Responses received

**Questions 1.**
*Given that there are clear benefits of education, why do you think people have not acted and invested in education at the level needed?*

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| 1.         | - The benefits of education happen over a longer timeframe than competing investment priorities.  
- Education is a complicated sector and how to spend money effectively may not be as straightforward as for competing investment priorities.  
- Relatedly, quality of education may be more difficult to monitor than for competing investment priorities.  
- Even within education, investment is typically greater in tertiary level than in secondary level than in primary level. This is likely due in part to the more politically powerful interests at upper levels and the greater prestige of upper levels. |
| 2.         | - Donors have invested in fact to the level needed, but the money gets spent very inefficiently.                                                                                                            |
| 3.         | - It seems to me, starting from the experience in our national context, these advantages are certainly evident but nevertheless they are not easily accessible in many countries and we are in a vicious circle situation of non-performance / funding gap. It is important to clarify the issue of not achieving satisfactory results despite a generally acceptable level of funding. |
| 4.         | - Public funding: arbitration in public expenses. Moreover, these are expenses whose effects are evaluated in the medium term.  
- Private funding: reluctance policies.                                                                                                                |
| 5.         | - Corruption, nepotism regionalism and investments in armed conflicts has taken away the money needed to see education flourishing in Africa.                                                              |
| 6.         | - Many factors account for that: e.g. ignorance about these benefits, lack of formal education of many parents, poor economic status of individuals and governments in the face of competing demands, lack of commitment on part of governments. |
| 7.         | - Fiscal Space.  
- Competing priorities.  
- Spending not targeting area of most returns – ECE.                                                                                               |
| 8.         | - From the States. In Latin-America, education, as well as healthcare and social security or other issues related to welfare of the civilian population and their opportunities, have traditionally faced lower investments and expenditure on the part of the States. On the one hand, the extreme poverty suffered by a high percentage of population whose economies are based in primary products. On the other hand, in a context of political instability and weak democracy generated more difficulties on the continuity of public policies.  
- In recent years, an overall economic growth stabilized the democratic system making possible the appearance of more opportunities for integration in a global context. This trend was reversed and a higher investment in education was possible. As a result of this, there are more nursery and primary schools, an improvement of the secondary education, incorporation of technology to the schools and innovating methods which are people oriented, allowing all of them an inclusive education. This framework is quite different among the countries of the region where the major collective
challenge remains quality education and education for all (indigenous people, girls, rural population, etc). Metas Educativas 2021, OEI.

- From individuals. In Latin-America, there are still many isolated rural villages with difficulties in accessing. In this context, many children are pulled out of schools and put to work to help support economically their families. This situation has to do with poverty and a lack of education of parents. On the other hand, there are lots of poor families who value education and aspire that their children achieve higher levels of education. When the education levels of the parents are lacking or non-existent, they believe that in case their children achieve primary education or some secondary education courses, they will be trained enough to achieve better opportunities. However, in a developing, changing, competitive, technological and demanding world, this is not enough. Nowadays and since the 20TH century, reaching levels of primary education actually means illiteracy.
- The reasons why young people leave schools are complex and a main reason is that the educational system cannot retain them. These systems are rigid and students only pay attention to their grades creating a little attraction system to them. As a consequence, these systems are not geared to student basic life-skills and they do not create opportunities. These competences are named soft skills.
- However, in this last period Latin-America has faced the highest rate of children attending to school and people reaching higher education studies. This situation reflects a new generation with new ambitions and public policies that make this access possible even though there are still problems with the quality of education and social inequality.

9. National Governments and International agencies should work to inspire people to engage more actively and responsibly by themselves, rather than make them depend on external support in which mostly is not sustainable.

10. Some people have – many parents for example, and a number of governments, too. What can be observed is a decrease in spending from DPs due to competing priorities on their international and national agendas (global conflicts; migration/refugee crisis etc.). Several DPs have stepped back from education.
- Since financial pledges are not legally binding it is not possible to hold states/ governmens/ donors accountable.
- Too much money is short-term and project-based; we need to move towards adequate, longer-term and predictable financing.

11. Results of educational investment are long term and therefore not political priorities.
- Education is expensive and implies sacrificing other perhaps more “productive” investments.

**Question 2.**
What do you think has been the biggest single obstacle to raising educational quality in developing countries?
How can we overcome this obstacle?

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<td>1.</td>
<td>The single greatest obstacle has been achieving equitable deployment of a qualified and motivated teaching force. More investment is needed to build the skills and motivation of teachers in general (see below), and more effort</td>
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to ensure that the most skilled and motivated teachers can share their talents with the neediest students and less skilled/motivated teachers.

2. The biggest obstacle is complicated methods, imported from rich countries. Whole word grade 1 textbooks for reading, with big pictures and little text. Disregard for learning research that is applicable to the poor. Catering to the beliefs of donor staff in order to get money, therefore silencing educators who try to implement the research.

3. From my opinion, the biggest obstacle is bind today to an insufficient governance of the education system. The assessment is focused on a set of effective management problems of decentralization on the one hand and on the other, proper management of funding, the permanent evaluation and improved accountability. In my case, the source of evil is located at this point. Obviously these deficits of good management and governance impact the teacher training process, benefits and management of schools.

4. Relationship between expenses and goal of massification and standardization of education.
   - Strengthen the overall direction and give back to the area or establishments the opportunity to take action locally.

5. Lack of resources in terms of human capital with capacity to implement quality education.
   - Provide resources and capacitate the educationists.

6. Inadequate investment in human (teachers in particular) and material (teaching learning materials and facilities and infrastructure) resources leading to use of unqualified and low caliber teachers and inadequate and substandard material resources.

7. Not keeping pace with changes in society e.g. ICT / failure to shift from teaching to learning and outdated pedagogy/increase networking, partnership, collaboration.
   - Increased emphasis on information quality and capacity to analyze qualitative and quantitative data.
   - Increased emphasis on social accountability.
   - Increased community engagement and participation at all levels of education planning, implementation and evaluation.

8. We must emphasize how paradoxical this situation is in Latin-America. The important investment that has taken place in order to promote access to education (school construction, vacancies for teachers, school materials, etc) has played a vital role leaving quality of education in the background. In the vast majority of the countries of the region, the access to primary schools is almost universal and, regarding secondary education, almost 2/3 complete their studies. All in all, the principal matter is the quality of education and the access to knowledge. In this regard, only a very selective number of schools are successful providing quality education. This scholar system structure, reproduce inequalities or increases the inequality gap in Latin-America. In words of SITEAL; “The inequalities observed between and within the countries regarding important issues such as the access to the education system, the main characteristics in the school offering and the achievements of the students, they all demonstrate that in Latin America, the target to access to knowledge is still a privilege for the sectors better positioned. Therefore, moving towards the goal of universalize access to knowledge, it is a priority that must be emphasized on the political agenda of the region”.
   - Evidently, this obstacle should gradually be overcome with a higher investment from the states, regarding the quality of education. This situation requires social pacts for quality education which means improving the
educational offer, inclusive education, teacher training, incorporation of technology, active engagement of families and community forums where different subjects such as financing, school curriculum, targets, educational objectives, transparency, monitoring scholar plans and the educational system could be discussed.

| Question 9. | Sufficient resources are not allocated, because education is not considered as the most priority in most developing countries. National and international responsible bodies should reach consensus and binding commitment to ensure that the urgent priority in all aspects is given to education. |
| 10. | There is not one single obstacle but a mix: i) neglect of factors that affect what happens at a classroom level (well-trained/ motivated/ supported teachers; teaching/learning materials; relevant national curricula; time on task; too many pupils per class/teacher; multi-grade teaching), ii) poor school facilities, iii) weak data collection/assessment systems which hamper the monitoring of learning outcomes and/or other pivotal education indicators. A more holistic investment in stronger education systems at country level is necessary; the global community needs to commit to such an investment in an aligned way (incl. adequate, longer-term and predictable financing). |
| Question 11. | Not enough importance has been given to teacher training and to making the teacher profession attractive and valued. |

**Question 3.**
For those countries which have made the greatest improvements in education in recent years, what do you think have been the critical factors in their success?

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<tr>
<td>1.</td>
<td>These countries have invested more equitably – with a relatively greater focus on primary level and on working with teachers as human resources who desire opportunities for growth and recognition. Over time, this builds the prestige and motivation of the teaching force.</td>
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<tr>
<td>2.</td>
<td>Higher country income, investments in poor schools (e.g. Brazil)</td>
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| 3. | Based on several research studies in countries that have achieved notable advanced, I think the success factors are in priority:  
Enhanced autonomy of school management;  
Good policy support and capacity of local actor’s capacities of teachers and school managers;  
A well-developed leadership on all levels of decentralized management of the education system;  
A consistent evaluation system for students, teachers and institutions, secured to a flawless accountability. |
| 4. | Strengthening the teaching force with a local education project.  
National teachers support and teamwork. |
| 5. | Political will from the policy makers coupled with a corresponding investment in education. Recognizing that open and distance learning is a vehicle that can provide quality education to many people at low cost. |
| 6. | Clear understanding about the importance of education as well as commitment/political will to invest in education at all levels by government and also parents and other key stakeholders. |
| 7. | Focus on ECD – building a strong foundation.  
Teacher quality.  
Professionalization of workforce. |
8. Overall trends show that some of the factors associated with lifelong benefits have to do with:
   - Conditional transfer programs/ Invest in school education/ Access to secondary education with a retention mechanism/ Sustaining investment in education/ Education as an inter-institutional and sectored policy without forgetting achievements and failures in education that has to do with poverty or richness and the quantity of opportunities/ Consolidation of national plans with clear and well known goals/ Stability of the democratic order and the rule of law.
   - Higher exchanging flow of successful practices.

9. Strategically prioritizing to develop effective and efficient productive human capital.

10. Significant investment in basic education (domestic resource mobilization and allocation of higher percentage of GDP to education).
    - Improved quality of national education plans.
    - Effective partnerships (between government, donors, CSOs).
    - A focus on both equitable access and good quality education.

11. Focused goals and a systemic approach. Teacher education and training is always at the center.

Question 4.
How do you think education/ school will look different in 2030?
What implications does this have on the Commission’s recommendations?

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<td>1.</td>
<td>N/A</td>
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<tr>
<td>2.</td>
<td>It should look about the same, because human DNA does not change. The rules of learning remain the same. It may contain more technology, but that only complicates teachers’ work.</td>
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<tr>
<td>3.</td>
<td>Honestly the challenge is interesting and at the same time is large. I have no doubt that the country is currently on track, will continue to progress they are on the good way and political environment gives them every chance of success. The serious problem is come up for other countries where deficits accumulate in terms of financing capacity and good governance.</td>
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<tr>
<td>4.</td>
<td>Yes, completely. The structural recommendations are essential. In parallel perhaps we should reinvent this profession.</td>
</tr>
<tr>
<td>5.</td>
<td>The world is changing because of technology. If education fails to change in that direction, technology will change it. Good as they are, they need to ensure technology is given its rightful place in a bid to deliver quality education to many people at low cost.</td>
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<td>6.</td>
<td>The world would have been so sensitized that Education will be a by-word and being practiced everywhere around the world. It will become part of everyday life everywhere such that excuses will not be raised any longer. Teachers will be qualified adequately and have the basic resources to work with without difficulty and learners will have the basic learning environment and resources to work in.</td>
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The Commission has to emphasize the need for commitment of all stakeholders: commitment to invest; commitment to work hard.

7. More open.
   - Less focus on content and more on process and analysis – learning by discovery.
   - Everyone as a teacher – each one teach one.
   - Networking to build capacities.

8. From a positive point of view, in 2030 education in Latin-America should be universal in terms of access to primary and secondary education. Moreover, the quality of education requires a higher quality and better adaptation to the groups of population (inclusive education), permanent teacher training (following the logic of education throughout life) and incorporating the advanced technologies as an essential everyday resource. Education in 2030 should focus on reducing the inequality gap in Latin America. The most comprehensive recommendation is a sustainable investment in public, universal and free education access. In the words of SITEAL “It is evident that the biggest inequality gaps come up because of the unequal distribution of wealth which run the risk of becoming one of the biggest obstacles that should be removed if we pretend to progress towards a better education for everyone”.

9. Number of schools will increase. Disadvantaged areas could be reached with a limited scope. Quality issue may improve with limited rate.

10. Even more students enrolled as a consequence of international/national efforts and due to demographic developments. Hence, more e-learning possibilities a/o other new learning/teaching technologies.
    - New/better technology for statistical data processing.
    - Stronger focus on emergency/ crises/ protracted crises situations both from a humanitarian and a development perspective (difficulty of going beyond education as a national responsibility). Privatized education with all its risks in terms of affordability, equity and quality.

11. Schools will be more flexible, classrooms will deal with diversity, students will have more agency, technology will be prevalent, teachers will be more facilitators of group and individual learning, teachers will have to take on more responsibilities regarding content, more synergy will exist with other learning environments including the home.
    - Recommendations have to be forward-looking considering diverse scenarios for the future.

**Question 5.**
What will be the most important (new) sources of finance for global education over the next decades?
How could these sources be harnessed?

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<tr>
<td>1.</td>
<td>Lower and Middle Income countries will grow, and with it their capacity to spend more on education. Their middle class will also grow, creating opportunities for individual investment (of money, time, skill, etc.) not only in the education of households’ own children but also in the children of others with less resources. A smart education strategy would capitalize on this to raise the level of funding overall but also to ensure that funding and skill is redistributed equitably.</td>
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<tr>
<td>2.</td>
<td>Private tuition. The sources are being harnessed already.</td>
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3. I think there are two main sources:
   - Be based on a relevant policy of taxation for education by positioning it in the place it deserves.
   - But also consider the contribution of private sector in financing the education of children from disadvantaged families.

4. The state and foundations for school.
   - By creating multi-party governance structures.

5. Sustainable educational financing should come from the people who benefit from the education system.
   - Reduce poverty and enable all people to afford to pay for their children’s education.

6. Parents and community members should be ‘educated’ to contribute, however minimal the amount, in order to feel committed to avoid the dependency syndrome. Governments should see education as a priority and increase the quota of financing. Effective promotion, exercise of political will and commitment will be key in harnessing all these sources.

   - Joint planning and collaboration.

8. Latin-America is facing an actual situation where the states have the main responsibility to invest more in education. They should then approve annual budgets socially adopted in order to invest in education in a sustainable way.
   - On the other hand, the stimulation of the market, the capability to intensify innovations, enhancing productivity, to ensure the environmental sustainability, to promote the economic growth reducing inequality all are important in order to develop a new corporate social responsibility, to coordinate national efforts in strategic areas, to improve the access to geographically disadvantaged areas and to compensate historical environmental and social damages. Thus, the construction of specific agreements regarding investments around targets and national development goals, increasing the transparency and social control, they could all provide concrete and necessary inputs from the business sectors, as well as receiving development cooperation inputs among national or international agencies.

9. Better commitment of national governments and International sustainable support. Develop indicators and means of support for those in need most.

10. Increased domestic tax mobilization; innovative financing (private sector engagement, blending).
    - Through an effective policy dialogue between governments and other relevant stakeholders, a well-functioning civil society and responsibly acting private sector at country/international level; long term commitments from donors.

11. The state has to remain the main provider of education, though more and more society has to see it as a “common good” and contribute to its development. Economic limitations can NEVER become a cause of exclusion from education.