



**Lancement regional du
Rapport mondial de suivi sur l'éducation**

Dakar, 15 septembre 2016

Les implications de
L'Objectif de Développement Durable 4



1. Quelles sont les **caracteristiques principales** de l'ODD 4? Et quelles en sont les **implications**?
2. Quelle est la **nature des cibles** et des **engagements globaux**?

Education 2030 Caracteristiques principales

1. Universalite de l'agenda centree sur le developpement durable
2. Tous les niveaux d'education et l'apprentissage tout au long de la vie
3. Equite, inclusion et egalite entre les sexes
4. Qualite des apprentissages a tous le niveaux
5. Pertinence des apprentissages pour le monde du travail et la vie civique

Education 2030 Implications

Caracteristiques


Implications

Universally-relevant agenda with sustainability at its core

- Collaboration, cooperation and partnerships
- Beyond a silo approach to education
- Inter-sectoral coordination at country level

Expanded access to **all levels of education** in a holistic and **lifelong learning** approach based on the principles of education as a basic human right and a public good

- Legislation
- Sector-wide policy, planning and coordination
- Recognition, validation and accreditation of learning
- Financing

Education 2030 		Implications
Caracteristiques	Implications	
Renewed focus on equity , inclusion and gender equality	<ul style="list-style-type: none"> • Inclusive policy dialogue and formulation • Targeted strategies to overcome inequality in access, participation and outcomes • More disaggregated data to monitor educational inequality and greater capacity for data analysis 	
Renewed focus on effective acquisition of basic competencies	<ul style="list-style-type: none"> • Review of curricular content and methods • Teacher training and professional development • Curricular approaches that ensure alignment between teaching/learning content, methods, teacher training, assessment... 	
New focus on relevance of learning both for work and for responsible citizenship in a plural & interdependent world	<ul style="list-style-type: none"> • Re-examining methods of formative and summative assessment of learning • Establishing or further developing quality assurance and qualifications frameworks 	

Education 2030 
<p>Quelle est la nature des cibles et des engagements globaux</p>



Cibles globaux

[Agenda 'inachevee de l'EPT']

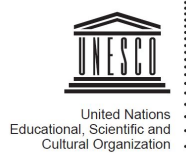
- Target 4.1** Ensuring that all children and youth have access to a full cycle of 12 years of quality primary/secondary education, of which a minimum of 9 years are to be compulsory, public, and free.
- Target 4.2** Ensuring that all children have access to at least one year of pre-primary education for all children.
- Target 4.5** Ensuring gender parity at all levels of education.
- Target 4.6** Ensuring that all youth [15-24 years of age] have adequate literacy and numeracy skills.



'Jalons' globaux

[Definition des cibles au niveau national]

- Target 4.3** Ensuring expanded and equitable access to all forms of post-basic education and training
- Target 4.4** Ensuring relevant skills for the world of work
- Target 4.7** Ensuring relevant learning for citizenship in a global world
- Target 4.a** Ensuring safe and inclusive learning environments
- Target 4.c** Ensuring adequate teacher recruitment, training and professional development, and working conditions



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