Quality Education for Sustainability

Challenges and opportunities

Mark Bray
Overview

- Three international bodies for study of education
- Some United Nations programmes
- The tensions of shadow education
- A role for CESA
Three international bodies

- Comparative Education Society of Asia (CESA)
- World Council of Comparative Education Societies (WCCES)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
WCCES

Founded 1970 in Ottawa, Canada

At that time 5 member societies
Now 38 societies:

- 28 national or sub-national
- 2 language-based
- 8 regional
The WCCES organises a World Congress every three years.

1984  France
1987  Brazil
1989  Canada
1992  Czech Republic
1996  Australia
1998  South Africa
2001  Korea
2004  Cuba
2007  Bosnia & Herzegovina
2010  Turkey
Next World Congress:
Argentina, 24-28 June 2013

Get ready to bring the CESA voice!
Two UNESCO Nations Flagship Programmes

Education for All (EFA)

Education for Sustainable Development (ESD)

Rio+20 UN Conference on Sustainable Development
The EFA Movement

Origins: 1990 World Conference on Education for All, Jomtien, Thailand

Reaffirmed: 2000 World Education Forum, Dakar, Senegal

Target 2015 to achieve goals
Six EFA Goals

1. Expand and improve *early childhood care and education*

2. Ensure *free and compulsory primary education*

3. Meet the learning needs of all *young people and adults*

4. Achieve 50% improvement in levels of *adult literacy*

5. Eliminate *gender disparities*

6. Improve the *quality of education*
The six EFA goals dovetail with the United Nations’ eight Millennium Development Goals (MDGs).
<table>
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<tr>
<th>Goal 2: Achieve universal primary education by 2015</th>
<th>The 8 Millennium Development Goals</th>
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<tbody>
<tr>
<td>1. Eradicate extreme poverty and hunger</td>
<td>2. Achieve universal primary education</td>
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<tr>
<td>3. Promote gender equality and empower women</td>
<td>4. Reduce child mortality</td>
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<td>5. Improve maternal health</td>
<td>6. Combat HIV/AIDS, malaria and other diseases</td>
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<td>7. Ensure environmental sustainability</td>
<td>8. Global partnership for development</td>
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Progress and challenges

1. Much achieved
2. But problem that EFA reduced to UPE
3. Seen as irrelevant to many states
## Conclusion

1. Must complete the unfinished (broad) EFA agenda
2. Renewed global vision needed, while recognising local contexts
Core concern of both the original (existing) EFA agenda and the future one: Equity
Another domain in which UNESCO is the lead agency

2005-2014: Decade of Education for Sustainable Development (DESD)
UNESCO (2005):

More basic education as it is currently taught will not create more sustainable societies.

In practice the educated nations leave the deepest ecological footprints, using most resources and energy to support their lifestyles.

Creating a more sustainable future will not occur simply by increasing the amount of education; instead it is an issue of content and relevance.
Four pillars of education:

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be
The DESD pursues a global vision:

A world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.
These concepts also tied to Rio+20 agenda

MDGs  ➔  SDGs

“The Future we Want”

“full access to quality education … is essential for achieving sustainable development [and] the internationally agreed development goals”
But are these just nice sounding words?

The future we want versus the reality we have?
What is the role of the examination system?

And what sorts of citizens are we producing?
One element requiring more attention

The shadow education system of private supplementary tutoring
A pair of books

Shadow Education
Private Supplementary Tutoring and Its Implications for Policy Makers in Asia
Mark Bray and Chad Lykins

Asian Development Bank
Comparative Education Research Centre, University of Hong Kong
2012
A pair of books

Confronting the shadow education system
What government policies for what private tutoring?

Mark Bray

UNESCO Publishing

2009 English

Urdu
Spanish
Sinhala
Russian
Polish
Nepali
Mongolian
Korean
Hindi
Georgian
French
Chinese
Bangla
Azeri
Armenian
Arabic
Who provides tutoring and how?

- Professional tutors, working as individuals or for companies
- Teachers, on a supplementary basis after school hours
- University and secondary students
- Retired teachers
Who receives tutoring and why?

- Not necessarily the weak students – more common among the strong ones;
- A lot of peer pressure and anxiety, both among students and among parents.
Implications

- If tutoring helps students to pass examinations, it can be a very good investment: they stay longer in the education system and have greater lifetime earnings.
- But creates pressure on young people.
- And how does it shape values?
Implications for EFA and for Sustainable Development

➢ Shadow education may subtract as well as supplement

- Mainstream teachers reducing effort in classroom, especially when providing tutoring to their own pupils
- Children tired from day that is too long
- Tutoring industry takes away some of the best teachers
Students feel a need for tutoring

Mainstream schooling perceived to be inadequate

Students' concentration on mainstream education decreases

Students focus on tutoring

Vicious circle?
Implications for EFA and for Sustainable Development

- Social inequalities
- May be a very narrow concept of education

Four pillars of education:

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be
So, what role for CESA and its members?

As researchers in the field of comparative education

1. We should include focus on the broad nature of education and its links with society

Who gets what

- content,
- skills,
- values?
2. Much can be learned from cross-national comparison, to raise questions and to identify appropriate paths for policy and practice.

And we should look not only at the schools but also at the shadow.
Thank you for your attention, and I look forward to further sharing during this conference.