

Gaps, challenges and progress made in the promotion and provision of access to quality education

Session 4: UN system support to the implementation of the Third United Nations Decade for the Eradication of Poverty (2018-2027)

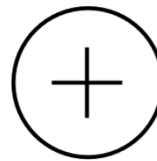
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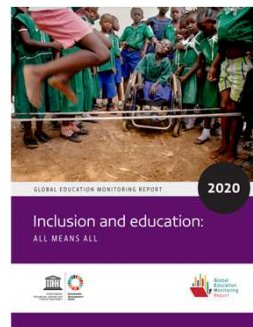
What does UNESCO do with regard to the 2030 Agenda?

UNESCO is mandated to **lead and coordinate** the Education 2030 agenda (SDG4): to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all. Through its work in education and other fields, the agency contributes to the achievement of numerous other SDGs.



UNESCO's mandate goes beyond education:

- ▷ Communication and Information
- ▷ Culture
- ▷ Natural Sciences
- ▷ Social and Human Sciences



The Global Education Monitoring Report (published annually)

- ▷ best available data, evidence and research to explain progress and differences in education
- ▷ to make recommendations that stimulate reflection and dialogue and thereby improve policymaking.



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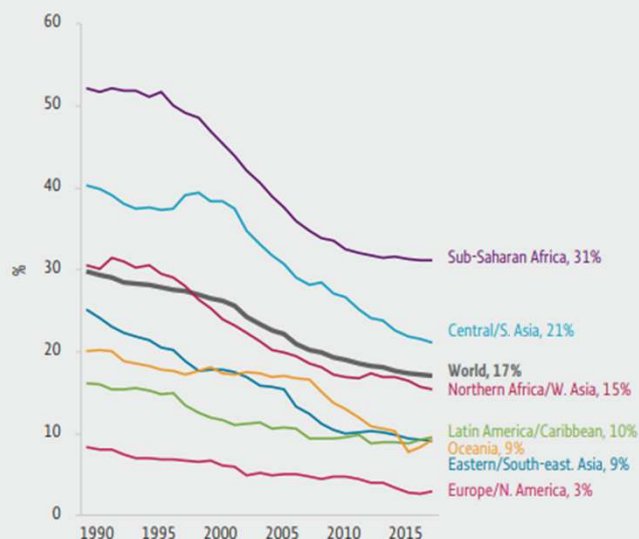
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Basic education

- ▷ Need for universal access to schooling of good quality that leads to relevant learning outcomes

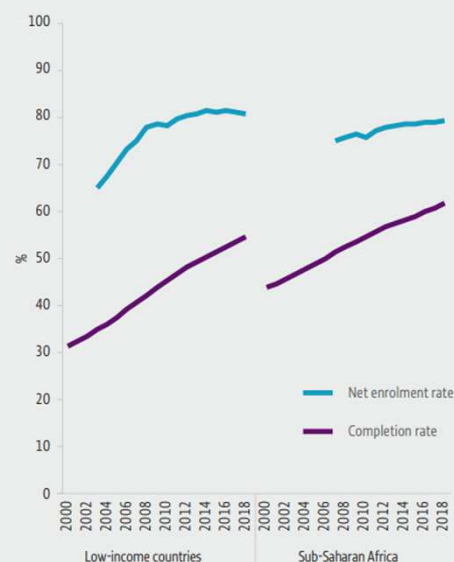
A quarter of a billion children, adolescents and youth are not in school

a. Out-of-school rate of primary and secondary school-age children, adolescents and youth, by region, 1990–2018



Primary adjusted net enrolment and completion rates, 2000–18

a. Low-income countries and sub-Saharan Africa



Participation one year before primary school entry age (%)

WORLD	67
LICs	41
LMICs	61
UMICs	83
HICs	91

- ▷ Attendance rate has stalled and there are large disparities when disaggregated by wealth
- ▷ Over-age participation in many countries- 75% of 15-years-old are still in primary school in Malawi
- ▷ PISA scores have been regressing in HICs and stagnating in MICs over the past 15 years
- ▷ 617 million children and adolescents worldwide were not achieving minimum proficiency levels in reading and mathematics in 2017
- ▷ 86% of adults and 92% of youth are literate – but important gender gaps Central and Southern Asia, sub-Saharan Africa and Northern Africa and Western



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Adult education, skills for work and sustainable development education



Adult education and training participation rates in the previous month

LICs	LMICs	UPICs	HICs
1%	2%	3%	16%

In OECD countries, adults with high skills are three times as likely to participate in training as adults with low skills: 58% vs 20%.



Global participation in **tertiary education**: 224 million in 2018
 ≈ **Gross enrolment ratio of 38%** - ranges from 9% in LICs to 75% in HICs

Adults able to use basic formulas in spreadsheet

LMICs	UPICs	HICs
7%	20%	40%

The variety of labour market contexts and required job skills covered makes monitoring global progress difficult

Education for sustainable development and global citizenship

UNESCO's 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms

- ▷ Lack of data for monitoring
- ▷ Consultation on whether guiding principles are reflected education policies, curricula, teacher training and student assessments in 2016/2017:
 - ▷ Only 83 countries responded
 - ▷ **12% fully reflected the guiding principles** – slow process

Learning environment and teachers

- ▷ Education facilities must be built or upgraded so that they be child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environment



45%/78% of schools in LICs/LMICs
have basic water supply



335 million girls attend schools that lack essential menstrual hygiene management facilities

The 2015 Safe Schools Declaration: protection of the right to education and continuation of education in armed conflict situations

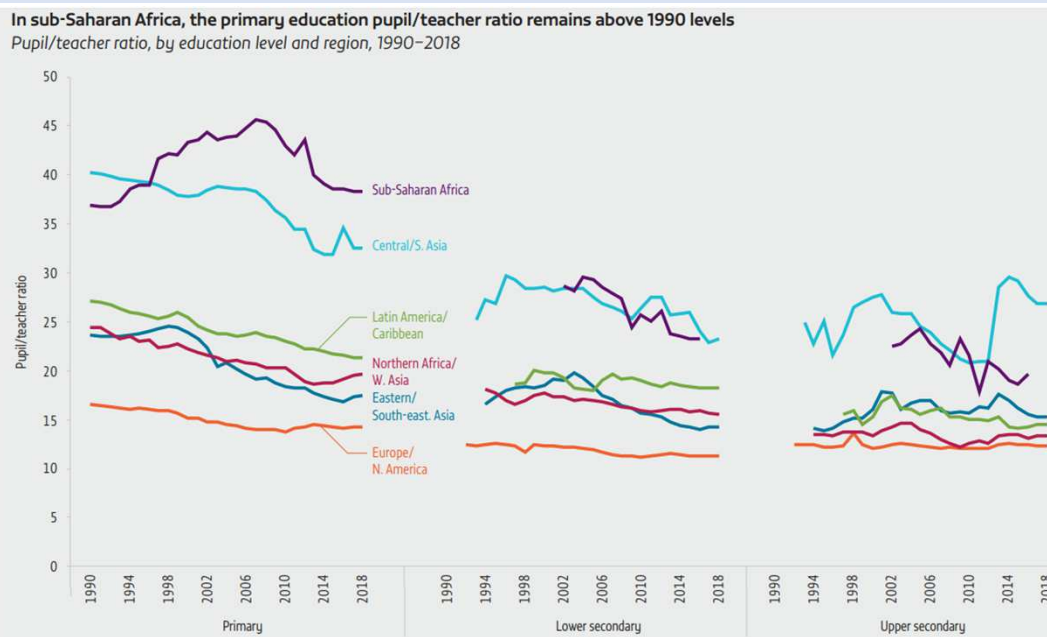
- ▷ Endorsed by **102 countries** in 2020...but lack of enforcement.
- ▷ in **Burkina Faso, Mali and Niger**, school closures doubled between 2017 and 2019 (**400,000 children** affected)

- ▷ **Increase the supply of qualified teachers in developing countries**



In sub-Saharan Africa, the share of trained* teachers is:

- ▷ **49%** at pre-primary
- ▷ **64%** at primary
- ▷ **58%** of lower secondary
- ▷ **43%** at upper secondary school



*according to national standards

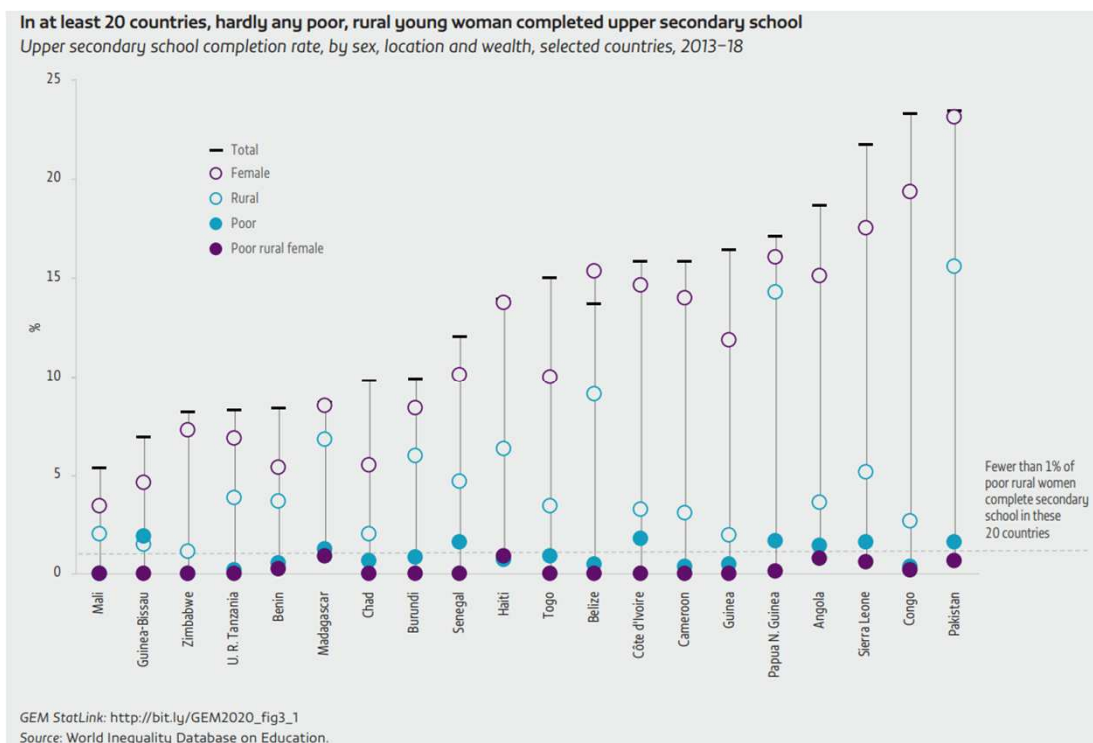


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The state of inclusion in education

- ▷ **Inclusion underpins the achievement of each of the SDG4's targets**
- ▷ Normative instruments such as the **Universal Declaration of Human Rights (1948)** and **UNESCO Convention against Discrimination in Education (1960)**
- ▷ **Exclusion is too often regarded as a one-dimensional issue.** Disaggregating data at country-level shows that intersecting disadvantage severely affects education opportunities of children and youth.



Only about **17% of countries** have **policies containing comprehensive provisions for all learners**



25% of teachers in middle- and high-income countries reported a **high need for professional development on teaching students with special needs**

WHAT IS HINDERING INCLUSIVE EDUCATION?

Many issues relate to governance and finance, identification of the most marginalized, definition of inclusion in laws and policies, learning environment (adequate curricula and facilities) and training of education staff.



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UNESCO's response to the pandemic – The Global Education Coalition (GEC)



- ▷ Over **1.5 billion learners** were affected at the peak of the crisis
- ▷ About **40% of low- and lower-middle-income countries** have not supported learners at risk of exclusion

The Global Education Coalition

UNESCO's role is to broker and facilitate cooperation, build synergies, and help match country needs with the resources and services of Coalition members.



5 global surveys conducted to collect data on education responses to COVID-19 and produce comparative data



175 Global Education Coalition members are currently planning actions in, or already supporting, **112 countries**



At least **400 million learners** and **12 million teachers** are benefiting directly or indirectly from Global Education Coalition actions



4 large-scale missions aimed at equipping **1 million youth** with employability skills, providing **1 million teachers** with remote learning skills, helping **1 million learners** benefit from remedial learning in STEM, and supporting **5 million girls** to fulfil their right to education in the 20 countries with the greater gender disparities in education



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UNESCO's response to the pandemic – Beyond the GEC

Global monitoring tools



200 million learners are still being affected by school closures (mainly in Latin America)



Relative to other parts of the world, the American continent experienced school closures the longest



1/4 teachers are prioritized in the first phase of national vaccination rollout plans and 1/3 teachers are not included in any priority group

Data, knowledge-sharing and advocacy

- ▷ National fiscal responses
 - ▷ USD 281 million may have been allocated to education globally as part of stimulus packages (2% of the total USD 14 trillion)
 - ▷ Funding was most frequently allocated to remote learning, addressing marginalization and inequalities, skills upgrading and sanitation and health measures.
- ▷ Issue notes on key topics related to health and wellbeing, gender equity and equality etc.
- ▷ Guidance for Teachers

How does education relate to poverty?

EDUCATION ENABLES UPWARD SOCIOECONOMIC MOBILITY AND IS KEY TO ESCAPING POVERTY

- ▷ Education underpins the overall **2030 Agenda** and it therefore supports poverty reduction on many levels
- ▷ **Links go both ways**: children living in poverty are more likely to have less education and less access to basic services



In 2016, the GEM Report estimated that in LICs, **universalizing upper-secondary completion by 2030** would increase per capita income by 75% by 2050 and **bring poverty elimination forward by 10 years**



In 2019, the World Food Program estimated that **370 million children globally were benefiting from school feeding programmes**



Global learning losses from five months of school closures could amount to between **USD 6,472 and USD 25,680 in lost earnings over a typical student's lifetime**



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THANK YOU!