



YOUTH VERSION

2017/8

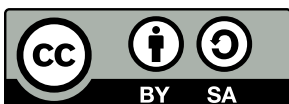
ACCOUNTABILITY IN EDUCATION:

MEETING OUR COMMITMENTS



*Youth play a vital role in holding governments responsible
for equitable and quality education*

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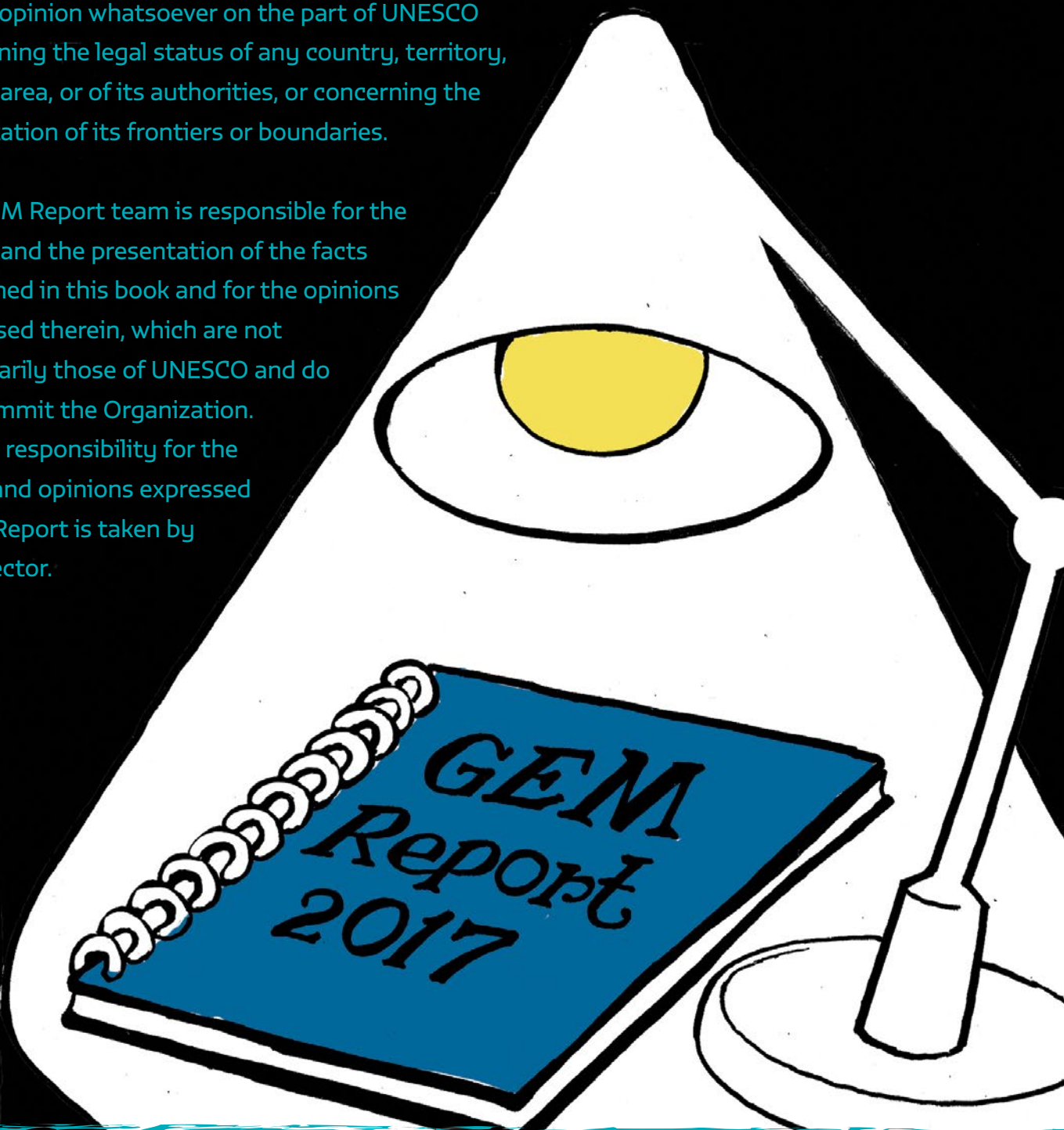
*Youth play a vital role in holding governments responsible
for equitable and quality education*



The Education 2030 Incheon Declaration and Framework for Action specifies that the mandate of the Global Education Monitoring Report is to be 'the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs' with the responsibility to 'report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review.' It is prepared by an independent team hosted by UNESCO.

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We also wish to acknowledge the valuable input provided by the Right to Education Initiative (Delphine Dorsi, Erica Murphy) whose background paper on the right to education informed the GEM Report analysis and whose feedback helped frame the campaign featured at the back of this publication. Additional thanks go to Sylvain Aubry, human rights specialist at the Global Initiative for Economic, Social and Cultural Rights, and Elin Martinez, Human Rights Watch, for their input into the campaign.

FOREWORD



By Salam al-Nukta, global activist for education and women's rights, Syria. TEDxyouth/women organizer, founder of the ChangeMakers initiative and youth advisor to the GEM Report.

AN EDUCATED YOUNG PERSON IS A PERSON WHO IS CAPABLE OF PROTECTING HIM OR HERSELF AND WHO IS A POTENTIAL CONTRIBUTOR TO THE PROCESS OF BUILDING PEACE. That shouldn't come as a surprise. Youth who go to school are more likely to interact with other young people from different backgrounds, cultures and ethnic groups. They figure out the world more easily, and even come up with ideas that could change it. Those who have the 'privilege' of going to school get to live different lives, open up new worlds, and step into other people's shoes and walk around in them. Above all, they embark on journeys, most importantly the one that allows them to dive deeper into their own identity and imagination.

Yet, imagine you live in a world in which schools are situated on high unreachable peaks and the only ones who go to school are those who were born near those peaks. Imagine you live in a world in which you only hear about schools on the radio or see them on the news on TV. Even worse, imagine going to a school where education does not take place, or a school that has become a place of insecurity and suppression rather than exploration and creativity.

I'm Salam Al-Nukta, a global young advocate for the right of education. It is a great honour to present to you the youth version of the 2017/8 Global Education Monitoring (GEM) Report.

The masses of young people represent a huge opportunity for our planet. However, their potential is still confined by chains of ignorance. In Syria, and indeed worldwide, education is at risk because of ongoing crises. We, as young people, must be held accountable for creating a world in which education is neither a privilege nor an award but a basic human right. Without education, we are not only risking our own futures, but also the happiness and prosperity of the generations after us.

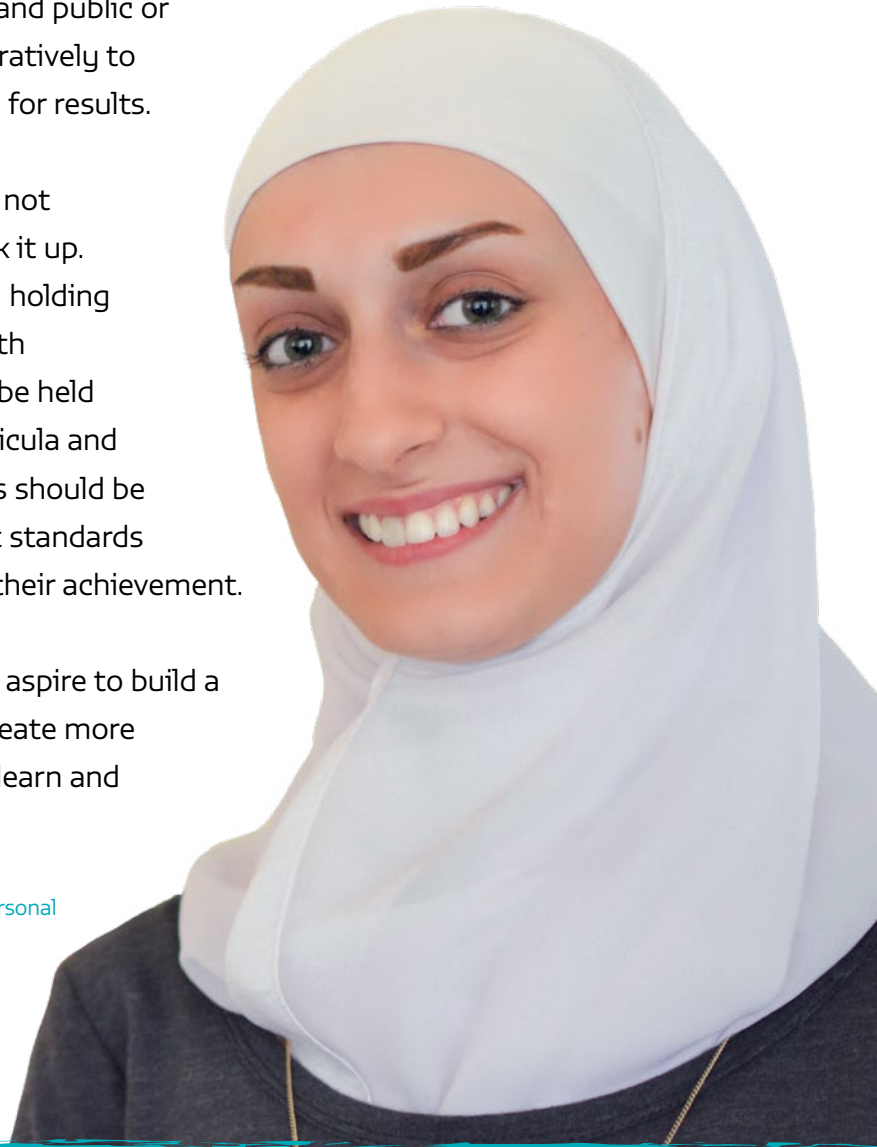
The participation of young people is a key factor in fulfilling the right of education for all and must be taken seriously. Young people's participation in accountability mechanisms can take many forms, from international activism to local youth-led initiatives and forums. These kinds of involvement are essential to define and shape young people's aspirations and promises. Moreover, local and international experiments show significant gains and improvements when young people, communities and public or private institutions engage collaboratively to improve quality and accountability for results.

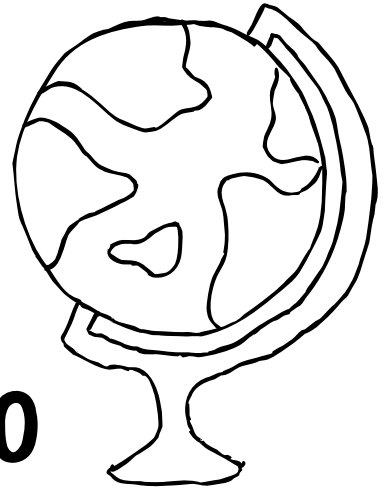
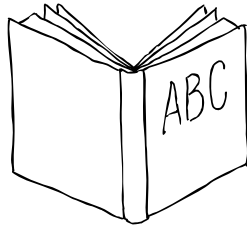
However, youth's power by itself is not enough if governments do not back it up. Governments must take the lead in holding schools, teachers, parents and youth accountable. While schools should be held accountable for implementing curricula and delivering knowledge, governments should be held accountable for deciding what standards must be met and how to measure their achievement.

Peace is built with education. If we aspire to build a peaceful world, we must start to create more opportunities for young people to learn and become accountable for change.

NOTE: The views expressed here are Salam's personal views, written in her own words.

CREDIT: Credit: GEM Report / Salam al Nukta





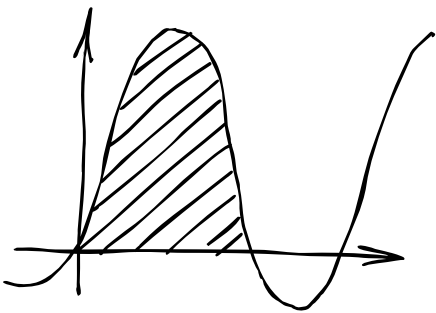
WE HAVE THE RIGHT TO

A QUALITY

EDUCATION,

BUT WHEN THAT

FAILS,



#WhosAccountable?

WHAT IS ACCOUNTABILITY?

Accountability calls for people who have made commitments to account in a transparent way for their activities towards meeting those commitments.

It can form a backstop for problems when they occur, ensuring we all have a route to respond when we discover that responsibilities aren't being fulfilled.

STOP THE BLAME GAME
EDUCATION IS A SHARED
RESPONSIBILITY



WHY DOES IT MATTER?

WHY ACCOUNTABILITY MATTERS

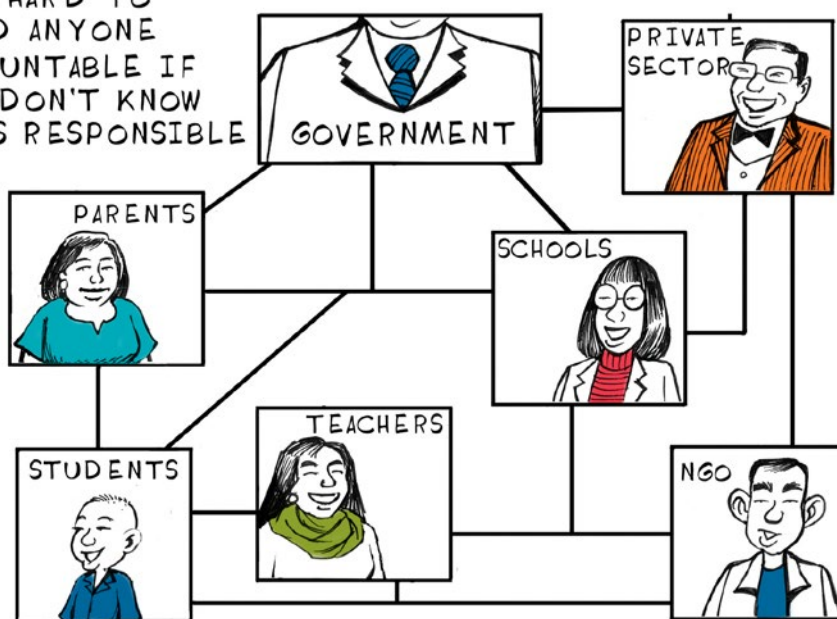
Despite strong progress in education, there are significant challenges to achieving our global education goal, SDG4: children are unable to read after several years of school in sub-Saharan Africa; examination pressure is widening gender gaps in China; the excess focus on employability in education is being questioned in Germany; decentralization is posing challenges for underfunded rural schools in Pakistan; low-quality private universities are proliferating in Paraguay; refugee children have severely constrained education chances, especially those fleeing war in the Syrian Arab Republic.

Faced with education challenges, the public wants to know who is responsible and policy-makers look for urgent solutions. Increased accountability often tops the list. When systems fail, people call for someone to be held responsible and for systems to be in place that ensure corrective action.

WHO DOES ACCOUNTABILITY INVOLVE?

Reaching SDG 4 is often a collective enterprise and requires all actors to make a concerted effort to meet their responsibilities.

IT'S HARD TO HOLD ANYONE ACCOUNTABLE IF YOU DON'T KNOW WHO'S RESPONSIBLE



Accountability, therefore, does not easily rest with single actors. For instance, schools may be responsible for providing supportive learning environments, but to deliver on this they rely on governments providing resources, teachers respecting professional norms and students behaving appropriately.

Increasingly, however, voices call for holding people accountable for outcomes beyond their control. Individuals cannot be held accountable for an outcome that also depends on the actions of others.

WHAT DOES AN EFFECTIVE ACCOUNTABILITY SYSTEM LOOK LIKE?

Everyone has a role to play in improving education.

Student movements have often swayed policies on equitable and affordable education. The media play a key role in investigating wrongdoing and reporting corruption. Civil society support can be crucial.

But accountability starts with governments. They are ultimately the primary duty bearers of the right to education.

A credible education plan is the basis for accountability.

This should have clear targets and allocate resources through transparent budgets that can be tracked and queried.

Policy processes must be open to broad and meaningful consultation. In Brazil, about 3.5 million people participated in the national education plan consultation.


Transparency of information is vital to make accountability work. Around half of countries produced a national education monitoring report analysing progress related to their national education plan and budget since 2010, although only one in six did so annually.

Independent checks and balances help hold governments to account. The ombudsman to human rights in Latin America from 1982 to 2011 helped increase access to education, despite the lack of sanctioning power. In the Philippines, volunteers monitored up to 85% of 7,000 textbook delivery points helping reduce costs by two-thirds and procurement time by half.

Legal and regulatory routes to accountability are the backbone of a well-functioning state. In Kenya, the Education Board closed down private schools not meeting standards. But countries need to ensure they have the capacity to follow through and enforce the regulations in practice. Less than half of low and middle-income countries had standards for early childhood education and just a handful had mechanisms to monitor compliance.

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ACCOUNTABILITY MECHANISMS CAN BE DETRIMENTAL IF BADLY DESIGNED

There is little evidence that performance-based accountability, which focuses on outcomes over inputs and uses narrow incentives, improves education systems. Incentives have often been limited to punishments to force compliance or modify behaviour. A blame-focused approach to accountability is associated with undesirable consequences, such as greater segregation in systems. Rewards, such as performance-related teacher pay, have had detrimental effects: peer collaboration deteriorates, the curriculum is narrowed, teaching to the test is emphasized.

A market-based approach creates competitive pressure that marginalizes disadvantaged parents and schools. While targeted vouchers in some countries have helped overcome constraints, in other cases schools simply increase their fees. School choice approaches have undermined efforts towards inclusive, equitable, high-quality education. Information is a foundation for a market but is often not available and, even if accessible, it may not be usable: 72% of parents in Kenya reported not knowing how to use student learning data.

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Many, often externally funded, approaches to accountability have not been designed in a sustainable way. Systems relying on government to respond to donor demands are disappointed when funding disappears.

WHAT IS NEEDED TO KEEP ACCOUNTABILITY WORKING?

Adequate resources, capacity and genuine commitment are essential. Governments should spend at least 4% of GDP on education, or allocate 15% of total government expenditure. But one in four countries do not reach these benchmarks.

HIGH STAKES TESTING CAN LEAD TO TEACHERS ONLY TEACHING THOSE WHO ARE LIKELY TO DO WELL



Donor support is needed in the poorest countries.

In 2015, only 6 of 28 OECD-DAC countries met their commitment to allocate 0.7% of national income to aid. Aid predictability, at least in the short term, slightly decreased between 2010 and 2015. Donors should be careful when making aid available through results-based mechanisms that shift risk to countries that are little prepared to bear it.

Transparent and relevant data on the strengths and weaknesses of education systems should be available.

But countries need to be judicious in what data they collect and how they use them, keeping in mind the costs involved and the skills and time required to interpret, analyse and act on such data to improve teaching and learning. Many low and middle income countries cannot afford them. Over half of teachers in the United Kingdom argued that increased data collection created more unnecessary work.

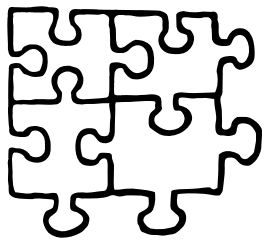
Capacity development is essential. Actors need the skills to fulfil their responsibilities. Governments need to ensure that teacher evaluators have the appropriate training to be able to focus their work on supporting teachers. In New Delhi, India, school inspectors are tasked with inspecting over 200 schools annually, over four times their official responsibility. Teachers' unions

aiming to strengthen professionalism should build the skills of those entrusted with following through on internal accountability mechanisms.

Countries need to participate actively and monitor the work of international organizations.

An accountability vacuum exists concerning the role of international organizations and their responsibility in achieving international goals. This is due to multiple roles and competing agendas among them. But countries should also be prepared to be held to account: the word 'accountability' is conspicuously absent from the SDG foundation document.



"THE EDUCATIONAL
SYSTEM IS A
FRAMEWORK OR A
 PUZZLE
WHERE EACH ACTOR HAS ITS ROLE,
AND WHEN ONE OF THEM
BREAKS THE CHAIN,
THE WHOLE SYSTEM IS
IMPACTED"

~ FILOMENA, STUDENT, BRAZIL



WHAT DOES ACCOUNTABILITY MEAN FOR ME?



It would be easy to sit back and assume that achieving equitable, quality education for all is up to governments and international organizations. However, young people have responsibilities too. For example, students have to turn up to classes, adhere to codes of conduct and focus on learning. Just as governments should be held to account for meeting their responsibilities, we shouldn't be let off the hook for ours.

We also play an important role in holding others to account if they fail to meet their responsibilities. This includes being part of social movements and protests, getting involved with higher education governing boards and committees, and completing teacher evaluations. However, as this GEM Report shows, not all these types of activities work. The Report shows how we can work together to improve them and play our part in reaching our education goals.

HOW ARE WE HELD ACCOUNTABLE?

TRUANCY LAWS: Being absent from school without permission is known as truancy, and students who are truant face many negative consequences. Along with the obvious damaging effects on their learning, they sometimes have to repeat grades or drop out, and they can even become involved in the justice system. Many countries have tried to address truancy by introducing laws that hold parents and older students accountable for attendance. Failing to turn up to school can mean

fines or even criminal charges. However, the problem with this is that it doesn't address the causes of truancy, and it disproportionately affects disadvantaged, single-parent, or low income families. While it's important to attend school, the legal framework that truancy provides is only effective when there is a supporting structure in place that can bring parents, students and schools together to address the issue.

Instead of punishing students or parents, one way to ensure poorer students attend school is conditional cash transfers. In short, this is when poorer families are given cash subsidies to encourage them to send their children to school. This kind of programme has been successful in

IN THE NEWS



CHINA: School bullies punished for picking on girl, *China.org*

some places, particularly when it comes to getting girls into schools in countries including Bangladesh, Cambodia and Nicaragua. But different country contexts can affect whether conditional cash transfers work well.

CODES OF CONDUCT: Students are accountable for helping to establish a safe and supportive learning environment, and for making sure that their behaviour doesn't affect other students' ability to learn and teachers' ability to teach. An increasing number of schools are introducing codes of conduct that set clear guidelines for student behaviour and give teachers clear steps to take when students don't adhere to the code. Codes of conduct have been shown to improve student behaviour and reduce school violence.

AN INCREASING NUMBER OF SCHOOLS ARE INTRODUCING CODES OF CONDUCT THAT SET CLEAR GUIDELINES



Overall, students play a vital role in upholding the right to education. In the future, education systems should move towards policies that bring together students, parents and schools to collaborate on tackling problems like attendance and behaviour.

HOW DO WE HOLD OTHERS TO ACCOUNT?

SOUTH AFRICA: #FEESMUSTFALL

In South Africa, the 'fees must fall' protests have been driven by people from the working and middle classes who are not eligible for financial aid for higher education. During the 2014/15 school year, only 19% of higher

education students received state-sponsored financial aid. Annual tuition costs 20% to 40% of the average annual household income, which

means that many students can't afford to go to third level institutions. Meanwhile, 20% of those with student loans have defaulted on their debt.

In October 2015, the largest national student uprising since 1976 forced South African President Jacob Zuma's hand. By the end of the year, he announced that fees would not increase in 2016. In September 2016, the higher education ministry introduced a staggered fee increase schedule. Increases for 2017 were capped at 8%, and government would cover the increase for households making ZAR 600,000 per year or less. The government set up a fees commission to run an inquiry into the costs of higher education and training. Its recommendations were made public in November 2017. Although the



CREDIT: GEM Report/Aaliyah Kara

commission did not call for higher education to be made free, it did recommend that third-level students should be able to access government-guaranteed loans from commercial banks, which students would pay back after graduation when they reached a specific income threshold.

In Chile, which has one of the world's most segmented education systems, secondary school students began protesting against privatization and socio-economic divisions in education in 2006. In 2011, university students joined them to protest about unsustainable student debt levels in the country's highly privatized third-level education system.

Leaders of the Chilean Student Federation became national political figures, eventually playing a key role in the country's change of government in 2014. The new government introduced the biggest education reforms in 30 years, aiming to address some of the worst consequences of privatization. In one of the first stages, in 2015, the government banned state-subsidized private schools from making a profit or selecting students. In 2016, poorer students attending some types of third-level institutions were given free tuition. More exemptions are promised, but students say they will continue mobilizing until their demands are met.

20%

of those with student loans have defaulted on their debt

I helped at the University of the Witwatersrand Student Representative Council

in advance of what would become the first #FeesMustFall university shutdown in October 2015. There were only a few dozen students dedicated to the cause in the beginning, but organization and mobilization is almost always the only catalyst you need.

The initial protests were mobilized around the slogan 'Being intelligent is not good enough if you are poor', which remains the stark reality of higher education for the majority of young South Africans. The struggle to fix our higher education system continues, but the #FeesMustFall protests illustrated the power that students have. Progress is never as far away as you might think.

Dylan Barry headed up the #FeesMustFall student protest Economic Research task team in 2016 at the University of the Witwatersrand in South Africa.



CREDIT: GEM Report / Dylan Barry

Students gather on the streets of Santiago to demand lower fees for higher education.

CREDIT: Hugo Infante/UNESCO

In Chile, secondary school students began protesting against privatization and socio-economic divisions in education in 2006



In 2011, a massive student movement took over the streets, the media and the political agenda of Chile. We demanded free, public and good quality education, which had been denied to most of the population for the last 30 years following the process of privatization of the education sector during the 1980s.

What makes the protest of 2011 particularly interesting is that the student movement managed to find its way onto the agenda at different levels, from casual family conversations to the political manifestos of the subsequent elections. By 2013, four of the student leaders had been elected as MPs, and the new centre-left government committed to a series of reforms that foregrounded public education and the students' claims. Today, even though the process of reform has been slow, difficult and sometimes frustrating, and even though our goals may still be far away, a new shared sentiment has transformed the discussion about education, moving away from notions of the private market and education as a commodity towards an understanding of education as based on rights and integration.

Who made this possible? All of us: the students, their families, our older and younger friends; those who organized the public demonstrations; those within the opposition political parties who were receptive to our demands; those who supported the exhaustive work of our most exposed leaders; the alternative and online media, who covered events and wrote articles that helped us to make sense of what we were doing; and everyone who went into the streets every week to make sure the momentum was not lost.

For students thinking about standing up for their right to education, there is of course no one recipe for success, but it seems like the only way to trigger deep transformations is to read the context, get organized, think collectively, identify key demands that can appeal to most citizens, and build momentum through different means: occupying the streets, negotiating with stakeholders, publishing, discussing, convincing and learning together. Many of us played several of these roles, with the understanding that in a collective endeavour like this one, everyone is necessary, but no one is indispensable.

Camila Cociña is a Chilean architect who took part in the student movement in 2011, participating in different activities and organizations with the aim of improving education in Chile.

CREDIT: GEM Report/Camila Cocina



STUDENTS CAN SIT ON BOARDS OR COMMITTEES IN HIGHER EDUCATION

School councils – where children are elected to represent their peers in school affairs – are a formal method of taking young people’s views into account.

Councils often provide a space to discuss and sort out problems. These may include school lunches, student behaviour or ideas for fundraising events. With the right resources and support, school councils can help improve schools by acting as an important forum for

listening to students’ concerns and understanding their experience as the main users of school services.

When students sit on university committees, they can help voice student concerns and take part in decision-making. Most governing bodies of institutions in the European Higher Education Area include elected student representatives. Students are also increasingly involved in decision-making in higher education in other parts of the world. An analysis of 20 flagship African universities found students were represented in at least two-thirds of councils and senates. Many universities are also required to have students on boards as part of their quality assurance mechanisms.

WE CAN ASSESS OUR TEACHERS

In a survey of over 5 million teachers in 2013 in 34 education systems (TALIS), 83% reported that part of their evaluation was made up of student surveys.

While student surveys can help ensure teachers are accountable to their students and not just to their bosses, the GEM Report shows the danger of this method.

An analysis of 20 flagship African universities found students were represented in at least two-thirds of councils and senates



Education is a human right. This should, of course, also cover higher education, but far too often this is not the case. I first got involved in the student movement at my home faculty two weeks into my studies. Inequality in access is what inspired me to speak up for students' rights. Our educational system should be a driving force for equality, progress and social mobility, but that means we have to shape it in a way that offers support and access to all students based on their unique needs and backgrounds.

As part of the student movement at the University of Oslo, across the student body in Norway and now as a representative of European students, I have learned that there is a lot that can be changed for the better when we actively take part in decision-making. Over the years I have been able to shape the ethical conduct at my university, to successfully stop tuition fees for international students, and to make several minor improvements that inform the day-to-day learning process of students, such as bridging gaps between academic staff and students.

Students are full members of the academic community and have the right to be included in all decisions that affect them, as well as those that shape the future of education. I am convinced that our presence in decision-making, from providing written input to being physically present, improves higher education for our societies, ourselves and those who come after us. Injustice and unfairness should be spoken out against, and I encourage all students to actively take part in their academic environment and the world outside of it.

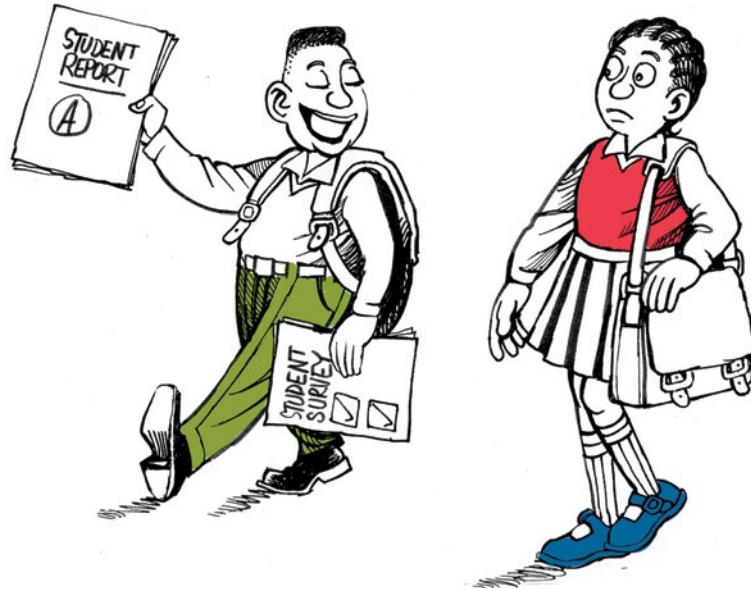
Democratic representation matters, and it is imperative for universities and other higher education institutions to perform their duties as hubs for critical thinking and for challenging today's dogmas and knowledge.

Helge Schwitters is the President of the European Students' Union and a student at the University of Oslo, Norway.

CREDIT: GEM Report / Helge Schwitters



STUDENTS' EVALUATIONS OF THEIR TEACHERS OFTEN SAY NOTHING ABOUT THEIR TEACHING



It assumes that students can recognize good teaching, and that all of them report it truthfully when asked. But students can be biased towards different teachers: in France and Italy, teachers who gave higher grades received better evaluations. Sometimes students rank teachers better or worse depending on whether they're male or female.

intrusive and that it demonstrates a lack of trust. When used against students – for example, to monitor their behaviour using web-streaming – critics feel that it violates students' right to privacy and can have a negative impact on learning.

PUPILS CAN MONITOR TEACHER ABSENTEEISM WITH TECHNOLOGY

Digital cameras, tablets and smartphones are used in some countries to monitor whether teachers turn up to teach or not. In India, for instance, students used cameras to take photos of their teachers at the start and end of each day, which made teachers far more likely to turn up. In Uganda, the government gave mobile phones to students to report absent teachers directly to education officials. District results revealed that education outcomes improved in all schools where this initiative was used.

Surveillance of any kind in the classroom must be used with care, though. Many teachers feel it can be overly

'The messages sent by students about the absence of their mathematics teacher were timely. It helped us address issues related to teachers' absence in our school'

~ STEPHEN, CHAIRPERSON OF
THE SCHOOL MANAGEMENT COMMITTEE OF
KASPODO PRIMARY SCHOOL, UGANDA

WHO MAKES SURE OUR SCHOOLS ARE GOOD QUALITY?

The first way that governments ensure the quality of schools is by having the power to give the green light for when a school can be established. Once this green light is given, there are various ways to monitor schools to be sure they're keeping up with standards.

For example, school inspections can track whether the school is respecting standards – assuming these standards exist. The GEM Report shows that in almost half of countries, there are no standards for class sizes. It also shows that learners with disabilities continue to face obstacles such as inappropriately designed buildings and a lack of appropriate teaching aids.

Inspections can also assess how well teachers are teaching. But this depends on the inspectors being trained well enough to evaluate schools properly, and able to translate what they find out into solid feedback that teachers can use to improve their teaching.

Outside of inspections, schools can be judged – and in some cases punished – based on the test scores of their pupils. But managing all the information in this kind of learning data can be hard, especially for poorer countries. Often,

simplistic interpretations of data are used, which only tell part of the story. This can be dangerous if school funding is dependent on these interpretations, unless the information is also used to target more resources to struggling schools.

Parents can play a role by sitting on school management committees and giving their views of how schools can be improved. The danger here is that some parents speak louder than others, and parents with less education are less likely to be heard.



SCHOOL MANAGEMENT COMMITTEE



GAD



THE LESSON IS THAT SCHOOLS ARE

LIVING OPERATIONS.

☆ and there is no single correct approach to ensuring good quality. We can all play a part in ensuring they provide a quality education.



WHO'S KEEPING TRACK OF HOW

OUR TEACHERS TEACH?

TEACHERS JUGGLE MULTIPLE CHALLENGES IN THE CLASSROOM



Our teachers have a lot to do, and not just in terms of their teaching.

They look after students' well-being, report back to parents, and often look after a lot of school administration, too. The strong focus worldwide on the importance of tests, and test results, means a lot of extra work for teachers, which can be tough to handle. Many of us are too quick to jump to conclusions blaming teachers for sub-standard education, when often there are numerous other factors involved – including teachers not being paid, not having enough teaching and learning materials, or having insufficient support from peers to help them cope with their many responsibilities.

We have already talked about students holding teachers to account via surveys, and mentioned one way that the community has monitored teachers, where pupils tracked attendance using mobile phones. As well, the government keeps track of teachers with inspections, schools monitor their behaviour according to codes of ethics, and other teachers help keep their teaching skills up to scratch with peer-to-peer learning.



HOW ARE WE TO KNOW IF

UNIVERSITIES

★ ARE GOOD OR NOT?

Quality assurance mechanisms help strengthen accountability by monitoring how well universities are succeeding in delivering a quality education.

Two key tools are accreditation, which requires universities to meet quality standards in order to stay open, and assessment, which improves education quality through giving universities feedback. Governments are often responsible for overseeing and regulating higher education: two-thirds of all countries in Africa, the Arab States, the Asia-Pacific

region and Europe have national agencies focusing on higher education quality assessment. There are also external quality assurance bodies.

However, regulation is not keeping up with the growth of private higher education institutions in many parts of the world. Some private institutions give misleading information during the quality assurance process. Poorer countries sometimes don't have the resources or capacity to regulate private higher education providers. On the other hand, some people are concerned that too many regulations can make institutions less flexible, discourage private institutions from being set up, and impose expensive and complicated demands on providers.

IN THE NEWS



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UK: More than 30 fake UK universities closed by watchdog, *The Guardian*

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MAKING UNIVERSITY FUNDING CONTINGENT ON PERFORMANCE

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University funding is sometimes tied to university performance: most OECD member countries hand out at least some public higher education institution funding based on universities achieving certain results. These can include enrolment targets, faculty

qualifications, graduation and job placement rates, faculty research productivity and student satisfaction. Although research suggests that funding incentives can cause some positive changes in institutional practices, they can also have some unintended and unwelcome consequences. Institutions sometimes limit access for students who they feel are less likely to graduate, and cooperation between institutions can be held back.



AUSTRALIA PROVIDES

BLOCK GRANTS


★ TO UNIVERSITIES DEPENDING ON THE NUMBER OF ENROLLED STUDENTS WITH LOW SOCIO-ECONOMIC STATUS, FROM REMOTE OR RURAL AREAS, OR WITH A DISABILITY

In January 2016,


3,422

of 4,274 higher education institutions in Indonesia were not accredited, implying three-quarters of graduates earned unrecognized diplomas





HOW DO WE KNOW IF
INTERNATIONAL
SCHOLARSHIPS
ACHIEVE THEIR AIMS?



University – School
of International and
Public Affairs

CREDIT: Barbara Alper/Columbia

Accountability is useful for the 4.1 million students who study abroad because it can assure the quality of the international scholarship programmes they choose.

Countries or institutions that fund international scholarships already create reports on the programmes to account for their investment. The GEM Report believes these reports should be made easily accessible and understandable for students as well as for policy-makers. They should explain the purpose of the programme, say who and what is responsible for which elements of the programme, and give examples of the ways that the programme's quality is measured. A good quality report would also include feedback from students, which could then be used to help shape future programmes.

In 2004, UNESCO and the OECD developed guidelines for quality provision in cross-border higher education. When countries were analysed against these guidelines, the results showed that countries focus more effort on providing support to institutions than to students. For instance, in some countries, such as Austria, the Czech Republic and the United Kingdom, there is no way to identify and raise awareness of disreputable providers. In other countries, including Australia, Italy and New Zealand, student bodies are not included in information-gathering on whether scholarship programmes are good or not.

IN 2004, UNESCO AND THE OECD DEVELOPED GUIDELINES FOR QUALITY PROVISION IN CROSS-BORDER HIGHER EDUCATION

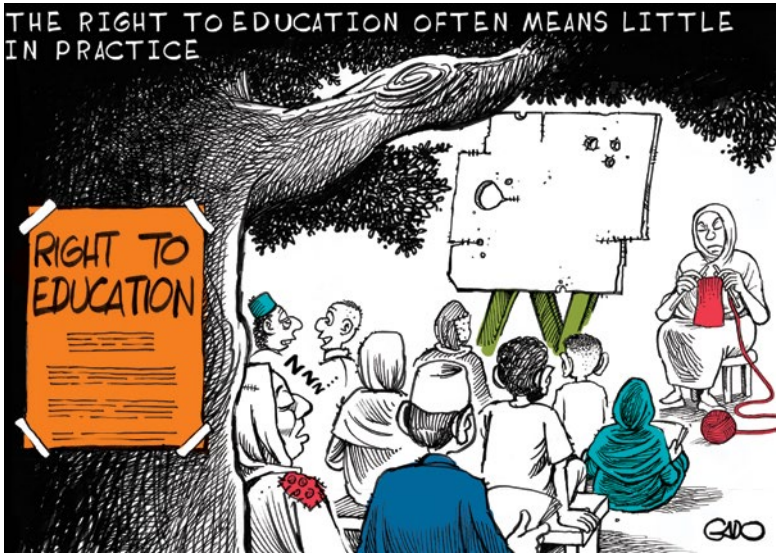


JOIN THE
 GEM REPORT'S
 CAMPAIGN AND MAKE
 SURE WE CAN HOLD GOVERNMENTS TO ACCOUNT
 FOR EDUCATION

'Youth play a vital role holding governments responsible for equitable quality education to account. The GEM Report shows we can work together to improve education systems, and play our part in reaching our education goal. Join us in helping us call on governments to make sure the right to education is enforced.'

DR KOUMBOU BOLY BARRY, THE UNITED NATIONS SPECIAL RAPPORTEUR ON THE RIGHT TO EDUCATION



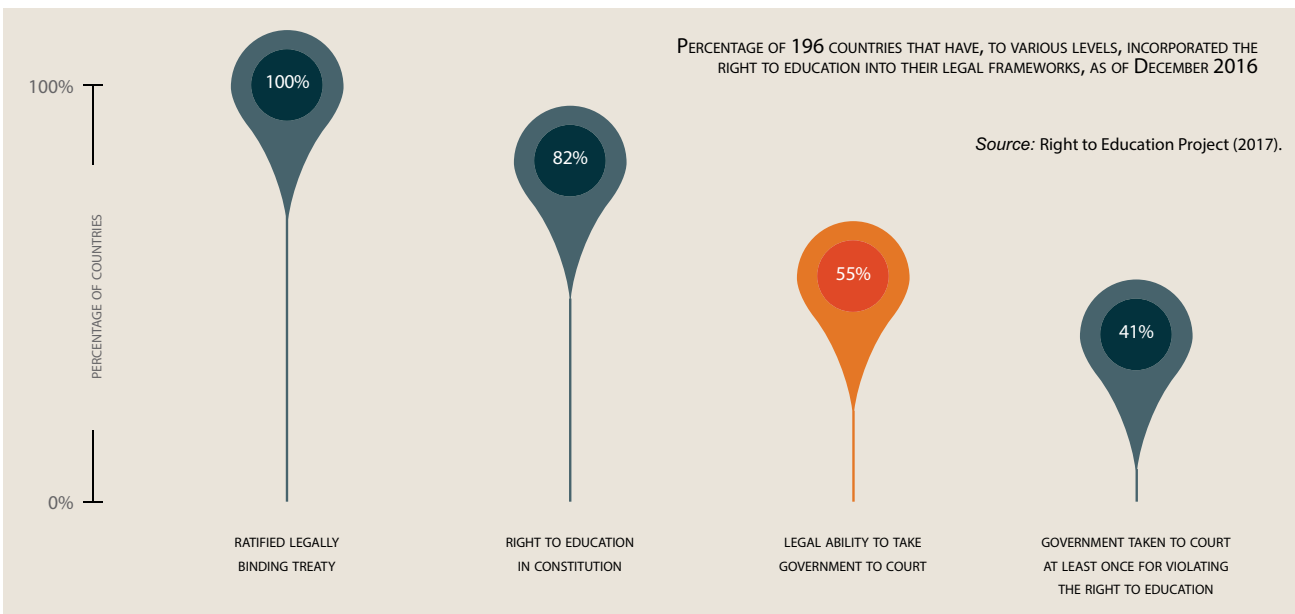


right to education, and 82% of national constitutions guarantee the right to education. But in only 55% of countries do citizens have the legal ability to take government to court for violations – and in only 41% of countries have they made use of this potential.

If the right to education is not enforceable in courts, there is no access to justice, and governments can violate our right without us being able to hold them to account.

Successful court cases have led to changes to unfair legislation and policies, including establishing free primary and secondary education in Colombia, ordering the government to increase its spending on pre-primary education in Argentina, ensuring children with HIV/AIDS are not denied an education in India, and guaranteeing appropriate school infrastructure in South Africa.

Governments are responsible for the right to education. If governments aren't doing what they said they would, we should be able to legally claim our right to education. The GEM Report shows that every country in the world has ratified at least one human rights treaty guaranteeing some aspect of the

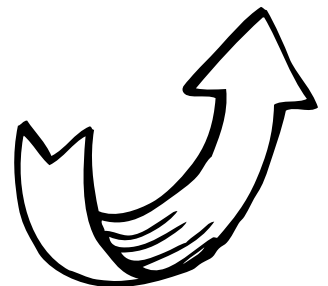


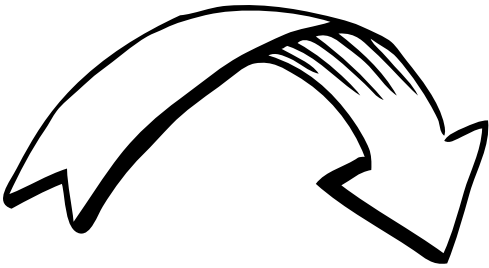


Rural children in South Sudan participating in the USAID-funded Southern Sudan Interactive Radio Instruction project, which uses radio to broadcast interactive student lessons.

CREDIT: Karl Grobl/ Education Development Center

HOW YOU CAN TAKE PART





 #WhosAccountable
 

GO TO THE CAMPAIGN WEB PAGE TO TAKE PART IN OUR ACTIVITIES:

1. **Sign up to our campaign.** We will not share your details with other partners, but we will contact you with campaign updates, materials and success stories!
 - a. Your voice will be added to a petition for the international group leading decisions on our global education goal, the SDG 4 Steering Committee, which meets in February 2018. The petition says that one of the committee's core recommendations at that meeting should be the call for the right to education to be enforced.
 - b. After you sign up, we will also inform you when bills or constitutional reforms are going through parliament in different countries worldwide that would reflect in their national laws their international obligations related to the right to education. For example, these could include bills to ban child marriage or corporal punishment or to make primary and secondary education free. We will ask you to join us in sending a multitude of tweets and messages to parliamentarians to ensure that education bills like this are passed.
2. **Send us a video clip:** We are running a video campaign starting on 10 December, Human Rights Day, and we want you to send in clips to tell us whether your government is guaranteeing everyone's right to education. Make the clip short (5-10 seconds or so). You can record it on your phone if you want.
 - a. Your video clip could include examples, such as 'We have no toilets in our school', 'Some children in

my country can't afford to go to school but education is supposed to be free', 'We have no textbooks to work from', 'Children in my country are being shut out by a school because of their ethnicity'. Go to the campaign web page to submit your video, and share it via social media using the hashtag #WhosAccountable. Read the brief on the GEM Report webpage for the types of video clips you can submit.

3. **Write a blog or opinion piece to send to your local media about your engagement with this campaign.** Share it with us, too, at gemevents@unesco.org so that we can see about sharing it on the Right to Education Initiative blog and the GEM Report's World Education Blog.

Let's work together to ensure that governments take their human rights obligations seriously.

Whatever you choose to do, keep us informed, so that we can support you and encourage other campaigners to do the same!







THIS YOUTH REPORT,

based on findings and conclusions from the 2017/8 Global Education Monitoring report, asks how young people are involved in the process of accountability in education. As students, what are we responsible for in our education and how are we held accountable? How can we make sure other actors – like schools, universities and governments – are held accountable for their responsibilities? These are critical questions, because we know that there's a long way to go before all young people around the world have access to a quality education: absent teachers, overcrowded classrooms, illegitimate diplomas, unregulated private schools and truancy are all issues that education systems are struggling to overcome.



'Youth play a vital role holding governments responsible for equitable quality education to account. The GEM Report shows we can work together to improve education systems, and play our part in reaching our education goal. Join us in helping us call on governments to make sure the right to education is enforced'

**DR KOUIMBOU BOLY BARRY,
THE UNITED NATIONS SPECIAL RAPPORTEUR
ON THE RIGHT TO EDUCATION**

It's sometimes tempting to say that these problems aren't ours to fix, that the responsibility lies with the government or with an older generation. But this simply isn't true: education is a shared responsibility, and young people have an important role to play. In this Report, you'll hear the stories of young people around the world who have stood up for the right to education in their communities and who have been integral in triggering change. You'll also read about how you can become involved in our campaign to make sure governments can be held to account for education. This means making sure that citizens can take their governments to court if they are not meeting their education responsibilities. From creating video clips to holding awareness-raising events, there is a range of ways to make your voice heard. Your involvement is integral in making sure the world is on the right path to meeting our education goals.

'Our educational system should be a driving force for equality, progress and social mobility, but that means we have to shape it in a way that offers support and access to all students based on their unique needs and backgrounds'

**HELGE SCHWITTERS, PRESIDENT OF
THE EUROPEAN STUDENTS' UNION**

'The messages sent by students about the absence of their mathematics teacher were timely. It helped us address issues related to teachers' absence in our school'

**STEPHEN, CHAIRPERSON OF
THE SCHOOL MANAGEMENT
COMMITTEE OF KASPODO
PRIMARY SCHOOL, UGANDA**

'Peace is built with education. If we aspire to build a peaceful world, we must start to create more opportunities for young people to learn and become accountable for change'

**SALAM AL-NUKTA, YOUTH REPRESENTATIVE
OF THE GEM REPORT**

'Young people are an essential part of the accountability process. If we are to achieve our global education goals, we must all understand how we're accountable and how we can hold other actors to account'

**MANOS ANTONINIS,
DIRECTOR OF THE GEM REPORT**