

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

Accountability in Education: Meeting our Commitments

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2 November 2017
University of Nagoya, Japan

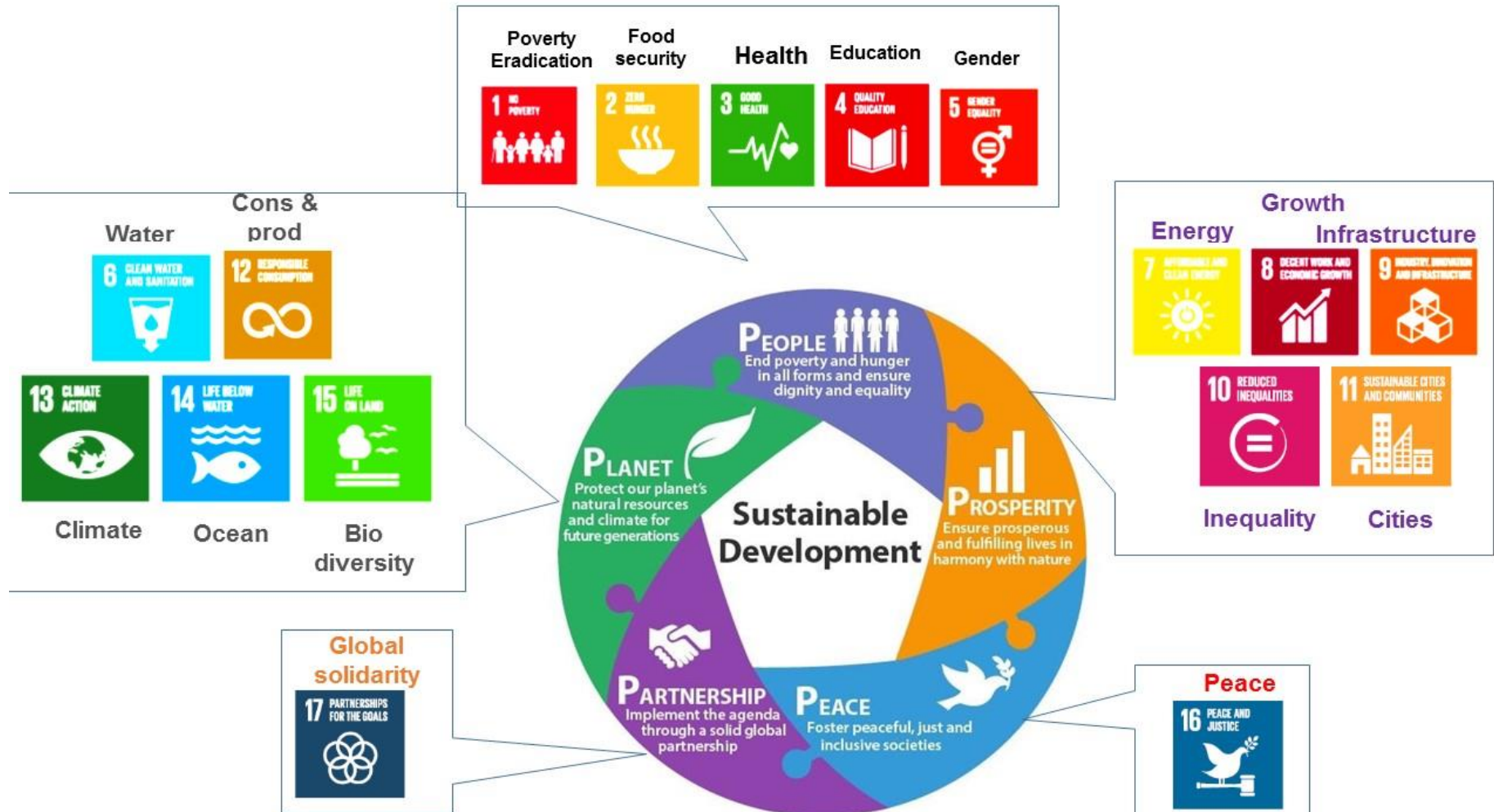
Outline of presentation

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

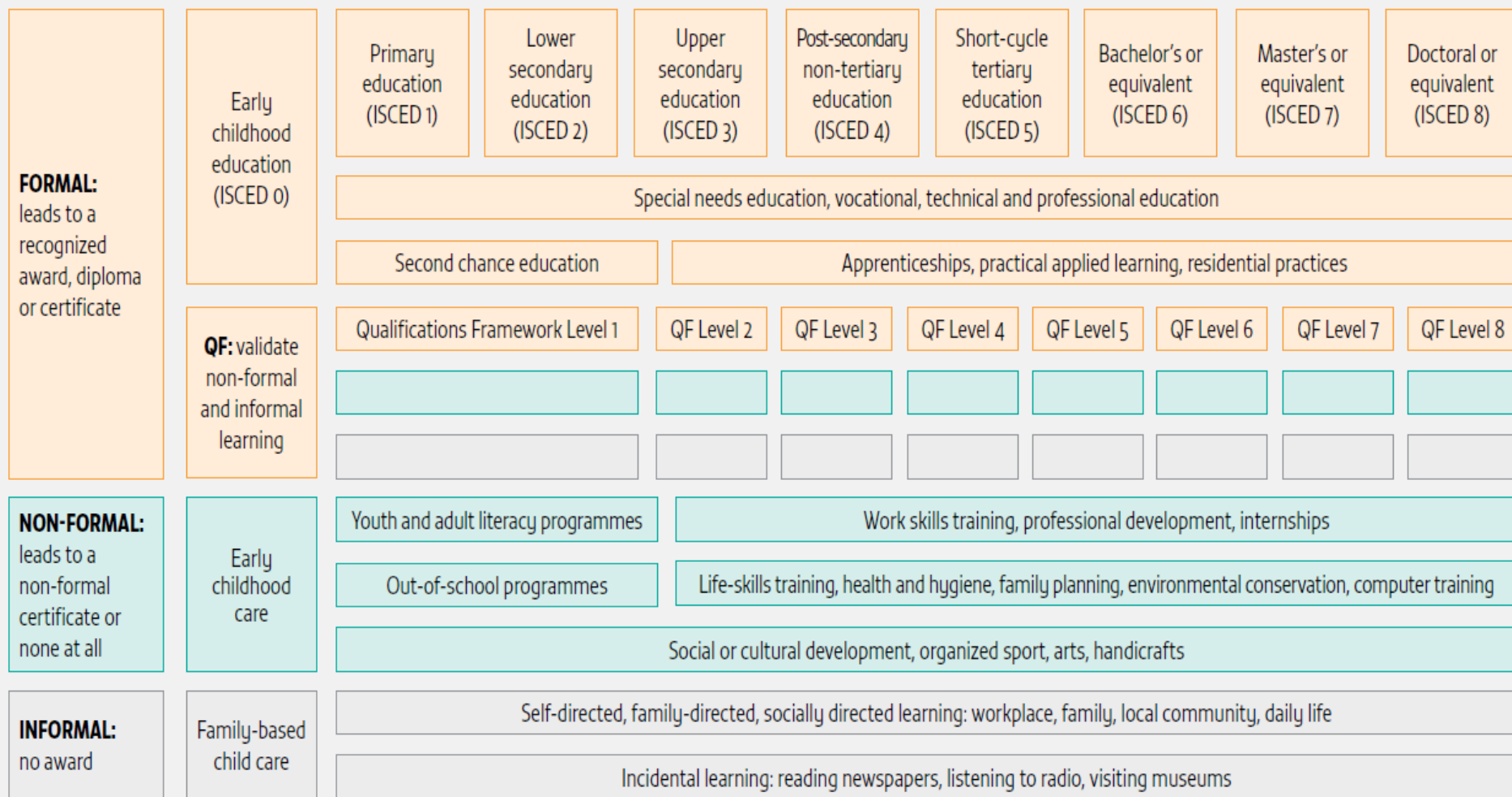
Target 13.3: Improve **education**, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

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?

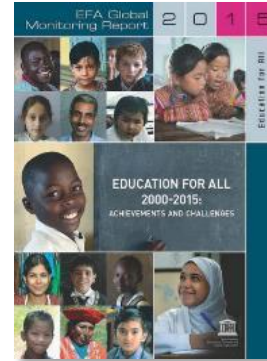
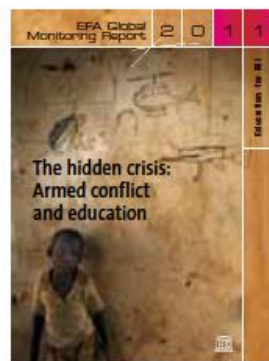
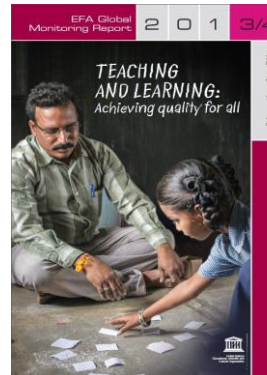
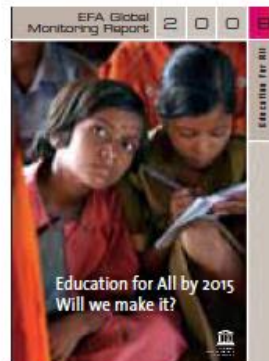
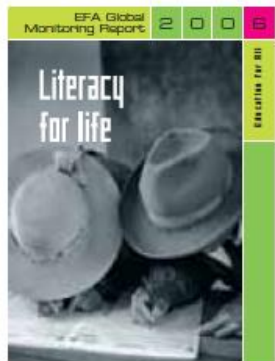
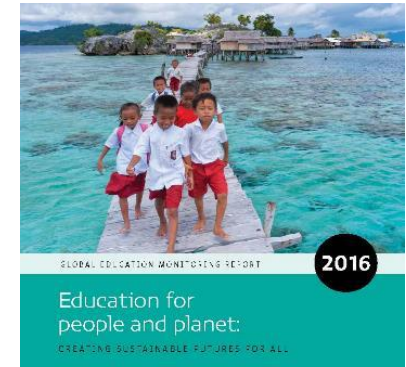
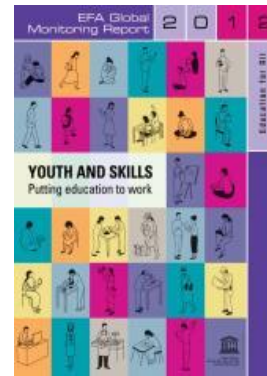
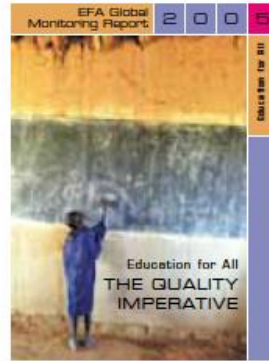
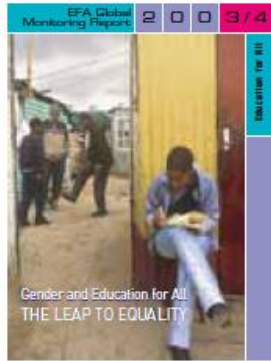
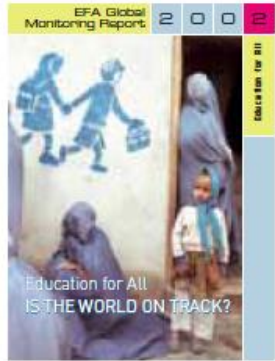
- An editorially independent, authoritative and evidence-based annual report published by UNESCO.
- Mandated to monitor progress towards the education targets in the new SDG framework, especially SDG 4.
- Draws on latest available data and evidence and commissions research from leading experts around 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

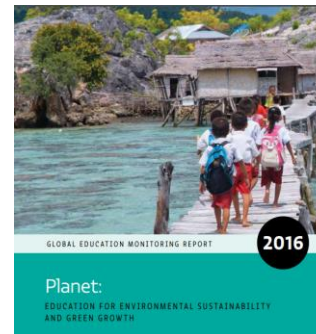


Youth Report: Illustrated
version of the Report

Summary in 14 additional languages

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

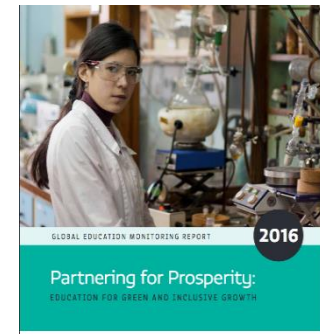
Separate thematic publications



PLANET



PLACE



PROSPERITY



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

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

Blogs in English and Spanish: www.gemreport.wordpress.com

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/forcibly displaced.

200,000 downloads in 2016



Accountability in education:

MEETING OUR COMMITMENTS

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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

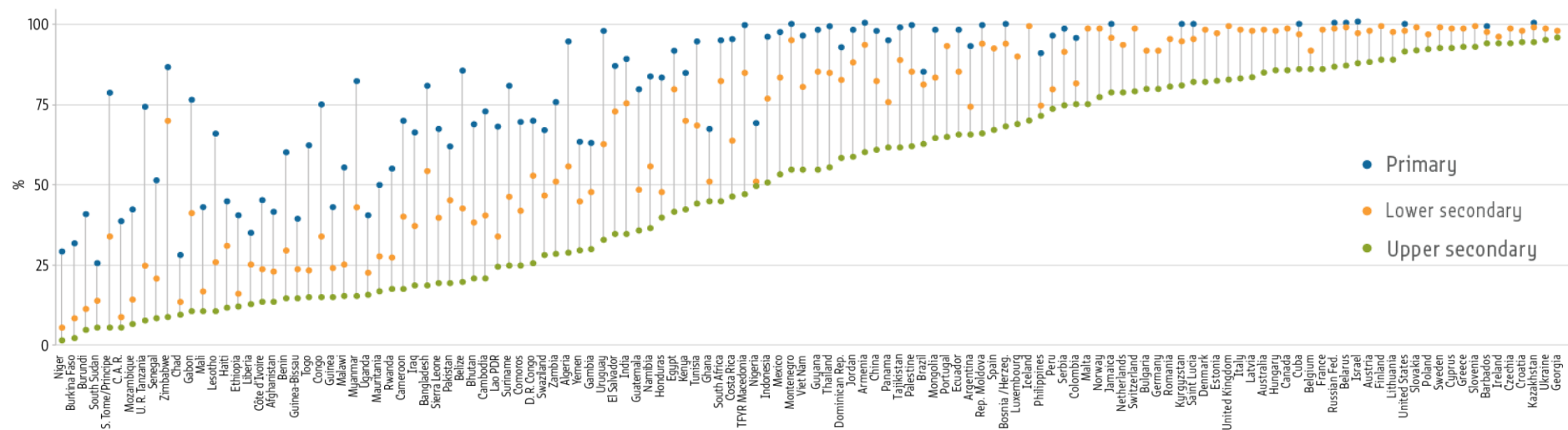


69% LOWER
SECONDARY



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

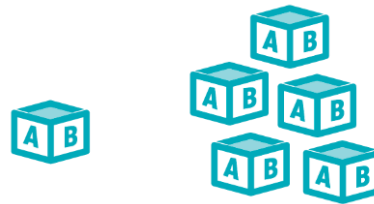
1



**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

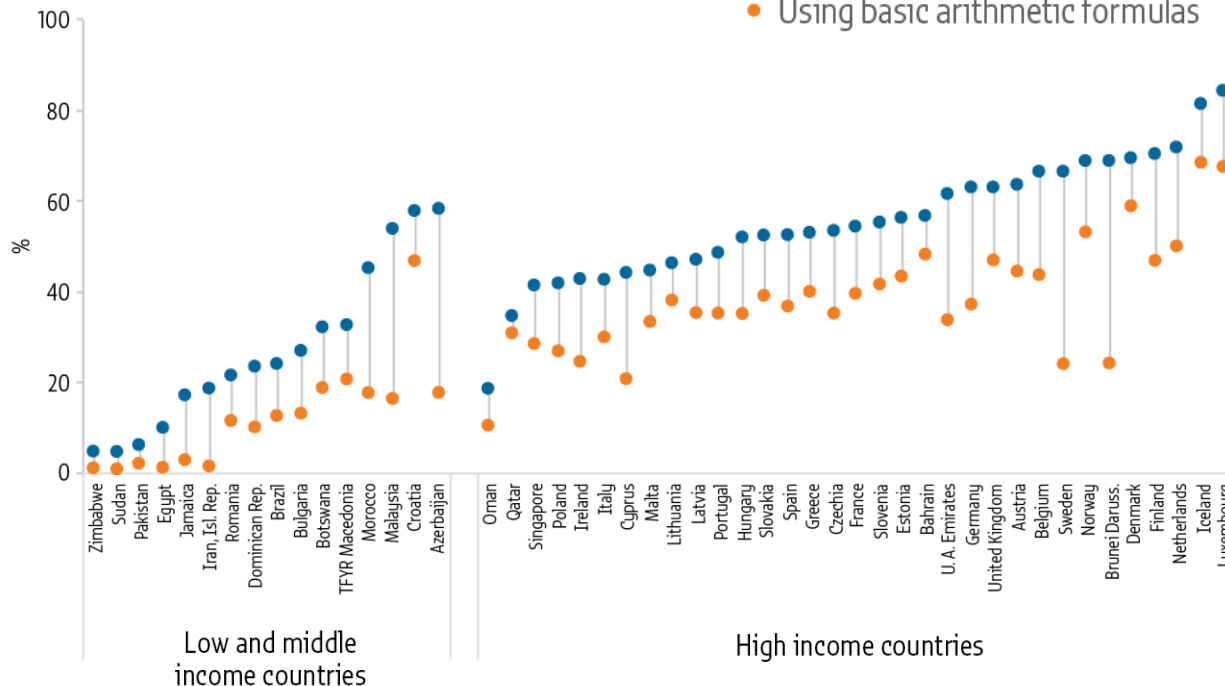
Very few adults who have not completed primary education go back to school



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%

PEPPER 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

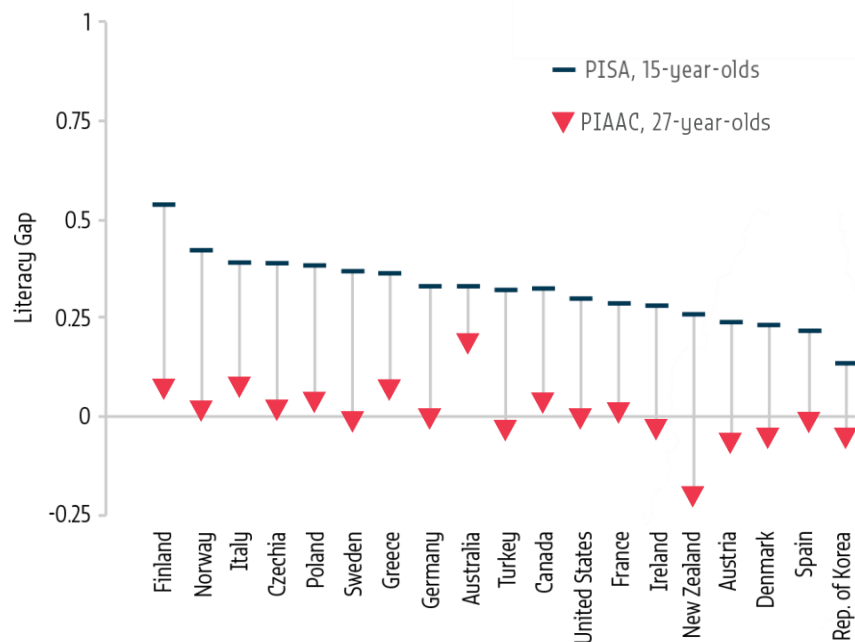


3

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.



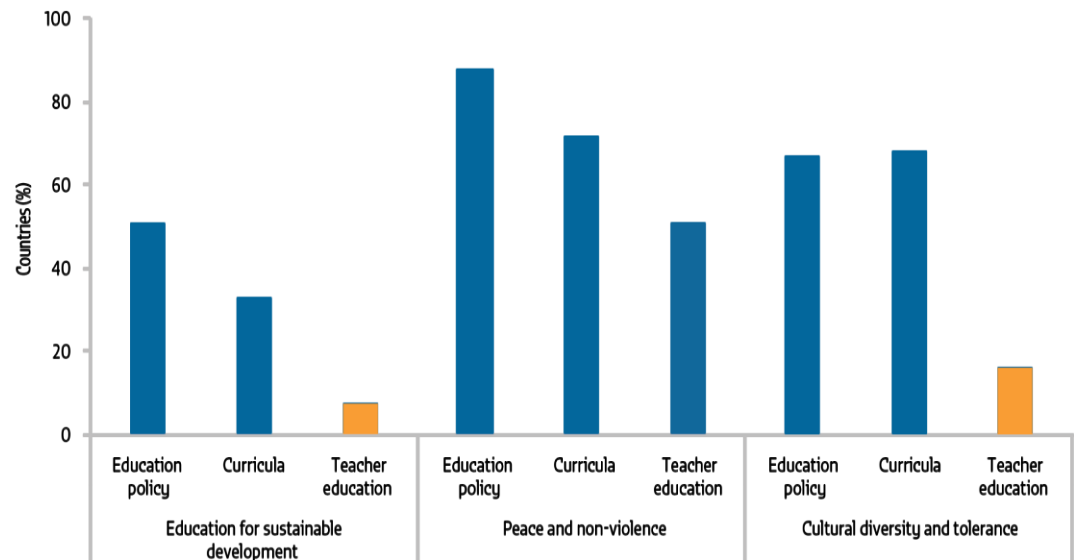
2



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

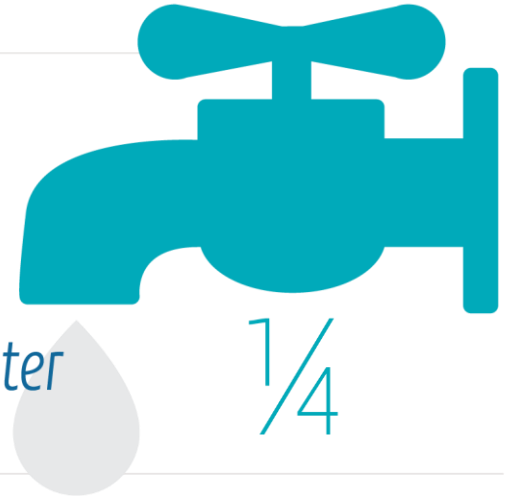
1

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.

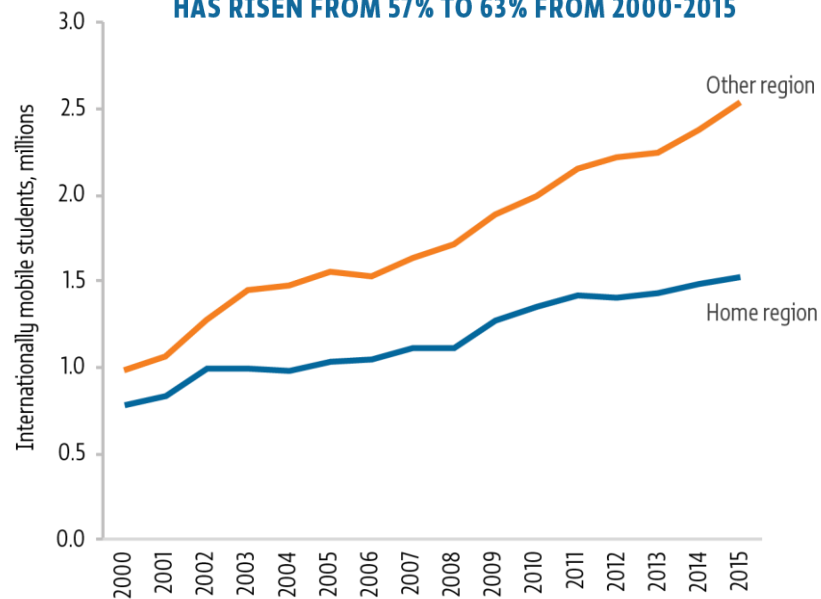
3

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

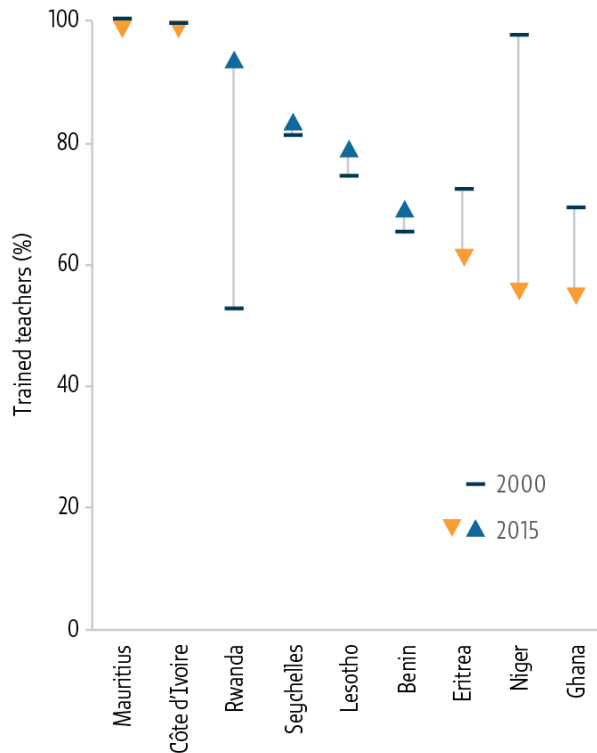
In 2015, **2% of the total number of tertiary education students studied abroad**, which is stable.

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



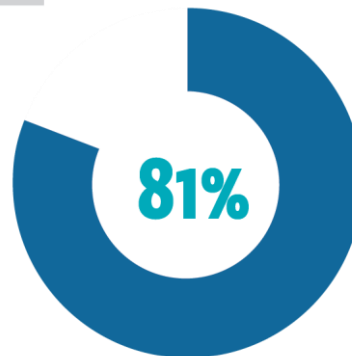
86% of primary school teachers are trained.

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

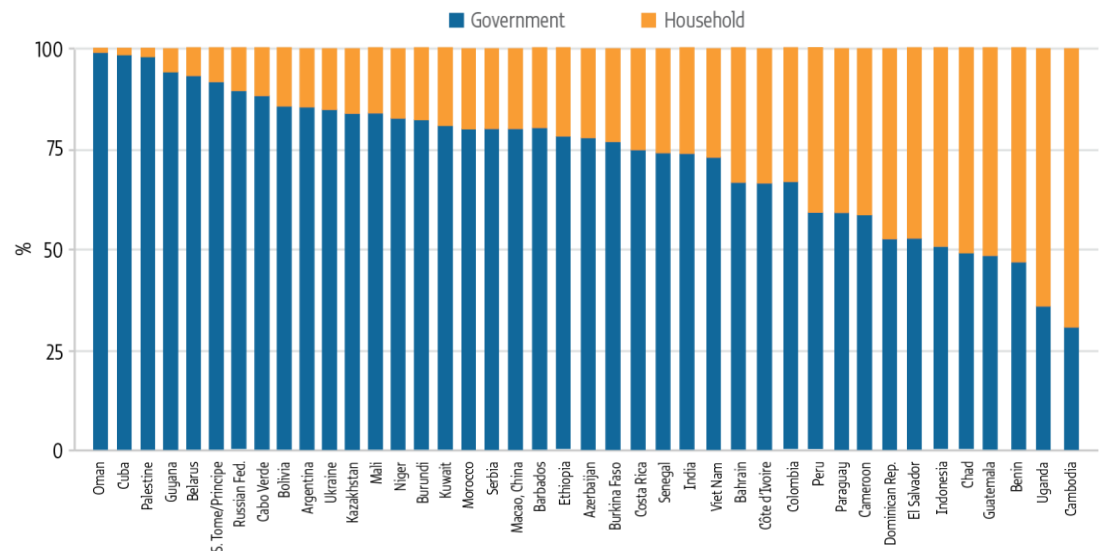


3

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



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Video presentation
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



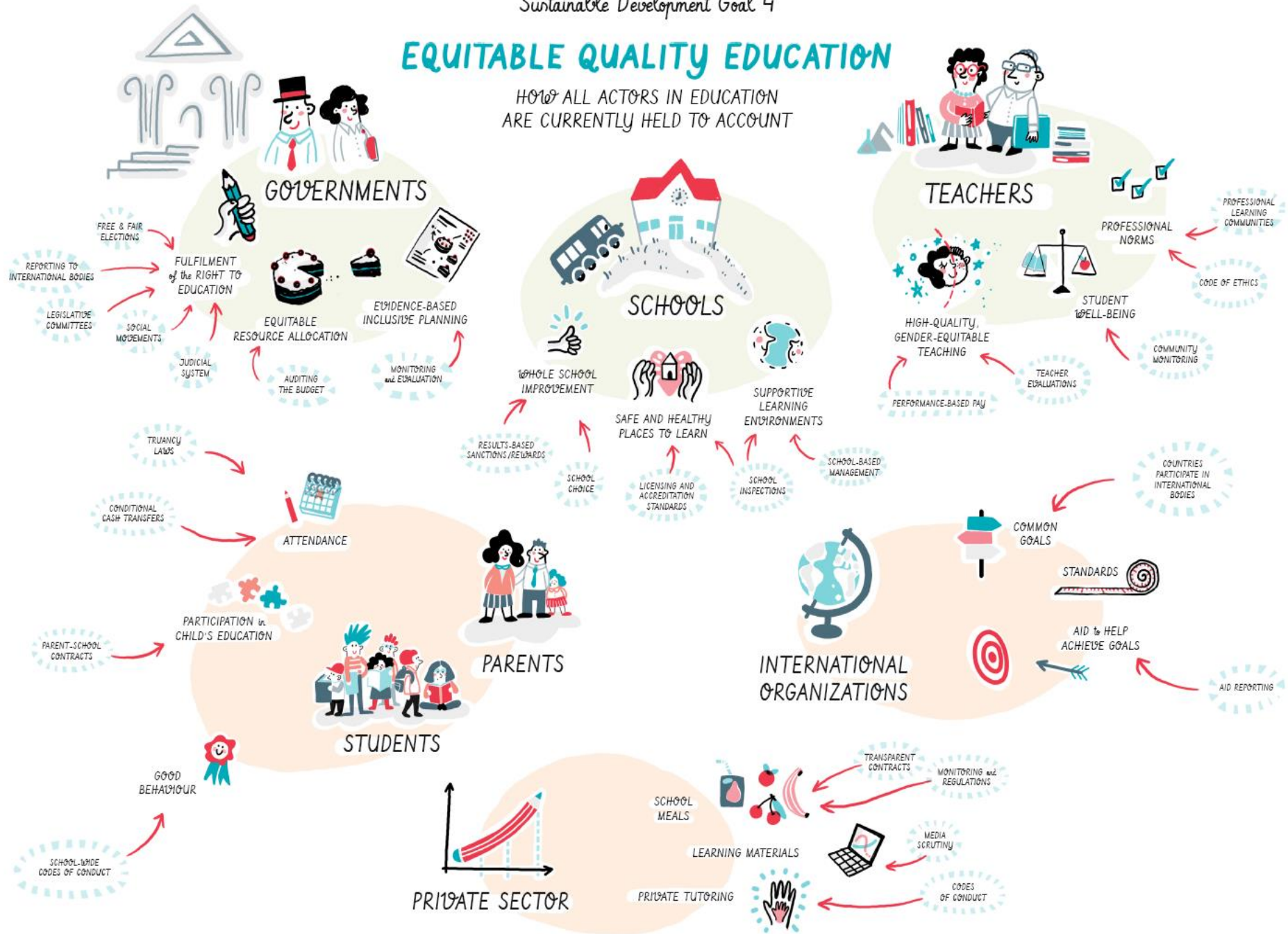
4 out of 5 countries have not made
pre-primary education compulsory

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

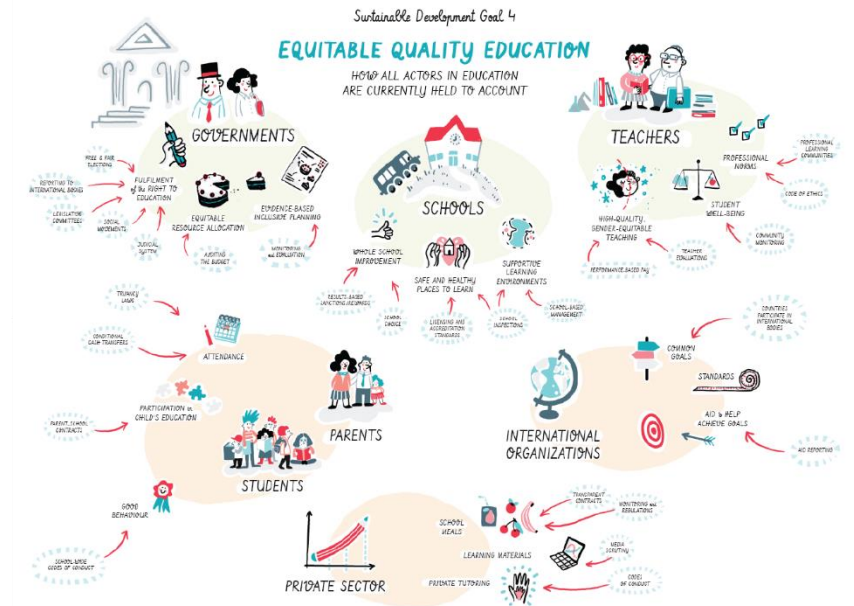
A FEW KEY TRUTHS:

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

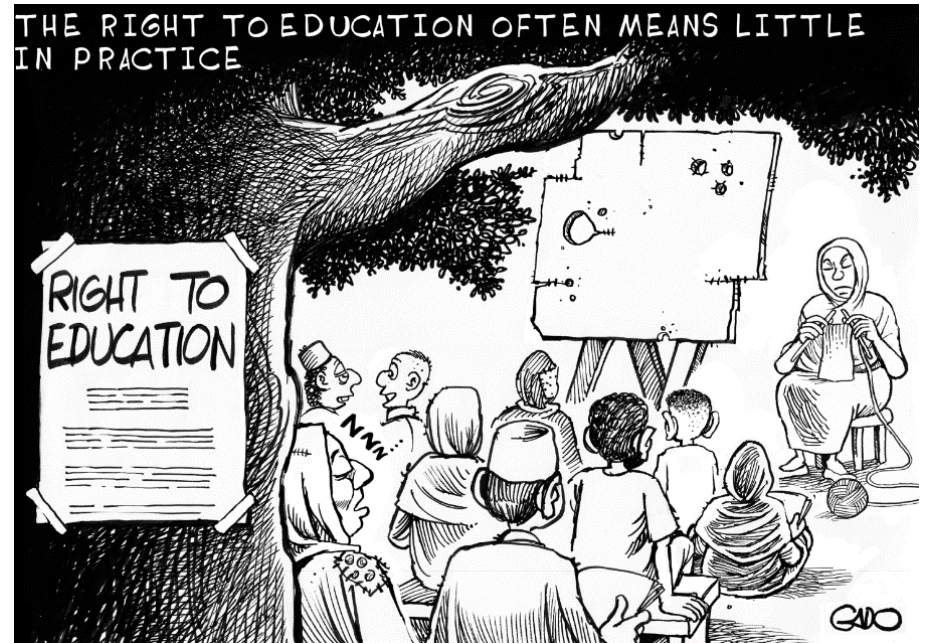


Clear accountability can help meet
our education commitments

...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



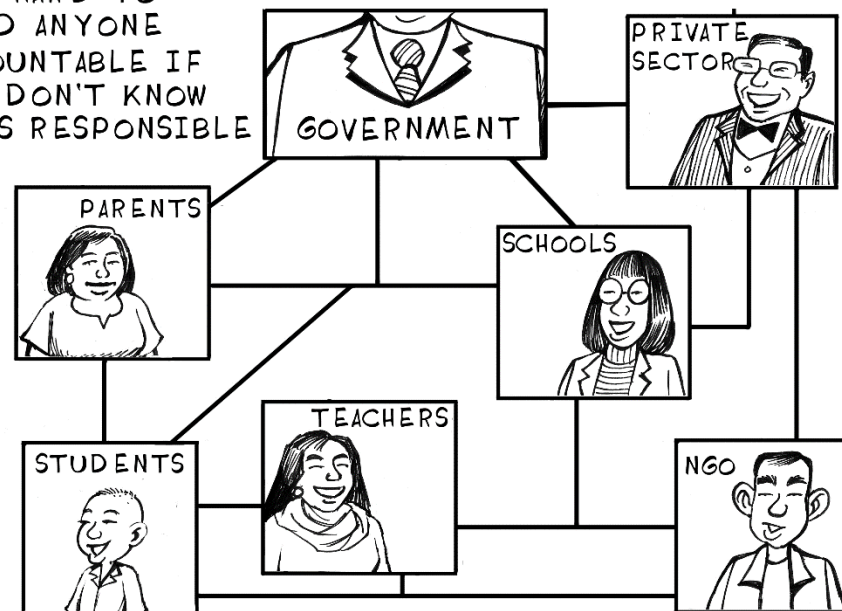
60%

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

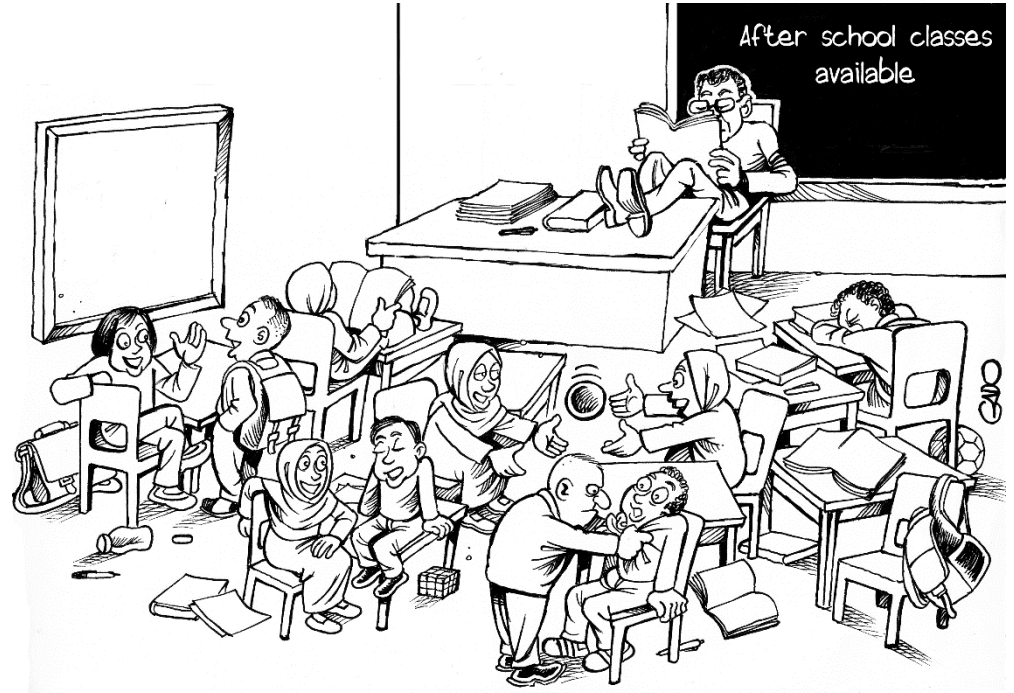
IT'S HARD TO
HOLD ANYONE
ACCOUNTABLE IF
YOU DON'T KNOW
WHO'S RESPONSIBLE



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



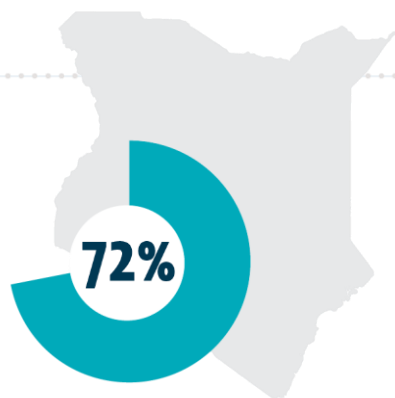
In Uganda, a school was more likely to receive its funding if it was close to a newspaper outlet

How to IMPLEMENT a robust accountability system

Governments should:

BE TRANSPARENT: PROVIDE RELEVANT AND TIMELY INFORMATION

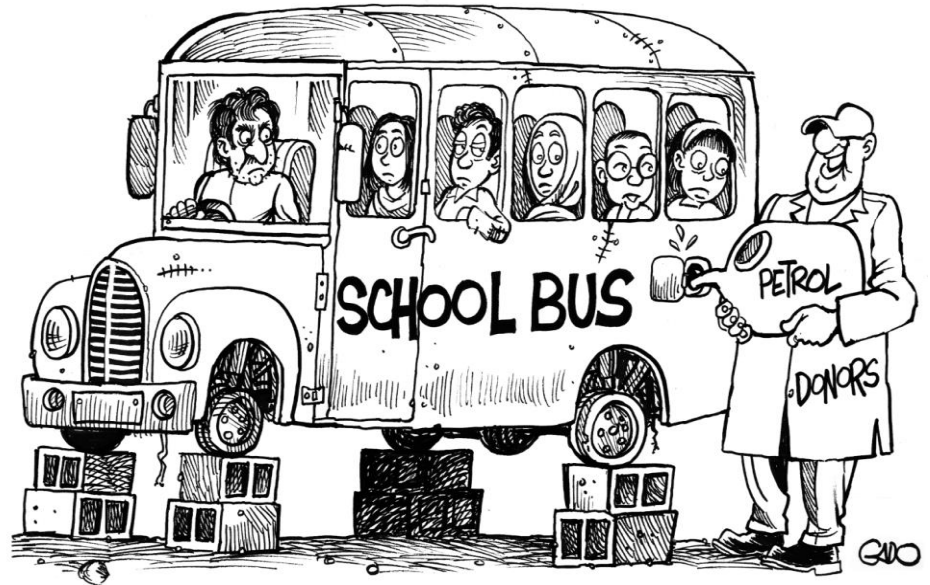
1. Invest in information that helps understand the education system
2. Make sure the purpose of data is to improve learning, keeping in mind costs and the burden of data on teachers and schools



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

BE COMMITTED: FUND EDUCATION

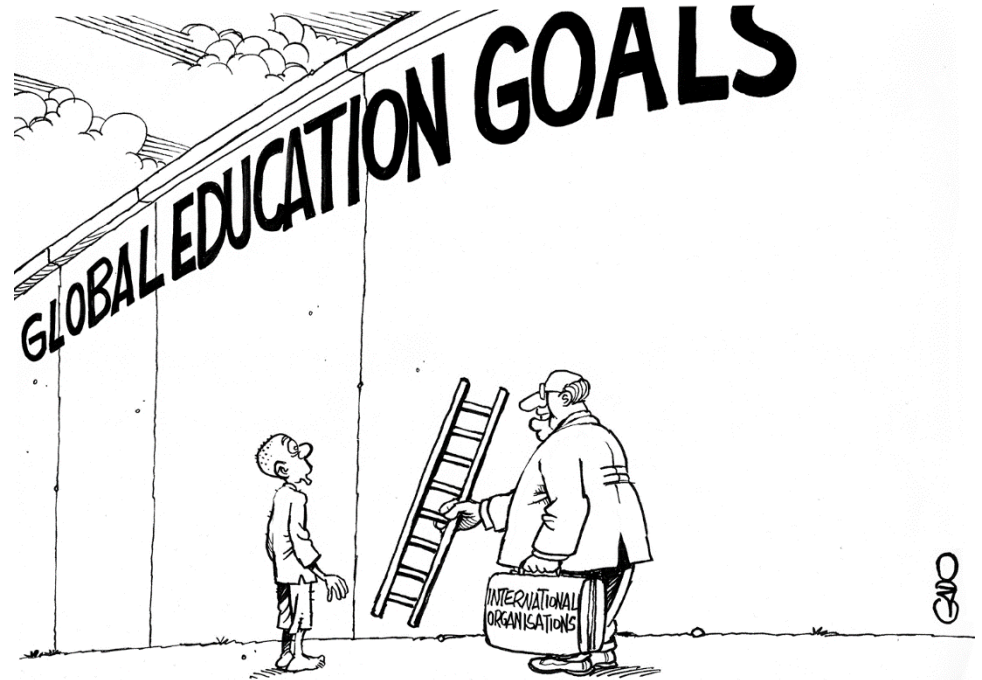
1. Spend at least 4% of GDP on education, or allocate 15% of total government expenditure
2. In their aid programmes:
 - Allocate 0.7% of income to aid and at least 10% of that to education
 - Be careful of results-based financing



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:



STUDENTS

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



TEACHERS

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



PARENTS

have had climate change denial removed from textbooks in the USA



CIVIL SOCIETY

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

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Questions in relation to the 2019 GEM Report:

Contact Dr. Anna D'Addio: ac.daddio@unesco.org

Application for internship: gemreport@unesco.org

