

## 2015 Education for All Global Monitoring Report

The 2015 Education for All *Global Monitoring Report* will review how much the Education for All (EFA) movement has contributed to ensuring that all children, young people and adults enjoy their right to an education that meets their basic learning needs. The Report will provide a definitive global assessment of overall progress toward the six EFA goals that were established in Dakar, Senegal, in 2000, paying particular attention to gaps between those who benefited and those who did not. This assessment will provide lessons for the framing of post-2015 education goals and strategies.

The Report will assess the evidence of an acceleration in progress in education since 2000. The Report will pay particular attention to factors that may have influenced whether countries reached or missed these targets; it will assess the extent to which progress has been equally distributed within countries by gender, wealth, ethnic group, their migration status, whether people live in a rural or urban area, whether or not people have a disability, and other potential sources of inequality. This assessment will consider factors within the education sector itself, as well as factors outside education that have slowed progress towards the EFA goals, such as child labour, early marriage, natural disasters and conflict.

The Report will look at the status of national policies in education at the time of the World Education Forum in Dakar in 2000, identify the key policy developments that have taken place with respect to the six EFA goals since then, and assess what has brought about these changes. The Report will assess the role of the EFA process, including its monitoring component, in communicating good practice and thus influencing policy debate and ultimately educational outcomes.

Drawing on experience since 2000, the Report will assess how the current policy environment might influence the development of a more ambitious education agenda after 2015, paying particular attention to innovations in policies that could help accelerate progress towards a new set of goals. The analysis will take into account new opportunities and challenges facing policy makers, such as rapid changes in information and communication technologies, and increasing concern for environmental sustainability, which are transforming the education landscape.

The Report will analyse the financial resources available to education, taking into account the roles of governments, international development institutions, households and the private sector. One clear lesson from the past 15 years is that we need a better framework for financing progress toward international education goals. The parties that signed the Dakar Framework for Action promised that no country seriously committed to Education for All would be left behind due to lack of resources, but failed to identify how much households, governments, aid donors and the private sector should commit to different levels of education. The Report will examine how this problem can be acknowledged and addressed by including concrete financial commitments in post-2015 education goals. The Report will also look at how to use existing financial resources more effectively, how to identify new sources of finance, and how to ensure resources are spent in a way that gives disadvantaged groups a fair chance to educate their children.

The EFA movement has made a firm commitment to continue monitoring global education progress. However, there has as yet been insufficient clarity on targets and indicators related to some of the goals set in 2000. To inform the World Education Forum in Seoul, Republic of Korea, in May 2015, the Report will identify requirements for tracking progress at different levels of education and stages of life, in ways that will be relevant for a post-2015 global education framework.