

EFA End of Decade Note

Goal 3
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Introduction

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Goal 3 is very wide ranging

- *hard to track (lack of statistics / metrics)*
- *important*

NB. changing economic / skills context since 2000

Dakar 2000

- Expanding secondary education with emphasis on completion of secondary cycle
- Development of knowledge, values, attitudes and skills for work and to participate fully in society
- Youth friendly risk-reduction education programmes to address adolescent, teen pregnancy and violence
- Opportunities for ongoing education especially for school drop outs

Rationale for G3 Note

- Important to:
- Clarify scope of G3 – overlap with other goals
- Link G3 with development priorities in the Asia-Pacific region e.g. economic growth/poverty reduction
- Identify national priorities
- Agree ways to track progress

Scope of G3

- Target group: all young people and adults
- Identifying learning needs/conceptualising skills
- Defining 'Life Skills' programmes
- Identifying delivery modalities – formal and non formal education, ODL etc and pro-poor/equity policies
- Identifying means of assessing that learning needs are met (assessment/qualifications/outcomes)

Progress since Dakar

- Difficulties in tracking progress in identifying learning needs and the extent to which these have been met
- Some Situation Analyses have been undertaken e.g. SAVY (Vietnam), SRAs for HIV education and SHN
- Lack of operational research in skills need areas for labour market/livelihoods(?)

Trends (1)

- Expansion of access to secondary education
- Significant gap between LDCs and others in secondary education participation
- Attempts to improve quality and learning outcomes in complex reform processes
- Lessons being learned from secondary reform

Trends (2)

- Widespread implementation of LSE as contribution to quality improvement/HIV and SHN
- UNGASS on HIV/AIDS coverage rates still low apart from NZ, PNG. M&E data often lacking
- HIV knowledge levels still quite low with gender disparities

Trends 3

- Growing recognition of importance of TVET/skills for economy
- Different patterns of TVET: mix of modalities
- MoE often just one player among many
- TVET as part of secondary education varies from 1.2% in Lao PDR to 23.5% in Vanuatu
- Strong male bias in TVET

Challenges

- Recognition of importance of G3
- Obtaining consensus on G3 priorities
- Targets
- Data
- Voice of young people/equity
- Contributions from beyond MoE

Priorities

- Skills for economic and social development
- Formal education opportunities
- NFE as second chance/alternative modality
- Research
- TVET and skills for employment
- LSE and skills for employment/social development

Recommendations

- Identify national priorities for skills development in Asia Pacific region
- Focus G3 on limited number of clearly defined priorities
- Strengthen tracking procedures
- Agree indicators/M&E arrangements