve their financial and social standards.

Rise in tuition fees, limited course availability, and commuting problem are few challenges that traditional institutions face. Distance Education is perhaps the best available alternative today, in spite of the initial skepticism and resistance it faced. Flexibility and convenience is the major USP for Distance Education. One can study whenever, wherever, and whatever fits into their lifestyle without compromising their current job or family responsibilities, availing the convenience of procuring the course materials online or being delivered to their doorstep.

Over the years, Distance Education has come out successful in becoming the most powerful medium of acquiring basic as well as higher education degrees for a large number of students, especially women who stay in remote areas where getting into colleges and universities as regular fulltime students still remains a distant dream. And as per Ministry of Human Resource and Development (MHRD) survey data, enrolment in Distance Education constitutes about 12.5% of the total enrolment in higher education, out of which 39.9% are women. (Source: MHRD online).

Distance Learning -the most convenient method of continuing education for women - has brought about a drastic increase in the number of women students, and majority of them have been able to secure employment in relevant sectors post completion of their studies. According to the Government of India's National Data Sharing and Accessibility Policy (NDSAP), the gross women enrolment for Distance Education in the higher education category increased from 1273807 in 2007-2008 to 1400229 the next year, and this trend continues.

Therefore, it can be rightly claimed that Distance Education has been highly successful in bringing about positive changes in the lives of a lot of Renus -who has the intent but not the means of obtaining a formal education -by providing them a chance to chalk out their study time around the rest of their duties, and not vice versa.

Source: Distance Education: The Slıce of Light For Women. Retrieved on 01.12.2016, available from http://blog.smude.edu.in/distance-education-the-slice-of-light-for-women

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NICOLE'S STORY

Nicole WERSHLER
Calgary, Alberta, CANADA

"I know a lot of people that don't have their degrees, and over the years that can leave a big hole. To have completed this was a phenomenal experience, not only for myself but for my family, and I think it's probably one of the greatest personal achievements I've had to date."

For two years, Nicole Wershler had a deal with her family. During the journey to their family vacations, she could break out the textbooks – but once they reached their destination, the books would be tucked away, and there they would stay until it was time for the trip home.

After many, many Saturdays, plane flights and holiday weekends devoted to studying, and some help from PLAR, Wershler graduated with her Bachelor of General Studies degree in 2014. It was no small task, but she had plenty of motivation. Over the course of her career, Wershler has amassed an impressive resume and is now a Manager of Strategy and Planning. But she didn't have a bachelor's degree, an omission from her credentials that had always bothered her.

She completed two diplomas at Thompson Rivers University (TRU) back when it was the College of the Cariboo, but as she advanced in the workforce, she worried that lacking a degree would limit her opportunities. She was beginning to find that companies were making "exceptions" to hire and promote people who didn't have degrees, if they were doing so at all.

"I didn't want to be anybody's exception," Wershler says. "I've worked very, very hard. I know that I'm a good performer, and I wanted to make sure that I had the credentials to ensure that I could move forward in my organization."But as a mother of two with a demanding job, one that required frequent travel, going back to school full-time wasn't an option, nor did she want to spend several years on the process.

She completed two diplomas at Thompson Rivers University (TRU)

"You become who you are as a career person, you've got a lot of years of work experience, life experience, and it's intimidating to even think about coming back to school," she says. As she began to research her options, she read about the Prior Learning Assessment and Recognition (PLAR) program on the TRU website.

PLAR is a process through which people with significant prior learning -usually achieved through work, volunteer or prior education- can receive academic credit towards their program through an assessment process. Ultimately, her broad and extensive work history paid off: after receiving credit through PLAR and petitioning for four courses, Wershler had to complete just seven courses to receive her Bachelor of General Studies, which she knew she could manage in a two-year timeline.

Still, the process of fitting degree completion into an already full schedule was, she says frankly, "ugly."

"This was a very hectic time, as you can well imagine," she says. "I work full time, I'm a mother of two, I travel a lot. So it can get very discouraging. And every time you get a new box in the mail you think oh, my goodness, I can't do this."

What helped her continue was the support of the PLAR advisor and her program advisor, particularly an early piece of advice:

"The one thing [my advisor] said to me was, 'When you graduate, and you will, make sure you come back and cross the stage.' So when things got very difficult I hung on to that."

And, in June 2014, Wershler did just that: she travelled to Kamloops to attend Convocation and received her degree. Though the journey was difficult, she received more than her credential in the process, and found that PLAR offered a positive opportunity to reflect on her career.
"I think that the PLAR process makes you realize how far you've come," she says.

"I realized when I started building this document that I was pretty brave. I had moved a lot of places. I had done a lot of really interesting and different things.

And everything that I had learned while I was in university the first time, I had been able to accommodate to some degree. So it was really an exciting opportunity to realize how much you have accomplished."

Nicole WERSHLER

Calgary, Alberta, Canada
Source: Retrieved on 01.12.2016, available from https://www.tru.ca/distance/student-success-stories/r-merino.html

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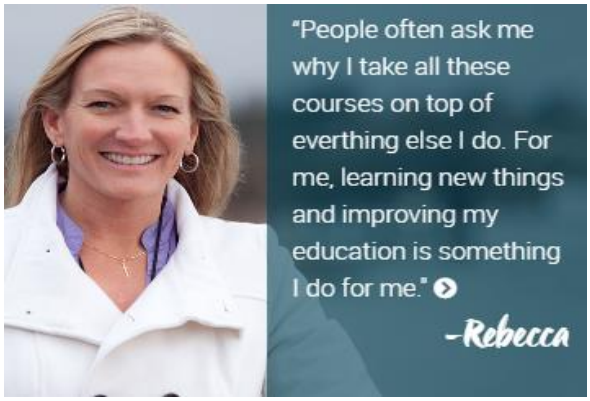

REBECCA's Story

Rebecca MERINO
Victoria, British Columbia, CANADA

"The flexibility of online learning allows me to study and complete my educational goals where I would not otherwise be able to. It would be impossible for me to attend lectures in the evening being a full-time employee and single mom of three."

Watch Rebecca's Video »

Of all the concepts students are exposed to during their education, the one that may be most important to the distance learner can't be learned from a textbook. For mature learners, balance - achieved by the juggling of work, family and education, while still finding time to enjoy life - may be the single most difficult exercise to master.

Rebecca Merino maintains harmony in her life by placing an artful twist on work-life balance. While many would place schoolwork firmly on the work side of the equation, Merino equates completing courses as taking time for herself.

"People often ask me why I take all these courses on top of everything else I do," she explains. "But for me, learning new things and improving my education is something I do for me. I enjoy learning."

As a mother of three, a full-time employee and the pursuer of a Bachelor of Commerce, it's an invaluable attitude to have. After a full day of working with clients at the BC Pension Corporation, chauffeuring her children to sports practice and other activities, at home she turns her attention to the study of business and management principles, her first venture into formal education in over 15 years.

"I completed a business administration (accounting) diploma at Camosun College straight out of high school and intended to continue in the CGA program," she says. But first came marriage, followed by three children, and Merino put further education on hold. It wasn't until 2009, with her children growing more independent (her daughter is seven and her two sons nine and 14, respectively) that she was able to enrol in an Open Learning course.

She acknowledges that even with a positive mindset and the flexibility inherent in online courses, it has not always been a smooth journey. "I am notorious for thinking I have more time to do things than I actually do," she says. "I have just registered for a paced course, and I am looking forward to the paced experience."

With three courses left to complete before she is granted her long-awaited bachelor's degree, Merino has eagerly set her sights on an MBA - proving that anything, even a demanding program and busy life, can be manageable with the right mindset.

Rebecca MERINO
Victoria, British Columbia, Canada
Source: Retrieved on 01.12.2016, available from https://www.tru.ca/distance/student-success-stories/r-merino.html

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