

An Education Goal for the Post-2015 Sustainable Development Framework

The Global Campaign for Education's proposed goal, targets and indicators

Education is a fundamental human right and a public good. Quality education provides people with the critical knowledge, abilities and skills that are needed to question, conceptualise and solve problems that occur both locally and globally, and actively contribute to the sustainable and democratic development of society. Quality education is also fundamental to the achievement of all other development objectives, including gender equality, health, nutrition, peace, the strengthening of democracy and environmental sustainability. Therefore, a credible global development framework must have the right to education at its core.

The post-2015 education goal within the sustainable development framework must include concrete steps to overcome all forms of discrimination, including those based on disability, gender, race, ethnicity, religion, language, sexual orientation and/or socio-economic status. Every student must be taught by a qualified and well-supported teacher, and learn in safe educational institutions with adequate infrastructure, facilities and resources. Lastly, governments must have the responsibility to provide sufficient funding for equitable inclusive quality education and lifelong learning for all, including through fair and progressive taxation.

Goal: Ensure inclusive, equitable, free quality education and lifelong learning for all

Target 1: By 2030, every child secures their right to complete a full cycle of continuous, free, quality early childhood, primary and secondary education, which is inclusive and enables them to achieve their potential as human beings and to contribute positively as active members of society.

Indicators:

- Percentage of children and young people who participate in and complete early childhood, primary, lower and upper secondary education to the appropriate national standards, disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others;
- Percentage of children and young people who demonstrate learning achievement in foundational competencies including literacy, numeracy, foundational knowledge and skills in the humanities and sciences, life skills, knowing their rights, sustainable development and global citizenship, determined through multiple measures and consistent with national standards, disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others;
- Percentage of children and young people taught by trained and qualified teachers with an appropriate student to qualified teacher ratio, with clear and transparent national benchmarks for qualified teacher status;
- Percentage of educational institutions that have safe and adequate infrastructure, facilities, resources and learning materials for all students;
- Breadth of curriculum, including an evaluation of gender-sensitive, non-discriminatory content and teaching resources and materials, as well as content on global citizenship, human rights, peace, and life skills. Percentage of children in pre-primary and grades 1 and 2 able to access mother-tongue medium education.

Target 2: By 2030, all young people and adults have equitable access to inclusive and quality post-secondary education and lifelong learning, enabling them to acquire knowledge, skills, and competencies to achieve their full potential and participate positively in society and in the world of work.

Indicators:

- Percentage of participation of youth and adults in relevant formal or non-formal basic education, including adult literacy and life skills programmes, disaggregated by disability, gender, race and ethnicity, and socio-economic status, among others;
- Extent of access to acquisition of knowledge and skills for young people and adults over their lifespan, including but not limited to technical and vocational education and training (both formal and non-formal), disaggregated by disability, gender, race and ethnicity, and socio-economic status, among others;
- Percentage of young people and adults with no literacy, low literacy, functional literacy or full literacy, disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others.

Target 3: By 2030, ensure sustained and adequate financing and governance structures that are transparent and participatory to implement inclusive, equitable, free quality education and lifelong learning for all.

Indicators:

- Percentage of children who have access to educational institutions that are publicly financed, do not charge fees and are not for profit;
- Extent of civil society engagement in the development and monitoring of education sector policies and programmes (benchmarks to include institutionalised participation of civil society organisations including students', teachers' and parents' organisations in official planning and review bodies), including in tracking budgets;
- Percentage of schools and learning centres with functional management committees that include teachers, facilitators, parents, students, and community and local CSO representatives;
- Quality, regularity, and accessibility of education data, information, and reports, including budgets and financial information;
- Minimum of 20% percentage of the national budget allocated to education (minimum target = 20%);
- Minimum of 20% of ODA to be allocated to education and extent to which ODA is harmonised behind national education sector plans;
- Adoption of a fully costed national plan for inclusive education and lifelong learning for all;
- Extent to which spending on education is sustainably financed through a progressive taxation system, for example with an expanding tax-GDP ratio.