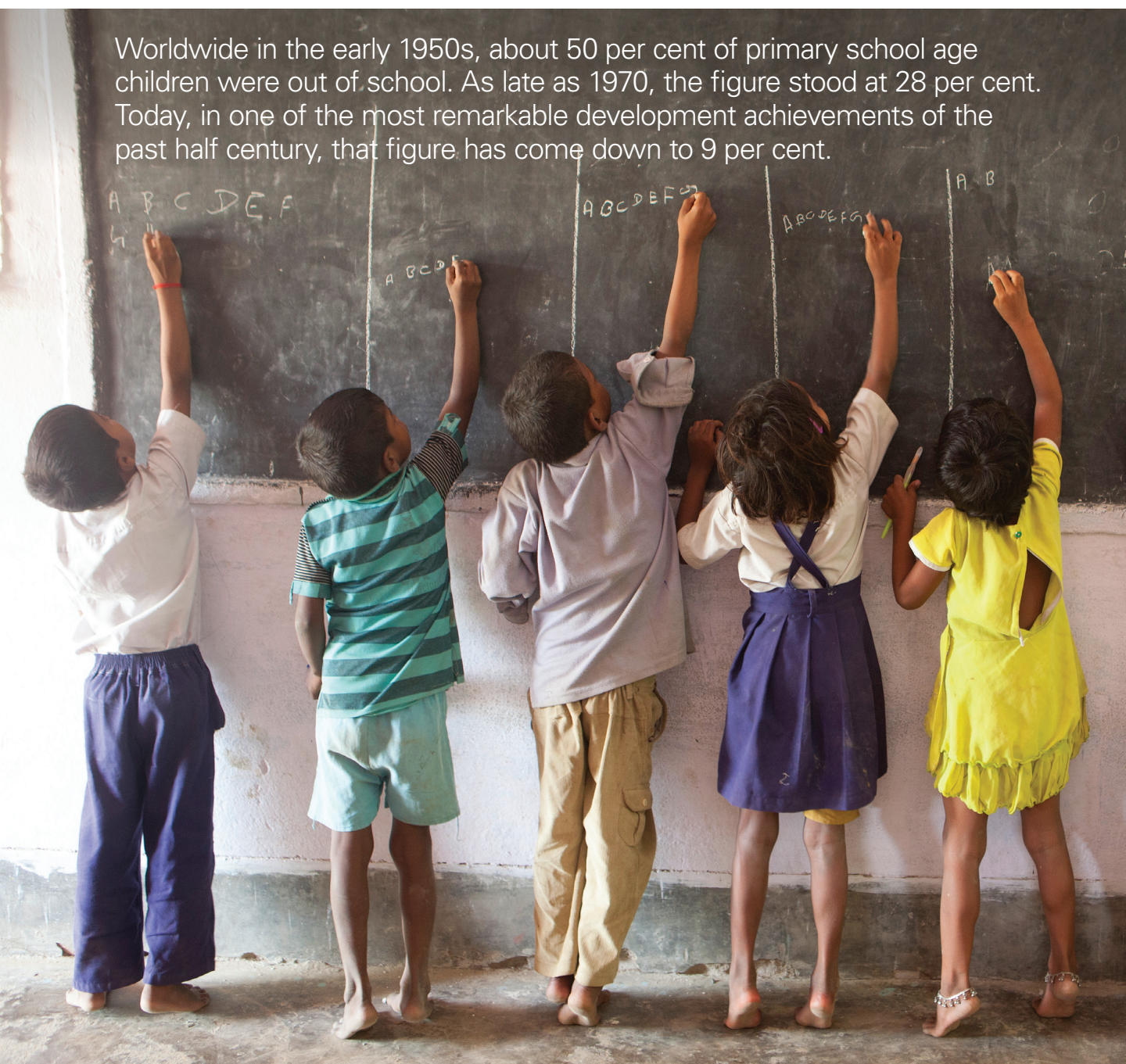


Summary of UNICEF's 2017 Education Results

Worldwide in the early 1950s, about 50 per cent of primary school age children were out of school. As late as 1970, the figure stood at 28 per cent. Today, in one of the most remarkable development achievements of the past half century, that figure has come down to 9 per cent.



There are 160 million more children and adolescents enrolled in pre-primary, primary and secondary schools around the world than there were just 10 years ago. More countries than ever before have developed education sector plans with strategies to improve quality and address the needs of out-of-school boys and girls. There is a welcome consensus on the need to improve learning outcomes for all children. Mother tongue teaching in the early grades is making it easier for all children to learn, while bringing particular benefits for children from ethnic and linguistic minorities. The Education Cannot Wait fund, hosted at UNICEF, is improving the coordination and delivery of education for children affected by emergencies.

These are welcome developments that have already resulted in a sector that looks very different from what it was just a few years ago – a tribute to the efforts of country leadership and the support of the international community.

Despite progress, 263 million children and adolescents do not have the opportunity to enter or complete school. For those that are in school, learning is not guaranteed. More than 100 million young people cannot read – and about 56 per cent of primary school aged children do not reach the minimum proficiency in reading. And providing quality education to children affected by emergencies remains a challenge as the number of displaced children and refugees is at near-record levels.

2017 HIGHLIGHT RESULTS



12.5 million
children received
learning materials



248,396
classrooms supplied
with learning
materials



47,796
school communities
received training



8.8 million
children
in emergencies
reached with
education



58% of
countries
have quality
early-learning
programmes



43% of
countries
support children
to learn in their
mother tongue



35% of
countries
have girls' secondary
education as a
budgeted priority



56% of
countries
implement education
covering children
with disabilities



45% of
countries
have education
systems that are
better prepared
for emergencies



63% of
countries
have management
systems that provide
disaggregated data

GLOBAL SITUATION FOR CHILDREN

Under its Strategic Plan, 2014–2017, UNICEF worked to improve access to a good quality inclusive course of education for all children. As a result, UNICEF has been instrumental in driving forward international progress toward bridging the humanitarian development divide, reaching children with inclusive education, increasing focus on skills development and strengthening data and evidence for education. UNICEF delivered education to 36.6 million children in emergencies and learning materials to 59.4 million children, supported 87 countries to increase evidence about out-of-school children, and developed new tools for measuring learning through household survey and for analyzing education systems.

Sustainable Development Goal 4 recognizes that all children have the right to 12 years of quality primary and secondary education. This includes early learning opportunities that lay the groundwork for success in school, all the way through secondary school. Every child deserves a fair chance to learn. UNICEF is committed to reach every last child with the support of our staff of dedicated 750 education experts, our financing, our footprint in some of the most fragile and conflict affected states and our long-standing alliance with developing country partners.

- With the current pace of change, it will take a century for poor children and adolescents to have the opportunity to develop the same skills as wealthy children.
- Approximately half of children with disabilities living in developing countries are not in school.
- Globally, 51 per cent of preschool age children are not enrolled in early childhood education.
- Only 50 per cent of refugee children worldwide are in school.
- 15 million girls of primary school age are unlikely to ever have the opportunity to learn to read and write in primary school, and about 10 million boys are also likely to miss the opportunity.
- Only 1 in 10 young people in low-income countries are estimated to be on track to gain the secondary-level skills necessary for success in the global economy.
- An estimated 250 million or 38 per cent of primary school age children have not mastered basic literacy and numeracy.

2018–2021 STRATEGIC PLAN

Equitable access to education, the improved quality of teaching and learning outcomes and increased access to skills for learning, personal empowerment, active citizenship and employability are critical to ensure that all children have access to inclusive and equitable quality education and learning opportunities.

The UNICEF Strategic Plan, 2018–2021, Goal Area 2, 'Every Child Learns', aims to ensure that all children, particularly the most vulnerable and those affected by emergencies, are offered inclusive and equitable quality education and learning opportunities. It supports the achievement of multiple SDGs, in particular Goals 4 and 5. A new long-term education strategy, currently under development, will continue UNICEF's focus on learning for the most disadvantaged.

UNICEF'S INVESTMENT IN EDUCATION SYSTEMS

Education systems that provide real opportunities to all children and young people are not the product of chance – they are the result of a relentless focus on equity and quality, and are measured by the success rates of the most vulnerable populations they serve. They are built on clear and consistent accountability relationships among stakeholders at different levels. They also ensure that learning is paramount, that performance is monitored and that data are transparent and accessible, enabling key decision makers to make evidence-based decisions. UNICEF knows that systems with this capacity are possible and will be at their strongest when parents and local communities are well informed about student and school results and have an active voice in promoting good learning outcomes. UNICEF works with governments and communities to create local and national institutions with a sense of purpose, able to effectively translate financing into positive results.

Key Strategies



Build capacity



Generate and strengthen evidence, evaluation, analysis and data



Work in partnership



Support South-South learning



Build integration and cross-sectoral linkages



Nurture innovation



Deliver education services

In 2017, UNICEF had just over 750 education staff spread across 155 countries. The majority were deployed at the country level, including in fragile and conflict-affected countries or in remote locations where the needs were greatest. This strong country presence allows for close relationships with ministries of education at national and subregional levels and, increasingly, at the level of schools and communities.

2030 Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

2021, Strategic Plan, Goal Area 2 – Every Child Learns

Girls and boys, in particular the most marginalized and those affected by humanitarian crisis, are provided with inclusive and equitable quality education and learning opportunities.

OUTPUTS

Increase and sustain access to education for girls and boys from early childhood to adolescence, including children with disabilities and minorities.

Increase learning outcomes for girls and boys.

Increase access for girls and boys to the skills for learning personal empowerment, active citizenship and employability.

CHANGE STRATEGIES

System strengthening

- Evidence-based plan and strategy development
- Policy dialogue and coordination
- Accountability systems (incl. to communities)
- Capacity development

Service delivery

- Education provision in emergencies
- Provision of quality learning materials
- Training for quality teaching
- Community mobilization

Global partnerships and public goods

- Knowledge products/tools
- Partnerships and dialogue
- South-South and triangular cooperation

Key Targets by 2021

The goals for education programmes supported by UNICEF include providing by 2021:

- Early learning, primary and secondary school opportunities for 60 million out-of-school children
- Learning materials for 93 million boys and girls
- Opportunities for 12.5 million boys and girls to develop skills that lead to learning, personal empowerment, active citizenship and employment.

These goals also include UNICEF's support to strengthen education systems so that:

- 36 per cent of countries have effective education systems for learning outcomes, including early learning
- 26 per cent of countries have an equitable education system for access, including children with disabilities.

UNICEF GLOBAL EDUCATION PROGRAMMING RESULTS



In **Haiti**, UNICEF technical and financial assistance helped strengthen the Ministry of Education's regulatory capacity by supporting the installation of the Planning and Study Unit and the General Inspectorate. It is expected that the latter will provide the Minister of Education with evidence based recommendations to enhance the efficiency and effectiveness of the education system.



UNICEF **Syria** initiated the Bursaries Project to provide scholarships towards transportation and education materials for more than 12,000 9th and 12th grade students (44 per cent girls) from hard-to-reach areas so that they could sit their national exams. Two thirds (65 per cent) of the students successfully passed their exams.



In **Mexico**, UNICEF partnered with the Ministry of Education to develop the capacity of 921 teachers and principals from preschool, primary and secondary schools to support learning in three indigenous languages, with a target of benefiting 23,025 indigenous students.



In **Nigeria**, a UNICEF-supported cash transfer scheme in the states of Niger and Sokoto increased girls' enrollment by 30 per cent.



Many country offices collaborated with governments and education ministries to create and promote resilience through policy and planning work. Some countries targeted climate change adaptation through education activities at national and school levels. Risk-informed approaches in **Honduras** led to the inclusion of Zika prevention in the curriculum on climate change.



UNICEF **Democratic Republic of the Congo** applied the risk-informed programming approach to adjust its work plans in the Kasai region to accommodate the humanitarian response. Temporary learning spaces were integrated into the education sector plan after more than 400 attacks on schools in less than a year.



In **Brazil**, UNICEF supports municipalities bring out-of-school children into school with a programme that helps the population send information on out-of-school children via the Internet, an app or text message so that a local inter-sectoral team can try to bring them back to school.



In **Georgia**, the government adopted national standards for early childhood education (on personnel qualifications and service quality). These standards are applicable to all public and private preschool institutions as a result of UNICEF's strong advocacy efforts, consistent technical support and collaboration with partners.



The partnership between UNICEF and the Mongolian Education Alliance led to the expansion of inclusive education models in **Mongolia**. The partnership trained parents and established learning and recreational centres for children with disabilities.



In **Afghanistan**, UNICEF helped the Ministry of Education develop a National Learning Assessment Framework as the first step towards a national assessment system, including building the capacity of community based teachers and academic supervisors to carry out formative assessments, and developing training materials in English, Dari and Pashto to be used in 34 teacher training colleges across the country.



In **Cambodia**, In-service teacher training was provided in 405 schools on positive discipline. Subsequently, the number of students experiencing or witnessing at least one incident of moderate physical violence in school decreased from 73 per cent to 46 per cent in targeted schools.



Through the Data Must Speak initiative, UNICEF has continued to support development and use of school and district profile cards for equity-focused programming and resource allocation. In **Zambia**, the initiative has developed school profiles for over 8,000 primary schools, which provide data on school dropouts disaggregated by gender. User-friendly versions of the profiles highlight the scale of girls dropping out due to pregnancies and re-entering after pregnancy, as well as learning-outcome data disaggregated by gender.



During an outbreak of pneumonic plague in **Madagascar**, UNICEF supported training of education directors on prevention and protection measures to ensure children could safely return to class after the emergency closing of schools.



Since 2014, UNICEF has supported the Rural and Remote Education Initiative for Papuan Provinces in **Indonesia**, a programme that aims to improve learning outcomes in early grade literacy. It has targeted 120 schools and has benefitted approximately 8,000 students, 600 teachers and 20,000 community members.

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This map is stylized and not to scale. It does not reflect a position by UNICEF on the legal status of any country or area or the delimitation of any frontiers. The dotted line represents approximately the Line of Control agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the Parties. The final boundary between the Republic of the Sudan and the Republic of South Sudan has not yet been determined.

FUNDING FOR EDUCATION

In 2017, partners contributed US\$414 million in other resources for education, a six per cent increase from the previous year. The top five resource partners to UNICEF education in 2017 were the European Commission, Norway, the Global Partnership for Education, the United Kingdom and Germany. The largest contributions were received from the European Commission for cross-sectoral programming on education and protection for vulnerable Syrian and host community school age children in Jordan, Lebanon and Turkey, global Thematic Funding from Norway and from the Global Partnership for Education for programme implementation in Yemen.

Thematic funds are among UNICEF’s most flexible sources of financing and provide needed continuity in what are often inequitable and fragile contexts. They also help build preparedness and resilience to future shocks. They are allocated on a needs basis and allow for the long-term planning and sustainability of programmes. Thematic funds are a vital complement to regular resources and are often used to address inequities that the allocation of regular resources is unable to address. In 2017, education thematic funding was used by 120 country offices, totaling roughly US\$89.4 million in spending. An additional US\$4 million of education thematic funds was spent on

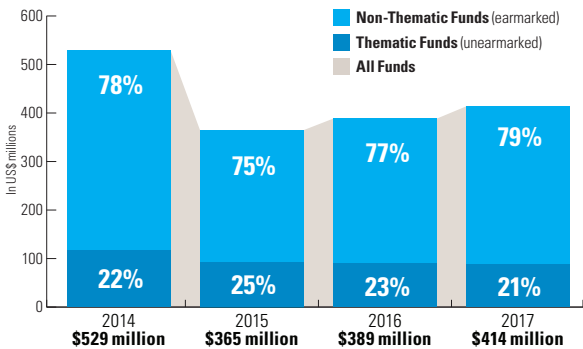
related work in other UNICEF sectors, including social inclusion, nutrition and child protection.

By far the largest share of these funds are spent on strengthening education systems and UNICEF’s work in partnerships (45 per cent, compared to 16 per cent of overall expenditure as seen in the graph below) – investments that are at the core of UNICEF’s education programmes but for which funding can be hard to secure, since short-term impact and reach can be difficult to attribute. Thematic funds are critical to UNICEF’s ability to implement system-wide programmes with a longer-term impact.

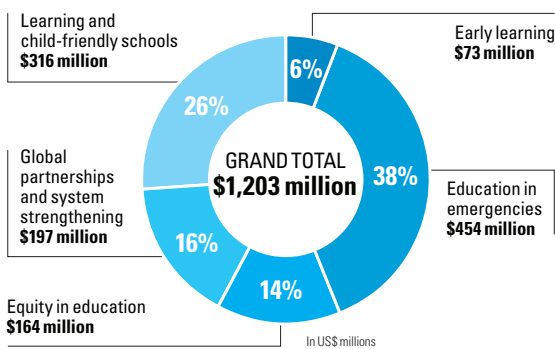
UNICEF would like to extend particular thanks to partners who provided thematic funding. It is because of thematic funding that UNICEF has been able to provide technical, operational and programming support to countries in all regions, both for work to improve education systems and the more targeted and strategic interventions that help deliver quality services to marginalized children and communities. Special thanks go to the Government of Norway for its partnership and consistent and generous contributions to achieve results in education.

UNICEF holds a commitment to equity and learning with a recognition of the need for even greater data, evidence and partnerships to get us from where we are now today to where we need to be by 2030.

Education other resources contributions



Expenses for education by programme area, 2017



United Nations Children’s Fund
3 United Nations Plaza, New York, NY, 10017, USA
www.unicef.org

Sources:
UNICEF Education Annual Results Report, 2017
www.unicef.org/publicpartnerships/files/Annual_Results_Report_2017_Education.pdf

