The measure to improve quality of education

for post-2015

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The measure to improve quality of education for post-2015

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Abstract

The education-related MDGs focus on the quantitative indicators in education, such as the increase in the universal enrollment rate. With the time horizon for MDGs just around the corner, the international society is very close to accomplishing education-related MDGs.

However, the annual reports on MDGs clearly show the necessity for evaluating the quality of education. Furthermore, there still exist a number of issues in the field of education, including gender inequalities, poor teacher competence and working conditions, and limitations in the indicators for education.

In this context, the importance of improving the quality of education is indubitable. According to the definition of quality education provided by the UNICEF, the quality of education consists of quality learners, environment, content, processes, and outcomes. This paper concentrated on the quality processes, in which the inputs are processed to outputs. Thus, the quality of teachers and working conditions were closely researched.

This paper provides proposals for the UN and university students. First, the UN must adopt a new set of indicators, based on which the educational processes can be evaluated. International partnership is the following step. Moving on, specific means were introduced, through which universities can contribute to the betterment of the world's education. Moreover, they seek to the way which university students participate in and improve the education of developing countries in post-2015.

Key Words: Quality Education, Post-2015, Teacher Education, Global Partnership, Participation of University Students

1. Introduction

Globally, leaders must place education at the top of our common agenda. This is especially important as we work to achieve the Millennium Development Goals and shape a vision for the post-2015 period. (Ban, 2013)

Education is included in two areas —MDG2 part, Achieve Universal Primary Education and MDG3 part, Eliminating Gender Disparity in primary and secondary Education) of UN's Millennium Development Goals (MDGs), which was proposed in 2000. Actually, when the World Bank, the United Nations Development Conference (UNDP), the Asian Development Bank (ADB), or other agencies of that sort run assistance to the public, they prioritize education over other sectors, when choosing which sector to assist the most. In this manner, education is influential in many areas such as eradication of extreme poverty and hunger, reduction of child mortality, and promotion of sustainable environmental development. (Jae-Eun,Chae & Myeong-Suk,Woo,2012)

Accordingly, the Secretary-General of the United Nations initiated *the Global Education First project,* since 2012. This project aims to improve the quality of the learning for all children. It emphasizes the importance of education, above any other area of support. The Secretary-General mentioned in his speech, "Achieving the goals of education is affect significantly on all parts of the MDGs to achieve all of the targets." (UN, 2013)

The case where education contributed to a nation's development is best represented by the development of Republic of Korea over the late 1900s. Korea's development process definitely one of the most interesting developmental ideas for the developing countries. Half a century after the Korean War in 1950, the land of ruins became a powerhouse in the world-wide industry. (Chan-Hee, Lee et al., 2008) In the past, the poor country of South Korea, without any natural resource and capital, achieved the current powers through remarkable economic development (Korea GNI 79 dollars 1960 and in 26,205 dollars 2013) and become a member of the OECD and the OECF DAC, standing on ranks of developed countries. This was possible due to Koreans' eagerness to educate and to learn, which resulted in rich human resources.

Status of the achievement of MDG2 into Pre-2015

UN proposed in 2000 results were as follows to Table 1: the achievement of MGD2 about Achieve Universal Primary Education.

Table 1. MDG2 : Achieve universal primary education

Goal 2: Achieve universal primary education	
Target	Fast Fact
Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	2.1 Literacy rates among adults and youths are on the rise and gender gaps are narrowing. 2.2 New national data show the number of out-of-school children dropped from 102 million to 57 million from 2000 to 2011. 2.3 Primary education enrolment in developing countries reached 90 per cent in 2010

Note. Issued by the UN Department of Public Information, September 2013
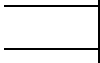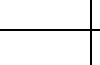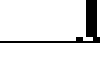
Table 1 relates to full target of MDG2 and fast fact which aim to status of the achievement of MDG2 into pre-2015.

According to the fast fact, which literacy rates among adults and youths are on the rise and gender gaps are narrowing, out of school children dropped to half, and the enrollment in developing countries reached 90 percent in 2010.

Thus, it appears that the international community succeed in achieving quantitative improvement as with the universal education, as we can see from the increased number of enrollment rate. However, we cannot conclude that the world's education itself has fully improved, as the MDGs indicators disregard the qualitative improvements for education. Therefore, as the annual MDGs reports on education display, it is essential to consider the quality of education.

2. Annual education-related MDGs Reports

Table2. Analysis of Annual MDGs Reports

Related to MDG2	Years								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrolment Rate									
Inequality									
Gender gap									
Poverty									
Sub-Saharan Africa									
AIDS									
Graduate Rate									
Quality									
Refugees									
Literacy									
Secondary Education									

Assessed for Quantity Education.   Assessed for Quality Education.

As you see above table, MDGs reports' contents about Goal2 are categorized into 'Quantitative approach' and 'Qualitative approach'. The blocks with diagonal lines show quantitative approaches which is related to the aspect of school enrollment. Those are the following: enrollment in primary education, gender inequality in education enrollment, the impact of poverty to education, the poor education of Sub-Saharan Africa. The quantitative approaches are related to the other MDGs' related to poverty(Goal1) and   gender(Goal3). Also, those emerge in MDGs reports steadily.

On the other hand, the blocks with vertical lines show qualitative approaches which consider actual effect such as contents, outcome, the marginalized of education. Those are the following: the knowledge of AIDS, graduation per enrollment ratio, quality education, poor accessibility of refugee, literacy rate and the necessity of middle school education. The qualitative

approaches deal with inner real side of education which should be solved only by qualitative approaches of education, not by other MDGs. Each of the quantitative and qualitative approaches can be classified as denominator and uniqueness. Table3 shows them.

Table 3. Both denominators and Uniqueness into MDG2 of Pre-2015

Denominators	Newly Discussed Issues
-Enrolment rate	-AIDS education (2005)
-Relationship between poverty	-Poor of graduate rate (2007)
and education	-Quality of education (2008)
- Poor achievement in Sub-Saharan Africa	-Sustainable education and quality of education
-Causing the gap from gender, poverty and	(2010)
conflict	-Education for refugees (2011)
	-Demand on secondary education (2012)
Accessible to quantitative education	The qualitative approach is needed education → Improving education requirements and specific approach

The denominators are the ones that were referred to in the MDGs reports more than four times, and they include enrollment rate, relation between poverty and education, poor achievements in Sub-Saharan Africa, circumstance from conflict, and gender issues.

Besides, new discussions that arose each year is related to improving the quality of education, and they include the importance of AIDS education and the issue of low graduation rate. Also, they include the necessity of sustainable education with high quality, education for refugees, as well as the provision of secondary education. They show the limits of quantitative approaches to education and the need for qualitative approaches.

3. The Points at issue in the field of education and Cause Analysis

Examining the status of education in developing countries, a number of limitations and problems exist. Among them, three are notable: gender inequalities in education, teacher competence and educational environment, and the limitations in the contemporary indicators for evaluating education.

3.1. Gender inequalities in education

First, girls are experiencing gender inequalities in terms of receiving education. In many developing countries, the rate of female students enrolling in and graduating from primary education is lower than that of male students.

The fundamental cause behind gender inequalities in education is the gender-discriminatory stereotypes of a society. In various cultures of the global society, the social status of women is lower than that of men. Based on cultural values and religious traditions, the majority of the population in undeveloped countries believes women are inferior to men.

Women have lower social status than men in many developing countries. Most people who live in developing countries regard that women have lower capacity than men according to the cultural value and religious tradition of the society. Also, parents prioritize their sons' education over their daughters', reasoning that girls would ultimately leave home after marriage, while sons remain to support his family.
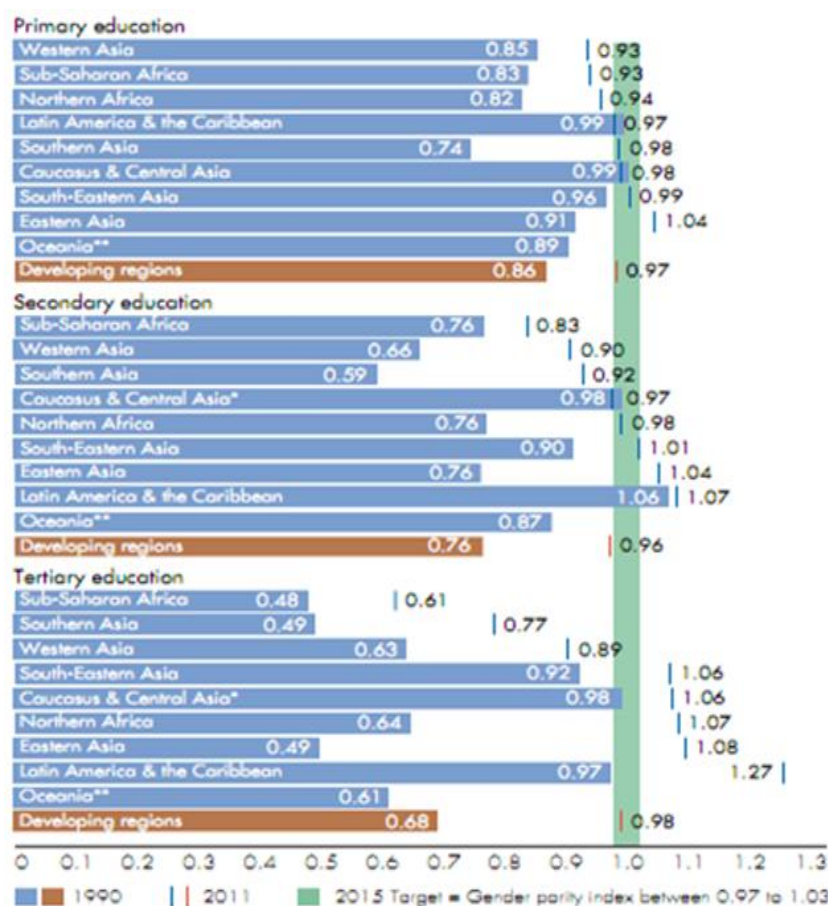
Figure 1 Gender parity index for gross enrolment ratios in primary, secondary and tertiary education in developing regions, 1990 and 2011 (source. MDGs report 2013-2014)

Moreover, poverty and political instability aggravate gender inequality issues in education. With limited resources and family budget, it is challenging for households to invest in the education of every child. This is when the cultural stereotype comes into play, thereby neglecting girls' right to be educated. Opportunity cost of what daughters might contribute to household labor is also considered. In addition, the extreme poor reside in conflict-stricken regions, where it is difficult to send children to school. In such circumstances, parents are even more reluctant to send their daughters to school, because girls are more vulnerable to armed conflicts, sexual violence, and kidnapping on their way to the school or during class lectures, when compared to boys.

Simply put, gender inequality issues in education arise, due to simultaneous influence of cultural prejudice, extreme poverty and political instability.

3.2. Teacher Competence and Educational Environment

3.2.1. Lack of competence and poor working conditions of teachers

Undoubtedly, teachers have the single biggest impact on children learning (John Hattie, Visible Learning, 2014). Well-trained teachers can better manage students of different ages and learning needs in class.(GPE, 2014)

In many undeveloped countries, however, teachers have not received high-level education and pre-service trainings. As a result, the quality of education provided by the teachers has declined, despite increased number of teachers.

According to a data regarding teacher training status quo of sixty developing countries, thirty countries answered they had less than 75% of trained teachers. Among them, eleven countries answered they had less that 50% of trained teachers. (Education For All, 2013-2014) In addition, the support for local teachers is insufficient. Due to low and late payment and poor working conditions, there exist a number of teachers who acquired two or more jobs for their living. In this manner, many teachers fail in concentrating on delivering quality education, thereby negatively influencing students. Also, it is detrimental for students, if teachers do not come to school because of AIDS infection, inconvenient transportation, or engagement in other jobs.
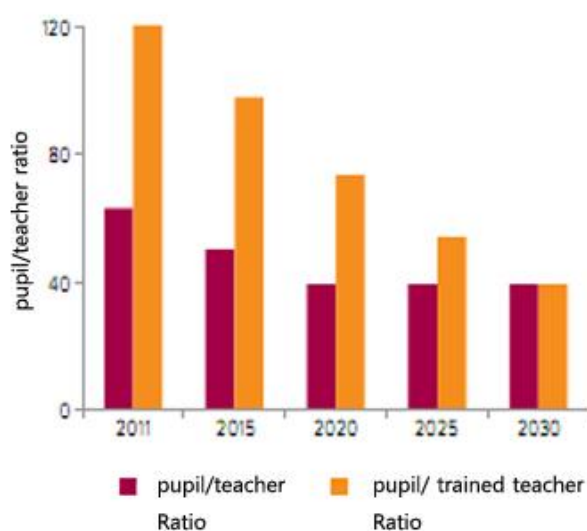
Figure 2 projected pupil/teacher ratio and pupil/trained teacher ratio 2011-2030(source. EFA Global Monitoring Report 2013/2014)

3.2.2. Environment of School

The environment of school is very poor. Teachers of developing countries take on so many students. In Malawi, there are 130 children per class in grade 1, on average, compared with 64 in the last grade. In Chad, just one in four schools has a toilet, and only one in three of those toilets is reserved for girls' use. (EFA, 2013-2014, p. 6) Also, learning materials are insufficient. In the United Republic of Tanzania, only 3.5% of all grade 6 pupils had sole use of a reading textbook. (EFA, 2013-2014, p. 6)
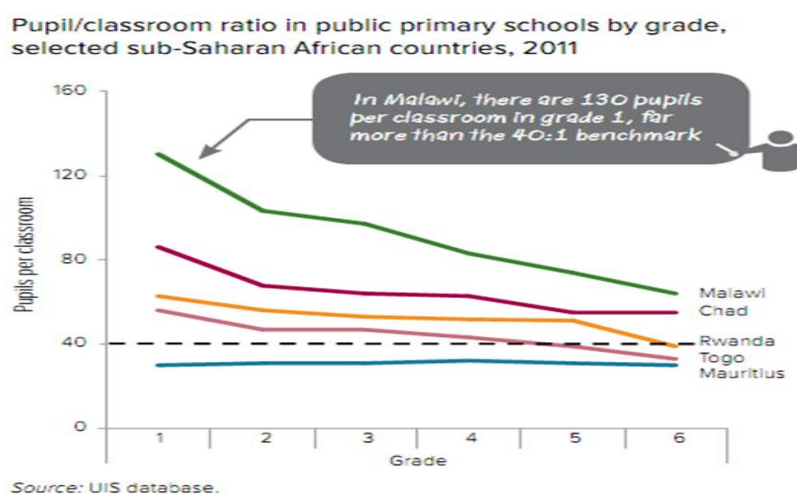
Figure 3 Children in early grades often learn in overcrowded classroom

3.2.3. The Education Gap Between Rural and Urban Regions

There is a significant differential between rural and urban regions, in terms of school enrollment. Due to industrialization and urbanization, the populations of urban areas and big cities have noticeably increased. As a result, most of higher education institutions are centered in urban areas. Meanwhile, in rural regions, it has become more difficult for the residents to enroll in schools. In particular, education for young adults and the middle-aged has been significantly depressed (Hyun-jung, Lee, 2014)

3.2.4. Education Support Fund

Another problem is the shortage of domestic and international education support fund. Currently, only 1.4% of the world's humanitarian aid is allocated to education, whereas the UN Secretary-General promised to invest 4% in his Global Education First Initiative. Domestic support

fund is insufficient as well. For instance, the Cambodian government cannot afford investment the country's higher education. Due to the lack of governmental support for education, Cambodia has failed to develop its industries, thereby losing global competence.

3.3. Limitation in the concurrent indicators for evaluating education

Another fatal problem with the contemporary education is the limitation in the concurrent indicators for evaluating education. The contemporary society utilizes the enrollment rate of primary education as the indicator of development in education. In 2011, fifty-seven million children did not receive primary education, which is an improvement from the year of 2000, when a hundred million children were out of school. (United Nations, 2013, p. 14) In this manner, the number of students enrolled in primary schools has continuously increased. However, this is far from enough to conclude that the world has seen improvements in its field of education. To illustrate, the increased number of children receiving education can be attributed to the increase in overall population of undeveloped countries. Thus, the indicator that the world concurrently adopts is problematic.

Also, enrollment rate does not fully reflect the betterment of the universal education. What is more crucial than mere enrollment rate is the issue of whether students stay in school, move on to a new grade and succeed in graduating. Among the one hundred thirty-seven million children who entered school in 2011, for example, 34 million dropped out of school before reaching the final grade. (UN, 2013) In particular, the countries in Sub-Saharan Africa have the highest rate of early dropout. More than two fifth of the students who started primary school in 2010 did not make it to the final grade.

Therefore, a variety of indicators for education is necessary, in order to apprehend actual educational condition of the world. Suggested indicators include the number of students per teacher, availability of textbooks, classroom environment, the number of properly-trained teacher, and the dropout rate.

4. The Importance of Improving the Quality of Education

4.1. Quality Education

Although overall enrollment rate of primary education has risen in the process of achieving MDGs, there still exist essential issues to be solved in the contemporary field of education. Then, what can be done to reduce or eliminate the causes to the problems such as gender inequalities, regional gap, poor education environment, and lack of teacher evaluation mechanism. What can be done to provide equal opportunities for education to every walk of life in the globe and to bring about positive outcomes, thereby fully accomplishing our education-related goals? The answer to the questions is quality education.

Although the goal of universal primary education may be accomplished, it is impossible to achieve actual effect of education, if the effectiveness of in-class education is not considered. The annual MDGs reports reveal how the importance of quality education has submerged as the key to solving education issues. It goes further than discussing quantitative indices, such as primary education enrollment rate or the amount of governmental budget invested in education. The debate on quality education encompasses various elements which make effective and successful education possible, such as education environment, teacher's quality, graduation rate, and class content. If the effectiveness of in-class education is not considered, actual effect of education cannot be achieved, even if the goal of universal primary education may be accomplished, it, For instance, there is no use for students to attend school if the instructors are negligent, thereby neglecting their duty to teach. Also, even when teachers give lectures, the quality of the teaching may be poor, deterring academic achievements of students. In this manner, quality of education is critical in solving education-related issues and fulfilling the universal goal of making a better world via education.

4.2. Quality Processes

UNICEF (2000) offered the definition of quality education, by providing five essential elements of quality education. The following are the elements that are included in quality education:

☐ Learners who are healthy, well-nourished and ready to participate and learn, and

supported in learning by their families and communities;

☐ Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;

☐ Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy, and skills for life , and knowledge in such areas of literacy, numeracy, HIV/AIDS prevention and peace;

☐ Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;

☐ Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Note. Data adopted from UNICEF (2000, p. 4).

Among the five elements of quality education, much discussion of educational quality focused on system inputs and the achievement of outputs. In recent years, however, "more attention has been paid to education process —how teachers and administrators use inputs to frame meaningful learning experiences for students." (UNICEF, 2001, p. 13) Therefore, to achieve effectiveness of education, the quality of processes in which educational input is generated into output must be closely examined and enhanced. The quality of educational processes is evaluated based on the quality of teachers, and the works of administrators assist teachers to provide quality education. Essential factors of quality processes take in to account competence of teachers, teaching style and attitudes, teachers' working environment, teaching devices, and support from administrators.

5. Solutions

As the time horizon for MDGs is just around the corner and as fifteen years of efforts would soon be evaluated, it is crucial for the global society to adopt new measures to make a new leap forward. In particular, as a lesson from pre-2015 MDG on education, the international society now understands the importance of promoting quality education, in addition to quantitative enhancements for education, such as the enrollment rate. Based on what we have learned from the MDGs, the contemporary society has to embark on new movements for the betterment of universal education.

As the leading international government and the locus of MDGs achievement, the United Nations must select and utilize new methods to improve the quality of education. Furthermore, active participations of Universities and their students to promote universal quality education are demanded, as the pupils from Universities are the leaders and policymakers of the future.

5.1. Proposal for United Nations

Stigler, an American expert in education and developmental psychology, claimed "Teaching is a cultural activity: learned implicitly, hard to see from within the culture, and hard to change"(Stigler et al., 2004) As this quote implies, local teachers are the only ones who can successfully process educational inputs to fruitful outputs for the students and the schools of their region. Thus, in order to improve the quality of education, it is essential to evaluate the status quo of each country or school's education through indicators which assess teachers and administrators on leading education process.

The authors of this paper strongly recommends the UN to adopt a set of indicators that measures a country's quality of education processes; to establish partnership between locals and international parties; and to work as one in order to find suitable solutions and to make progress in sync.

Critical elements for quality processes	Indicator Number	Indicators
Professional learning for teachers and ongoing development programs	1	Deep mastery of the subject matter
	2	Understanding of pedagogy and teaching experiences
	3	Teacher ethics
	4	Democratic teaching method
	5	Teacher feedback mechanisms which guarantees anonymity
	6	Understanding of each student by counseling
Student-centered education	7	Promotion of student activities
	8	Encouragement of participation
	9	Teacher's presence in the classroom and regular attendance
Responsibility	10	Mission as a teacher
	11	Passion for teaching
	12	Affection towards students
Gender equality of teachers	13	Ratio of female teachers
	14	Teachers' working conditions
	15	Teacher's remuneration (proper amount, regular payday)
Support to teachers	16	Number of students allocated per teacher
	17	Use of technologies as a device for quality education
	18	Support from administrators and school leadership

5.1.1. Indicators

Eighteen indicators should be adopted to evaluate education processes. The recommended indicators were derived from five critical elements for quality processes.

The first element of quality processes is the provision of teacher education and periodical development programs. This element is essential in that it determines teacher competence. To specify, the youth being educated to become teachers must be provided with organized education program, while teachers who have completed their teacher training courses regularly attend development programs. Teacher learning must encompass deep mastery of the subject matter, understanding of pedagogy and teaching experiences, teacher ethics, and democratic teaching method. The four indicators of this element measure whether the four kinds of aforementioned knowledge is delivered through teacher education or not.

The second element of quality processes is student-centered education. Student-centered education refers to the education of the students, by the students, and for the students. Student-centered education begins with the understanding of students and the willingness of instructors to understand students. There are two important mechanisms that must be practiced by teachers to comprehend students: assessments of teachers by students and student counseling. Teacher

evaluation allows a teacher to collect feedback of his or her teaching from students and demands from students. When the comments are taken into consideration, the teacher can better provide teachings that satisfy students' needs and convenience.

What is important in the process of teacher evaluation is that negative comments from the students should not lead to the teacher's maltreatment of students. To guarantee honest answers from students, anonymity must be fully guaranteed for the effectiveness of teacher evaluation. Student counseling is an effective means to apprehend interests and worries of students, so that teachers can encourage and help students. Furthermore, encouraging student activities and participation in class are the essential indicators when it comes to student-centered education. Rather than promoting passive learning, such as rote memorization, teachers must provide an environment where students can freely share their opinion, cooperate with peers, and expand their horizon.

The third element of quality processes is sense of responsibility that teachers have. The most fundamental indicator is the mere presence of teachers in the classroom during class time. Sense of responsibility as an instructor requires a teacher to hold mission and passion for teaching, as well as love for his or her pupils.

The fourth element of quality processes is gender equality of teachers. What female teachers can offer differs from that of male teachers. In particular, female teachers are vital in girls' education, since students and parents worry less about sexual abuse or rape, while female teachers have better understanding of troubles that girls confront. According to statistics provided in the Global Partnership for Education website, countries with higher proportion of female primary teachers are more likely to have higher enrollment rates for girls in secondary schools. However, there is underrepresentation of female teachers in teaching positions in many countries. This tendency is due to cultural stereotype that females should not work, and due to lack of governmental support for cultivation of female teachers. Therefore, ratio of female teachers is a paramount indicator of quality processes of education, which should be adopted in order to bring more female teachers to the field.

Last but not least, the fifth element of quality processes is support to teachers. Even if the first four elements are satisfied, if teachers lack support for teaching, there is no way quality education can take place. Congenial working conditions (e.g., educational infrastructure, availability of textbooks, class size) and satisfactory remuneration are vital in encouraging teachers to provide quality education. Teachers who lack support are likely to work in other jobs, and in that case, students are more likely to have lower test scores and higher grade repetition. (Willms, 2000) Acknowledging the necessity of teacher support starts from the perception that teacher is one of specialized jobs, such as lawyers and doctors.

5.1.2. Partnership

Based on the indicators provided above, the international society will be able to assess each country's education, with a focus on quality processes. Through the evaluation process, each country would apprehend which indicators of quality education it failed to satisfy, thereby understanding which area of quality education it must improve.

As provision of universal quality education is an assignment for the entire global community, international cooperation between various parties is expected. Such partnerships, often coined as 'multi-stakeholder partnerships', bring about higher efficiency and effectiveness, compared to when a party works solely to improve the quality of its regional education processes. Participants of the partnership can be divided in to two: local parties concerned and diverse international players.

The world learned from the MDGs that "global targets are only effectively executed when they are locally –owned."(United Nations Publications, 2013, p. 21) Local-level voices must be heard, when coming up with specific solutions. Local parties involved include the government (national, city, local), local experts, domestic Civil Society Organizations (CSO), domestic corporations, universities, social minorities group, and elders. Local partners can come up with solutions that are realistic and achievable.

International partners and agencies must be invited to help countries implement their plans to foster quality education. Global players include International Organizations (IOs), Non-Governmental Organizations(NGOs), governments of other countries represented by consuls and diplomats, media, and the international academic societies. To illustrate, governments of other countries who had faced similar issues can provide know-hows and recommendations to the very nation in the process of improvement, and this cannot be surmounted by any "single government ministry, private business or CSO." Global forums (e.g., conferences held by the UN) can be the place for such international coordination and synergy-creation.

One example of multi-stakeholder partnerships is the cooperation of member countries in regional organizations. Nations in the same region (e.g., continent, archipelago, latitude) mostly share similar problems, histories, and backgrounds. Through regional forums, member states can conduct peer review at the regional level, complementing global monitoring. It is often easier to review policies in-depth with friendly and constructive neighbors that the whole world. (UN Publications, 2012, p. 22)

One specific example of multi-stakeholder partnerships in delivering quality education is the Global Partnership for Education (GPE), the only multilateral partnership devoted to getting all these children into school for a quality education. (GPE website, 2014) It invites a multiple of local and international players, in order to run education-related projects, monitor progress, and make adjustments. On June 26, 2014, the GPE Second Replenishment Pledging Conference took place in Brussels. The conference brought together over 800 participants from 91 countries. The participants included:

- ☐ Developing country partners, including Burkina Faso, Burundi, Côte d'Ivoire, Mali, Pakistan,and Sierra Leone;

- ☐ Donor countries, including Australia, European Commission, Korea, Japan, Italy, and the United States;

- ☐ Private sectors and foundations, including The MasterCard Foundation, Microsoft, and Pearson;

- ☐ CSOs, including Association for the Development of Education (ADEA), Education International, Oxfam, and Save the Children;

- ☐ IOs, including African Union, International Organisation of la Francophonie, UN Women, UNESCO, UNHCR, and World Bank.

Note. Data adopted from GPE website

Participants gathered their resources, expertise and vision to answer the challenge of delivering on the promise of education for all. The conference represented a milestone in the campaign to harness the financial resources and political will required to achieve the goal of universal, quality, basic education for all children. (GPE, 2014, p.1)

5.2. The role of university and university students

5.2.1. Taking part in the campaigns, hosted by the UN and NGOs

It is essential for universities to participate in global education-cooperation campaigns, which are hosted by the United Nations and related NGOs; the United Nations Academic Impact (UNAI) takes a leading role. The UNAI invites participants from more than eight hundred universities. The goal of UNAI is to allow universities to directly take part in finding solutions for three main goals of the UN: peace, development and protection of human rights. Participations of universities and students contribute greatly to relieving poverty, solving inequality issues in education, promoting quality of educations provided, and increasing support for education.

5.2.2. Programs within each university

a. Exchange program between university students of developing countries and those of developed countries

The universities of developed countries must partner with those of developing countries. The budget for this program can be obtained from the concerned university itself or with the help of off-campus funding. Although intent of hosting such programs may be positive in the first place, programs tend to be tilted towards the agendas that the host countries promote. However, it is necessary to provide education that meets the needs of the developing countries, rather than the voice of donors. Therefore, for the interchange programs between universities to be successful, the donors must pre-research to figure out the actual needs. (Douglas Bourn & Olga Cara, 2013) The universities of developed countries should consider the educational level and the linguistic ability of the participants. Also, the curriculum must include introduction of the partners' custom. Also,

continuous interactions between students are essential, even after the completion of the exchange program.

What the participants may obtain through this program are the following. The students from each nation can exchange their horizon, as they are exposed to new surroundings. Also, this program will contribute to the education of local communities, as the students of developing country can learn about the indicators of quality education, which then can be shared in their home countries. (McNicoll, K , 2012)

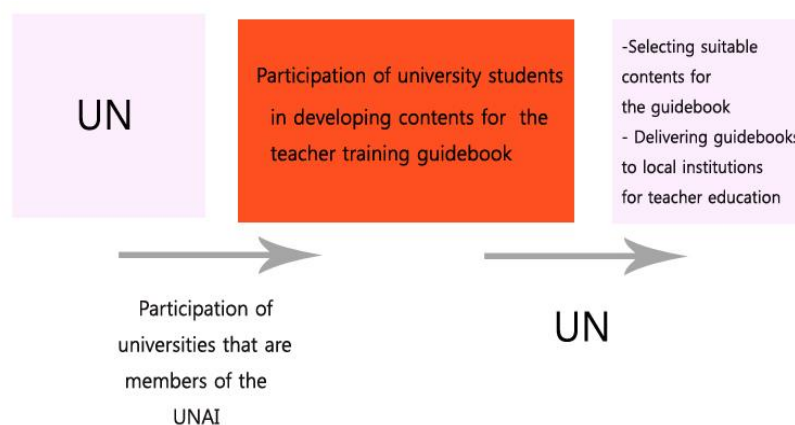b. Producing guide books for teacher training

Figure 4. Process of producing guide book for teacher education.

University students, by cooperating with UNAI, can create guidebooks for teacher training based on their experiences. The main objective of publishing guidebooks is to enhance the quality of education through teacher education and development.

To create the guidebook, students must cooperate with UNAI to assemble materials that are necessary for teacher education in developing countries. Because students from all over the world take part and the balance is met between different cultures, cultural bias may not be of problem. University students are the main agent for searching and organizing materials. Participants can fully take advantage of the academic field of their interest. For instance, those who major in math education can share know-hows in explaining difficult mathematic concepts. The content of the guidebook would vary, depending on the assembled materials. Examples include pedagogical contents knowledge (PCK), professional knowledge of subject matter, health and medical issues, teacher ethics, and child psychology.

Pedagogical contents knowledge (PCK) refers to a set of knowledge that teachers need for instructing students. Know-hows of teaching students, maintaining class order, encouraging participation, and treating extremely impoverished children are included in PCK. Such wisdom is expected to assist teachers of developing countries in instructing their students effectively and with high quality.

Contents regarding expertise in subject matters include inventions of class tools or high-quality textbooks. In case of students majoring in Physical Education, for instance, they may share their ideas about educational sports game, which students of the developing countries can easily follow.

The most crucial part of contents related to health and medical issues is sex education. This is important for both the teachers and the students. Through this section of the guidebook, teachers of undeveloped countries will better take care of their health and sexual relations, thereby preventing sex-related diseases such as AIDS. This will lower the number of teachers' absence due to AIDS and similar health problems. Furthermore, the teachers can share health-related information with their students, thereby helping them to cope with the development of secondary sex traits and to prevent sex crimes.

In teacher ethics, possible content of the guidebook is the notion of human rights and gender equality. With such virtues in mind, teachers can better treat students, with respect. This is particularly important for teachers in Africa, where traditional authoritarian teachings and corporal punishment are typical.

Understanding child psychology is important for teachers, especially if students are suffering from post-traumatic stress disorder. Students majoring in Pediatrics, Psychiatry, and Psychology can share their knowledge about how to cure the mind of disheartened children.

After the aforementioned process of developing contents, with university students playing the key role, the UN-affiliated institutes can choose the most suitable and informative contents for the guidebook publication. The published guide books would be supplied to teachers of developing

countries, twice a year. Through this procedure of publishing guidebooks, the university-level contributions are made. Although each individual university student may not have sufficient authority and competence, accumulation of concerns and participations will greatly devote to worldwide.

6. Conclusion and Discussion

6.1. Summary

This study examines the process in which the world made efforts to achieve education-related MDGs, from 2005 to 2013. According to the annual MDGs reports, pre-2015 MDGs adopted quantitative indicators for evaluating the world's education. Over the years, the world has successfully accomplished its goal of enhancing enrollment rate. However, such emphasis on quantitative improvements of education neglects the importance of quality education, thereby under-representing the fallacies that lie in the world's contemporary education. In fact, the quality of education is related to crucial aspects of education that determines the effectiveness of education. Examples include the quality of teachers, class contents, and supports for education. What is more, the world is still confronted with critical problems in the field of education, including gender inequality, low competence of teachers and poor working conditions. Coupled with the limitation of the existing indicators, the aforementioned problems of contemporary education reflect the importance of improving the quality of education.

This paper explored the quality of education by referring to its definition provided by the UNICEF. According to its definition, the quality education is comprised of quality learners, environment, content, processes, and outcome. Among the five categories, the contemporary world is paying special attention to the quality processes, in which the inputs in the field of education are transformed to the outcomes. The quality processes involve the quality of teachers and the support from the administrators to achieve high-quality education.

This paper moved on to providing proposals to two important players of the international society. First, it is recommended that the UN adopt a new set of indicators to evaluate the quality of education. The researchers have introduced eighteen indicators, which were derived from five important elements of quality processes: professional learning for teachers and ongoing development programs, student-centered education, responsibility, gender equality of teachers, and support for teachers. The quality of each country's education can be assessed based on the indicators, which then can be fully utilized in seeking solutions. International coordination of local

players and international partners are demanded. The purpose of such partnership is to share knowledge, avoid mistakes, and create synergy effect.

Second, university-level participations are vital in solving education-related issues. Primarily, in affiliation with the United Nations Academic Impact, university students can take part in the UN programs, global exchange programs with partner-countries, and the publication of guidebooks that assists teachers of undeveloped countries.

6.2. Suggestions for Future Researchers

For future researchers, it would be informative and interesting to come up with creative means to objectively measure the quality of education. For example, the identical working conditions of teachers can be deemed differently to each individual. Individuals with high standards of quality environment may suggest greater improvements in the working conditions of instructors, while others with lower standards of quality environment may be easy to satisfy. Therefore, in order to achieve objectivity and logic in assessing quality of education, specific mechanisms for evaluation must be studied.

The field of education is very complicated, and thus, improving education conditions require a lot of efforts and time investments. However, it is indubitable that the world's education can be much enhanced with continuous assessment-solution process and cooperation of the entire international society. Ultimately, a new era will come when education eliminates poverty and promotes the quality life of every individual. Until then, the entire globe must constantly pay attention to improving the quality of education, with a strong belief that education is the key to a better world.

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