



EDUCATION
IS THE KEY
TO DEVELOP-
MENT

EDUCATION FOR ALL AND THE GLOBAL DEVELOPMENT AGENDA BEYOND 2015

PRINCIPLES FOR A POST-2015 EDUCATION AND DEVELOPMENT FRAMEWORK



Education International
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1.

Human rights in general and the right to education in particular, are at the core of a credible development and education framework

All states will guarantee the right and access to quality education for all. Privatization and public-private partnerships are not the solution to quality education for all. States and international organisations should take their responsibilities seriously and not rely on blind market forces to solve problems in education.



Education is a public good and a basic right. It is also an essential catalyst for the achievement of all other global development goals. Education and the flourishing of human potential and dignity should therefore be at the centre of any new global development framework.

special educational needs should not be regarded as a lesser priority within this framework. A commitment to the full inclusion of children with disabilities must be integral in each global development goal.

The Post-2015 goals we embrace must overcome all forms of discrimination, including those based on age, belief, birth, class, colour, conscience, culture, disability, ethnic or social origin, gender, gender identity, sexual orientation, geographical location, language, marital status, pregnancy, race, religion, social status or wealth. This also applies to multiple and intersecting forms of discrimination.



2.

The right to education can only be achieved where the impacts of inequalities do not undermine the full achievement of this right

Equity is an important social and educational goal because of the contribution education makes to social and economic development and to sustain citizen participation in democracy. Unequal educational outcomes often reflect deeper inequalities in society. Governments and international organisations must address these inequities and ensure improved access to high quality education and training.

The full achievement of the right to education implies equity.

Quality education is an integral part of access and must include quality with respect to: (1) the education process (including quality curricula and reasonable class sizes); (2) adequate and safe infrastructure and learning and teaching resources; and (3) interventions that mitigate non-school factors impacting teaching and learning.

Millions of children are enrolled in schools that have huge class sizes, untrained teachers, few learning materials and minimal facilities. Not surprisingly, these are often schools where minimal learning takes place.

4.

Equity in education requires equitable participation in quality education

3.

Equity is a central concern

It is unlikely that gender parity in primary and secondary education will be achieved by 2015. Thus, particular attention needs to be paid to gender parity across all priorities within the global development framework. Disability and

Quality education must be viewed multi-dimensionally in terms of providing sufficient resources/adequate inputs, engaging in professional processes, and achieving satisfactory immediate and broad-based outcomes. Quality education must result in positive longer-term outcomes for employment and decent work, citizenship, and personal development.

5.

Quality education requires quality teachers

Teachers are the most important educational resource for students and a critical determinant of educational quality, yet their contribution is not always fully appreciated. Teachers are routinely blamed for deficiencies in the education system and teacher training is sometimes dismissed as unproductive and expensive, resulting in the hiring of untrained and often barely educated teachers. Teachers must be treated as respected professionals and given the pre-service and in-service education and support they need in order to provide the highest quality of education and create opportunities for all students to develop to their full potential.



A global development agenda for education must place teachers at the centre of efforts to achieve quality, call for their commitment and support, reduce class size, supply teaching and learning resources, offer incentives, good general conditions of service and prioritise on-going professional development.

6.

A broad approach to education is essential

Much attention in current post-2015 discussions is focused on a narrow view of learning: mainly testing in reading and mathematics. This is a mistake. Education is much broader than achievement in reading and mathematics. A narrow approach to learning can result in the degrading of other school subjects and essential skills, values and relations, forcing teachers to 'teach to the test'. Numeracy and literacy achievement are important, but they should be understood as necessary but not sufficient to developing cognitive capabilities, including critical and higher order thinking. Evidence shows that other

capabilities that foster innovation and build character are also crucial education outcomes, including: creativity, curiosity, civic-mindedness, solidarity, self-discipline, self-confidence, compassion, empathy, courage, self-awareness, resilience, leadership, humility, peace, and more.

Ensuring that all children can read and are numerate must not result in narrow policy decisions that prioritize restricted goals for education and do not contribute to education for broader social well-being and intellectual growth.



7.

The primary purpose of learner assessment is to inform strategies to improve the teaching and learning process

The primary site of assessment should be the classroom where teachers assess student learning in order to inform and improve teaching strategies. If external formative assessment is diagnostic and developmental, and informed by resource factors (e.g. class size, resources, and language of instruction), as well as out-of-school factors (e.g. poverty, nutrition, and health) the results can be used to support teachers to improve the teaching and learning process. Assessments from samples of schools can also provide diagnostic information to improve the system as a whole. Where testing is used for punitive purposes, is blind to the contexts in which teaching and learning take place, or is used as a condition for development aid, the educational value is not only restricted but can undermine professional practice.

Teachers must be supported to use formative assessment as a tool to improve teaching strategies.

8.

Expanding access and participation remains an essential goal

Priority must be given to:

- Access to early childhood, primary, and secondary education

Although progress has been made on access to primary education, at least 10% of primary-school-age children are still not in school—over 60 million children. Access to early childhood education and secondary schooling remains an unfinished agenda and growing evidence illustrates that access in the early years greatly strengthens the chance of children successfully transitioning from primary to secondary schooling and completing the basic education cycle.

The most disadvantaged young children are least likely to access early childhood education, despite their being the most likely to benefit from quality early learning opportunities. All children deserve and should be fully entitled to early childhood education. International education targets must focus on the entire basic education cycle, that is early childhood, primary and secondary education.

- Improving access and pathways to higher education and vocational education and training

Acquiring a higher education or accessing vocational education and training is increasingly recognized as essential in today's world, yet many barriers remain. In particular, rising tuition fees and other privately-borne costs are erecting insurmountable financial hurdles for more and more potential students. Furthermore, the quality of vocational education must be equal to other forms of education so that it really serves the interests of students and society.

Governments should ensure that access to high quality higher education as well as vocational education and training is available to all those who are qualified regardless of their financial means or social origins.

Adult literacy is an EFA goal; it is one where little progress has been made. Less than three years before 2015, almost one billion adults are still unable to read and write, and the many children who drop out of school are adding to these numbers every day.

- Improvement of adult literacy and education

Adult formal learning opportunities should be retained as a key goal in any global education framework for post-2015.

9.

Public financing of education needs to be sufficient to ensure implementation and achievement of education and development goals, and financing must be progressive and pro-poor

All efforts to improve education and the wellbeing of human beings and societies will come to naught unless sufficient funding is provided to implement the agreed international goals. Education is a public good and the costs of public education should therefore not be disproportionately borne by poorer citizens.

Public financing should be designed to ensure that households have equitable access to quality education that is free at the point of delivery. Public finance should be made available for post-basic education to ensure equitable access to further education. Publicly financed educational institutions should be fee free, not for profit, legally registered entities which conform to national policies on selection, curricula and pedagogy and health and safety legislation. Public financing of educational institutions should be accompanied by public expenditure tracking systems that allow for audit, transparency and accountability.

Equitable access to education should be financed as a public good. Governments must ensure that they allocate at least 6% of their countries' GDP to education and partners should allocate at least 10% of Official Development Assistance (ODA) to education or whatever is necessary to achieve the goals.

10.

Understanding history is key to future educational improvements

Lessons learnt from the implementation of the current EFA and MDGs, in particular, and from the earlier efforts to achieve global education goals will help strengthen the new agenda for post-2015. In our view, global institutions have paid too little attention to education as a human right, and too little attention to equitable access to learning opportunities.



Global institutions must be held accountable for the realisation of the universal right to education.

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