BASIC EDUCATION AND GENDER EQUALITY

Thematic discussion on results and lessons learned in the medium-term strategic plan focus area 2
OVERVIEW

1. ACKNOWLEDGING GAINS & CHALLENGES

2. ANALYSIS OF UNICEF’S CONTRIBUTION & PERFORMANCE

3. MOVING FORWARD – KEEPING THE PROMISE
ACKNOWLEDGING GAINS & CHALLENGES
Significant progress in Universal Primary Education and Gender Parity

- An additional 52 million children enrolled in primary school 1999-2008
- Gender gap in primary education narrowed: percentage of out-of-school girls decreased from 57% to 54%
- Pre-primary enrolment ratio increased from 33% to 40%

Primary net enrolment rates by UNICEF regions, 2000 and 2008

But significant gaps remain

- 67 million of primary school-age children still out of school
- 74 million lower-secondary school-age children are out of school
- 54% of primary school-age children out of school are girls
- Limited ECD provision in developing countries persists
- 25+ million children of primary school age who are out of school are in conflict affected countries
- Gains in enrolment not matched by quality outcomes
- 1.9 million new teachers needed to achieve UPE by 2015
Education inequality: good averages may mask large disparities

The case of Nigeria

- Poor, rural Hausa boys: 0.5 years
- Poor, rural Hausa girls: 0.3 years
- Poor, rural boys: 4.1 years
- Poor, rural girls: 2.6 years
- Rural: 3.3 years
- Poorest 20%: 3.5 years
- Education poverty: Chad
- Extreme education poverty: C. A. R.

- Rich, rural girls: 9.6 years
- Rich, rural boys: 9.8 years
- Urban: 6.4 years
- Rich, urban boys: 9.8 years
- Rich, urban girls: 9.2 years

- Poor, rural girls and boys: 6.3 years
- Nigeria: 6.7 years
- Ukraine
- Cuba
- Bolivia
- Indonesia
- Honduras
- Cameroon
- Bangladesh
- Ukraine

- Rich, rural boys: 10.3 years
- Rich, rural girls: 9.6 years
- Urban: 10 years
- Rich, urban boys: 9.8 years
- Rich, urban girls: 9.2 years

- Poor, urban girls and boys: 6.3 years
ANALYSIS OF UNICEF’S CONTRIBUTION & PERFORMANCE
Key Result Areas in Education

**KRA 1:** Early learning and transition to primary education

**KRA 2:** Equity in access and Universal Primary Education

**KRA 3:** Improve educational quality and increase school retention, completion and achievement rates

**KRA 4:** Ensuring education is restored in emergency and post-conflict
KRA 1: Early learning and transition to primary education

- Early Learning and Development Standards increased from 43 in 2006 to 69 countries in 2009 - 86% of the updated MTSP goal

- “Getting Ready for School: A Child to Child Approach” - Innovation began in 2008 – improvement in on-time entry and both child and school readiness

National policies for universal school readiness expanded from 50 countries in 2008 to 61 in 2009

- tracking of school readiness initiated after MTR
Governments, supported by UNICEF and other partners have made progress in access to education

- Translating universal and free primary education into reality through support from School Fee Abolition Initiative in 30+ countries

- Improving access, retention and quality through inputs in WASH (4.2 million children benefiting in 20,000 schools), learning materials, and social protection (in collaboration with other sectors)

- Maintaining momentum on girls’ education, including through UNGEI partnerships in 40+ countries

- Keeping the focus on out of school children through improved statistical profiles, understanding of barriers and strengthened policies and strategies
KRA 3: Improve educational quality and increase school retention, completion and achievement rates

UNICEF is contributing to efforts to improve quality of education through a CFS systems approach, inclusive of multiple pathways, towards a more holistic and comprehensive view of quality education.

- Development and adoption of quality standards
  - 69 countries have adopted CFS quality standards

- Enhancing learning achievement through environments that promote the use of relevant curricula and child centered learning and teaching methodologies

- Capacity development for teachers on quality learning and teaching based on the CFS approach
UNICEF is piloting new technologies for eco-friendly, cost-effective schools and temporary learning spaces.
KRA 4: Ensuring education is restored in emergency & post-conflict

Significant role in acceptance of education as life-saving in humanitarian responses and in recovery

• Large-scale interventions and pilot innovations to restore services and enable system reconstruction including transition funding mechanisms

• Targeted 42 countries in post-crisis and transition situations since 2007

• Co-lead of IASC Education Cluster with Save the Children

• 41 Education Clusters established at country level
Changes in the way UNICEF works in Education

- Linking downstream and upstream work
- Increasing inter-sectoral work
- Building an evidence base for effective strategy and advocacy
- Engagement in more extensive policy dialogue and upstream work (FTI, SWAps, sector reforms, etc.)
- Strategic approach to strengthening emergency preparedness and response
- Strengthened UNGEI and other partnerships
- Strengthened strategic involvement in Global Education Architecture
To achieve the goals for 2015 UNICEF will

- Advocate for education to be kept on global and national agendas and for increased investments in education (national and international)

- Development of approaches and tools for strengthening equity analysis and strategy development

- Promote innovation at all levels

- Strengthen the balance and intrinsic linkage between access, equity and quality, while playing UNICEF’s role in all

- Improve UNICEF’s capacity to lead in emergency-related interventions (response, preparedness, Cluster co-leadership)
THANK YOU