

Approved for tabling

PARLIAMENT
OF KENYA
LIBRARY

REPUBLIC OF KENYA



KENYA NATIONAL ASSEMBLY
ELEVENTH PARLIAMENT
THIRD SESSION
2015

*But SNA
17/12/15
Paper laid
But the chair
has Salome's
chegg
on Thursday
17/12/15
L&S*

DEPARTMENTAL COMMITTEE ON EDUCATION, RESEARCH AND TECHNOLOGY

REPORT ON WORLD EDUCATION FORUM –INCHEON, KOREA

FROM 17TH -23TH MAY, 2015

Directorate of Committee Services
Clerk's Chambers
Parliament Buildings
NAIROBI

DECEMBER , 2015



Table of Contents

1.0	INTRODUCTION	4
1.1	COMMITTEE MANDATE.....	4
1.2	KENYAN DELEGATION.....	5
2.0	ABOUT UNESCO.....	6
2.1	THE KENYA PERMANENT DELEGATION, PARIS	6
2.2	UNESCO IN KENYA	7
2.3	THE KENYA NATIONAL COMMISSION FOR UNESCO (KNATCOM).....	7
3.0	WORLD EDUCATION FORUM SET ROADMAP FOR GLOBAL EDUCATION UNTIL 2030.....	8
3.1	Brief Background.....	8
3.2	Key Forum Speakers and Contributors.....	9
3.3	Thematic Debates.....	10
3.4	Meeting between the Cabinet Secretary for Education, Science and Technology and the Alice Albright, Chief Executive Officer, Global Partnership for Education	13
4.0	Way Forward – Final Declaration Education 2030	18

LIST OF ABBREVIATIONS/ACRONYMS

EFA - Education for All

GMR – Global Monitoring Report

GPE - Global Partnership for Education

KNATCOM - Kenya National Commission for UNESCO

MDGs - Millennium Development Goals

SDGs - Sustainable Development Goals

SG – Secretary General

UN – United Nations

UNDP – United Nations Development Programme

UNESCO - United Nations Educational Scientific and Cultural Organization

UNFPA – United Nations Population Fund

UNHCR – United Nations High Commissioner for Refugees

WEF – World Education Forum

1.0 INTRODUCTION

Hon. Speaker,

On behalf of the Members of the Departmental Committee on Education, Research and Technology and pursuant to the provisions of Standing Order No. 216, it is my pleasure to present to the House the Committee's Report on World Education Forum in Incheon, Korea between 17th to 23rd May, 2015.

1.1 COMMITTEE MANDATE

The Departmental Committee on Education, Research and Technology was established by Standing Order No. 216 of the Standing Orders of the National Assembly and mandated, amongst other things,

- a) investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and departments;*
- b) study the programme and policy objectives of Ministries and departments and the effectiveness of the implementation;*
- c) study and review all legislation referred to it;*
- d) study, assess and analyze the relative success of the Ministries and departments as measured by the results obtained as compared with their stated objectives;*
- e) investigate and inquire into all matters relating to the assigned Ministries and departments as they may deem necessary, and as may be referred to them by the House;*
- f) to vet and report on all appointments where the Constitution or any law requires the National Assembly to approve , except those under Standing Order 204 (Committee on Appointments); and*
- g) make reports and recommendations to the House as often as possible, including recommendation of proposed legislation.*

1.2 KENYAN DELEGATION

The Cabinet Secretary, Ministry of Education, Science and Technology requested the Committee to nominate the delegates who would accompany him to the World Education Forum (W.E.F). The following Members were nominated to attend the conference on behalf of the Committee: -

- 1) Hon. Sabina Chege, M.P – Chairperson and Leader of the Parliamentary Delegation
- 2) Hon. (Dr.) Susan Chebet, M.P
- 3) Hon. Richard Makenga, M.P
- 4) Mr. Jimale Mohamed – Delegation Secretary

Hon. Speaker,

The delegation is most grateful to the office of the speaker and the Clerk of the National Assembly for the support and facilitation of the delegation to attend the World Education Forum in South Korea.

On behalf of the delegation, it is my pleasant duty and privilege, to present this report on the World Education Forum in Incheon, South Korea for consideration and adoption by the House.

Signed: 

The Hon. Sabina W. Chege, MP

Chairperson, Departmental Committee on Education, Research and Technology

Date: 3/12/15

2.0 ABOUT UNESCO

United Nations Educational Scientific and Cultural Organization (UNESCO) came into being at the initiative of R.A. Butler, Chairman of the Board of Education of the United Kingdom and Sir Malcom Robertson, Chairman of British Council who in 1942, convened a meeting of Ministers of Education of Allied Countries during the most terrifying conflict that mankind had ever known – the Second World War. The Conference of Allied Ministers of Education became the forerunner of UNESCO.

UNESCO is a specialised agency of the United Nations which aims to contribute to peace and security in the world by promoting collaboration among nations through its five fields of competence: Education, Natural Sciences, Social & Human Sciences, Culture and Communication & Information.

The broad goals and concrete objectives of the international community – as set out in the internationally agreed development goals, including the Millennium Development Goals (MDGs) – underpin all UNESCO's strategies and activities.

UNESCO's has two global priorities: Africa and Gender equality. Other key thematic areas of UNESCO's programmes include; Youth, HIV & AIDS and Gender.

The UNESCO Headquarters is in Paris, France. Kenya hosts the UNESCO Multi-Sectoral Regional Office for Eastern Africa.

2.1 THE KENYA PERMANENT DELEGATION, PARIS

On 18th July 1968, the Charge d'Affaires at the Kenya Embassy in Paris presented his letters of credence to the Director General of UNESCO as Kenya's Permanent Delegate to UNESCO. This mode of operation continued until 2006 when Kenya Permanent Delegation to UNESCO, independent from Kenya Embassy, was established. The mandate of the Kenya Permanent Delegation in Paris is to:

- (i) effectively represent the Government and the people of Kenya within UNESCO; and
- (ii) Promote Kenya's interests within UNESCO, its affiliate agencies and partner organizations.

2.2 UNESCO IN KENYA

Kenya became a Member of UNESCO in 1964. During the 1964 General Conference, Kenya's credentials were recognized as valid and therefore admissible as a Member State Number 73.

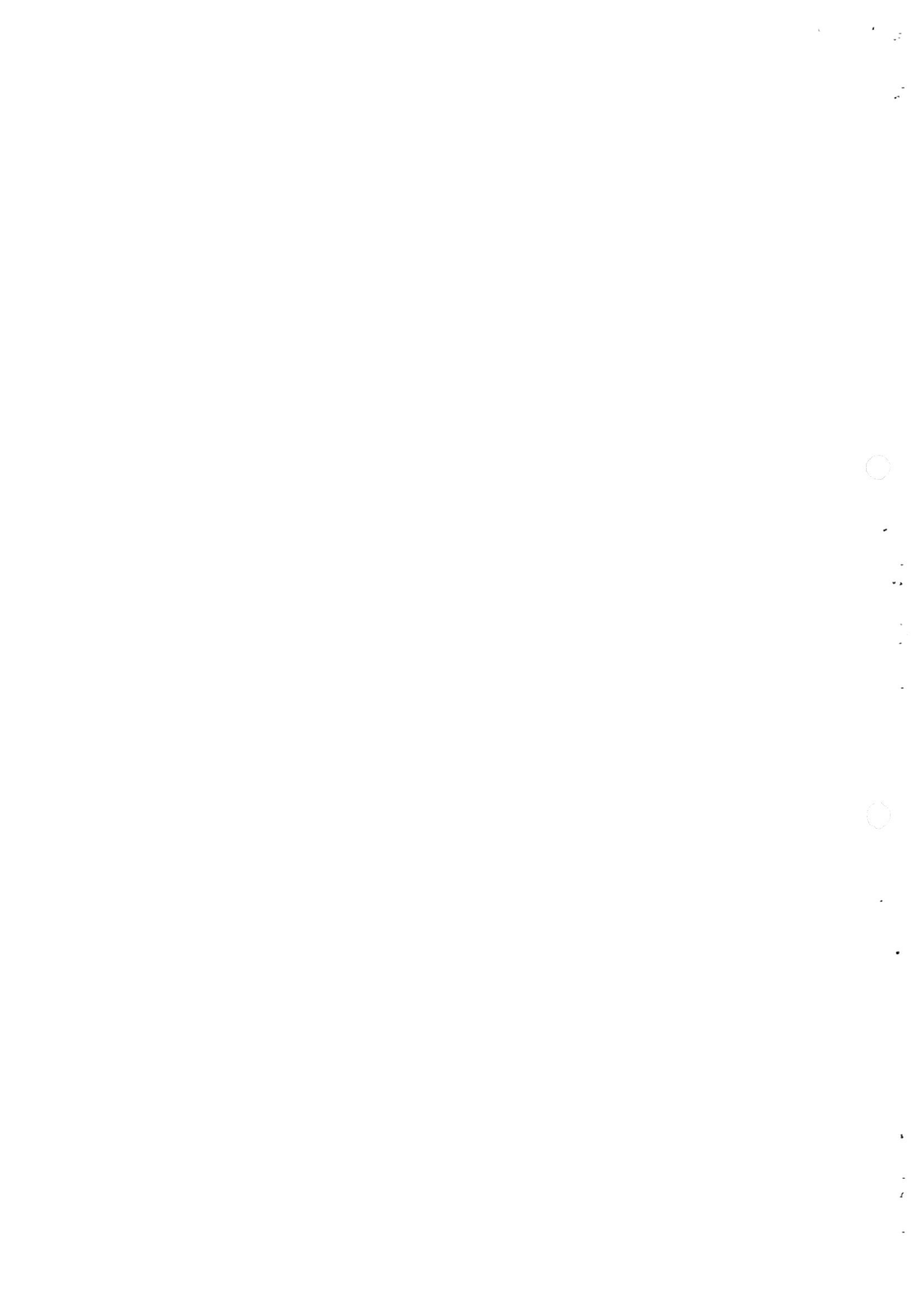
Since 1964, there has existed a cordial and vibrant partnership between Kenya and UNESCO which continues to grow from strength to strength in all of UNESCO's areas of competence.

Kenya has always associated herself closely with the activities of UNESCO and has always attended the General Conference, with its first attendance being at 13th Session of the UNESCO General Conference which took place in October/November 1964 in Paris, France. Since then, the presence of Kenya at the General Conference has been evidenced by numerous constructive interventions made by the Kenya Delegations.

UNESCO has been playing a key role in Kenya's development through its five areas of competence. Collaboration between UNESCO Headquarters, the Kenya Permanent Delegation to UNESCO, the UNESCO Regional Office for Eastern Africa, Nairobi, the Kenya National Commission for UNESCO and other Government ministries has led to the implementation of many programmes in Kenya.

2.3 THE KENYA NATIONAL COMMISSION FOR UNESCO (KNATCOM)

The Kenya National Commission for UNESCO is among the 195 UNESCO Commissions across the world and it's the focal point for all UNESCO programmes and activities in Kenya. The National Commission operate on a permanent basis for the purpose of associating their governmental and Non-Governmental bodies in Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and information with the work of UNESCO and also facilitate UNESCO outreach to civil societies, parliamentarians and the private sector, thus playing a significant role in raising UNESCO's visibility at the Country level.



3.0 WORLD EDUCATION FORUM SET ROADMAP FOR GLOBAL EDUCATION UNTIL 2030

3.1 Brief Background

The global education agenda for the next 15 years was discussed at the World Education Forum (WEF 2015). The event was opened by the UN Secretary-General Ban Ki-Moon. The SG told the 1500 participants that “Education secures human rights, including health and employment. Education is also essential to fighting security threats, including the rise of violent extremism”.

The Forum brought together more than 130 government ministers, along with high-level government officials, Nobel Prize Laureates, heads of international and non-governmental organization, academics, representatives of private sector, researchers and other key stakeholders. UNESCO Director- General Irina Bokova and President of the Republic of Korea, Park Geun-hye, also spoke at the opening of the WEF 2015, which UNESCO was leading in collaboration with UNDP, UNFPA, UNHCR, UN Woman and World bank Group.

All countries and partners were mobilized to implement the new agenda, and propose ways for its coordination, financing and monitoring – globally, regionally and nationally – to ensure equal educational opportunities for all. The final declaration on Education 2030 was adopted at the closure of the forum in Incheon- Korea.

The 2015 marks the deadline for achieving the six Education for All (EFA) goals and the Millennium Development Goals (MDGs) established in 2000. The Forum took stock of progress made over the past 15 years, considered remaining and new challenges, and prepare a road map for addressing them within the framework of the Sustainable Development Goals (SDGs) to be adopted by the United Nations in September 2015.

Collective efforts over the past 15 years resulted in unprecedented progress in education. According to UNESCO’s Institute for Statistics, there were 76 million fewer out-of- school children and adolescent in 2012 than in 2000. During the same period around 67 million more children received pre-primary school and about 781 million illiterate adults globally. The GMR

also estimates that it will cost an additional \$22billion each year to ensure university pre-primary, primary and lower secondary education by 2030.

3.2 Key Forum Speakers and Contributors

Key Forum Speakers and Contributors on the Various Topical Issues were:

a. High-Level panel debate: “Setting the stage”

The Session was presented by Mr. Aaron Benavot, Director, Education for All (EFA) Global Monitoring Report, UINESCO.

The session stimulated debate on the future of education, drawing on the findings of the independent EFA Global Monitoring Report, 2015, the regional analysis of some 120 National EFA 2015. Review and publication “ Rethinking Education: Towards a global common good. Some of the key speakers during the debate included the following:-

- (i) Mr. Gordon Brown, United nation Special Envoy on Global Education
- (ii) H.E. Ms Smriti Zubin Irani, Minister of Human Resource Development, India
- (iii) H.E. Mr Jaime Saavedra Chanduvi, Minister of Education, Peru
- (iv) Mr. James Heckman, Laureate of the 2000 Nobel Economic Prize
- (v) Ms. Julia Gillard, Chair of the Board of Directors, Global Partnership for Education
- (vi) Ms. Camilla Croso, President, Global Campaign for Education.

The 2015 EFA Global Monitoring Report provided a complete assessment of progress towards the Education for All goals established in 2000 at the World Education Forum in Dakar, Senegal. The report took stock of whether the world achieved the EFA goals and whether EFA partners upheld their commitments. It also explained possible determinants of the pace of progress and identified key lessons for shaping a post-2015 global education agenda.

b. Education 2030 – Proposed Agenda and Framework for Action

Key Speakers

- ❖ Mr. Ahlin Byll-Cateria, former Executive Secretary, Association for the development of Education in Africa
- ❖ Mr. Qian Tang , Assistant Director for Education, UNESCO

The session discussed the overall 2030 education agenda and framework for action and the draft WEF 2015 Declaration.



3.3 Thematic Debates

Discussing the global targets

The delegates had six parallel thematic debates which generated six cross-cutting issues to deepen understanding of the thinking underlying Sustainable Development Goal 4 on Education.

Equity and Inclusion – leaving no one behind (Organized by UNICEF)

The session had been organized under the auspices of UNICEF. Under the session, the following issues were discussed: -

Major Challenges and opportunities to inform an inclusive social agenda

Education is a fundamental human right and occupies a central place in human rights, as it is a right in itself and indispensable for the exercise of all other human rights. As an empowerment right, education is the primary vehicle by which marginalized children, young people and adults can lift themselves out of poverty and participate fully in communities and society.

Inspired by the moral foundations of the Universal Declaration of Human Rights, the right to education is enshrined in a number of instruments. The right to education has been strongly affirmed in international law, most importantly in the Convention against Discrimination in Education (1960).

The World Education Forum (2000) reaffirmed education as a fundamental human right, and set objectives for achieving EFA goals based upon political commitments by the international community to achieve the right to basic education for all. The Millennium Declaration (2000) affirmed by world leaders the same year and reaffirmed at the UN Summit in 2005 form an agenda for reducing poverty and improving lives. Two of them echo EFA goals 2 and 5: MDG 2 and MDG 3.

The need to ensure equity and inclusivity by setting the right environment by building more schools to accommodate poorest children and those living in conflict situations, refugees, internally displaced people or children facing discrimination based on location, gender, disability or ethnic minority status.

The debate on equity in education; equip policy and decision-makers with tools to advocate for equity and inclusion.

The need to encourage governments to identify and target resources for the groups being left furthest behind especially the vulnerable and marginalized learners.

Education in Conflict and Crisis (Organized by UNHCR)

Education is one of the highest priorities of refugee communities. The lack of high quality and protective education for refugees stands in the way of meeting Education for All goals, of achieving durable solutions, and of sustainable development and reconstruction of home and host countries.

Under session, the following issues were tackled and discussed:

- The need to ensure access to education for children and young people in crisis-affected situations in the 2030 agenda
- The importance of outlining how conflict and crisis have hampered progress towards realizing the Education the education for All goals.
- Way forward to mitigate the impact of crisis on achievement of the 2030 education targets.
-

Can financing for Results help us achieve learning for all

Under session, the following issues were tackled and discussed.

- Overview of current education financing and the challenges associated with financing the 2030 education agenda
- The need for more equitable, efficient and innovative financing in education.
- highlights of the experiences through country cases and recommended strategies to improve the result of both domestic and international education investments.
- Critical role of financing in the achievement of the education
- The need to Ensure inclusive equitable, quality education and lifelong learning for all.

Achieving gender equality in education and empowering women and girls: looking ahead and planning together (Organized by UN Women)

Under session, the following issues were discussed:

- Challenges faced by women and girls who have not benefited from education and training in an effort to achieve the proposed SDG4 (Achieving gender equality and empowering women and girls)
- Girls face many interrelated and intersecting challenges that prevent them from reaching their full potential

Placing quality education at the centre of lifelong learning (Organized by UNESCO)

Under session, the following issues were tackled and discussed:

- The Quality of learning and education in countries – more children are in school than ever before, but are they learning – the 2014 GMR estimates that 250 million children do not know the basics, whether or not they had schooling and 200 million young people leave school without the skills they need to thrive.
- Focus to be placed on the Quality of education in the 2030 education agenda;
- Key strategies to advance the quality of education and improve learning outcomes, including through addressing the shortage of teachers and their qualifications, curricular relevance, the availability of learning materials and learning process and environments.
- How quality of education can be best measured and monitored.

Innovating through technology: Shaping the future of education (Organized by UNESCO)

Under session, the following issues were tackled and discussed:

- Role of governments in ensuring that technology enhances pedagogy, meets the needs of students and teachers and how to improve educational outcomes;
- Strategies to make education system more effective through technology paying close attention to principals that guides the process;
- The tension between competing claims about utility and value of technology;

- How education systems can better identify, incubate and scale up innovative ideas.

Quality primary and secondary education – an increased focus on learning

Under session, the following issues were tackled and discussed:

- Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- Focus on learning and equity will play a key role in providing all children with quality basic education that will enable them to learn the skills necessary to succeed in life and work.

3.4 Meeting between the Cabinet Secretary for Education, Science and Technology and the Alice Albright, Chief Executive Officer, Global Partnership for Education

The session was organized at the sidelines of the World Education Forum where the Cabinet Secretary, Prof. Jacob Kaimenyi and his delegation held a meeting with the Members of the Alice Albright.

He noted the good working relationship between the Government of Kenya and the Global Partnership for Education. The Collaboration had been shown through the continued financial support to education and the solidarity shown when GPE stood with the people of Kenya during the terrorist attack of the Garissa University College during which a total of 148 students, teachers and University staff lost their lives.

In addition, he noted that the GPE Board of Directors approved a grant of 88.4 US dollars to the Government of Kenya, for the Primary Education Development Project (2015- 2019)., under the supervision of the World Bank. For ownership and sustainability, the project is to be implemented within Government systems and enhance roles & functions of Institutions, Directorates and Agencies

He further observed that the GPE-funded project was aligned with the GoK's strategic objective of providing quality basic education for sustainable development. The Kenya Primary Education Project was earmarked to address key priorities in the National Education Sector Plan ,NESP (2013-2018) on improving the quality of primary education, through:-

- (i) improvement of schooling outcomes and impact of sector investment;
- (ii) development of relevant skills;
- (iii) (iii) improved learning outcomes; and
- (iv) improved efficiency and effectiveness in use of available resources.

It is noted that the GPE funded project was designed in close consultation with the Education Development Partners Coordination Group (EDPCG) , and involved scale up or enhanced pilots of programmes by partners such as: -Primary Mathematics and reading (PRIMR); Teachers Professional and Integrity in Kenya (TePIK) , Education for the marginalized communities in Kenya (EMACK) ;Education Management Information System (EMIS) , among others.

The Primary Education Development Project was aligned to the following GPE goals: -

- (i) Ensuring that all children master basic literacy and numeracy by early grades
- (ii) building national systems that have capacity and integrity to deliver, support and assess education quality
- (iii) focus that resources be targeted to the most marginalized groups, including schools with children with disabilities, schools in rural and nomadic communities in the ASAL with low female enrolment as well as schools in urban poor settlements

The GPE funded project had two development objectives:-

Project Development Objective 1: improve early grade mathematics (EGM) competencies among learners

a) Component 1 :-improving the foundations of learning by enhancing early grade mathematics

• Key Results

- number of Class 1 and Class 2 EGM textbooks distributed to schools;
- number of teachers trained in EGM instructional techniques;
- number of classroom observations conducted by TAC tutors

Project Development Objective 2: strengthen management systems at school and national levels

a) Component 2 :-strengthening management and accountability at school level.

Key results of the component included

- number of participating schools receiving KCPE analysis reports;
- % of teachers in participating schools completing professional competency assessment;
- number of participating schools submitting satisfactory School Improvement Plans (SIPs) ;

- number of participating schools receiving annual school grant allocations; and
 - number of participating schools audited.
- b) Component 3 :- strengthening capacity for evidence-based education sector policy development at the national level.
- c) Key results included
- the percentage of primary schools submitting EMIS data,
 - the availability of a sector diagnostic covering access, equity and efficiency, and
 - Initiation of the preparation of the next five year education sector plan(2019- 2023)
- d) Component 4:- Overall project coordination communication and monitoring and evaluation.
- Management of the project including establishment of a Project Coordination Unit (PCU) to implement and manage the project, as well as implementation units at county levels,
 - Preparation of annual and semi-annual work-plans;
 - Monitoring and evaluation under the project including baseline studies, mid and end-term evaluation studies, impact evaluation and documentation of good practices for sharing of lessons;
 - Capacity building for implementing units at all levels; and
 - Dissemination of project information on the website at national level and also through other print and electronic media.
 - Bi-annual joint supervision reviews by the GoK, the World Bank, and Development Partners.

Project beneficiaries

- e) 6 million pupils in Class 1 and 2 :- Who were earmarked to benefit from improved early grade mathematics textbooks
- f) 40,000 teachers had been identified to benefit from new methodologies on EGM through improved in-service training and regular pedagogical supervision and support

- g) 1.3 million pupils in 4,000 selected schools would benefit from more effective and present teachers as well as improved teaching-learning inputs;
- h) Head teachers and Boards of Management (BoMs) would receive guidance and support in school improvement planning and be empowered to implement plans to improve school performance
- i) Parents and Communities :- Their aspirations will be met through greater information and enhanced responsibility in school management for improving quality of education.
- j) Education system administrators would benefit from improved information and accountability through up-to-date EMIS data and school audit.

In the preparation for the GPE funded project, the following milestones had been achieved to date:

- (i) The development of the Project Appraisal Document (PAD)
- (ii) The approval of the grant of 88.4 million USD by the GPE Board in December, 2014
- (iii) Establishment of the Project Coordination Unit (PCU)
- (iv) Assignment of a Task Team Leader (TTL) resident in Kenya for the project supervising agency (World Bank).
- (v) The Project Financial Management Manual, Project implementation Manual, and the procurement plan have been finalized.
- (vi) The Social and Environmental Management Frameworks developed, approved by the World Bank and disclosed in the MoEST website
- (vii) Successful negotiations of the Project on 23rd & 24th March, 2015 between Government Team led by the PS and the World Bank. Grant Agreement initialized on 24th March, 2015. The financial grant agreement is yet to be signed by the World Bank and the Cabinet Secretary- National Treasury.
- (viii) The General Procurement Notice (GPN) prepared and submitted to the World Bank – for publication in UN Development Business online (UNDB) and on the Bank's external website
- (ix) Consultations between the Tusome and GPE teams were ongoing in order to align EGM and Tusome programme.

Outstanding issues- to be fast tracked

- Signing of the financial grant agreement which will determine the effectiveness of the grant
- World Bank internal clearance / approval of the negotiated documents before the signing of the financial grant agreement is done.

There is need for the World Bank to expedite the pending internal bank approvals in order to meet the GPE deadline of 16TH June, 2015 for the signing of the financial grant agreement to have been met ; if the project has to be implemented this year,

The MoEST was ready to implement the Kenya Primary Education Development project. This will greatly improve the quality of learning at the early years of the children of Kenya. Great thanks to the GPE Board for supporting Kenya in its endeavors of providing quality basic education to all children. I look forward to continue working with the GPE team as we provide quality service to the children.

Right to a quality education

The realization of the right to education to every child has to have a safe learning environment, have well-trained, well-supported and motivated teachers; and that children acquire the cognitive and non-cognitive skills they need to escape extreme poverty, share in the benefits of economic growth, fulfill their potential, and pass these gains on to future generations.

To realize this right, as the Declaration says, we must mobilize all available resources. And we must also ensure accountability for results.

In closing, as the honorable minister from Tanzania said yesterday, we have to change mindsets about what is possible. We owe that to the children of today and tomorrow.



4.0 Way Forward – Final Declaration Education 2030

The Ministers for the Member Countries committed to the following declaration as part of the realization of the global education goals for 2030.

Towards inclusive and equitable quality education and lifelong learning for all.

Preamble

1. We, Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). We thank the Government and the people of the Republic of Korea for having hosted this important event as well as UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, as the co-convenors of this meeting, for their contributions. We express our sincere appreciation to UNESCO for having initiated and led the convening of this milestone event for Education 2030.
2. On this historic occasion, we reaffirm the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 — the most important commitment to education in recent decades and which has helped drive significant progress in education. We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights. We acknowledge the efforts made; however, we recognize with great concern that we are far from having reached education for all.
3. We recall the Muscat Agreement developed through broad consultations and adopted at the Global Education for All (EFA) Meeting 2014, and which successfully informed the proposed education targets of the Open Working Group on Sustainable Development Goals (SDGs). We further recall the outcomes of the regional ministerial conferences on education post-2015 and take note of the findings of the 2015 EFA Global Monitoring Report and the Regional EFA Synthesis Reports. We recognize the important contribution of the Global Education First Initiative as well as the role of governments and regional, intergovernmental and non-governmental organizations in galvanizing political commitment for education.

4. Having taken stock of progress made towards the EFA goals since 2000 and the education-related Millennium Development Goals (MDGs) as well as the lessons learned, and having examined the remaining challenges and deliberated on the proposed 2030 education agenda and the Framework for Action as well as on future priorities and strategies for its achievement, we adopt this Declaration.

Toward 2030: A new Vision for Education

5. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all” and its corresponding targets. It is transformative and universal, attends to the ‘unfinished business’ of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.
6. Motivated by our significant achievements in expanding access to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.

7. Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.
8. We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.
9. We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development agenda.
10. We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also



committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.

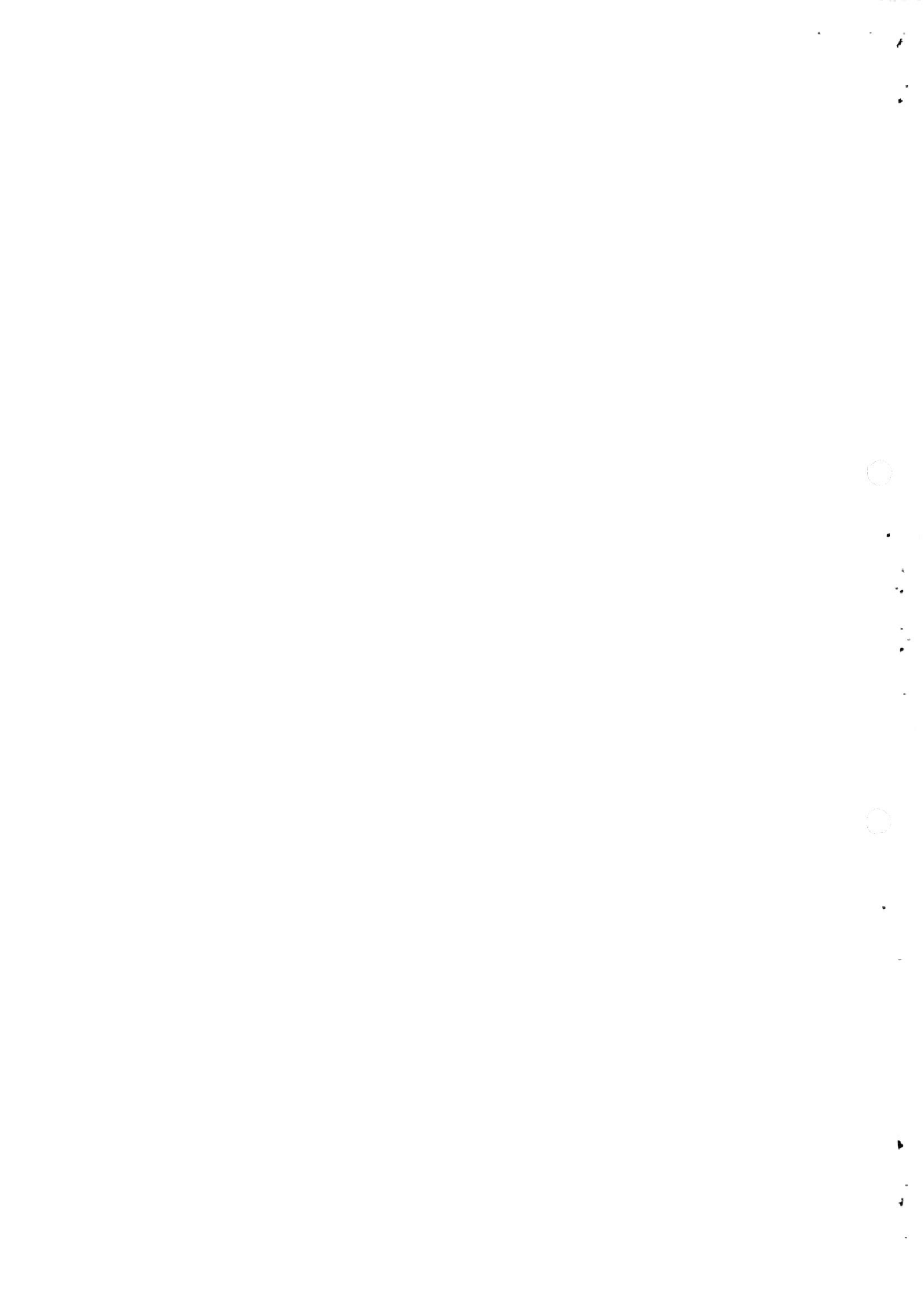
Implementing Our Common Agenda

12. We reaffirm that the fundamental responsibility for successfully implementing this agenda lies with governments. We are determined to establish legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, and to uphold the right to participation of all stakeholders.
13. We call for strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level, within the framework of regional entities, mechanisms and strategies.
14. We recognize that the success of the 2030 education agenda requires sound policies and planning as well as efficient implementation arrangements. It is also clear that the aspirations encompassed in the proposed SDG 4 cannot be realized without a significant and well-targeted increase in financing; particularly in those countries furthest from achieving quality education for all at all levels. We therefore are determined to increase public spending on education in accordance with country context, and urge adherence to



the international and regional benchmarks of allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education.

15. Noting the importance of development cooperation in complementing investments by governments, we call upon developed countries, traditional and emerging donors, middle income countries and international financing mechanisms to increase funding to education and to support the implementation of the agenda according to countries' needs and priorities. We recognize that the fulfilment of all commitments related to official development assistance (ODA) is crucial, including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries. In accordance with their commitments, we urge those developed countries that have not yet done so to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries. We also commit to increase our support to the least developed countries. We further recognize the importance of unlocking all potential resources to support the right to education. We recommend improving aid effectiveness through better coordination and harmonization, and prioritizing financing and aid to neglected sub-sectors and low income countries. We also recommend significantly increasing support for education in humanitarian and protracted crises. We welcome the Oslo Summit on Education for Development (July 2015) and call on the Financing for Development Conference in Addis Ababa to support the proposed SDG 4.
16. We call on the WEF 2015 co-convenors, and in particular UNESCO, as well as on all partners, to individually and collectively support countries in implementing the 2030 education agenda, by providing technical advice, national capacity development and financial support based on their respective mandates and comparative advantages, and building on complementarity. To this end, we entrust UNESCO, in consultation with Member States, the WEF 2015 co-convenors and other partners, to develop an appropriate global coordination mechanism. Recognizing the Global Partnership for Education as a multi-stakeholder financing platform for education to support the implementation of the agenda according to the needs and priorities of the countries, we recommend that it be part of this future global coordination mechanism.
17. We further entrust UNESCO, as the United Nations' specialized agency for education, to continue its mandated role to lead and coordinate the 2030 education agenda, in particular by: undertaking advocacy to sustain political commitment; facilitating policy dialogue,



knowledge sharing and standard setting; monitoring progress towards the education targets; convening global, regional and national stakeholders to guide the implementation of the agenda; and functioning as a focal point for education within the overall SDG coordination architecture.

18. We resolve to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and the management of education systems as well as to ensure accountability. We further request the WEF 2015 co-conveners and partners to support capacity development in data collection, analysis and reporting at the country level. Countries should seek to improve the quality, levels of disaggregation and timeliness of reporting to the UNESCO Institute for Statistics. We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEMR), hosted and published by UNESCO, as the mechanism for monitoring and reporting on the proposed SDG 4 and on education in the other proposed SDGs, within the mechanism to be established to monitor and review the implementation of the proposed SDGs.
19. We have discussed and agreed upon the essential elements of the Education 2030 Framework for Action. Taking into account the United Nations summit for the adoption of the post-2015 development agenda (New York, September 2015) and the outcomes of the Third International Conference on Financing for Development (Addis Ababa, July 2015), a final version will be presented for adoption and launched at a special high-level meeting to be organized alongside the 38th session of the General Conference of UNESCO in November 2015. We are fully committed to its implementation after its adoption, to inspire and guide countries and partners to ensure that our agenda is achieved.
20. Building on the legacy of Jomtien and Dakar, this Incheon Declaration is an historic commitment by all of us to transform lives through a new vision for education, with bold and innovative actions, to reach our ambitious goal by 2030.

