

## International and Regional Comparative Perspectives: SDG # 4 and the 21<sup>st</sup> Century

### Part Two

Regional organizations and initiatives were key resources to qualify Sustainable Development Goal 4-Quality Education. Regional conceptualization of quality education stemmed from regional educational policies, position papers, regional parliamentary decisions and consensus, and regional action or investment. All organizations hold a common theme as a truth -- education triggers competitive innovation and economic growth, and the stimulation and sustainability of development is fueled through well-coordinated public and private partnerships. Challenges are included because it defines some issues that led to regional definitions of quality education. Also, the challenges that are listed have the potential of thwarting the regional realization of Sustainable Development Goal # 4.

The following chart presents a summary of comparisons between international (UNESCO and UNICEF) and regional interpretations of quality education.

### COMPARISON OF INTERNATIONAL AND REGIONAL PERSPECTIVES OF QUALITY EDUCATION AND POTENTIALLY IMPEDING CHALLENGES

Organization	Date of Inception	Countries	Challenges	Quality Education Defined
INTERNATIONAL ORGANIZATIONS				
UNESCO	1945	193 and 11 associate members <sup>1</sup>	There is broad agreement about the aims and objectives of education. However, quality of education is interpretable from different perspectives (e.g. humanist, behaviorist, critical tradition, adult education, or indigenous <sup>2</sup> )	<p>The fundamental determinants of quality education are enrolment, retention, and achievement. An expanded definition of quality education includes the desirable characteristics that learners are healthy, motivated students with competent teachers using relevant curricula and active pedagogies supported with systems of good governance and equitable resource allocation. Additionally, the chief desired outcome is learners' cognitive development. Other desired outcomes are learners' creative and emotional development, peace, citizenship security, equality and mediums to pass global and local cultural values down to future generations. Quality education produces learners who know and do and therefore can:</p> <ul style="list-style-type: none"> <li>-build their own knowledge</li> <li>- combine indigenous and 'external' elements</li> <li>- focus on practical application</li> <li>- learn to live together</li> <li>- have the critical skills to achieve self-actualization and a life free from discrimination</li> </ul> <p><b>Source:</b>  <a href="http://www.unesco.org/education/gmr_download/chapter1.pdf">http://www.unesco.org/education/gmr_download/chapter1.pdf</a></p>
UNICEF	1946	190	264 million children and adults do not have the	Five dimensions of quality education are: learners, environments, content, processes and outcomes. All children have the right of survival, protection, development and participation'.

			<p>opportunity to enter or finish school</p> <p>Only 50% of refugee children are in school</p> <p>Disasters continue to uproot the process of schooling</p>	<p>Collaboration is with partners to develop educational systems that provide the world's most disadvantaged children with learning opportunities that will change their lives, and the lives of their children.</p> <p>Early learning policies and programs, education management information systems to disaggregate data, education policies for children with disabilities, and secondary education for girls were recognized, targeted and budgeted as educational priorities.</p> <p><b>Source</b> From &lt;<a href="https://www.unicef.org/education">https://www.unicef.org/education</a>&gt; <i>UNICEF Annual 2017 Report</i></p>
<b>Regional Organizations</b>				
Europe	European Union	28	<p>-Dropout rate (School leavers) as high as 26.5%</p> <p>-73 million adults with low level education</p> <p>-20-25% of 15-year-old adolescents have insufficient reading and numeracy skills</p> <p>-only 5-8.9% of adults participate in lifelong learning</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Quality education requires higher and more relevant skills for the 21st century while increasing literacy, numeracy and science skills through :</p> <ul style="list-style-type: none"> <li>-problem based learning modalities</li> <li>-STEM education</li> <li>--vocational education with flexible modalities to adapt to current and future skills</li> <li>-work based learning</li> </ul> <p>Quality education focuses on transversal skills such as entrepreneurial skills, multi-lingualize, and digital literacies</p> <p>Improved</p> </div>

				<p>Quality education includes teaching practices based on a deeper understanding of the relationship between assessment and instruction. Consequently, it includes quality assurance on the higher education level to support increased mobility across countries in the region.</p> <p>Quality education is intended to result in improved performance of groups of students with a higher risk of leaving school prior to graduation. Quality education supports improved use of ICT and open education resources utilizing bottom up practices where learner and teachers are co-creators.</p> <p>Quality education requires better support of teachers utilizing monetary and non-monetary incentives.</p> <p><b>Source</b>  <a href="https://www.education.ie/en/The-Education-System/International/EU-and-Education.html">https://www.education.ie/en/The-Education-System/International/EU-and-Education.html</a></p>
Organization of	1948 (1889 formerly the	35 Caribbean	-Some countries remain below the 40% margin for early	Quality education is: - high quality education that prevents school failure

American States	International Union of American Republics)	Central ,South and North American countries	<p>childhood enrollment, and coverage tends to be lower for children from more vulnerable populations and much lower for the youngest children (birth to age 3</p> <p>-9% of young children repeat first grade of those countries reporting first grade repeating rate &gt;</p>	<p>-strengthen institutional capacities to provide comprehensive early childhood</p> <p>-initiatives to provide quality inclusive and equitable education</p> <p>-strengthens education and continuing education</p> <p>-improves teacher preparation using modern technologies and texts and materials appropriate to the context</p> <p>-supports coordination of social policies pertinent to early childhood to address multiple needs</p> <p>-uses online course offerings, such as</p> <p>Quality education uses diverse non-institutional modalities and parent education initiatives</p> <p>*The <i>Childhood Portal</i> is dedicated to providing policy-makers, educators, researchers and civil society with early childhood development resources for each of their respective work and objectives. It includes a comprehensive resource center, Webcast capacity and many other available resources that can be of support to the Member States and institutions presenting proposals under the present Programmatic Approach. For additional information, go to: <a href="http://www.childhoodportal.org">www.childhoodportal.org</a></p> <p>*_ The <i>Early Childhood Development Website</i> of the Office of Education and Culture of the OAS contains information on OAS projects in early childhood education, including political documents, publications, reports, videos, case studies, and more. For additional information, go to:</p> <p>(<a href="http://portal.oas.org/Portal/Topic/SEDI/Educaci%C3%B3nyCultura/Educaci%C3%B3nCuidadoyDesarrolloInfantil/Proyectos/tabid/1274/Default.aspx">http://portal.oas.org/Portal/Topic/SEDI/Educaci%C3%B3nyCultura/Educaci%C3%B3nCuidadoyDesarrolloInfantil/Proyectos/tabid/1274/Default.aspx</a>) (English)</p> <p><a href="http://portal.oas.org/Portal/Topic/SEDI/Educaci%C3%B3nyCultura/Educaci%C3%B3nCuidadoyDesarrolloInfantil/Proyectos/tabid/1274/Default.aspx">http://portal.oas.org/Portal/Topic/SEDI/Educaci%C3%B3nyCultura/Educaci%C3%B3nCuidadoyDesarrolloInfantil/Proyectos/tabid/1274/Default.aspx</a> (Spanish)</p>
-----------------	--	---	---	--

			<p>* CAPACINET online course offerings, including a specific course on Early Child Development (Birth to Age Three). Presentation of multinational projects and activities specifically aimed at preparing early childhood teacher educators can receive specific support from the <i>Educational Portal of the Americas</i> (platform for online courses). To review early childhood professional development courses already available through the Portal, go to: <a href="http://www.educoea.org">www.educoea.org</a></p> <p>* <i>Inter-American Teacher Education Network – ITEN</i>. ITEN is a social network for all actors involved or interested in the field of education in the Americas. ITEN provides a platform for sharing knowledge, experience, research and good practices in the field of teacher education with the primary purpose of promoting improved quality of education. For additional information go to: <a href="http://www.oas.org/en/iten/">http://www.oas.org/en/iten/</a></p> <p><b><u>Source</u></b></p> <p>From &lt;<a href="http://scm.oas.org/doc_public/ENGLISH/HIST_11/CEPCD02960E02.doc">http://scm.oas.org/doc_public/ENGLISH/HIST_11/CEPCD02960E02.doc</a>&gt;</p>
		<p>Secondary education-secures meaningful employment, increases the likelihood of continuing learning throughout life as well as achieving a better quality of life, OAS Member States have pledged to reach “access for at least 75% of young people to quality secondary education (by 2010), with increasing percentages of completion”<sup>[1]</sup></p>	<p>Quality education on the secondary level:</p> <ul style="list-style-type: none"> <li>-improves teaching modalities that are more flexible facilitating work and study</li> <li>-integrates of information and communication technologies</li> <li>-includes hands-on-learning</li> <li>-prepares adolescents for the 21st century</li> <li>-fosters mentoring and academic tutoring models</li> <li>- incorporates after-school programs</li> <li>- increases understanding among vulnerable youth, parents and communities, of the opportunities and benefits of completing a secondary education</li> </ul> <p>To facilitate these goals online professional development is offered</p>

			<p>In 2008 reached an average of 70.7% in the Hemisphere<sup>[1]</sup>, growing by more than 10% in the last decade alone</p> <p><sup>[1]</sup>Source: Regional Education Indicators Project - Summit of The Americas (2010), <i>Education Panorama 2010: Remaining Challenges</i>, page 43.</p> <p>Leaving the school system early remains an issue and results in slim prospects for formal employment, advancing skills and developing innovations and personal life plans.</p>	<p><i>*Educational Portal of the Americas</i> (platform for online courses). To review teacher and school leader professional development courses already available through the Portal, go to: <a href="http://www.educoea.org">www.educoea.org</a></p> <p><i>*Inter-American Teacher Education Network</i> (to promote discussion, exchange of experiences, and coordination of activities among participating countries via forums created specifically for this purpose). <a href="http://www.oas.org/en/iten">www.oas.org/en/iten</a></p> <p><i>*Inter-American Program on Education for Democratic Values and Practices</i> also provides knowledge and tools including online courses geared at granting instructional strategies to teachers to introduce democratic values and principals in their course curriculum. <a href="http://www.sedi.oas.org">www.sedi.oas.org</a></p> <p><i>*Puente in the Caribbean</i> initiative which was adapted from the Chilean Puente program recognized as a success story in tackling poverty reduction. The program includes activities aimed at educating youngsters and families on the importance of schooling, evaluating the causes of school dropouts and looking for alternatives of reinsertion to the school system. <a href="http://www.sedi.oas.org">www.sedi.oas.org</a></p> <p><b><u>Source</u></b></p> <p>&lt;<a href="http://scm.oas.org/doc_public/ENGLISH/HIST_11/CEPCD02961E02.doc">http://scm.oas.org/doc_public/ENGLISH/HIST_11/CEPCD02961E02.doc</a>&gt;</p>
African Union	2002(but is an outgrowth	54	Some challenges are:	Quality education is:

	<p>of Organization of African Unity founded in 1963)</p>		<p>-Morocco is not a part of the African union -instability of some governments -HIV and other health crises -Rich resources but monetarily poor</p>	<p>-well educated citizens and skills revolution underpinned by science, technology and innovation.</p> <p>-inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>-access to education and equity for girls</p> <ul style="list-style-type: none"> <li>• people driven development</li> <li>• values and ideals of Pan Africanism</li> <li>• cultural values and African Renaissance</li> <li>• cultural heritage, creative arts and businesses</li> </ul> <p>[not linked to an SDG; but part of African Union 2063 Plan]</p> <ul style="list-style-type: none"> <li>• revitalization of education systems</li> <li>• developed the Pan-African Institute of Education</li> <li>• recognize mobility in the region of scholars through the implementation of African Quality Rating Mechanism to assist in quality assurance</li> </ul> <p><u>Source</u></p> <p>www.Au.int.</p>



CARICOM	1973 (after the failed West Indian Federation 1958-1962)	15	<ul style="list-style-type: none"> <li>-High brain drains</li> <li>-Classification as high to middle income countries but have high debt compared to GDP</li> <li>-Basic Education Issues</li> <li>inadequacy of trained teachers at all levels, and weaknesses in teacher professional development</li> <li>-Weak provision and facilities at all levels for learners with special needs</li> <li>-High drop-out rates at primary and secondary levels in some countries</li> <li>-Lack of quality second chance programs</li> <li>-School environments are essentially not child-friendly</li> <li>-Unregulated proliferation of private tutoring</li> <li>-Lack of systematic parental involvement and participation</li> <li>-Inadequate interface between private and public schools</li> <li>-Inadequate supervision of private education providers</li> </ul>	<p>Quality education is learners':</p> <ul style="list-style-type: none"> <li>-knowing how to learn</li> <li>-developing mathematical literacy</li> <li>- Knowing oneself</li> <li>- having technological skills and scientific literacies</li> <li>- having civic literacies</li> <li>-knowing how to solve problems</li> <li>- understanding design thinking</li> <li>-having communication skills</li> <li>- knowing Multi-lingual</li> <li>-developing information &amp; communication technology (ICT) literacy</li> <li>- having the ability to manage, change and transform self and society</li> <li>-</li> </ul> <p>Also, quality and excellence includes total quality management of teaching and leadership innovation and effectiveness, competency-based curricula addressing 21st Century literacies and skills and linkages to the workplace and the community, availability of adequate educational and institutional resources, and quality assurance and certification of skills, competencies and attitudes, and `` Lifelong learning that advocates for the availability of educational opportunities for adults, members of the workforce, second chance learners and those who decide to return to learning after the traditional school age.</p> <p><b><u>Source</u></b>  <a href="http://www.1605caricom-hrd-2030-strategy-viewing.pdf">www.1605caricom-hrd-2030-strategy-viewing.pdf</a></p>
---------	--	----	--	---

		<ul style="list-style-type: none"> <li>-Lack of recognition of importance of non-formal education in supporting formal education provision and in enhancing education outcomes</li> <li>-Challenges with access to quality education for marginalized communities in rural areas</li> <li>-Inadequate access and use of educational technologies in classrooms</li> <li>-Slow integration of technical and vocational education at this level</li> <li>-Crises in Mathematics and deficits in English Language and Literacy teaching</li> <li><b>Secondary Issues</b></li> <li>-Insufficient use of ICTs to promote access and quality of youth and adult skills development through lifelong learning programs</li> <li>-Absence of diverse mechanisms and curricular pathways to support learning needs in youth and adult</li> <li>-Weak interface/quality between formal and nonformal</li> </ul>	
--	--	---	--

		<p>training institutions and workforce development imperatives and modalities e.g. regional and national special purpose agencies, CBOs, NGOs and community extension projects</p> <ul style="list-style-type: none"> <li>-Insufficiency and low quality of many second chance programs</li> <li>-Insufficiency and low quality of teachers trained in skills development programs</li> <li>-Weak use of non-formal education to enhance lifelong learning outcomes</li> </ul> <p><b>Tertiary Concerns</b></p> <ul style="list-style-type: none"> <li>-cost of TE programs to learners and governments</li> <li>-Low tertiary education enrolment rates in most countries compared to developed nations</li> <li>-Limited structures and mechanisms to regulate growing differentiation of large numbers of public, private, offshore and online TE institutions, programs and qualifications in sector with diverse needs and provisions</li> </ul>	
--	--	--	--

			<ul style="list-style-type: none"> <li>-Unevenness in quality among TE institutions and programs</li> <li>-Inadequacy of mechanisms, alternatives and technology enabled modalities to support quality access</li> <li>-Misalignment of program and research outcomes with labor market and development priorities</li> <li>-Underperformance and declining participation of males</li> <li>-Inadequate provisions for disabled, gifted and other special learners</li> <li>-Perpetuation of false dichotomy between “academic” education and technical and vocational education; weak interfaces and pathways</li> <li>-TVET institutions enable learners with minimum or no qualifications; perception that TVET is for slow learners</li> </ul>	
--	--	--	--	--

Union of South American Nations	2008	12	60% of UNSAR output is from Brazil which is the least trade dependent	<p>Quality education:</p> <ul style="list-style-type: none"> <li>-ensures and promotes the right to education for everyone by strengthening regional educational integration. Promote equity and inclusion and illiteracy eradication of poverty</li> <li>-finalizes the development of policies for the improvement of fairness, quality, relevance and access to education at all levels and modalities.</li> <li>-promotes the full exercise of human rights through reduction of regional and sub-regional asymmetries but with the respect of diverse cultures</li> </ul> <p><b>Source</b></p> <p><a href="http://www.unasursg.org/en/node/347">http://www.unasursg.org/en/node/347</a></p> <p>Note: Mercosur and the Andean community two existing organizations are integrated into UNASUR</p>
Asia-Pacific (UN document )		(n/a)	<p>-Every sustainable goal has a gendered perspective because of the bias against women in judicial and most other areas</p> <p>-Investments are needed to provide lifelong learning opportunities with relevant skills in early childhood and care</p> <p>-poorest children have unequal opportunity for the poorest children, for children living in rural areas or slums and for children marginalized</p>	<p>Quality education is:</p> <ul style="list-style-type: none"> <li>-a continuation of primary school enrolment and gender parity achieved to date in Asia and the Pacific overall.</li> <li>-ensures equal access for marginalized groups <ul style="list-style-type: none"> <li>- provides early childhood interventions for primary school and then their transition to secondary education.</li> </ul> </li> <li>and their families improve their life outcomes.</li> <li>-technical and vocational education and training</li> <li>-greater employer engagement and better workplace linkages</li> <li>-vocational education</li> <li>-ensures that all girls and boys have complete free, equitable and quality primary and secondary education</li> <li>-ensures that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</li> </ul>

		<p>due to a disability or their ethnic origin, religion or language</p> <p>-18.2 million children were not enrolled in primary school in the past few years.</p> <p>-Bhutan, Cambodia, India, Tajikistan and Timor-tests recorded the lowest ratios of pre-primary enrolment, ranging from 10 per cent to 18 per cent.</p> <p>-A considerable number of teachers in pre-primary, primary and secondary education do not have the necessary teacher training qualifications.</p> <p>- the percentage of trained teachers in primary education is quite low in some countries, such as Bangladesh, Solomon Islands and Vanuatu.</p> <p>- learning outcomes in many developing countries in the region have stagnated, except in Viet Nam.</p> <p>-disparities between girls and boys in terms of education</p>	<p>- ensures equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>-substantially increases the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>- eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>-ensures that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p> <p>-ensures that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>-builds and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> <p>-substantially increases the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p> <p><b><u>Source</u></b>  <a href="http://dx.doi.org/10.22617/TCS178699-2">http://dx.doi.org/10.22617/TCS178699-2</a></p>
--	--	--	---

		<p>outcomes (proficiency level in mathematics, science and reading) are significant.</p> <ul style="list-style-type: none"> <li>- total assistance to the region dropping to \$4.7 billion in 2014 from \$5.1 billion in 2011.9</li> <li>-traditional models of higher education institutions in Asia and the Pacific lack the ability to innovate</li> <li>- India received the largest share of donors' education assistance in terms of total United States dollars received per year, followed by Pakistan, China and Bangladesh</li> <li>-In many countries where the most important shortcomings in investment in education are seen, in particular the least developed countries, investment in education falls far short of the required level.</li> <li>-Low human capital formation is a barrier to development</li> </ul>	
--	--	--	--