



March 28, 2013

Dear Friends,

You know Firelight's mission well: to strengthen community-based organizations so that these organizations exist in the long-term to support vulnerable children and families. Over the years we have found that a key of part of this work is strengthening and broadening the organization's leadership beyond one single person.

It takes a special kind of person to start an organization. Someone with vision, drive, charisma, and the ability to work long hours, often with little or no pay. We stand in awe of the inspiring founders we have met over the years. However, at a certain point in an organization's history, the leadership needs to expand beyond the founder to ensure the survival of the organization. Over the years, Firelight has met some founders actively working to engage the community and build the next generation of leadership in their organization. We have also met founders that were unwilling to share leadership and decision-making with the staff, board, or community. Sadly, some of these organizations have crumbled.

We are featuring a two-week series on "founder syndrome" from the [how matters](#) blog of former Firelight staffer Jennifer Lentfer.

Many of you reading this may have founded your organizations. If anything in this series sounds familiar, we encourage you to "dig deep" and consider how you can work to ensure your organization nurtures a broad base of support and remains relevant and vibrant over time.

As always, we welcome your comments and feedback.

Sincerely,
The Firelight Team

(Call for Proposals) UNESCO's International Fund to Promote Sustainable Development and Poverty Reduction

(Call for Proposals) Youth Development Grants for Grassroots NGOs

(Opportunity) Participate in the Vision for Global Learning for All

(Resource) Founder's Syndrome: How Organization's Suffer... And Can Recover (Part 1)

(Call for Proposals) UNESCO's International Fund to Promote Sustainable Development and Poverty Reduction

UNESCO is accepting proposals for the International Fund for Cultural Diversity (IFCD) which seeks to promote sustainable development and poverty reduction in developing and least-developed countries. The Fund is a multi-donor fund established under Article 18 of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

It supports projects that aim to foster the emergence of a dynamic cultural sector, primarily through activities facilitating the introduction of new cultural policies and cultural industries, or strengthening existing ones. The use of the IFCD may take the form of legal, technical or financial support, or expertise, and must be consistent with the objectives of the IFCD.

The IFCD is notably used to promote South-South and North-South-South cooperation, while contributing to achieving concrete and sustainable results as well as structural impacts, where appropriate, in the cultural field.

Following organizations can apply for this Fund:

- all developing countries that are Parties to the Convention;
- all Parties to the Convention that have determined the existence of special situations on their territory in conformity with Articles 8 and 17 of the Convention and related operational guidelines;
- non-governmental organizations coming from developing countries that are Parties to the Convention, which meet the definition of civil society and criteria regulating admission of its representatives at meetings of organs of the Convention as mentioned in the operational guidelines relating to the role and participation of civil society*;
- international non-governmental organizations, which meet the definition of civil society and criteria regulating admission of its representatives at meetings of organs of the Convention as mentioned in the operational guidelines relating to the role and participation of civil society*, and which present projects with impact at the sub-regional, regional or inter-regional level;
- representatives of vulnerable groups and other social groups identified in Article 7 of the 2005 Convention (i.e. women and other social groups, including persons belonging to minorities and indigenous peoples) from developing countries that are Parties to the 2005 Convention.
- Regional networks are eligible to apply to the IFCD as long as they meet the criteria that define “civil society”, which for the purposes of this Convention means non-governmental organizations, non-profit organizations, professionals in the culture sector and associated sectors, groups that support the work of artists and cultural communities.

Deadline to apply: 30 June, 2013. For more information, please visit: <http://www.unesco.org/new/en/culture/themes/cultural-diversity/diversity-of-cultural-expressions/how-to-apply/>

(Call for Proposals) Youth Development Grants for Grassroots NGOs

The Youth for International Development has announced youth development grants for grassroots organizations which are best positioned to reach youths and provide them with programs and services in priority areas of entrepreneurship, agribusiness, health (HIV/AIDS & underage pregnant girls), environmental innovative initiatives and capacity development.

Youth for International Development is committed to achieving sustainable youth development. Through its grant making, it supports innovative organizations, youth groups and Community Based Organizations that are working towards empowering youths through various programmes and initiatives to reduce poverty, create employment, free expression, development and implementation of youth policies at national level, promote democratic values, improve the environment through various environmental programmes. When making grants, it thinks about long-term strategies, knowing that lasting social and economic change among the youth can only be achieved through efforts of all stakeholders in the field of youth empowerment.

The following is a list of projects and programmes that fall under this grants programme;

- Workshops, forums and conferences whose outcome is aimed at economically and socially empowering the youth in a specific region or country.
- After-school programmes
- Youth athletic leagues that use their sports to bring young people together to support community development.
- Self-Help groups that are currently engaged with an economic venture(s) or those that have innovative ideas whose outcome is creation of jobs among the youth.
- Environmental programmes implemented by youth organizations – you must clearly describe how young people involvement will assist in ensuring that there will be sustainable outcomes.
- Operational costs for youth organizations only
- Education
- Capacity Building
- Advocacy
- Peace Building
- Agriculture

- Exchange programmes – cultural and educational only.

Deadline to Apply: 4 April, 2013. For more information, visit: <http://yfidnetworks.org/index.php/initiatives/grants>

(Opportunity) Participate in the Vision for Global Learning for All

Dear Firelight Grantee-Partners,

The attached brief provides an opportunity for your CBO to sign-on to a global statement around the role that education and learning should play in the post-2015 MDGs. This brief will be shared with UN representatives at upcoming meetings regarding the post-2015 MDGs. If you believe in what is outlined in the attached brief, and would like for your organization to be officially signed-on to show support please **respond to Firelight Foundation at: info@firelightfoundation.org by April 1st** and let us know your organization would like to sign-on. We will send names to be added to the brief to Brookings and will share the copy with organization's names when it is made available. As a Foundation Firelight will be officially signing on in support of this brief.

History and Purpose of Brief:

In an effort to advance discussion-- and eventually consensus-- on the role of education within the post-2015 development process, the Center for Universal Education at Brookings (<http://www.brookings.edu/about/centers/universal-education>) and Women Thrive WorldWide (www.womenthrive.org) have drafted a brief elaborating on a vision and goal for learning for all (attached).

Given the role that quality education and learning play in empowering people to make informed decisions that impact their families' well-being and equip them with the skills to live secure and healthy lives, the brief recommends that the post-2015 development agenda include education as a cross-cutting issue that affects all development goals. In addition to being cross-cutting in the post-2015 agenda, the brief also recommends that there should be an explicit education goal focused on learning for all, encompassing equity, learning, and the need for a learning continuum from early childhood through to adolescence. Finally the brief identifies six measures for tracking learning for all at the global level, drawn from the work of the consultative Learning Metrics Task Force.

We encourage your organization to add its name to the end of this brief as a sign of consensus around the importance of equity, learning, and the need for a learning continuum from early childhood through to adolescence. Please let us know if you'd like to do so. We also welcome your input with specific line "track changes" edits to the existing text in the *Learning for All in the Post-2015 Development Agenda* brief that is attached.

We look forward to your comments and feedback.

(Resource) Founder's Syndrome: How Organization's Suffer...And Can Recover (Part 1)

What is “founder’s syndrome”?

Founder’s syndrome occurs when an organization or team operates primarily according to the personality of a key person, such as the founder or director, rather than focused on its overall mission.

Dealing with founder’s syndrome is a typical problem among start-up or small organizations. It is also often a natural part of an organization’s life cycle. The start-up or growth phase of any initiative requires a strong, passionate personality—someone who can make fast decisions and motivate people to action.

Once this period is over, however, the decision-making needs of the organization or team change. This requires mechanisms for shared responsibility and authority. It is when those decision-making mechanisms don’t change that founder’s syndrome becomes an issue.

Founders Syndrome is no one’s fault—no founder sets out to damage his or her organization. Staff and board members or leadership who avoid responsibility are often also part of the problem.

There are actions that founders, board members, and staff can take to avoid the problems of founder’s syndrome. Read on...

What are the symptoms of founder’s syndrome?

- The founder is at the center of all decision-making. Decisions are made quickly, with little input from others. No one really seems to know what’s going on. In other words, everyone who is NOT the founder is only a support to the founder.

- Planning is not done collectively and any ideas that do not come from the founder usually don’t go very far. People can even become afraid of the founder.

- The board is recruited by the founder, rather than by the board itself. Often they are friends of the founder, who may have been there from the beginning. Staff may also have been chosen due to their personal loyalty to the founder.

- The board’s role is to “support” the founder, rather than to lead the organization. They are often a rubber stamp board, having little understanding of the work the organization does. Their commitment is not to the mission, but to the founder.

- Board and staff members are unable to answer basic questions about the organization, such as the size of the budget, the major funding sources, the extent of the programs, without checking first with the founder.

- A casual observer would hear a lot of “I, me, my” in conversation. “My staff...” “My organization...” “My vision...” It would also not be unusual to hear the words, “Because that is how we have always done it.”

- There is resistance to any changes that will result in a (perceived or actual)

loss of control. There can be a resistance to new staff or outsiders because they are perceived as a threat. There is a (perceived or actual) fear that the organization will become “something we no longer recognize.”

Some may ask, “So what’s wrong with that?” And the answer is simple: If the founder is hit by a truck tomorrow, the team or organization is at risk of not being able to continue its programs. All the good work people have done over the years is in danger of ending.

Positive and negative characteristics of founders

Founders are dynamic, driven, and decisive. They carry clear vision of what their organization can be. They know their community’s needs and are passionate about meeting those needs.

However, founders can also:

- Be skeptical about planning, policies, and procedures. They claim, “These processes weigh me down.”
- Make reactive, crisis-driven decisions with little input from others.
- Hand pick their staff. See these people as working for the founder as much as working towards the organization’s mission. Count on whomever seems most loyal and accessible.
- Motivate by fear and guilt, often without realizing it.
- Attract board members through personal connections rather than the organization’s mission. Work to remove board members who disagree with founder.
- Have a very difficult time letting go of the strategies that worked previously in the organization, even if they know they organization can no longer function this way.

Am I really *that* kind of founder?

The following questions may help you determine if you are indeed that kind of founder. If you are brave, you might also ask these of those around you. You may be surprised at what you learn.

- Can you say (and mean it), “When I’m gone, things will be done differently, and that’s ok”?
- Can you separate the issues your organization or team addresses from your own stake in the issues? From your stake in the organization?
- Do you use the words, “my organization,” “my team” or “my staff”?
- Do you brag about the fact that the staff or organization “needs” you? Do you also complain about this? Can you envision what your life would be like if you didn’t have the organization or team to run? Is it part of who you are?
- Are you afraid that if you leave, the organization will change into something that is no longer what you want it to be?

From one founder to another

For me, this issue is personal.

Let me write this as someone who has learned the hard way.

Think first about the community, which is why you created the organization in the first place.

Have you prepared the organization to survive (and dare I say thrive) without your presence? Can you think of leaving? Would the organization survive without you? If your answer is “no,” then you have somehow made the organization about yourself, rather than about the mission.

This may be difficult to hear—but it’s not about you, nor was it about me. It is hard to acknowledge that no matter how much you put into nurturing the organization you founded, none of that really matters in the long run. The sad truth is that nobody owes us anything for our sacrifices. It cannot be about our emotional needs or the recognition or gratitude we think we should get. The world doesn’t owe us anything for having founded our organizations.

Once you have “birthed” an organization, it is no longer your baby. Just as it is with your own children, they are their own persons. We can guide our children, teach them, nurture them. But our son or daughter is not ours, as it is with our own organizations.

So it is irresponsible to run our organizations as if we will be around forever. It is simply not fair to the organization, nor to those who benefit from the work we do. The only responsible approach, therefore, is to raise this child or organization to NOT need us.

Yes, it was your vision that founded the organization in the first place. But as the organization grows, your vision isn’t nearly as important as the organization’s and the community’s vision.

Your organization is an amazing gift for your community. But now that it is used and depended upon by others, it is no longer yours. It belongs to the community. Just think—your greatest gift may be by inspiring others to keep your vision alive!

This resource came from the How Matters blog of former Firelight staffer Jennifer Lentfer. To read more and to follow the blog, please visit: <http://www.how-matters.org>

As part of the Firelight Foundation’s Capacity Building Program, Firelight provides “Newsflashes” to share relevant resources and information with our active grantee-partners via weekly emails and via post on a monthly basis. We hope that by facilitating access to information for grassroots, community-focused organizations, programming for children and families, as well as organizational

development, is enhanced. Past editions of the Firelight Newsflash can be found on our website: <http://www.firelightfoundation.org/newsflash.php>. We welcome your comments, feedback and ideas for upcoming Newsflashes at newsletter@firelightfoundation.org.

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Learning for All in the Post-2015 Development Agenda

Education is both a right and the bedrock of development. The dividends that result from investments in education are immeasurable: greater economic growth for individuals and societies; improved public health; and safer, more stable societies. However, for these benefits to accrue, all girls and boys have to be in school and *learning*.¹

Over the past fifteen years, thanks in large part to the Millennium Development Goal (MDG) 2 on universal primary education, major advances have been made in enrolling millions of children worldwide.² However, despite significant progress in getting more girls and boys into school, those gains have been uneven, and learning levels remain unacceptably low. Too often children leave both primary and secondary levels without acquiring the basic knowledge, skills, and competencies they need to lead productive, healthy lives and to attain sustainable livelihoods. In addition, economic, gender, and ethnic disparities and factors such as conflict or disability still prevent millions of girls and boys from even attending school.

There is a global learning crisis, which is hitting the poorest, most marginalized children and youth particularly hard. According to estimates in the 2012 EFA Global Monitoring Report³:

- Approximately 120 million children either never make it to school or drop out before their fourth year;
- In 123 low and middle income countries almost 200 million youth have not completed primary education, 58% of these are female; and
- At least 250 million primary-school-age children around the world are not able to read, write or count well enough to meet minimum learning standards, including girls and boys who have spent at least four years in school.

Worse still, we may not know the full scale of the crisis as these figures are likely to be an underestimate because measurement of learning outcomes among children and youth is limited and, relative to the measurement of access, more difficult to assess at the global level.⁴ Poor, rural girls in particular face multiple disadvantages through gender discrimination and poverty which bar them from enrolling and lead to dropouts at greater rates than boys.⁵

Learning and education are inter-related but not the same. Learning is an outcome, and one that is an essential, lifelong foundation. Education generally refers to the formal system responsible for ensuring that all girls and boys have the opportunity to learn these essential skills. However, focusing on learning outcomes pulls in other contributing sectors and actors, such as early childhood nutrition and health workers, or the role of parents and community leaders in teaching children and youth. A quality education system, particularly for the most marginalized, can help mitigate other disadvantages a child might face and is essential for ensuring all children have the opportunity to learn. Therefore, a focus on both learning outcomes and quality education are critical for the post-2015 development agenda.

Equitable learning, ensuring equitable opportunities to learn for the disadvantaged and advantaged alike, is essential to reap the many benefits of education. Equipping girls and boys from a very young age with a quality education can lead to lifelong learning that enables children, youth and adults to continually build their knowledge, skills, and competencies to survive and thrive. Despite overall progress in reducing the number of out-of-school children over the last

two decades, progress has actually stalled in the last three years.⁶ There are still 61 million children of primary school age and another 71 million of lower secondary school age out of school.⁷ Furthermore, progress has been highly inequitable: over half of all out-of-school children are in sub-Saharan Africa, girls are more likely to be out of school than boys, and children from the poorest quintile are four times more likely to be out of school than children from the richest quintile of households. Ensuring universal access to early childhood, primary and secondary education remains a major challenge, especially for the most marginalized.⁸

Once enrolled in school, data show that learning levels—not necessarily years in school—are what drive many social and economic returns on investments in education.⁹ Empirical studies provide robust evidence that it is the acquisition of knowledge and skills (cognitive and behavioral/social), rather than schooling, that promotes employability, productivity, and growth. For a major part of the world's population, however, education systems fall far short of these expectations. Poor quality education and unsafe school environments are jeopardizing the future of millions of young people across high-, medium- and low-income countries alike.¹⁰ In shaping education for the future, efforts to expand enrollment, retention and completion at all levels must be accompanied by policies to enhance educational quality and ensure safe and enabling learning environments at all levels in formal and in non-formal settings.¹¹ And learning outcomes must be measured.¹²

It comes as no surprise that the poorest and most marginalized children often have fewer learning materials, fewer opportunities to learn outside school and teachers with the least training. They also lack parent-teacher-student associations even though parental and community involvement in schools and education are important elements in improving learning outcomes. Furthermore, the most marginalized children are also less likely to benefit from good early childhood services, despite strong evidence that they help ensure girls and boys learn and succeed later in their lives.

Education and learning play a fundamental role in achieving broader development goals. Recent research suggests that the interaction between education and other sectors can help achieve our global development goals more cost-effectively. For example, greater learning achievement has an impact on accessing decent work and combating disease, participating in society and raising healthy families. A child born to a mother who can read stands a 50% greater chance of surviving past age five.¹³ Children of better-educated parents are more likely to go to school and to receive regular health checks. Girls with several years of quality education have lower maternal and infant mortality rates, improved reproductive health, better management of environmental resources and greater economic productivity. Furthermore, for girls in particular, every year of schooling beyond the fourth grade increases individual wages by as much as 20%.¹⁴

Education also plays a vital role in developing sustainable communities. Educating children on disasters and climate in a child-friendly school environment can reduce their vulnerability to risk while contributing to sustainable development for their communities.¹⁵ And educating girls and women is one of the best ways of strengthening community adaptation to climate change.¹⁶ Education enables individuals and communities to take greater control of the circumstances of their lives and to shape, rather than merely endure, the change that affects them.¹⁷

RECOMMENDATIONS

Given the role that quality education and learning play in empowering people to make informed decisions that impact their families' well-being and equip them with the skills to live secure and

healthy lives, the post-2015 development agenda must include education as a cross-cutting issue that affects all development goals. In addition to being cross-cutting in the post-2015 agenda, there should also be an explicit education goal focused on *learning for all*.

A number of proposals have been written globally by organizations on how education should be featured in the post-2015 framework.¹⁸ Across these proposals, and through ongoing global and regional consultations, there is widespread agreement from both the global north and south on the importance of three areas to the post-2015 agenda: equity, learning, and the need for a learning continuum from early childhood through to adolescence.

These three areas are crucial to ensuring sustainable development, equity and inclusive growth in the post-2015 development agenda. This prioritization of *learning for all* children and youth would require continuing the current MDG efforts to get all girls and boys, especially the most marginalized, into school, but also make sure that children stay in school and learn. Ensuring that the education goal within the post-2015 development agenda is focused on equitable learning outcomes will help bind together and bring a more coherent approach to the Education for All and MDG frameworks and address the most notable gaps and weaknesses between them. A focus on equity, learning, and a learning continuum from early childhood through to adolescence will also bind together the education discussion within the process to develop sustainable development goals with the post-2015 development framework.

I. Focus on equity: The focus on learning must be combined with one on equity, with particular attention to rising inequality within countries.¹⁹ The new development framework must focus on reducing the learning gap between the poorest and richest children, and girls and boys, through targets that promote equity. An explicit focus on equity requires the poorest 10% of children currently out of primary school to be both in school and learning.²⁰ This will require targeted action, including targeted funding, and redoubled efforts by national and local governments, families and communities to reach the poorest children, girls, children with disabilities, children from minority ethnic communities, and children who happen to live in conflict- or emergency-affected countries.²¹

Education needs to be linked to wider questions about how to ensure inclusive growth, sustained prosperity and sustainable development. Achieving inclusive growth will require all young people entering the labor market to have the skills necessary to find productive employment and be active citizens. A new development framework should include a focus on the skills that young people need to make a successful transition to adult life. Equitable social development is also dependent on education to empower learners, especially girls who face larger obstacles to entering primary school, to maximize their capacities, resources and opportunities to fully participate in society.²²

II. Focus on learning: Being able to read and write are critical for enabling all girls and boys to access a broader education, and without learning these core skills children are more likely to drop out of school and fail to make progress. But these core skills, while necessary, are far from sufficient. A quality education that allows young people to prosper in modern economies and societies requires a broader, more holistic framework of learning. In addition to reading and numeracy, children need to learn relevant transferable skills such critical thinking, problem solving, civic values, mental health and well-being, and 21st century skills such as communication and technological literacy, to prepare them for the workforce and to be active, productive members of their communities.²³

Education systems for the future must train learners to be innovative, able to adapt to and assimilate change and continue learning. Access to quality, relevant education that empowers all to utilize environmental resources sustainably is essential to equitable social development and a necessary foundation for sustainable development.

III. Focus on the learning continuum: The education MDG focuses on universal primary enrollment; however, there is abundant evidence that education begins at birth and continues in post-primary opportunities, whether through secondary schooling or non-formal technical and vocational education. Quality early childhood development opportunities— which include health, nutrition, and stimulation— ensure girls and boys are nurtured at a young age, are strongly correlated with on-time school enrollment and have a long-term impact on students' learning outcomes in primary school.²⁴ Similarly, post-primary education, including formal secondary schooling and non-formal programs such as technical and vocational education, can lead to many social and economic returns such as increased individual wages, improved health outcomes for youth and their families, and increased civil engagement. Not only do more girls and boys need to make the transition from primary to post-primary opportunities, but the skills and competencies they learn need to be relevant to the 21st century's knowledge-based economy.

Ensuring quality learning and equity from early childhood through to adolescence will require better targeting of poor and marginalized groups, such as girls, the disabled, homeless and ethnic minorities. There are myriad ways that policy-makers must address the factors that keep marginalized populations from enrolling in schools. For girls in particular this can include providing financial support, recruiting and training teachers in a gender-sensitive manner, ensuring that textbooks are gender-sensitive and that schools are safe environments.²⁵ Free basic education is defined as a basic human right, which requires systems of accountability that better monitor delivery of education services. Bringing in the voice of the learners will be critical in monitoring progress, including the voices of youth who can help ensure that learners are provided with skills to manage a successful transition to adult life and the work force.²⁶

Balance global and local metrics: Across all scenarios, there is a debate about balancing global and country level goals and metrics; it is clear that global goals must reflect national priorities and that more attention must be paid to neglected contexts such as conflict and post conflict contexts, as well as to those countries with the least promising education metrics.²⁷ However, one of the lessons from the Millennium Development Goals is that clear internationally comparable measures of progress have acted as a significant spur to global progress. Striking this balance between clear globally comparable goals and allowing for national or regional level discretion is one critical question, not just for education in the post-2015 framework, but for all policy areas.

The Learning Metrics Task Force— a global effort engaging over 800 people, the majority from the global south, across 70 countries— recently met to discuss these challenges and identified a small number of measures for tracking at the global level. The task force emphasized the need to operationalize these while simultaneously helping to build measurement capacity at the national level. The six areas for measurement²⁸ that are important to enable children and youth to constructively participate in a globalized world are:

- 1) Access to and completion of learning opportunities
 - *Enrollment and completion indicators*
- 2) Early childhood experiences that result in readiness for primary school

- *school readiness indicator*
- 3) The ability to read and understand a variety of texts
 - *learning to read indicator in primary*
 - *reading to learn indicator in secondary*
 - 4) The ability to use numbers and apply this knowledge to real-life situations
 - *numeracy indicators in primary and secondary*
 - 5) An adaptable, flexible skill set to meet the demands of the 21st Century
 - *Indicator to be developed (e.g. collaborative problem solving)*
 - 6) Exposure to a breadth of learning opportunities across all seven domains (physical well-being, social and emotional, culture and the arts, literacy and communication, learning approaches and cognition, numeracy and mathematics, science and technology)
 - *Indicator to be developed*

Information for these areas of measurement would be collected using internationally comparable assessments in some cases, such as reading comprehension and mathematics, and using alternative assessments for others. Data collected against these domains of measurement should describe average achievement levels in addition to progress over time and equity across groups (girls/boys, urban/rural and wealth levels, at a minimum).

Prepared by The Brookings Institution's Center for Universal Education
 (www.brookings.edu/about/centers/universal-education) and Women Thrive Worldwide (www.womenthrive.org).
 We welcome additional organizational sign-ons and input; please contact AAnderson@brookings.edu.

¹ *Toward Universal Learning: What Every Child Should Learn*, Learning Metrics Task Force, The Brookings Institution, 2013.

² *The Global Compact on Learning: Policy Guide*, The Center for Universal Education, The Brookings Institution, 2011.

³ UNESCO. *Education for All Global Monitoring Report*. UNESCO, 2012.

⁴ *Toward Universal Learning: What Every Child Should Learn*, Learning Metrics Task Force.

⁵ *The Global Compact on Learning: Policy Guide*. The Center for Universal Education, The Brookings Institution, 2011.

⁶ *Out-of-School Children*, UNESCO Institute for Statistics. <http://www.uis.unesco.org/Education/Pages/out-of-school-children.aspx>

⁷ *Ibid.*

⁸ *Ibid.*

⁹ *Global Compact on Learning: Policy Guide*.

¹⁰ *Thematic Think Piece: Education and Skills for inclusive and sustainable development beyond 2015*, UN System Task Team on post-2015/UNESCO, 2012.

See also: *Beyond 2015: Education for the Future*, UNESCO Bangkok, 2012.

¹¹ *Beyond 2015: Education for the Future*, UNESCO Bangkok, 2012.

¹² Rebecca Winthrop, Mari Soliván and Kate Anderson. *The Learning Metrics Task Force Proposes Six Domains of Measurement for Global Tracking Post-2015*, Brookings Blog, March 8, 2013.

¹³ *Global Compact on Learning: Policy Guide*.

¹⁴ Psacharopoulos, George, and Patrinos, Harry Anthony. "Returns to Investment in Education: A Further Update." *World Bank Policy Research Working Paper 2881*. Washington, D.C.: World Bank, 2002.

¹⁵ Allison Anderson and Morgan Strecker. "Sustainable Development: A Case for Education." *Environment Magazine*, December 2012.

¹⁶ *Discussion paper: synthesis of debates and key questions for consideration in discussing education goals*, draft for discussion and further development.

Unpublished, UNCIEF, 2013.

¹⁷ *Beyond 2015: Education for the Future*.

¹⁸ Based on an analysis of post-2015 position papers and think pieces: *Ending Poverty in Our Generation*. Save the Children, 2012; *Thematic Think Piece: Education and skills for inclusive and sustainable development beyond 2015*, UN System Task Team on post-2015/UNESCO, 2012; *Beyond 2015: Education for the Future*, UNESCO Bangkok, 2012; *Each Child Learning, Every Student a Graduate: A Bold Vision for Lifelong Learning Beyond 2015*, Basic Education Coalition (BEC), 2012; *Total Reach, Total Learning: Education Beyond 2015*, the Global Campaign for Education-US (GCE-US), 2012; *Commonwealth Recommendations for the Post-2015 Development Framework for Education*, Commonwealth Ministerial Working Group on the Post-2015 Development Framework for Education, 2012; *Post-2015 Education MDGs*, Results for Development Institute and ODI, 2012; *Post-2015 Development Goals: Oxfam International Position*, Oxfam International, 2013; *MDGs 2.0: Development and Poverty Eradication*, Center for Global Development, 2012; *Post-2015 Development Agenda: Goals, Targets and Indicators*, The Centre for International Governance Innovation (CIGI) and the Korea Development Institute, 2012. While not position papers, the following policy papers and strategies were also reviewed: *Global Compact on Learning*, Center for Universal Education, Brookings Institution, 2011; *UN Education First Initiative: The UN Secretary General's Global Initiative on Education*, United Nations, 2012; *Learning for All*, The Global Partnership for Education Strategic Plan, 2012.

¹⁹ *Thematic Think Piece: Education and Skills for inclusive and sustainable development beyond 2015*, UN System Task Team on post-2015/UNESCO, 2012.

²⁰ *Ending Poverty in Our Generation*. Save the Children, 2012.

²¹ Ibid. See also: *Global Compact on Learning: Policy Guide*.

²² *Education for All Global Monitoring Report 2012*, UNESCO, 2012.

²³ *Beyond 2015: Education for the Future*. UNESCO Bangkok, 2012.

²⁴ *Global Compact on Learning: Policy Guide*.

²⁵ *Education For All Global Monitoring Report – Gender Review*, UNESCO, 2012.

²⁶ *Thematic Think Piece: Education and Skills for inclusive and sustainable development beyond 2015*, UN System Task Team on post-2015/UNESCO, 2012.

²⁷ *Discussion paper: synthesis of debates and key questions for consideration in discussing education goals*, draft for discussion and further development.

Unpublished, UNICEF, 2013. For instance, there could be a global goal of improved learning with countries defining this in ways suited to their own circumstances. Burnett and Felsman (2012) refer to this approach as 'common but differentiated', which has currently been practiced by UNICEF advising on the development of standardized targets for groups of countries. An example of this approach is the Global Minimum Entitlements introduced by Overseas Development Institute. Through this approach in education minimum standard involves literacy and a standard of knowledge and skills.

²⁸ Rebecca Winthrop, Mari Soliván and Kate Anderson. *The Learning Metrics Task Force Proposes Six Domains of Measurement for Global Tracking Post-2015*, Brookings Blog, March 8, 2013.