

# HOW TO REACH THE SDG EDUCATION TARGETS

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A photograph of a teacher and a group of diverse students gathered around a globe in a classroom. The teacher, a woman with her hair in a bun, is leaning over the globe, pointing at it. The students, of various ethnicities and ages, are looking at the globe with interest. The globe is the central focus, showing the continents of North and South America. The background shows a classroom setting with a window and some educational posters on the wall.

# First two SDG Education Targets:

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education
2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education

■ To reach these targets four conditions have to be met



# First mitigate all exogenous risk factors affecting education

<b>Risk factors</b>	<b>Situation in developing countries</b>
<b>Poverty</b>	<b>1 billion children live in poverty</b>
<b>Illness</b>	<b>The risk of a child dying before 5 in Africa is about 7 times higher than in Europe</b>
<b>Hunger</b>	<b>66 million (10%) primary school-age children attend classes hungry</b>
<b>Child labor</b>	<b>253 million of children aged 5-15 year old (19%) are working</b>
<b>Conflict situation</b>	<b>33.8 million children live in conflict affected countries</b>

- For instance, students who have been in kindergarten for one year perform 26 points better than students who have been in kindergarten for two years.

The priority is to improve the quality of teaching

students (two) years average a 26 and 37 represent

# Third pay attention to the expansion of neo-liberalism in developing countries

- The UK Department for International Development commissioned in 2014 a study on the expansion of low cost private schools in developing countries.
- The study concluded that in private school evidence is:
  1. **Strong** that teaching is better than in state schools.
  2. **Moderate** that pupils tend to achieve better learning outcomes than pupils in state schools.
  3. **Ambiguous** about whether private schools geographically reach the poor.
- The study was highly contested by Pearson and Michael Barber. They brought additional evidence showing that:
  - In 1 the evidence is **much stronger**
  - In 2 the evidence is not moderate but **rather strong**
  - In 3 the evidence is not ambiguous but **rather strong**.

# Fourth substantially increase ODA for education

- « In 2013 total aid to education (US\$5.4 billion) was 4% lower than in 2010, when it reached its peak ».
- « The 2015 EFA Global Monitoring Report indicates that aid to education is expected to stagnate from 2014 onward”.
- « The Report estimated that, even if countries commit more public resources to education, an annual funding gap of at least **US\$22 billion** will need to be filled to achieve universal lower secondary education of good quality between now and 2030 » (SDG Target 1) ».
- « The gap extends to **US\$39 billion** if universal upper secondary education is to be achieved by that year » (SDG Target 2).
- « In short, the chances of schooling for millions of children and adolescents will be jeopardised without a significant rise in aid ».

A group of eight diverse young children are sitting on a purple mat in a classroom. They are smiling and looking towards the camera. The children are of various ethnicities and are dressed in casual clothing. In the background, there are shelves with books and blue storage bins. The text "THANK YOU" is overlaid in large yellow letters on the right side of the image.

**THANK YOU**

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