

# 2013 Education for All Global Monitoring Report

## Teaching and Learning for Development

### Overview

The 2013 Education for All Global Monitoring Report will show why teaching and learning are pivotal for development in a rapidly changing world. It will explain how investing wisely in teachers, and other reforms aimed at strengthening equitable learning, transform the long-term prospects of people and societies.

As the 2015 deadline approaches, it is clear that considerable progress has been made since the EFA goals and Millennium Development Goals were established, but that the task is not yet complete. New challenges have also emerged that threaten to reverse some recent successes, taking the heaviest toll on the poorest and most vulnerable. Rapid urbanization is accompanied by threats from economic recession, environmental degradation, climate change, food insecurity and other factors. The Report will present new evidence to show that learning that is equitable – that offer an equal chance to all – is essential if young people are to acquire the skills they need to get work in a changing world. Equitable education can help people claim the kind of democratic change that will ensure development benefits all citizens. Education improves health and livelihoods, empowers women and other vulnerable groups, boosts economic growth and reduces poverty in ways that helps to lock in gains for generations to come.

The Report will highlight policies and strategies from around the world that demonstrate education's power to promote equitable development. It will focus attention on improving the quality of education, including through reforming teacher training, deployment and motivation. Reforms in teaching can also ensure people acquire the digital literacy skills demanded by rapidly evolving information and communication technologies and social media.

In 2013, concrete proposals will be needed to focus and inform stakeholder participation and to underpin the political momentum needed to reach agreement on post-2015 education and development goals. It is crucial that education stakeholders are well positioned to make a strong evidence-based case for the central role of teaching and learning in advancing a wide range of other development goals. The 2013 GMR will provide policymakers, civil society and other stakeholders with powerful new evidence to show why it is crucial that equitable learning is given its rightful place at the centre of the post-2015 global development architecture. It will identify the types of reforms in teaching and learning that are needed to promote transformative change.

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As each year, the Report will monitor progress towards the six Education for All goals. It will identify countries that are unlikely to meet the goals by 2015. It will assess the options for framing post-2015 goals, paying particular attention to measurement of progress using

equity-based indicators. The Report will also monitor national and international financing of education, assessing the extent to which progress in countries is being held back by lack of resources.

The thematic section of the Report will look in more detail at the importance of teaching and learning for development. It will be divided into two inter-related parts. The first part will demonstrate why it is vital to place equity in education at the centre of the post-2015 development agenda. It will show that the failure of the Millennium Development Goals to do this is one reason they have not led to as much progress as intended. New data analysis will be presented to identify how overcoming inequalities in educational access and learning is needed if future development goals are to be successful.

The second part will look in more detail at the types of policies and programmes needed to ensure equitable learning contributes to economic, social and political development, paying particular attention to teacher reforms. This part will begin by providing a snapshot of the current status of learning inequalities, identifying whether and how these have narrowed in some countries over time. It will showcase countries that have managed to extend access to education while improving learning outcomes. It will then put the spotlight on reforms in teacher recruitment, deployment and governance needed to improve equitable learning outcomes. The Report will also look at the curriculum and assessment reforms needed to enable teachers to fulfil their role in ensuring all children and young people are equipped with relevant knowledge and skills to contribute to their countries' development.

## **Part 1: Education for development post-2015**

The first part of the thematic section will present data in new and innovative ways to show how more education and better learning for all children and young people, regardless of their gender, wealth or where they live, contributes to a broad range of development outcomes. It will identify in particular the relationship between education and development outcomes that are anticipated to be part of the international agenda after 2015.

The Education for All and Millennium Declaration Goals have helped galvanize government and non-government actions over the past decade. Some global development challenges were captured in the original framework and retain their urgency, notably the ongoing need to eliminate poverty; some need to be re-examined, and better measures found to monitor their progress, such as for skills development. Other challenges have gained a higher profile in the last 15 years in recognition of their interdependence, or because they have been highlighted by poorer results in ensuring that positive development outcomes are distributed equally, including in improving health and nutrition. Yet other challenges were left out altogether or have only recently begun to attract wider attention, such as environmental degradation and climate change.

This part will focus on challenges that are expected to dominate the post-2015 agenda. As new challenges are recognized or emerge, the post-2015 policy agenda is expected to broaden its scope beyond poverty reduction and economic growth to include social and political challenges such as tackling environmental degradation, responding to climate change, promoting tolerance, democracy and good governance, and ensuring peace and security.

In all of these areas, education has a vital contribution to make. Education, if delivered well, enables people to fulfil their individual potential and to contribute to the economic, political and social transformation of their countries.

### *Equitable education improves prosperity of individuals, families and societies*

The positive effects of education on individual earning capacity and on national growth are widely documented. The Report will build on this evidence to provide new visualisations of these relationships. Education can offer opportunities to all to realize their talents, regardless of their background. But when average living conditions improve in a country, many population groups are unable to benefit equally because of their position in society. Education can empower such vulnerable groups, including those disadvantaged due to their gender, wealth, ethnicity or language, and help them share the benefits of positive development outcomes.

- Earnings, income and poverty reduction: The Report will show how education plays a central role in boosting earnings, and how the relationship has changed over time, across countries, between population groups, and by education levels. It will highlight how education's role is even stronger where measures of learning are used instead of measures of attainment. It will also bring together powerful new evidence on how education has helped to lift households out of poverty, and to promote social mobility.
- Productivity, skills, entrepreneurship and innovation: Education needs to equip the most vulnerable with the skills they need to obtain work that allows them to lead dignified lives. Improving productivity in farm and non-farm work is also crucial to combat food insecurity and to reduce pressure on urban development from large-scale migration of young people to urban areas in search of better work. The Report will present the latest evidence on links between education and direct measures of productivity. It will also highlight how entrepreneurship, the readiness to adopt technical change and the ability to innovate are vital to improve working lives and development outcomes. The analysis will show the importance of teaching children and young people to think creatively, apply knowledge and solve problems.
- Economic growth: While education has unambiguous benefits at the individual level, its effects at an aggregate level have been contested, with some arguing that educational development is a by-product of economic growth and development. The Report will identify the channels through which education drives increases in overall economic welfare. New evidence will also be presented on the effects of equitable education on growth.

### *Education for All promotes health and nutrition for all*

Education helps children and young people to acquire knowledge they need to seek appropriate treatment or take other actions that reduce the probability that they or their close family members contract disease or die prematurely. Improved education also indirectly benefits health and nutrition by increasing income. These benefits are particularly strong

where education empowers girls and young women to make decisions over their own fertility, including timing of first birth, birth spacing and number of children.

- Morbidity and mortality: The Report will present new evidence on the effect of education on life expectancy, maternal and child mortality and the incidence of specific diseases.
- Nutrition: The Report will look into the importance of cognitive skills in adopting appropriate health and nutrition practices, and the importance of female education in ensuring appropriate intra-household allocation of resources.
- Fertility: The Report will identify recent evidence that shows how education helps drive the demographic transition from high fertility and high mortality to low fertility and low mortality, by lowering fertility rates through channels such as preventing early childbirth, improving birth spacing, improving women's access to the workforce and giving women more power over the number of children they have. It will highlight the contexts in which this relationship has proven to be strongest.

### *Education's contributions to social and political outcomes*

A key aspect of the Report will be to showcase new evidence on education's influence on emerging environmental, social and political challenges that have not been given sufficient attention in the current MDG framework. Education, as a purveyor of values, is a key way to promote social cohesion and confer wider social benefits. Quality education promotes tolerance, peace and security, and can support good governance and broader democratic outcomes. This part of the Report will also assess education's role in combating the negative impacts of environmental degradation and climate change.

- Human impact on the environment: Individuals and communities can help reverse environmental degradation by changing attitudes and behaviours and claiming responsibility for creating a more viable and fairer future. This Report will bring together the evidence on how education – and what form of education – can address what may become the biggest development challenge post-2015. It will show how learning can help young people to contribute to their countries' sustainability.
- Civic and social engagement, democratization and good governance: The Report will show how education affects trust and tolerance. It will also identify how those with more education are more likely to engage in political activities and support democracy.
- Peace and security: The Report will present data to show how education can prevent conflict or heal its consequences by promoting tolerance.

## **Part 2: Teaching and learning for maximum impact**

The second part of the thematic section will provide more detailed analysis of the type of teaching and learning approaches that can best ensure education improves development outcomes. It will pay particular attention to teacher reforms needed to ensure equitable learning.

It will start by establishing why future growth, poverty reduction, improvements in health and nutrition, and political and social development depend on education that has quality teachers at its centre – teachers who are capable of delivering a curriculum that provides learning opportunities for all children and youth, irrespective of family background, gender or where they live. Drawing on new analysis on learning outcomes and the latest research on teachers, curriculum and assessment reforms, it will showcase countries that have invested and introduced innovations in these areas and how this has contributed to individual well-being, national prosperity and development.

This part of the Report will shed light on policies, programmes and practices that have produced equitable access to quality learning and improved learning outcomes for all. Ensuring that the quality of teaching activities and learning environments is equitable is a challenge that all countries, regardless of their stage of development, have to address.

### *Balancing equitable access with quality education*

Quality education for all is paramount if education is to promote development. Yet many countries that have made significant gains in improving access have not made corresponding progress in improving education quality. In some countries that have increased education access, gaps in learning achievement remain wide. And many countries that still face the challenge of ensuring all children, regardless of their background, are able to complete primary school, are also countries that face some of the biggest challenges in education quality. How can education systems balance greater access with higher quality learning?

- Mapping progress in equitable learning: Drawing on international and regional learning assessments, the Report will show how equity in learning has changed over time, between and within countries, with gaps narrowing in some countries and widening in others. It will present new analysis mapping progress in access against indicators of education quality across regions and countries.
- Policy reforms and investment choices: The Report will highlight policy reforms and investment choices of countries that have managed to improve education quality while expanding access. The overarching argument will be that equity of opportunities for quality education leading to better learning outcomes is necessary as access improves and that ultimately this is important for promoting development.

### *Teacher development and governance reforms that improve learning outcomes*

Learning outcomes cannot be improved without investing in teacher quality. First, enough teachers need to be recruited to ensure class sizes are manageable. Second, teachers need training that allows them to teach effectively, paying attention to emerging issues that require attention in the classroom to ensure children's learning leads to desirable outcomes for themselves and their societies. Third, quality teachers need to be deployed equitably within countries so that children are not disadvantaged because they live in a remote area or urban slum, for example. Teacher governance reforms are essential to ensure accountability of the teaching force in the promotion of equitable learning outcomes that promote development.

- Strengthening teacher quality to improve learning outcomes: The Report will present new evidence to show how gains in learning outcomes are related to observable teacher qualities and characteristics, and to identify the implications for investment choices to improve equitable learning. It will review the latest evidence on effective training and the factors that promote effective teaching that benefits all.
- Teacher supply at affordable costs: Disparities in access to trained teachers have been highlighted by global analysis of teacher requirements to achieve EFA by 2015. This analysis will be extended to assess the cost of extending the teaching force across regions and countries, and ensuring all teachers are paid an adequate wage. For many countries, teacher salaries already constitute the largest share of the public wage bill, and a large share of already stretched education budgets. New analysis will provide fresh insights into the choices that countries in different parts of the world have had to make, and their impact on learning. To meet increased teacher demand, innovative training approaches that maintain quality at affordable costs will be required. Countries that are achieving this will be showcased.
- Effective deployment and management of teachers for equitable learning: Unequal teacher deployment has been identified as a major cause of inequality in school quality and achievement, especially in low income countries: teachers tend to move from the poorer, more remote rural areas to more prosperous urban areas, resulting in dramatically unequal pupil/teacher ratios that also impact on learning outcomes. The Report will identify systems that have managed more effective hiring, training and deployment of teachers in response to this challenge. It will provide evidence on the incentive structures and management practices that have worked in certain contexts, and lessons from these for other countries.

### *Supporting teachers and teaching through innovative curriculum and assessment reforms*

For teachers to achieve their potential, they need the support of curriculum reforms and assessments that can help them to improve their teaching practice. System-wide reforms are needed that address shortcomings that are contributing to learning deficits.

- Innovative curriculum and assessments for sustaining development: The Report will highlight school curriculum and assessment reforms that are making an impact on learning, especially reforms that are preparing young people with skills to engage with global development issues such as environmental degradation, climate change and democracy.
- Improving education through learning assessments: The importance of using national and international assessments to allow teachers to track student learning progress and to improve policy will be highlighted, focusing on countries that are demonstrating effective use of learning assessments to improve education and tackle inequalities in learning. The Report will assess how teachers in these countries have been able to use the assessments to improve their classroom practices, and how governments have used them to design targeted interventions to provide specific support to help children who are being left behind. Attention will also be given to innovative classroom assessments to provide teachers and learners with information to improve learning outcomes.

- Innovative and inclusive curriculum for raising achievement: At the primary education level, curriculum and assessment reforms that are aiming to address poor literacy and basic mathematics skills will be discussed. Emphasis will be on curriculum initiatives that are raising literacy and numeracy achievement levels for weak performers, and the policy implications.