Update on UNICEF work in Education
Informal Board Meeting
24th May 2019
2018 Results – by the numbers

- 55,983 school management committees received training
- 11.3 million children received learning materials
- 6.9 million children accessed education in emergencies
- 2 million children participated in skills development programmes
- 12 million out-of-school children accessed education globally
2018 Results: System strengthening

Doubled share of Education Sector Plans with a focus on the most vulnerable children

Increased evidence in 90 countries on out of school children in education sector analyses done by ministries of education

Rise in disaggregated and timely data in Education Management Information Systems

Significant improvements in emergency preparedness and resilience of Education Sector Plan
Number of UNICEF-supported countries by thematic area

- Early childhood education: 131
- Learning assessment: 88
- Mother tongue/multilingual education: 60
- Teacher development: 100
- Community participation: 107
- Gender-responsive teaching and learning systems: 94
- Mainstreaming of skills development within the national system: 92
- Responsiveness to the demand of the labour market: 41
- Gender-equitable skills development: 55
- Inclusive education for children with disabilities: 130
- Education sector plan/strategy addressing equity issues: 128
- Emergency preparedness/resilience: 111
- EMIS providing disaggregated data: 106
- Gender-responsive education systems for access: 113
**Ethiopia**: 130,036 children gained access to quality early childhood education

**Tajikistan**: designed and delivered a multilingual education and peacebuilding programme that allowed 935 ethnic minority children to start their first learning experience in their mother tongue.

**Democratic Republic of the Congo**: supported the development of a learning assessment in national languages in a sample of 480 primary schools across eight provinces.

**Thailand**: Expanded a mobile library programme to encourage more children to read

**India**: established a creditable National Achievement Survey to assess key competencies in language, mathematics and environmental studies (science and social science) in classes 3, 5 and 8 for more than 2.2 million children (52 per cent girls).

**Egypt**: mainstreamed life skills in curriculum frameworks for pre-primary and the first level of primary education, developed grade-level teacher training and assessment frameworks, supported the training of more than 138,000 teachers.

**Ecuador**: highlighted the situation of Venezuelan refugee children by promoting their stories in social networks at country, regional and global levels, using the hashtag #AnteTodoSonNiños.

**Afghanistan**: 93,451 children gained access to education through UNICEF intervention that focused on drought-affected areas.
Global public goods and partnership results

- Implemented new tools for measuring learning through household survey and for analyzing education systems in 12 countries - **MICS**
- Supported development partner contributions of US$2.3 billion for the GPE fund, and commitment of 50 developing countries to increase public expenditure for education to a total of US$110 billion
- Galvanized political momentum around girls’ education and gender equality, resulting in a US$2.9 billion pledge from G7 partners
- Received Education Cannot Wait grants in 11 countries, reaching more than 3.8 million children
- Leveraged its global presence to broker new approaches in country approaches to innovation in education - **Humanitarian Education Accelerator**
2019 Priorities

• Increased investment in early childhood education – A World Ready to Learn
• Improve quality and use of data and evidence
• Scale up skills for life and work
• Support gender-responsive system and girls’ education
• Education in Emergencies and resilience – Learning Passport
• Strengthen cross-sectoral work – Child Protection, Disability, C4D, Adolescents…
• Strengthening partnerships – GPE, Gen U, Microsoft, ECW, …
• New UNICEF Education Strategy
Purpose of the New Strategy

➢ provides a vision and strategic framework for UNICEF’s work in education to 2030, allowing for flexibility at country-level (to be led by country context & local education needs)

➢ communicates the importance that UNICEF accords to education and its ambition in delivering with partners the Education and other SDGs

➢ communicates strategic shifts in UNICEF’s support to education for the period to 2030

➢ communicates above all a focus on learning
Process for developing the Strategy

Data & Analytics
- best evidence to anchor the Strategy
- 100+ slide compendium

Survey
- views on UNICEF’s work to date & strategy priorities
- 279 respondents (internal & external)

Consultations
- Global Consultation on 10 page short draft
- 1,329 participants from 85 countries + 3,399 youth
Representatives from **86 countries** participated in the Consultation process.

An additional **3399 Youth** contributed to the consultation via u-report.

Total number of participants **1329**

- Private Sector 1%
- Academia/thought leader 4%
- Donor Country Government 5%
- UN and Multilateral agencies 5%
- Youth 10%
- Civil Society and Foundations 15%
- UNICEF 21%
- Programme Country Gov 39%
More children are in school than ever before

Global number of out-of-school children, adolescents and youth, 2000-2017

World in 2000
376.4 million

Out-of-school population (million)
0 50 100 150 200 250 300 350 400

Primary age
Lower secondary age
Upper secondary age

Female
Male

Source: UNICEF Education Strategy team based on UIS data
A Global LEARNING CRISIS

58% of children are not learning minimum level of competencies

For more than half of these children, being in school does not = learning

The poorest children and adolescents are significantly less likely to reach basic competency levels in reading and mathematics than their richer peers

There are significant data gaps in the measurement of learning

An estimated 69% in low-income countries are not expected to learn basic primary level skills by 2030

387 MILLION primary school age children
+ 230 MILLION lower secondary school age adolescents
FAR TOO MANY CHILDREN NOT LEARNING
Who is being left behind?

More than 12 million girls are married in childhood each year, with little chance of completing their education.

LICs spend only 10% of their public education budgets on the 20% poorest children (and only 13% on the 20% poorest children in LMICs).

Only 50% of children with disabilities in developing countries go to school.

Approximately 27 million children in 24 conflict-affected countries are more than twice as likely to be out of school.
In LICs, only 1 in 5 young children enrolled in pre-primary education, compared to 4 in 5 children in high-income countries.

In LICs, 90% of adolescents in the poorest quintile have never attended, have dropped out, or are still in primary school.
Pre-primary gross enrolment ratios
Poorest quintile primary-age OOSC rates

- More than 35%
- Between 10% & 35%
- Between 5% & 10%
- Less than 5%
- No data
Learning crisis – How did we get here?

**Limited access** to quality early learning

**Lack of teachers** especially in early grades, in Malawi average class size in Grade 1 is 150, in Grade 2 120

**Lack of measurement** and use of information, to inform teaching and management

**Systems that entrench inequities** rather than reduce them

**Schools lacking the most basic of resources** less than 1 in 3 primary schools in low income countries have electricity

**Communities and parents not actively involved in schooling**
Every child learns

Improved learning & skills development for girls and boys from early childhood to adolescence, in particular for the most marginalized and those affected by humanitarian situations

Vision and Goals of the Strategy

Equitable access to learning opportunities

Improved learning & protection for children in Emergencies & Transitions

Improved learning & skills for all

Vision

Child Rights (CRC, CRPD +)

Sustainable Development Goals

2030 Framework for Action

Goals
Strategic Shifts of the Strategy

Learning
Make learning is at the centre of everything we do

Systems
Strengthen work with governments, and expand work with non-state, private, and informal providers

Early years & Adolescence
Invest 10% of education spending on early learning

Equity & Inclusion
Expand learning opportunities for adolescents to multiple pathways

Double down on focus of the most vulnerable children
How will UNICEF address the learning crisis?

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<th>MEASURE</th>
<th>INNOVATE</th>
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<td>Spend at least 10% of our education financing on pre-primary education and</td>
<td>Systematically track learning outcomes, including in emergencies</td>
<td>Support multiple pathways to learning and certification, particularly in emergencies</td>
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<td>urge others to do likewise</td>
<td>Expand programmes such as the ‘Out-of-school Children Initiative’ and ‘Data Must Speak’</td>
<td>Partner with the private sector under a co-creation approach</td>
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<td>Call for at least one year of pre-primary education in every country’s</td>
<td>Collect and use new learning data – particularly from Multiple Indicator Cluster Surveys</td>
<td>Prioritize foundational, transferable and digital skills</td>
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<td>Education Sector Plan, with a target of 10% of education budget allocated</td>
<td>‘What is not tested is not taught. Who is not tested is not taught.’</td>
<td>Explore innovative technologies such as adaptive learning, artificial intelligence, virtual and</td>
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<td>to pre-primary education</td>
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<td>augmented realities</td>
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<td>Ensure linkages with the first ‘1,000 days’ of a child’s life</td>
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Questions and comments welcome!