Commonwealth Ministerial Working Group on the Post-2015 Development Framework for Education

Commonwealth Recommendations for the Post-2015 Development Framework for Education

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INTRODUCTION

At the 18th Conference of Commonwealth Education Ministers (18CCEM) in Mauritius, August 2012, Ministers established a Working Group to develop recommendations for the post-2015 development framework for education.

This document provides a summary of the Working Group's key recommendations. As such it represents the Education Ministers of the 53 members of the Commonwealth. A Background Paper has been prepared that provides the rationale for the recommendations[1].

RECOMMENDATIONS

It is proposed that **three principal goals for education** be contained in the post-2015 development framework. These would be positioned in the development framework in a similar place to the current education MDGs. The principal goals would be supplemented by **six more detailed, technical, subordinate goals**. These would be positioned in a similar place to the current EFAs. The two sets of goals would be aligned to avoid overlaps or gaps. Implicit in the principal goals, and explicit in the subordinate goals, would be the core Commonwealth concerns of **Access**, **Equity** and **Quality**. **Four cross-cutting themes** would be addressed in all goals.

The principal recommendations for the structure are:

» The two frameworks of EFA and the education MDGs should be aligned into one, post-MDG framework for education.
» The new framework for education should be designed around two levels of goals – principal and subordinate.
» The first level should be comprised of three PRINCIPAL goals – the post-MDGs.
» The second level would contain a limited number of SUBORDINATE goals – the post-EFA goals.

1 http://www.thecommonwealth.org/files/251982/FileName/CommonwealthRecommendationsforthePost-2015DevelopmentFrameworkforEducationBackgroundPaper.pdf.
The Ministerial Statement to accompany these recommendations can be found at http://www.thecommonwealth.org/news/34580/251977/121214post2015summary.htm.

» Targets and deadlines would focus on 2025 and options would be available for individual countries, depending on starting point, ambition and capacity.

» Access, equity and quality indicators would be captured in subordinate goals, as appropriate.

» The architecture of the framework should reflect four underlying themes that should be mainstreamed across the goals: Education in Emergencies, Migration, Gender and Education for Sustainable Development.

PRINCIPAL GOALS

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

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

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

SUB-GOALS:

i. Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community based ECE/D and pre-school below age 6 years

ii. Universalise an 'expanded vision of access' to a full cycle of a minimum of 9 years of continuous basic education

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

iii. Invest strategically in expanded and equitable access to post-basic and tertiary level education and training linked to wellbeing, livelihoods and employment and the transition to responsible adult citizenship

iv. Eliminate illiteracy and innumeracy amongst those under 50 years old

   Provide education opportunities for young people and adults who have not successfully completed 9 years of basic education

v. Reduce and seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender and social group and ensure all children have equal educational opportunities and reduce gaps in measured outcomes

vi. Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, and learning infrastructure within appropriate distances of households

CROSS-CUTTING THEMES

a) Education in Emergencies

Conflict and disaster risk reduction integrated into national education sector plans

b) Migration

All migrants of school-age or who are education professionals recorded in monitoring of education goals by the host country to inform policy formulation

c) Gender

All reporting and evaluation of the development goals disaggregated by sex and analysed through a gender lens

d) Education for Sustainable Development

Education for sustainable development mainstreamed in all education policies, teacher and school leader preparation, and curricula

Commonwealth Ministers' Recommendations for the Post-2015 Development Framework for Education

PRINCIPAL GOALS	INDICATOR	Target
1. Every child completes a full cycle of a minimum of 9 years of continuous, free basic education and demonstrates learning achievement consistent with national standards	% of boys and girls who complete a minimum of 9 years of basic education, to the appropriate national and, where appropriate, international, standard of completion, by the age of 15	100% of boys and girls within xx years
2. Post-basic education expanded strategically to meet needs for knowledge and skills related to employment and livelihoods	% of students of senior secondary/TVET/tertiary age (15-25) who complete an accredited qualification	X% of boys and girls within xx years, depending on country starting point
3. Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group	% of children from the bottom 20% of household income achieving x% in national learning assessments (NLAs) compared to those from the top 20% Comparative achievement of boys compared to girls in NLAs Comparative achievement of those with special needs in NLAs Comparative achievement of those in disadvantaged geographic locations in NLAs Comparative achievement of those from marginalised social groups in NLAs	X% of boys and girls within xx years
CROSS-CUTTING THEMES		
a. Education in Emergencies	Conflict and disaster risk reduction integrated into all national education sector plans	
b. Migration	All migrants of school-age or who are education professionals recorded in monitoring of education goals by the host country to inform policy formulation	
c. Gender	All reporting and evaluation of the development goals disaggregated by sex and analysed through a gender lens	
d. Education for Sustainable Development	Education for sustainable development mainstreamed in all education policies, teacher and school leader preparation, and curricula	

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PRIORITY AREA	SUBORDINATE GOALS	INDICATOR
i. Early childhood education and development	Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community based ECE/D and pre-school below age 6 years	Basic health and child development Body Mass Index, immunisation rates, childhood diseases Participation rates in organised ECE/D and pre-school by age
ii. Basic education	Universalise an 'expanded vision of access' to a full cycle of a minimum of 9 years of continuous basic education Successful achievement of national learning outcomes in cognitive, affective and psychomotor domains for both primary and lower secondary cycles at age appropriate levels up to the age of 15 years	Enrolment at Grades 1-12 Completion rate by age at Grades 1, 3, 6, 9 and 12 Trained and qualified teacher rate Trained and qualified school leader rate National Learning Assessment standards at Grade 3, 6, 9 and 12 Yield (Level of achievement * % of age group achieving level)
iii Post-basic and post-secondary education	Invest strategically in expanded and equitable access to post-basic and tertiary level education and training linked to wellbeing, livelihoods and employment and the transition to responsible adult citizenship	Enrolments by grade at secondary level % of age group enrolled by Grade Transition rates Completion rates All disaggregated by wealth quintile, location, gender, age and social group
iv. Non-formal education and lifelong learning	Eliminate illiteracy and innumeracy amongst those under 50 years old Provide education opportunities for young people and adults who have not successfully completed 9 years of basic education	Literacy and numeracy rates at ages 15-20, 21-25, 26-30, 31-35, 36-40, 41-45 and 46-50 using samples and graded tests Trained and qualified non-formal education facilitators
v. Participation	Reduce and seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender and social group and ensure all children have equal educational opportunities and reduce gaps in measured outcomes	Participation rates by Grades 1, 6, 9, and 12 by wealth quintile, location, gender, special needs, age and social group Distribution of: - pupil-teacher ratios and class size - distance to school - achievement levels
vi. Infrastructure	Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, and learning infrastructure within appropriate distances of households	% of schools meeting standards for: - sanitation - furniture and equipment - clean water - electricity - building quality/learning space/safety - security - learning materials - access to relevant - recreation facilities technologies