

Analysis Of The 2015-2025 Sectoral Strategy Under the Right To Education Lenses/ Gender Equality And Inclusion In The Light Of The SDG4

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Abstract – Congo wants to be an emerging country in 2025. However, 15% of the active populations have not received school education, 38.4% have a lower and equal level in class 6 and 38.5% have a secondary level or only a vocational training level. The 2015-2025 education sector-based strategy, in order to find a solution to this challenge and to strain high quality teaching development, suggest the following huddled development activity: Offering a high-quality education to all; Meeting Human Resources Needs for an emerging economy; Making the educational management system efficient. The implementation of the World Educational Agenda within countries calls for an effort to harmonize national policies and plans with the targets and areas of action set out by the Sustainable Development Program. Because the integration of this national policies new agenda will depend on strategic priorities, commitment, planning cycles and the capacity of each country to support the ambitions of this program. That is why the UNESCO in collaboration with the Ministry of Primary, Secondary Education and Illiteracy suggest the SDG integration workshop on policies and sectorial educational plan.

Keywords – Right, Education, Gender, Equality, Inclusion.

I. INTRODUCTION

Since September 2015, UNESCO objectives where the fourth objective is devoted to Sustainable Development Goals aimed at «ensuring access for all to education on an equal footing, and to promote long life learning opportunities». This SDG is accompanied by a set of targets aimed at ensuring a quality education on equal footing, and to promote life learning opportunities.

These international commitments involve the rethinking of education and to consider a new conception of education in order to integrate in SDG4 national education planning. This integration suggests the analysis of the educational policy documents alignment, in particular the Sector-based Strategy for Education (SSE) 2015-2025 and for the entire instrument that have contributed to the SDG4 elaboration target.

According to a survey conducted by UNESCO IN 2016 to measure sub-Saharan African countries readiness for SDG integration, it was noted among other things that there were significant data, policy and capacity gaps that must be filled in order to respond to the new vision of education and quality learning for all.

For this purpose, a good analyze of the Sectorial Strategy in the light of the specific targets of SDG4 Education in 2030 is needed. This practice is aimed at supporting Congo efforts leaning on existing systems in order to progressively integrate the SDG4 targets and achieve this goal by 2030

II. CONTEXT

The International Community has adopted in September 2015, a new agenda which is: The sustainable development Program by 2030. Composed of 17 sustainable development objectives (ODD), this new World Program give a central place to the 2030 SDG4 agenda Education. Key to achieving all the other ODDs, education is articulated within this broad program as a stand-alone goal, accompanied by seven outcome targets and three means of implementation.

2030 agenda recognized the specificities existing between countries. Thus, countries are encouraged to adapt and transport the global goals according to their particular national and sub-national situations.

The implementation of the World Agenda of Education within countries, calls for an effort to harmonize national policies and plans with the targets and areas of action set out in the Sustainable Development Program. Because the integration of this national policies new agenda will depend on strategic priorities, calls for an effort to harmonize national policies and plans with the targets and areas of action set out in the Sustainable Development Program.

It is in this context that the UNESCO in collaboration with the Ministry of Primary, Secondary Education and Illiteracy, organized ODD4 integration workshop in policies sector education and plans.

This workshop which brought together the three educational sectorial actors was held from the 28 to the 31st September 2018 in the conference room of the monastery of St. Claire Djiri, Kintele Township

III. CLARIFICATION OF CONCEPT AND ISSUES

Right to education

The right to education is a human right. By human right, we mean privileges and/or all what is permitted /authorized according to a moral order or rule and recognized to a human person.

Three categories of Human Rights

- Civil and political Rights;
- Social, economic and cultural Rights;
- Rights to solidarity, community rights or collective rights

Social, economic and cultural rights

- The right to education, hobbies and of cultural activities
- Pre-schooling, schooling, literacy, non-formal education

-Leisure, rest, cultural activities.

IV. REFERENCE FRAMES

- The 1948 Universal Declaration of Human Rights; education recognized as a human right

-Convention on the elimination of all forms of discrimination against women (CEDAW, 1979)170 states have ratified it. This right is reaffirming to all men and women.The listbeing notexhaustive, today, it is a question of implementing the SDG-4 2030Education at all country level.

4.1.International Texts Implications

·States Parties,signatories,commit themselves not only to recognize this right to all children without exclusion but also engage at achieving this right fortheir benefit.

How to understand this states burden?

- Ensure equal opportunities access to education;
- Encourage the regularity of school attendance;
- Remove obstacles such as poverty and discrimination;
- Provide a sufficient quality education;
- Ensure and guarantee the child dignity and right;
- Offer a secure and user-friendly environment;
- Offer a focused education on a child,adapted to his needs and empowering;
- Improve the parent ability to promote their child development.

‘...The idea of education for all as an integrating concept is translated into the policies of governments. Two levels of rights apprehension to education’:

- The right to access;
- The right to quality.

V. THE RIGHT TO EDUCATION ACCESS

- Education beyond and at all stages of childhood
- The obligation to provide early childhood education;
- Every child has the right to obligatory and free primary education
- To meet the educational needs of all young people and adults through learning program and necessary life skills acquisition.

1.Available and accessible education

- The states have the obligation to put in place the legislative and policy frameworkas well as the resources needed to realize the right of every child to education
- All learning environment must be physically and economically accessible to all children including an inclusive education to the most marginalized of them.

VI. THE RIGHT TO QUALITY EDUCATION

- Promoting the development of child’spersonality, talent, mental and physical abilitiesin all their potentialities measures;

- Inculcate to the child regards to human law, fundamental freedom and preparing him to undertake life responsibility in an understanding, peaceful, equality and friendship spirit;
- Inculcate to the child regards to natural environment

The right to education: a development approach

Human Rights and correlative duties the human rights bring on correlative duties between the:

- Law holder
- Bond holder

E.g.: a school aged-child has the right to education; others have the duty (or obligation) to fulfill this right.

- Who is a law holder?
- Who are bondholders?

Main and single essential characteristics of Programs Based Human Rights (PBHR)

- A situation analysis to identify the immediate, underlying and root causes of non-realization of human rights.
- Relationship identification between rights and obligation holder at all level of society (role analysis and relational scheme)
- Assessment and analysis of rights holder capacity gap in order to assert their rights, and for bondholder to fulfill their obligation (capacity analysis);
- Monitoring and evaluation of results and processes based on standards and principles of national Human Rights financing organism. Education for all... must take in account the needs of poor and underprivileged people, especially working children, rural population and isolated migrants (Nomads), ethnic and linguistic minority, children, youths and adults who are conflict victims, suffering of HIV/Aids, of starvation, bad health condition; and for all those having special educational needs...» (Dakar Action Framework by 19)

VII. GENDER EQUALITY

1. What is gender?

Gender is a social concept referring to the set of social characteristics associated to men and women (girls and boys) in a society and in an historical and cultural given concept. Gender is built by socialization and is different from biological sex, so we born masculine, and we become a woman or a man (gender). Gender relates to social roles, shared responsibility between women/girls and men/boys in a given society as values and social representation is associated to women and men (boys and girls).

Gender equality express the concept by which every human (men, women, boys and girls) are free to develop skills and to operate personal and collective choice without being influenced by stereotypes and rigid division of roles and 2-What means «gender equality»? Prejudice linked to their belonging to one or other sex. Where gender equality is, behaviors, aspirations and specific needs of men, women, girls and boys are taken into account in an equal, valued and encouraged way. Equality does not imply that men and women become the same, but their roles in the society are fairly equitably recognized and valorized such that each could enjoy equal development opportunities, access to decision making access and for the same human right. This equality consideration requires that men and women various rights should be enshrined in the legislative frameworks but also respected in everyday life.

2. Congo experience

Since Congo accession in national sovereignty, political and administrative authorities had made children's schooling a priority. That is why the 12th august 1965 law was promulgated to allow school access without any race, belief and opinion discrimination to all children in the country. A young lady should not be marginalized from the start because of her schooling and

her up-bringing. The 25/95 school law of November 17th 1995 on the reorganization of the educational system in the Republic of Congo stipulated in its article 3 that «every child living in the Republic of Congo territory have right to an education which ensures the full development of his aptitudes without discrimination of origin, nationality, sex, belief, opinion or fortune.

In Congo, sex equality question in structural access to basic education do not arise in practical terms as no legislation encourage sexual discrimination. But despite the strengths of the institutional framework, the reality is that there is a growing natural women elimination phenomenon in the educational system as the level rises.

Currently, girl's involvement in general education is as follows: in 1914 girls and boy equality is 1.15 at preschool, 0.90 at primary and 1.02 at college and tumble at 0.77 at secondary school and 0.18 at university. The retention rate of girls is already decreasing from the end of the primary cycle and disparity increases significantly as girls continue their study.

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Graph1: gross enrollment rate

	Preschool GBR				Primary GBR				College GBR				High School GBR			
	B	G	T	B/G parity	B	G	T	B/G parity	B	G	T	B/G parity	B	G	T	B/G parity
2005	7,38	7.32	7.5	0.99	110.4	102.4	106.40	0.93	61.95	54.8	58.3.9	0.88	28.88	7.42	18.2	0.26
2006	8.32	10.86	9.58	1.31	113.4	102.34	107.87	0.90	62.5	52.99	57.77	0.85	30.49	15.65	23.11	0.51
2007	9,71	10.23	9.97	1.05	122.45	114.15	118.30	0.93	69.58	55.33	62.36	0.80	29.91	16.78	23.11	0.56
2008	11.87	11.82	11.84	1.00	120.49	112.03	116.26	0.93	66.96	59.63	63.27	0.89	34.93	15.86	25.16	0.45
2009	11.68	12.96	12.32	1.11	124.59	115.62	120.11	0.93	67.75	57.57	62.64	0.85	34.75	17.85	26.14	0.51
2010	13.21	13.85	13.53	1.05	125.97	118.33	122.15	0.94	69.5	60.24	64.86	0.87	37.79	20.1	28.82	0.53
2011	12.92	13.92	13.42	1.11	125.05	121.54	123.28	0.97	67.77	63.05	65.41	0.93	32.37.	21.85	27.06	0.68
2012	14.11	15.54	15.60	1.10	117.09	124.29	120.69	1.06	63.97	63.11	64.84	0.99	35.15	24.37	29.99	0.71
2013	15.41	17.34	16.37	1.13	121.73	126.67	124.20	1.04	68.37	63.16	73.57	0.92	38.38	28.37	33.37	0.74
2014	16.82	19.35	18.09	1.15	126.54	129.08	127.82	1.02	73.35	63.22	83.47	0.86	41.88	32.40	37.14	0.77

3. What is Pedagogy that integrates Gender?

Many factors influence girl's schooling. Among those factors we include: the use of teaching methods that do not give girls and boys equal opportunity to participate effectively in a learning process. Teaching in classrooms is borrowed from sexist prejudice, pedagogic and learning document are full of sexist stereotype. Such practice significantly affects the quality achievement of learning and academic results particularly for girls. To progressively eliminate this negative practice, FAWE has put in place a pedagogy model which integrates gender (PIG). This model train teachers on gender issue and bring them to adopt pedagogic method which favorites girls and boys equal involvement in school setting. In order to value this innovative approach, a trainers training took place in Ethiopia at Addis Abeba in May 2011 and 3 members of FAWE-Congo took part in that training. Pedagogy which integrates FAWE-CONGO gender is put in place in a demonstrative framework for initial and continuous teachers training. Coming out from that training, a cohort of 979 students on cycle ending from all ENS (410) teacher's training school, ENI of Brazzaville (292), Dolisie (142) and of Owando (135) has been trained on PIG. This pedagogy sensitizes teacher's especially if a school takes into account gender issue on a lesson which integrates gender dimension from didactic material sensitive to gender issue, class language and provision taking in account gender issue,

VIII. DISCUSSION

1. Definition and inclusive education goal

- Integration or Inclusion: a process which aims is to take into account diversity and satisfy the diversity of all learners needs through an increased participation in learning, culture and community life by reducing the number of those excluded from education or within education (Booth, 1996).
- Inclusive education focuses on how educational systems can be transformed to cope with learner's diversity.
- It is aimed at enabling both teachers and learners to consider diversity with confidence and to consider it as a challenge and enrichment in learning.
- Inclusive education aims to provide appropriate responses which will meet most diverse learning needs in both normal and non-normal learning contexts.

2. Solution Approach

2.1. Promote inclusive quality education by supporting member states in:

- Elaboration of policy making education integrating «vulnerable» and «marginalized» children;
- The training of supervisor's education in order to support the improvement and implementation of inclusive quality education;
- Reopening of ENS psycho pedagogue and specialized education subjects;
- Improvement of training result and the taking into account of instructing language and textbooks.
- 2. Develop a holistic approach to education: from early childhood to higher education by taking into account worry/needs of all children and learners.
- Reinforcing national capacity in policy making and system management to support strategies related to inclusive quality education.
- Carrying out actions targeting groups which do not have access to quality education.

2.2. Inclusive education context: exclusion

1. Education enables necessary personality development for culture transmission from one generation to the other and for social individual integration.
2. Education is a fundamental law for human being and for public good.

3. Exclusion

Three unschooling common risk factors are:

- Being a girl (gender inequality)
- Being poor
- Living in a country affected by conflict.

Other unschooling risk factors include:

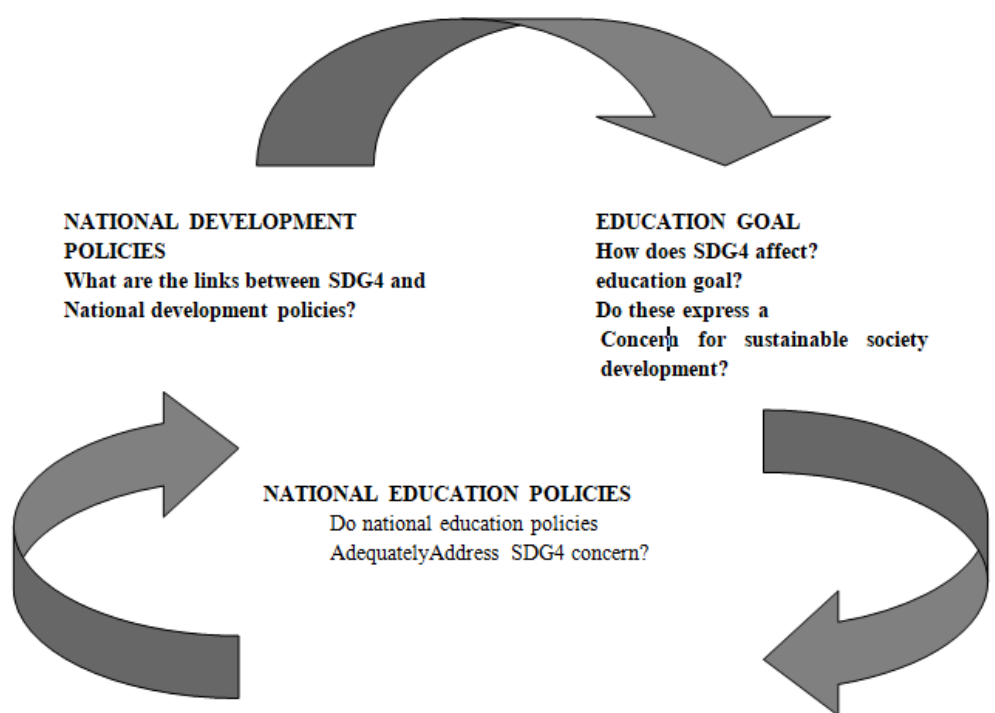
- Ethnic and linguistic minority
- Rural population and isolated nomads
- Children with disabilities/ special educational needs
- Child labor.

Global Monitoring Report on EPT 2011: 75 million of children are excluded from education

- 7/10 in Sub-Saharan Africa, South and West Asia:
- 6% of girls in Arab States
- 66% of girls in South and West Asia

The need to meet learners needs who are exposed to marginalization and exclusion risk: World forum on Dakar education (April 2000)

4-Analysis of the sectoral strategy in education (sse) 2015-2025



Graph 1: policies «wheel»

Source: Education lenses for sustainable development.

There is a need for greater synergies between national development goals and national educational policies.

The analysis could highlight the need for SDG4 full integration in the society including these principles in national policies development and modifying current goals for education in order to incorporate these principles or to change some aspects of national education policies. It may be necessary to do all the three at once in order to ensure that SDG4 national policies environment should be integrated properly. The graph below, which represent the «wheel» of policies (graph1) shows that policy environment is naturally interconnected

The present analyzes are based on parts 3 and 4 namely:

- 2015-2025 Strategy Education:

(Vision, principles, the three strategic axes, the main activities to be carried out);

- 2015-2025 Education Programs

It describes the operational implementation of the three strategic selected. Each of the three axes on strategic development and more often education cycle

(Pre-schooling Education, Primary Education, Secondary Education, Technical Education... non formal education and literacy, Science Education, Higher Education)

GRAPH 2:SDG4 and their education goals

National statements on education purpose and their sources (select quotes)	SDG4 highlighting dimension: (targets)	Educational view highlighting: Knowledges, worths, attitudes, SDG4 skills	Existing or potential aspects of SDG4 : How to strengthen SDG4?	Rephrasing education goals from SDG4 point of view
<p>SSE2015-2025(source) -Preschooling education «Extending pre-primary schooling opportunities by promoting rural and disadvantaged areas, applying community»</p> <p>-Primary education« a quality education which will bring to all basic knowledge and skills»</p> <p>-High school education «a high school education open for all in order to prepared them for general, technical and professional cycle orientations»</p>	<p>Access is favored for children from rural and disadvantaged population</p> <p>Emphasizing on quality. Free remains undefined</p> <p>Future identified perspectives</p>	<p>Knowledge, SDG4 skills could be expressed more clearly</p> <p>Quality education could be defined as included in all those element</p> <p>Policies and programs offering appropriate career counseling and advice could be mentioned</p>	<p>The reference to extend opportunities could include SDG4 element.</p> <p>Quality education could be defined in relation to certain aspects of SDG4 (12 years of free and quality primary education in which 9 months is obligatory, at the end of the primary school, all children should have acquired some basic reading, writing and numeracy skills</p> <p>Required qualified managers is needed for good prepared orientation which will enable the promotion of flexible learning path</p>	<p>Extending all opportunities to all boys and girls, for a preschool quality education which prepare them to follow up a primary education.</p> <p>Aiming at assuring quality education in order for all to have knowledge and basic competence which will leads to a very useful education</p> <p>High school education which is open to all in order to prepare them for general, professional and technical cycle by providing support to all students coming from disadvantage background</p>

<p>-General high school education «getting ready for higher studies and professional life»</p> <p>-Non-formal education and literacy « providing a second chance for deschoolised ,out of school and illiterate adults»</p>	<p>Emphasizing on higher education and professional life</p>			
<p>-Technical college education « allowing a professional alternative to college general cycle»</p> <p>-Technical and professional high school« Developing mathematical, scientific culture and rebalancing flows towards scientific subjects in high schools and higher education</p>	<p>Emphasizing on professional goals on education</p> <p>-evocation of economic dimensions</p>	<p>The necessary knowledge for employment, decent job obtention and entrepreneurship</p>	<p>The social dimension for citizenship (rights and duties)</p>	<p>Aiming at providing necessary qualifications to economic and responsible citizenship</p>
<p>-Higher education « training managers for economic and social development</p>	<p>Society and economy contribution are mentioned</p>	<p>Professional may need all those elements in order to bring to the society culture contribution to sustainable development</p>	<p>The learning must cover social and economic development, but also environmental protection</p>	<p>Aiming at training managers to promote sustainable development, while respecting peace and non-violence culture for global citizenship</p>

Table 3: SDG in national development policies

SDG 4 interconnected dimensions	Name of politic and/or strategic plan	SDG4 possibilities	Resources
Gender equality	1 st area of focus Offering a basic quality education to all (10year old base)	Targets;4 ; 1 4.2 ; 4.3 ;4.6 ; 4.7 ;	
Right to education	1 st area of focus	Targets 4a;4.2; 4.3 4.7	
Inclusive education	1 st area of focus Making the steering and management of educational system effective	Targets 4.5; 4a 4c 4.6 4.7	

The management plan will show the weaknesses below. (SSE 2015-2025)

- The dispersion of competence and powers;
- Weaknesses in the implementation of strategic planning, steering, analysis, evaluation and monitoring functions of the education and training system;
- Absence of efficient mechanism and tools in the management of human, financial and material resources; staff management is random. With 38% hazard, Congo is among the continent country where the hazard level is very high and is only ahead of 3 country over the 25studied;
- Insufficient design framework and weak skills of administrative staff.
- The inadequacy of existing work resources in relation to the missions assigned to the different structures
- The absence of adequate communication mechanisms within the Minister, the latter and the decentralized structures;
- The rigidity of methods and techniques which have difficulty in adapting to constraints in human or material resources;
- Ineffective vertical and horizontal communication processes;
- The absence of managerial training in efficient and modern administrative management.

5.Gender dimension of SDG4

SDG4: Ensuring access for all to quality education, on an equal footing, and to promoting lifelong learning possibilities.

Target 4.1 By 2030, to make sure that girls and boys all have a full cycle of free, quality primary and secondary education on an equal basis, leading to truly meaningful learning.

Target 4.2 By 2030, to make sure that girls and boys all have access to development activities, early childhood care and quality preschool education which will prepare them for primary education.

Target 4.3 By 2030, to make sure that women and men all have equal access to quality, affordable, technical, vocational or tertiary education, including university education.

Target 4.4 By 2030, increasing considerably the number of young people and adults with the technical and professional skills necessary for employment, decent work obtention and entrepreneurship.

Target 4.5 By 2030, eliminating gender equality at all levels of education and vocational training in education and ensuring equal access to vulnerable people including people with disabilities, indigenous people and children facing vulnerable situations.

Target 4.6 By 2030, to make sure that all young people and a considerable proportion of adult men and women can read and count.

Target 4.7 By 2030, to make sure that every student should acquire knowledge and competence to promote sustainable development, including education for sustainable lifestyles development for human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

IX. CONCLUSION

SDG4 workshop integration finds out a suitable opportunity to be set out in the Republic of Congo because they have just validated its national development program (2018-2022), in which one of the pillars concern the fundamental reform of the education system through the enhancement of human capital in order to build the foundation for sustainable and inclusive development.

This vision implies the rethinking of education and to consider a concept of education around lifelong learning in all constituencies and to integrate SDG4 into national education planning.

At school level, data from the sectoral education strategy show that significant quantitative progress has been accomplished, we observe a positive evolution of school coverage at all level of education system.

Gender equality is inseparable from the right of education to all. Achieving education is a fundamental human right and it is a right whose enjoyment allows gender-based rights for girls and boys, women and men not only access to cycle completion comprehensive education, but also an empowerment equality in and through education.

Why should we analyze gender equality and inclusion in a strategic sectorial education document? Answer: it is to identify the positive implemented strategy in favor of gender equality and inclusion; it is to make sure that girls, boys, women and men should have the same opportunity in the society. Indeed, girls, boys, women and men could be discriminated and could not benefit from these programs or they may see how their situation is worsen if their interests were not included in the design of the program or policy.

To promote the use of a common definition of gender, gender refers to social relationship between men and women and to structural differences characterizing them in terms of role, status, function socially attributed and culturally justified and which evolve in time and space. Gender must be analyzed from the angle of inequalities and disparities between men and women examining different social categories with the aim of greater social justice and equitable development.

Thus, an education system is inequitable when inequalities are explained by factors for which individuals are not responsible such as sex, place of birth etc.

In answer to gender and inclusion problematic, SSE 2015-20205 has planned an operational strategy based on a principle taking into account the different disparities, the geographic or gender inequalities, the vulnerable and marginalized populations.

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