

# **Overview of the GEM Report series and the 2017/8 GEM Report**

## **Accountability in Education: Meeting our Commitments**

**Aaron Benavot**

Professor, University at Albany-SUNY and  
Former GEM Report Director

**2 November 2017**  
**University of Nagoya, Japan**

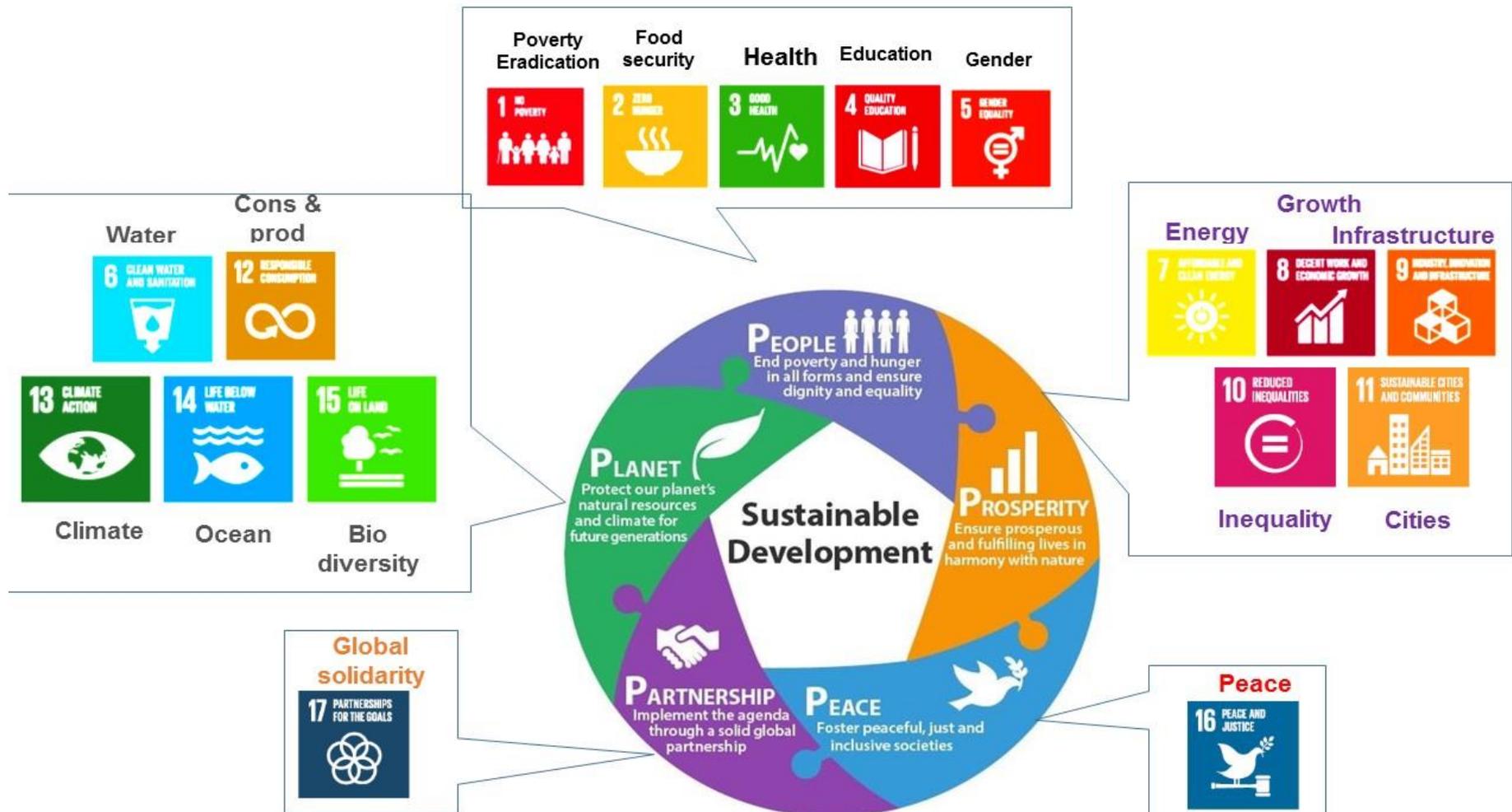
# Outline of presentation

1. Overview of the 2030 Agenda for Sustainable Development and the global goal in education (SDG4)
2. What does education and lifelong learning entail?
3. What is the Global Education Monitoring (GEM) Report and what is its mandate?
4. GEM Report materials, publications and policy papers
5. 2017/18 GEM Report on Accountability in Education: Select findings from the Monitoring Section
6. Thematic Section on accountability
7. Questions and Answers

# The 2030 Agenda for Sustainable Development

At its heart are the 17 Sustainable Development Goals (SDGs) to support Planet, People, Prosperity, Peace and Partnership

UN Member States also adopted 169 targets and 230 global indicators to follow up and review country progress on the 17 SDGs





**Global goal SDG 4:** “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

**7 Targets** and **3 Means of Implementation**

(10 targets)

**11 Global Indicators** and **32 Thematic Indicators**

Global indicators are being finalized by InterAgency Expert Group-SDGs

Thematic indicators finalized by Technical Cooperation Group – UIS Secretariat

Different **measures** can be proposed for same indicator

# Global Goal on Education (SDG4)

**“Ensure inclusive and equitable quality education & promote lifelong learning opportunities for all”**



## Vision and Principles

- A single universal agenda: Education 2030 = SDG 4
- Human right and public good
- Comprehensive, holistic, ambitious, aspirational and universal
- Transformative, equity oriented ‘leaving no one behind’
- Lifelong learning approach focusing on skills for work and life
- Focus on quality and learning outcomes
- Addresses unfinished EFA/MDG agenda and current and future challenges

## Targets

- 4.1 Quality primary & secondary education
- 4.2 Early childhood & pre-primary education
- 4.3 Equal access to TVET & higher education
- 4.4 Relevant skills for work
- 4.5 Gender equality & equal access for all
- 4.6 Youth and adult literacy
- 4.7 Education for Sustainable Development and Global Citizenship Education
  - 4.a Learning environments
  - 4.b Scholarships for higher education
  - 4.c Teachers

# Examples of education in other SDGs



## Health and well-being

**Target 3.7:** By 2030, ensure universal access to sexual and reproductive health -care services, including for family planning, information and **education**, and the integration of reproductive health into national strategies and programmes



## Gender equality:

**Global Indicator:** Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and **education**



## Decent work and economic growth

**Target 8.6:** By 2020 substantially reduce the proportion of youth not in employment, **education** or training



## Responsible consumption & production

**Target 12.8:** By 2030 ensure that people everywhere have the **relevant information and awareness for sustainable development and lifestyles** in harmony with nature



## Climate action

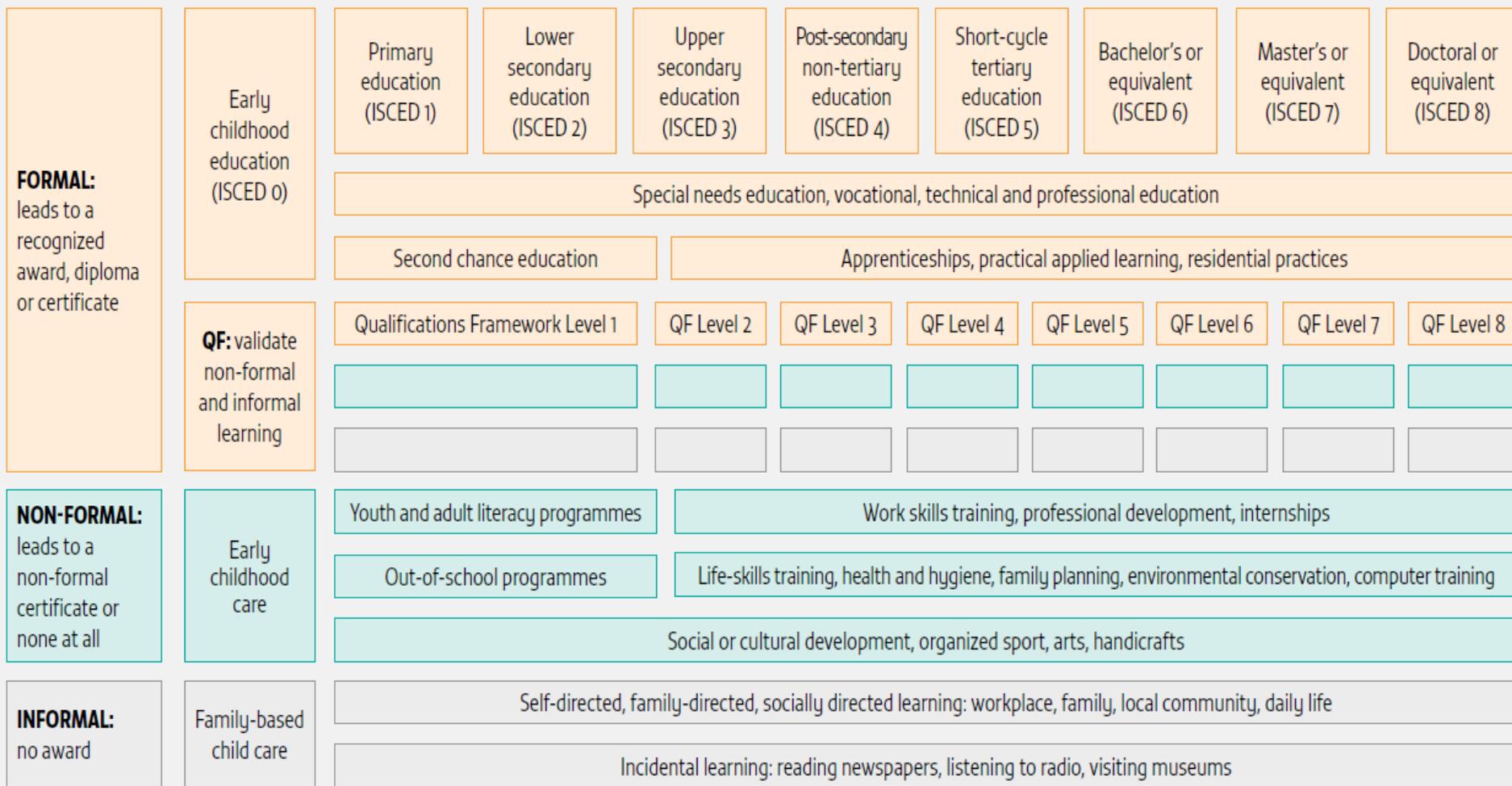
**Target 13.3:** Improve **education**, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

Broader point: **Education and lifelong learning are drivers of progress in all SDGs**

# What does education and lifelong learning entail?

**FIGURE 0.1:**

## Lifelong learning opportunities for all



Source: GEM Report team.

# GEM Report: A global review of education in the SDGs

## What is the Global Education Monitoring (GEM) Report?

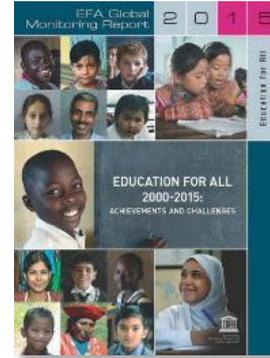
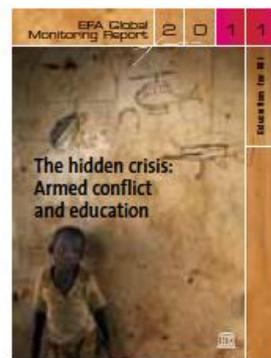
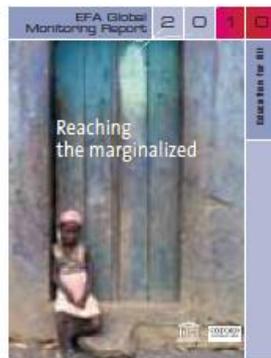
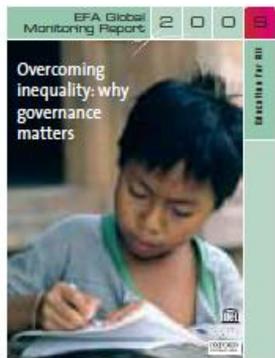
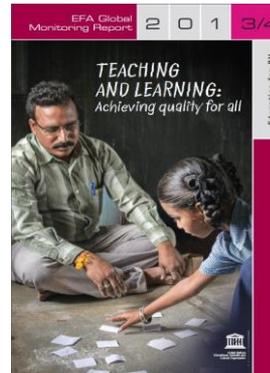
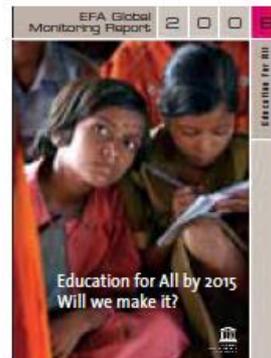
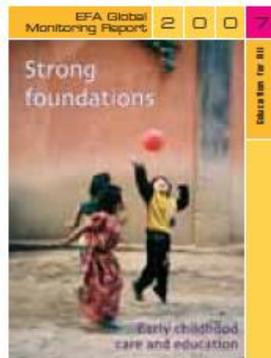
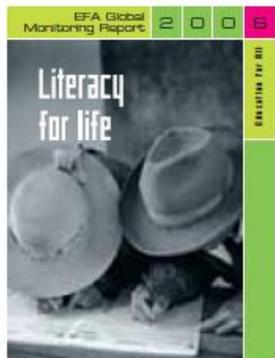
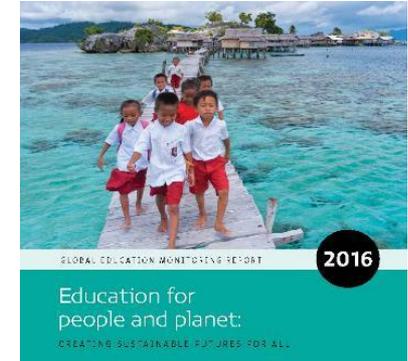
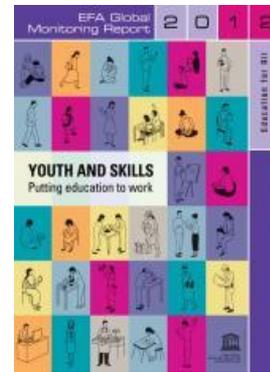
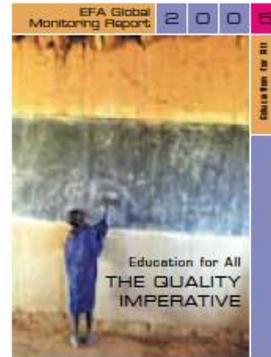
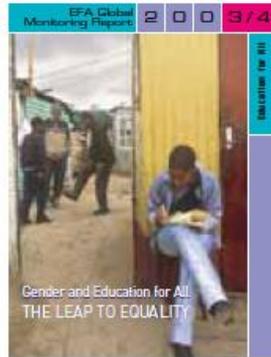
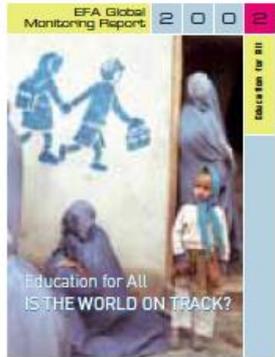
- An editorially independent, authoritative and evidence-based annual report published by UNESCO.
- Mandated to monitor progress towards the education targets in the new SDG framework, especially SDG 4.
- Draws on latest available data and evidence and commissions research from leading experts around the world, to analyze national, regional and global progress in education.
- Focuses on high levels of education inequality both among and within countries through its World Inequality Database on Education (WIDE).
- Publishes a full report, executive summary, gender review and series of policy papers each year.
- Launched in over 70 countries and at the UN, often attended by high-level ministerial officials and sector stakeholders.
- Receives significant media coverage: on average 400-500 articles per month in more than 50 countries. Annual views of website: approx. 600k



# History of global monitoring reports in education

**2002-15: 12 Education for All Global Monitoring Reports (GMR)**

**2016-2017: 2 Global Education Monitoring (GEM) Reports**



**2019 Migration, Displacement & Education**  
**2020 Inclusion & Education**

# 2016 GEM Report materials and publications

**Full report and summary** in all 6 UN languages:  
FR, EN, SP, RU, CH and AR

The 2016 **Gender Review**:  
[bitly.com/EQCounts](http://bitly.com/EQCounts)

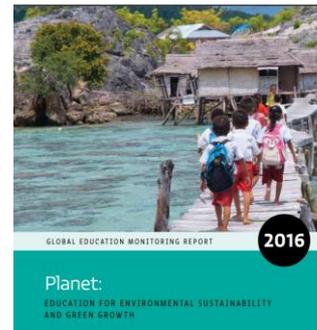
**Summary** in 14 additional languages

- Farsi
- German
- Hindi
- Indonesian
- **Japanese**
- Korean
- Lao
- Nepali
- Portuguese
- Swahili
- Thai
- Urdu
- Vietnamese
- Khmer

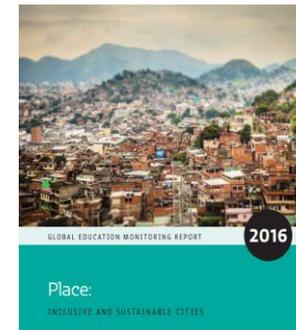


**Youth Report**: Illustrated version of the Report

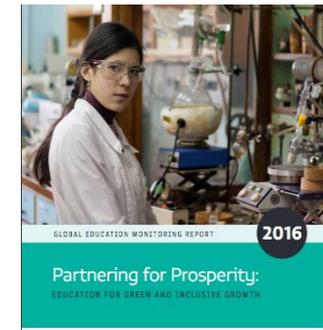
## Separate thematic publications



### PLANET



### PLACE



### PROSPERITY

Special **policy papers** with key recommendations for policy makers



...and an **online and mobile-phone versions**

**Blogs in English and Spanish:** [www.gemreport.wordpress.com](http://www.gemreport.wordpress.com)

[www.educacionmundialblog.wordpress.com](http://www.educacionmundialblog.wordpress.com)

# Recent Policy papers

**Special** policy papers focus on timely and relevant issues: e.g., teacher shortages, humanitarian aid, out-of-school children, school-related gender based violence, equity, and estimated costs of new education targets, textbook contents, higher education and equity, education and refugees/forcible displaced.

200,000 downloads in 2016

### Education for All Global Monitoring Report

## Policy Paper 16

February 2015

#### Where do the proposed education targets fall short?

**Introduction**

The proposed Sustainable Development Goals (SDGs) will replace the Education for All (EFA) targets in 2015. This paper examines the proposed SDG targets for education and compares them to the EFA targets. It asks whether the SDG targets are ambitious enough to meet the world's education needs, and whether they are realistic given the current trends in education.

**Key findings:**

- 1. The SDG target for universal primary education (SDG 4.1) is more ambitious than the EFA target for universal primary education (EFA 2000-2015).
- 2. The SDG target for universal secondary education (SDG 4.2) is more ambitious than the EFA target for universal secondary education (EFA 2000-2015).
- 3. The SDG target for universal tertiary education (SDG 4.3) is more ambitious than the EFA target for universal tertiary education (EFA 2000-2015).

### Education for All Global Monitoring Report

## Policy Paper 17

March 2015

#### School-related gender-based violence is preventing the achievement of quality education for all

**Introduction**

School-related gender-based violence (SRGV) is a global problem that affects millions of children and young people. It is a barrier to learning and a violation of human rights. This paper examines the impact of SRGV on education and discusses ways to address it.

**Key findings:**

- 1. SRGV is a global problem that affects millions of children and young people.
- 2. SRGV is a barrier to learning and a violation of human rights.
- 3. SRGV is a barrier to the achievement of quality education for all.

### Education for All Global Monitoring Report

## Policy Paper 18

July 2015 update

#### Pricing the right to education: The cost of reaching new targets by 2030

**Introduction**

The right to education is a fundamental human right. However, the cost of providing quality education is high. This paper examines the cost of reaching the proposed SDG targets for education by 2030.

**Key findings:**

- 1. The cost of providing quality education is high.
- 2. The cost of reaching the proposed SDG targets for education by 2030 is estimated at \$1.2 trillion per year.

### Education for All Global Monitoring Report

## Policy Paper 19

April 2015

#### The challenge of teacher shortage and quality: Have we succeeded in getting enough quality teachers into classrooms?

**Introduction**

Teachers are the backbone of education. However, there is a global shortage of quality teachers. This paper examines the challenge of teacher shortage and quality and discusses ways to address it.

**Key findings:**

- 1. There is a global shortage of quality teachers.
- 2. The quality of teachers is a challenge.

### Education 2030: Equity and quality with a lifelong learning perspective

August 2016

Report from the Education 2030 Working Group, World Inequality Database on Education (WIDE)

**Introduction**

Education is the key to a better future. However, there is a global inequality in education. This paper examines the challenge of education 2030 and discusses ways to address it.

**Key findings:**

- 1. There is a global inequality in education.
- 2. Education is the key to a better future.

### Education for All Global Monitoring Report

## Policy Paper 21

June 2015

#### Humanitarian Aid for Education: Why It Matters and Why More is Needed

**Introduction**

Humanitarian aid for education is a critical need for children and young people in conflict-affected areas. This paper examines the importance of humanitarian aid for education and discusses ways to address it.

**Key findings:**

- 1. Humanitarian aid for education is a critical need.
- 2. There is a global inequality in humanitarian aid for education.

### Education for All Global Monitoring Report

## Policy Paper 20

July 2015

#### Investing in Teachers is Investing in Learning: A Prerequisite for the Transformative Power of Education

**Introduction**

Teachers are the backbone of education. Investing in teachers is investing in learning. This paper examines the importance of investing in teachers and discusses ways to address it.

**Key findings:**

- 1. Investing in teachers is investing in learning.
- 2. There is a global inequality in investing in teachers.

### Education for All Global Monitoring Report

## Policy Paper 22

July 2015

#### A growing number of children and adolescents are out of school as aid fails to meet the mark

**Introduction**

There is a growing number of children and adolescents who are out of school. This paper examines the challenge of out-of-school children and adolescents and discusses ways to address it.

**Key findings:**

- 1. There is a growing number of children and adolescents who are out of school.
- 2. There is a global inequality in addressing the challenge of out-of-school children and adolescents.

# Accountability in education:

MEETING OUR COMMITMENTS

#CountOnMe  
@GEMReport



# INPUTS TO THE REPORT

## Consultations

- Input from 37 individuals and organizations and 4 additional in-person consultations

## Background Papers

- Over 15 background papers (ex: ESD in teacher education, how composition of school management committees effectiveness)

## Country Case Studies

- Over 25 country case studies. Regionally diverse focusing on different interpretation and implementation of accountability in national contexts.

## External Review

- Individual thematic chapters were reviewed by at least one external expert (18 in total).
- 2 external reviewers provided feedback on the entire thematic section.

# TARGET 4.1: Primary and secondary education

1



83% COMPLETE  
PRIMARY

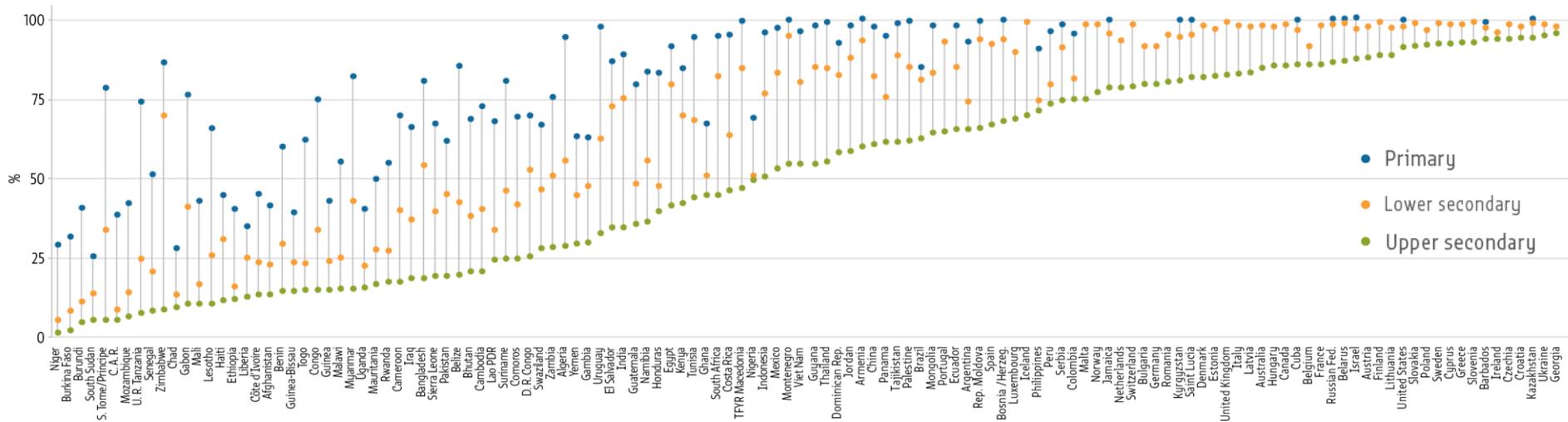


69% LOWER  
SECONDARY



45% UPPER  
SECONDARY  
EDUCATION

COMPLETION RATES IN PRIMARY, LOWER SECONDARY AND UPPER SECONDARY EDUCATION



2

More than 1 in 2 children do not have basic skills. Almost 9 in 10 in sub-Saharan Africa



Less than 1 in 5 countries guarantee **12 years of free and compulsory education**



3

# TARGET 4.2: Early childhood

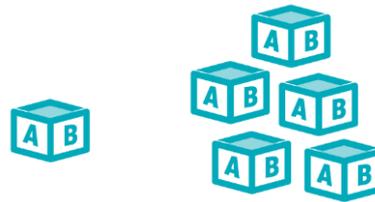
1



**69% of pre-primary  
age children** are in school

2

**But the disadvantaged are being left behind.** Between 2010-2015,



the **richest children** were  
**5x** more likely to attend  
than the poorest



Those in **urban areas** were  
**2x** more likely to attend  
than those in rural areas

3



Just **17% of countries** legally  
**stipulate** one year of free  
and compulsory pre-primary  
education

# TARGET 4.3: Technical, vocational, tertiary and adult education

1

Around a **third of students** are enrolled in tertiary education. But large wealth gaps remain



2

**More women than men graduate**, but fewer women than men graduate with STEM degrees



GRADUATES



STEM GRADUATES

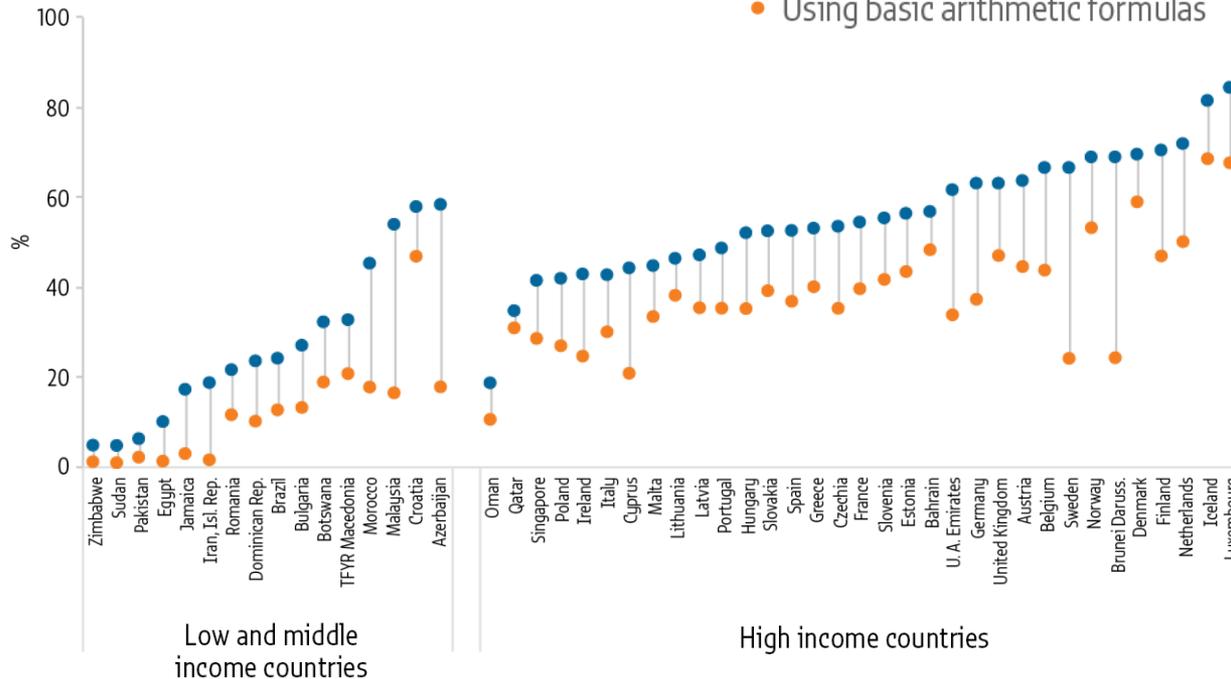
3

**Very few adults who have not completed primary education go back to school**



# TARGET 4.4: Skills for work

## ADULTS WITH COMPUTER SKILLS



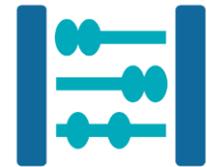
1

Most adults in poorer countries do not have even basic computer skills.



2

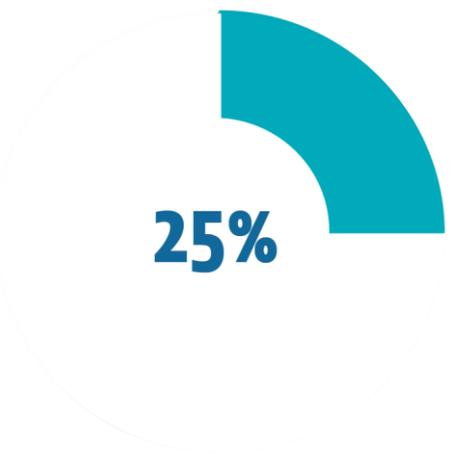
About 75 women for every 100 men could use basic arithmetic formulas in a spreadsheet in Italy, Germany and the Netherlands.



# TARGET 4.5: Equity

1

Countries with  
gender parity:



25%

PEOPLE SECONDARY

2

**Women are more likely to be teachers than men, but far less likely to be school leaders.**

In Japan, only 6% of lower secondary school leaders are women.

3



**250 million vulnerable people are excluded from surveys worldwide.**  
Inequality is underestimated.

# TARGET 4.6: Literacy and numeracy

1



The number of youth with no literacy skills has fallen by 27% since 2000

Although more than **100 million young people still cannot read.**

2

**Why?** In sub-Saharan Africa, local languages are not often used in school

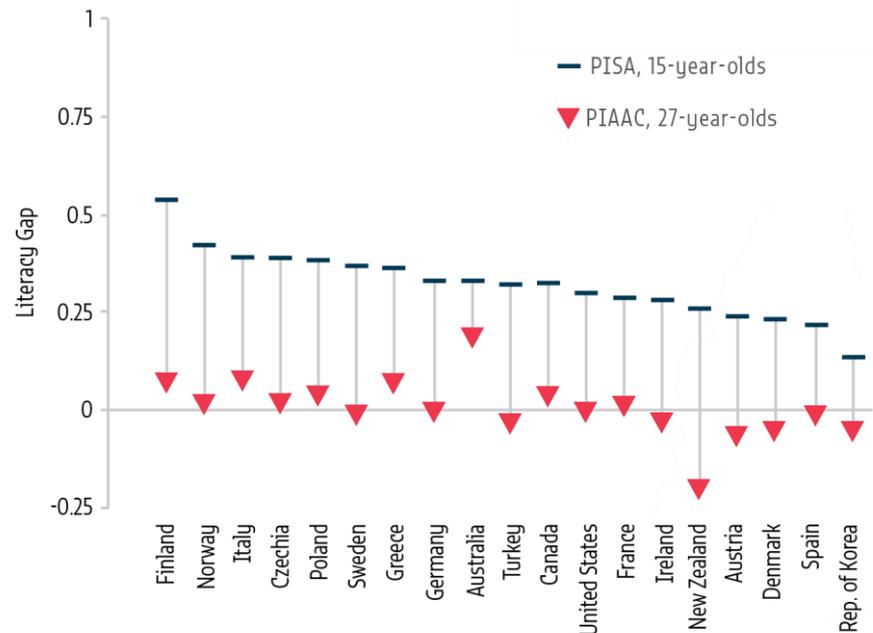


3

There is some evidence that **literacy and numeracy levels may be declining in high income countries**, including Denmark, Norway and Sweden.

4

**LITERACY GAPS FALL OVER TIME BETWEEN MEN AND WOMEN IN HIGH-INCOME COUNTRIES**



# TARGET 4.7: Sustainable development and global citizenship

1

Comprehensive sexuality education programmes that address gender relations are **5x** more likely to reduce sexually transmitted disease rates than those that do not.



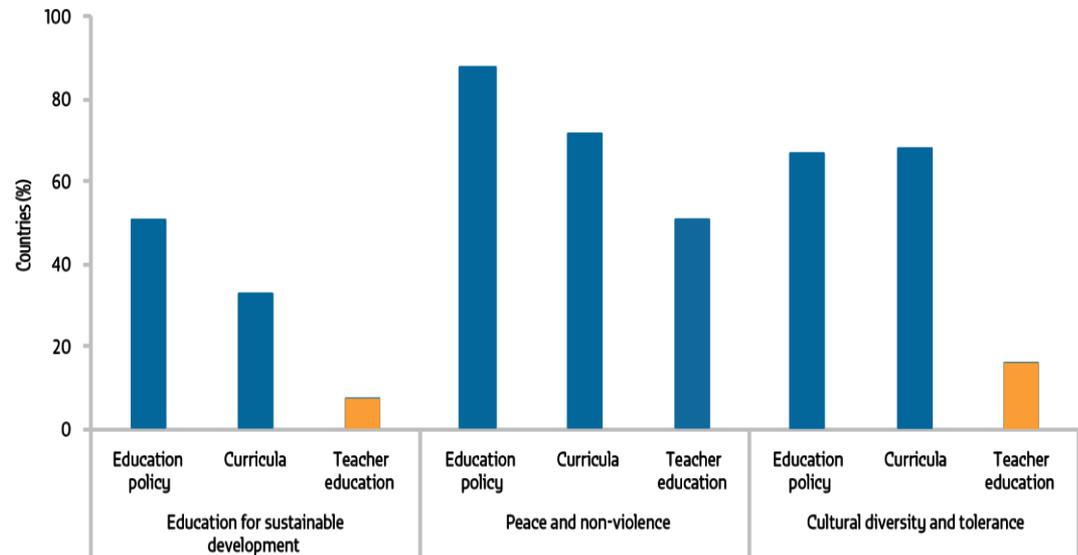
2



Almost 30% of students in the 2015 PISA scored **below the minimum proficiency in science.**

3

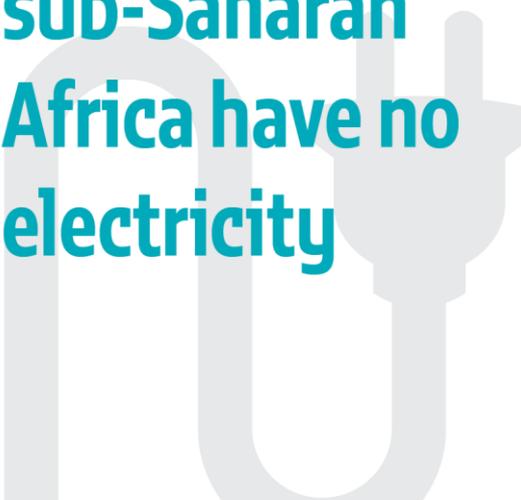
**ONLY 17% OF TEACHER EDUCATION PROGRAMMES COVERED EDUCATION FOR SUSTAINABLE DEVELOPMENT**



# TARGET 4.A: Learning environments

1

4/5 of primary schools in sub-Saharan Africa have no electricity



2

A quarter of primary schools do not have access to drinking water



3

There has been a **sharp uptick in attacks on schools** since 2004, disproportionately affecting Southern Asia, Northern Africa and Western Asia.



# TARGET 4.B: Scholarships

1

**Aid spending on scholarships decreased by 4% to US\$1.15 billion since 2010.**

2



Students from the least developed countries received US\$151 million in scholarships.

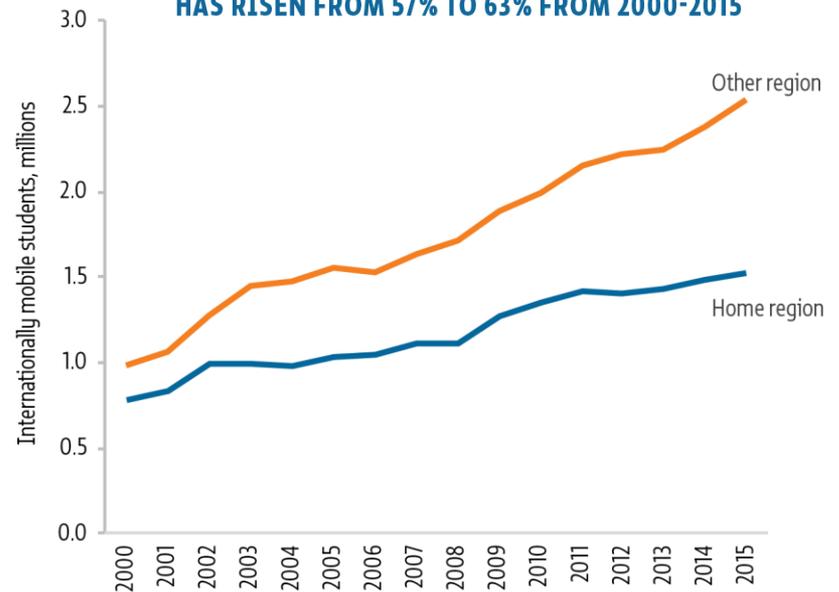
Students from small island developing states received US\$81 million.

3

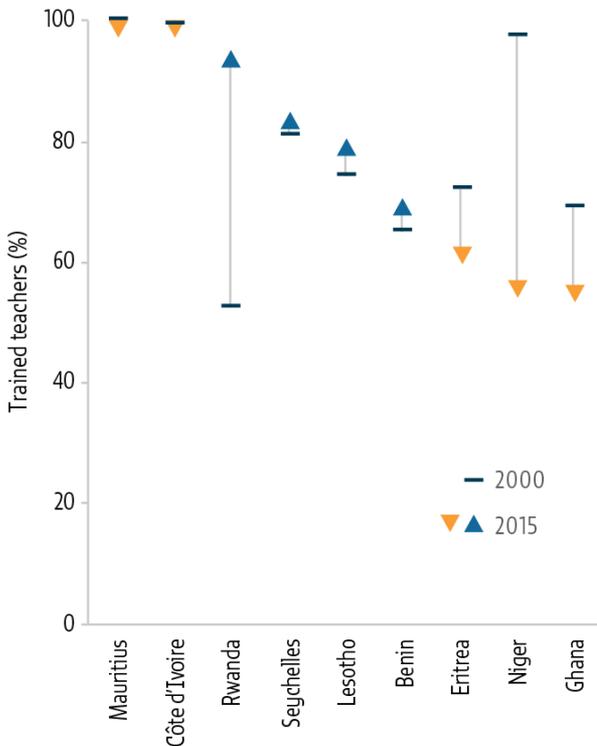
In 2015, **2% of the total number of tertiary education students studied abroad**, which is stable.

But those studying outside their home region has risen from 57% to 63% in 2000-2015.

**THOSE STUDYING OUTSIDE THEIR HOME REGION HAS RISEN FROM 57% TO 63% FROM 2000-2015**



# TARGET 4.C: Teachers



1



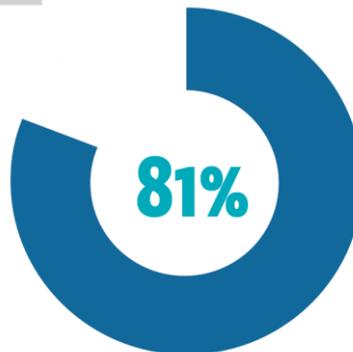
**86% of primary school teachers** are trained.

*But what does it mean to be 'trained'?*

2

The percentage of trained teachers in some sub-Saharan African countries has fallen since 2000.

3



In OECD countries, primary school **teachers earn 81%** of what other workers with **tertiary education earn.**

# EDUCATION IN THE OTHER SDGS

1



There is a global shortage of **17.4 million healthcare workers**, but only 2% of healthcare expenditure went to their education



2

Those with no formal education are **6.5 times more likely to smoke** than those with at least secondary education in poorer countries.

3

The number of countries running mass media anti-tobacco campaigns rose from 23 to 39 from 2009 to 2014



# FINANCE

1



**1 in 4 countries did not reach either of the two education financing benchmarks:**  
At least 4% of GDP and 15% of public expenditure on education.

2

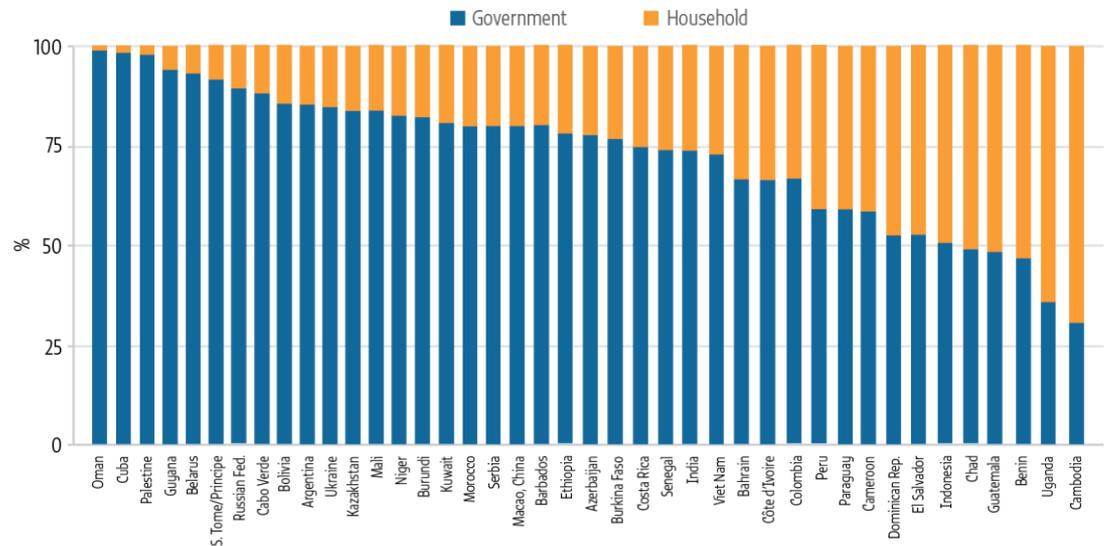
**10%**  
**6.9%**  
**The share of aid to education fell for six years in a row**

3

In low income countries, households are covering a third of the costs of education.



**HOUSEHOLDS CONTRIBUTE AT LEAST A THIRD OF TOTAL EDUCATION COSTS IN SOME COUNTRIES**



@GEMReport  
#CountOnMe  
Bit.ly/GEM2017

Video presentation  
[www.youtube.com/watch?v=VD2GWliqq7g](http://www.youtube.com/watch?v=VD2GWliqq7g)



**100 million**  
YOUTH CANNOT READ

**MILLIONS** of  
dollars aren't making  
it to classrooms



4/5 of primary schools  
in sub-Saharan Africa  
**DO NOT have**  
electricity



1 in 7 primary school teachers are not trained

# **ACCOUNTABILITY** is important to help fix education's problems



Millions are taught  
in a **language they**  
**don't understand**



Less than **half of children**  
have **basic**  
**reading skills**



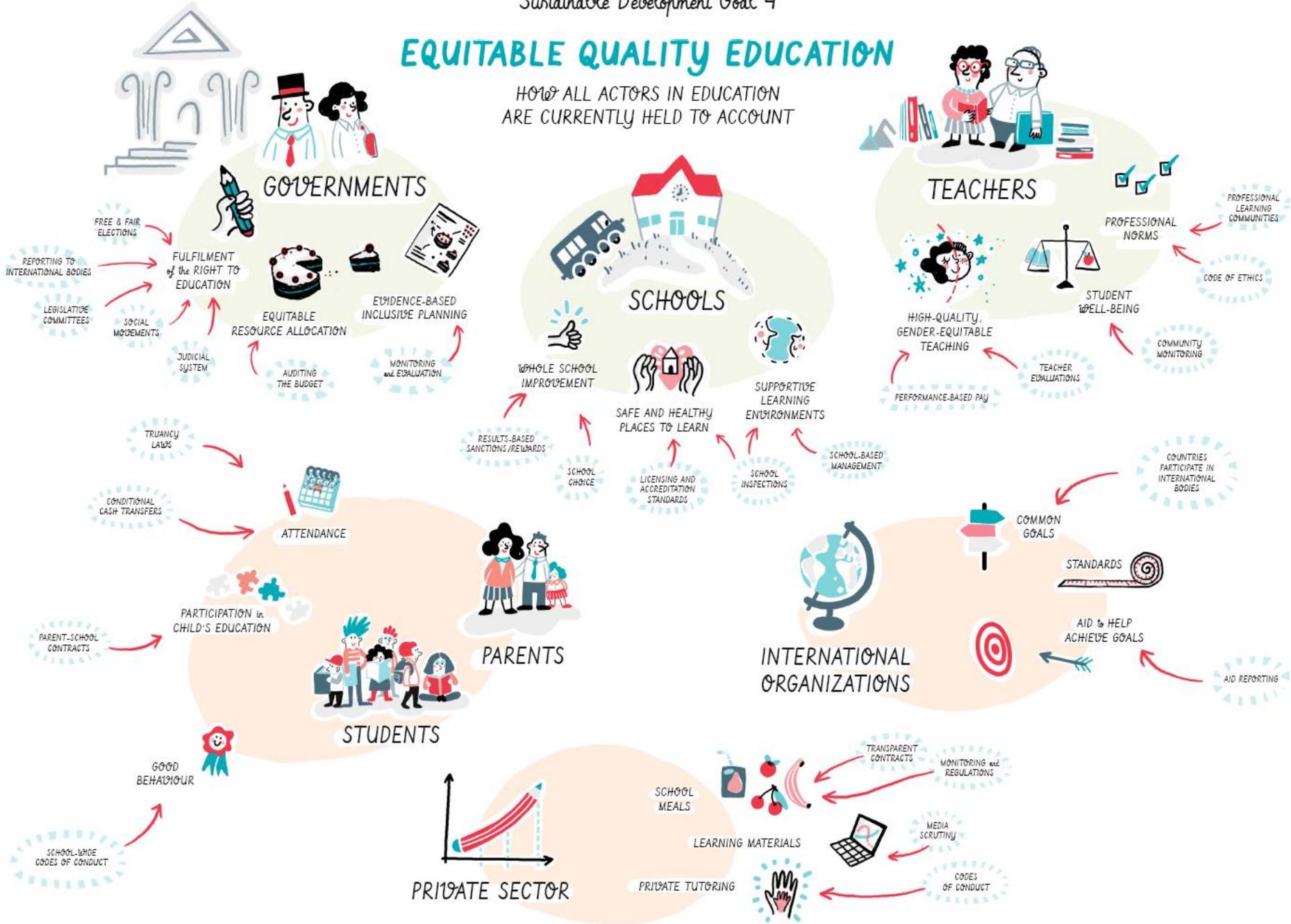
4 out of 5 countries have not made  
**pre-primary education compulsory**

Aid to education has been **stagnant since 2010**

# Sustainable Development Goal 4

## EQUITABLE QUALITY EDUCATION

HOW ALL ACTORS IN EDUCATION ARE CURRENTLY HELD TO ACCOUNT



**ACCOUNTABILITY** helps show who is responsible for what, and how problems can be fixed

## A FEW KEY TRUTHS:

Ambitious education outcomes rely on multiple actors fulfilling shared responsibilities

While responsibilities are shared, accountability is not



People should not be held accountable for outcomes beyond their control

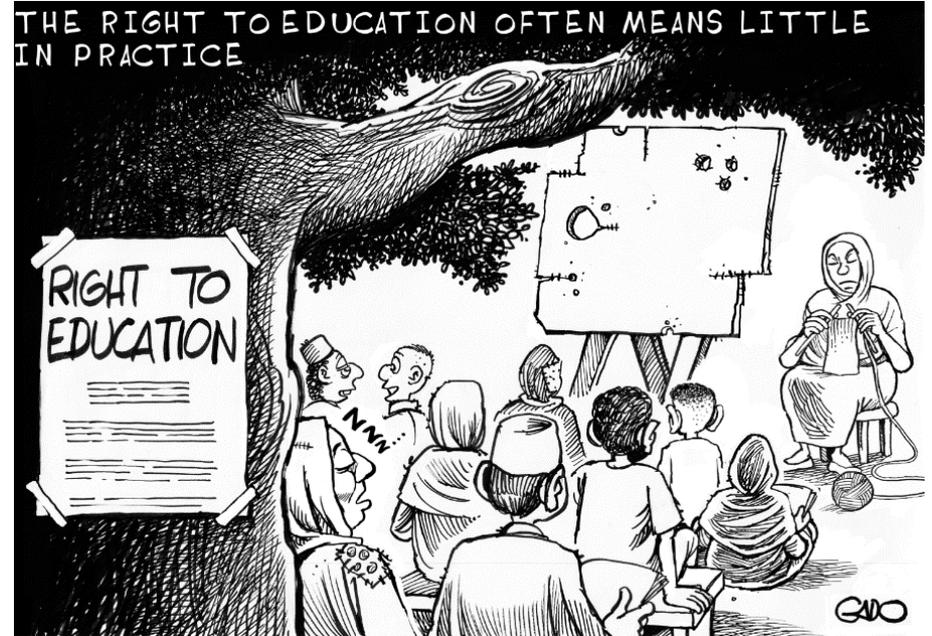
Accountability mechanisms may be effective in some contexts and detrimental in others

**Clear accountability can help meet  
our education commitments**

**...but accountability is a means to  
achieving sdg4, not an end in itself**

# ACCOUNTABILITY STARTS WITH GOVERNMENTS

The right to education must not just be written into law but also implemented



Citizens **can** take their governments to court for violating the right to education in only 55% of countries

55%

Governments **have** been taken to court in 41% of countries

41%

# How to DESIGN a robust accountability system

Governments should:

# CREATE SPACE FOR MEANINGFUL ENGAGEMENT TO BUILD TRUST

1. Encourage dialogue with multiple stakeholders, especially those not in government
2. Involve parliamentary committees in reviewing education policy

STOP THE BLAME GAME  
EDUCATION IS A SHARED  
RESPONSIBILITY



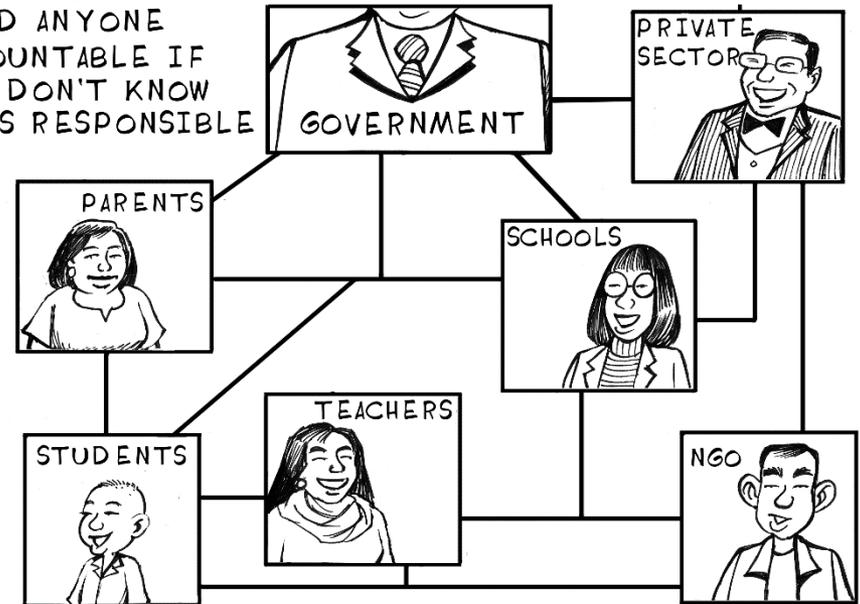
60%

Over 60% of teacher unions are **never or rarely consulted** on teaching material development

# DEVELOP CREDIBLE EDUCATION PLANS AND TRANSPARENT BUDGETS

1. Prepare plans with clear lines of responsibility
2. Make budgets open to scrutiny and audit spending independently
3. Publish national education monitoring reports regularly

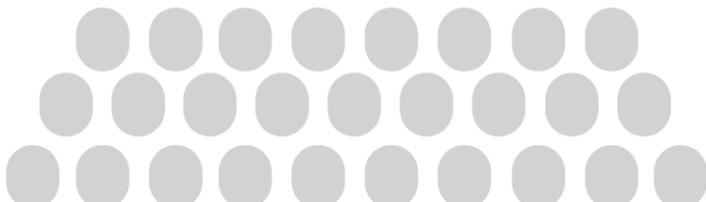
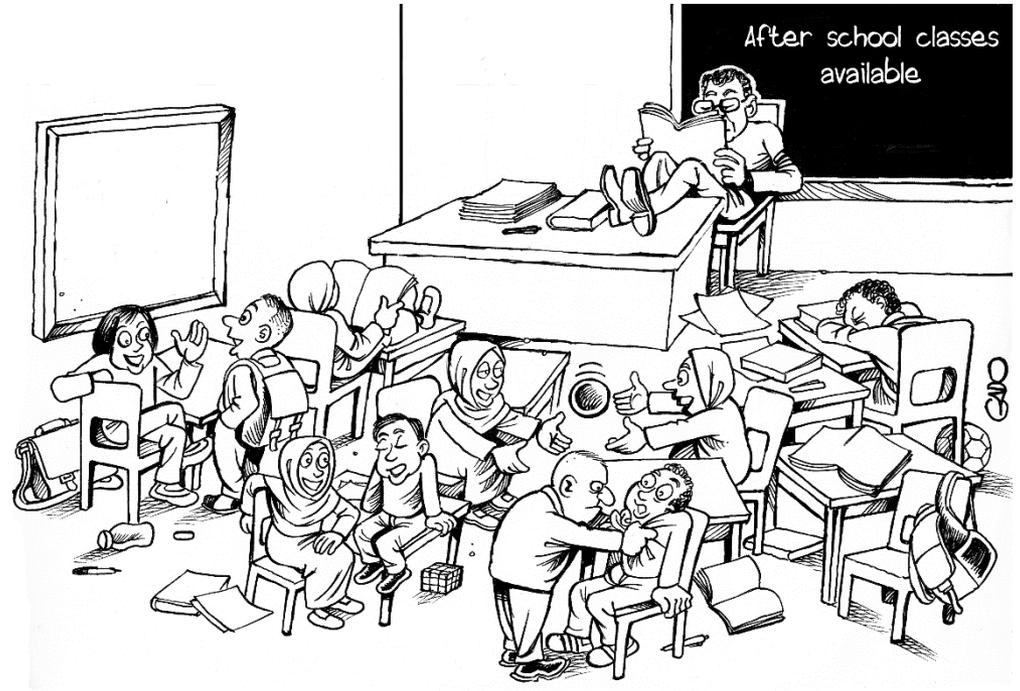
IT'S HARD TO HOLD ANYONE ACCOUNTABLE IF YOU DON'T KNOW WHO'S RESPONSIBLE



Only **1 in 6 countries** have published a national education monitoring report annually since 2010

# ESTABLISH, MONITOR AND ENFORCE REGULATIONS AND STANDARDS

1. Make clear and transparent registration/accreditation and bidding/contracting processes
2. Mainstream equity and quality into education regulations

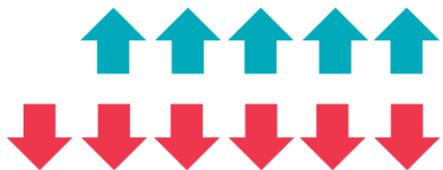


There are **no regulations** on class sizes in almost half of countries

## BUILD DON'T BLAME

1. Use student test scores to improve teaching and education quality, not to sanction or reward teachers and schools
2. Support struggling schools; do not punish them by encouraging parents to move their children elsewhere

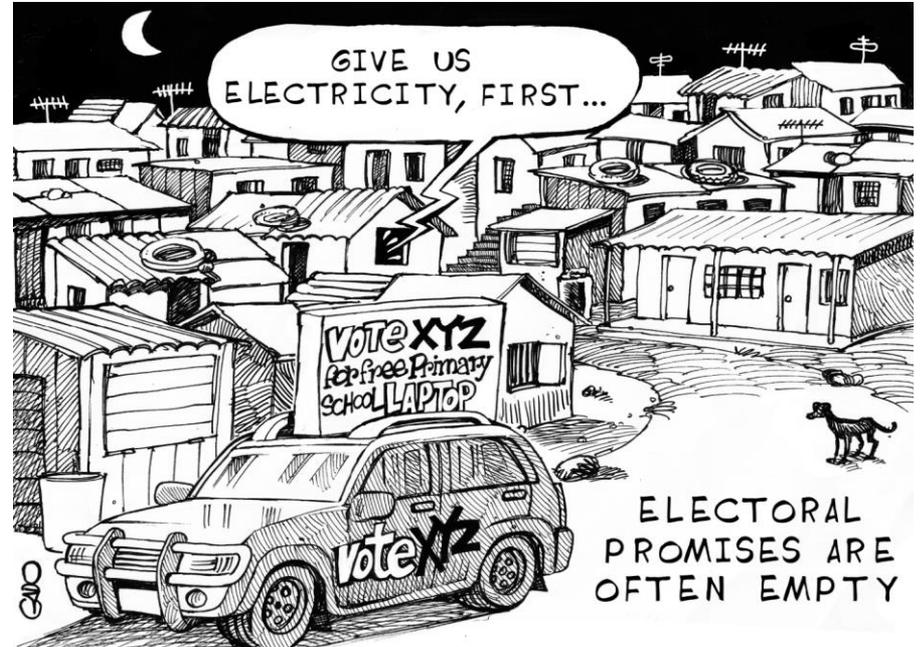
HIGH STAKES TESTING CAN LEAD TO TEACHERS ONLY TEACHING THOSE WHO ARE LIKELY TO DO WELL



Of 11 PISA countries with **test-based accountability**, 5 saw some increase in learning, from 2003 to 2015, while 6 saw a decrease

## ALLOW FOR DEMOCRATIC VOICE

1. Encourage media scrutiny
2. Ensure ombudsman offices are present and autonomous



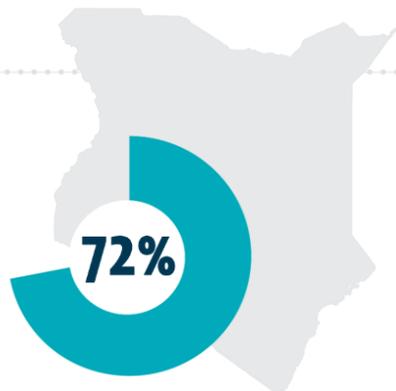
In Uganda, a school was more likely to receive its funding if it was close to a newspaper outlet

# How to IMPLEMENT a robust accountability system

Governments should:

## BE TRANSPARENT: PROVIDE RELEVANT AND TIMELY INFORMATION

1. Invest in information that helps understand the education system
2. Make sure the purpose of data is to improve learning, keeping in mind costs and the burden of data on teachers and schools



**72% of parents** in Kenya did not know what to do with student learning data

## BE COMMITTED: FUND EDUCATION

1. Spend at least 4% of GDP on education, or allocate 15% of total government expenditure
2. In their aid programmes:
  - Allocate 0.7% of income to aid and at least 10% of that to education
  - Be careful of results-based financing



In 2015, **1 in 4 countries missed both funding benchmarks**; the share of aid to education has fallen for **six years in a row**

## BE SUPPORTIVE: BUILD CAPACITY

1. Set up strong institutions to detect and deter corruption in education
2. Train teachers and school evaluators
3. Invest more in those who represent the country in international organizations



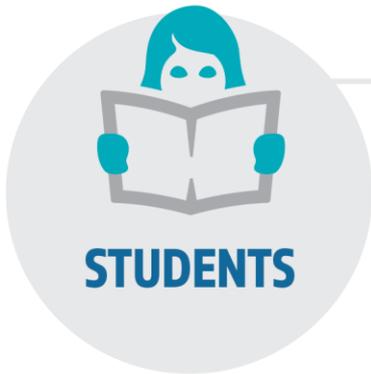
In the **European Union**, there was more risk of corruption in education and training than in the construction sector

# But accountability isn't only about governments

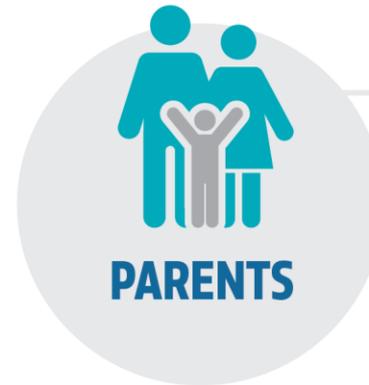
*Other actors play important roles:*



are regularly consulted in Mexico over policy with the government through their union



forced government to freeze tuition fees with protests in Chile and South Africa



have had climate change denial removed from textbooks in the USA



monitored textbook delivery in Phillipines and reduced costs by 2/3  
took the government to court in Buenos Aires over early childhood education

**WE ARE ALL NEEDED TO IMPROVE EDUCATION**

Thank you!

ありがとうございました

@GEMReport  
#CountOnMe  
Bit.ly/GEM2017

Questions in relation to the 2019 GEM Report:

Contact Dr. Anna D'Addio: [ac.daddio@unesco.org](mailto:ac.daddio@unesco.org)

Application for internship: [gemreport@unesco.org](mailto:gemreport@unesco.org)

