

Setting the agenda of education post-2015: The UNICEF perspective

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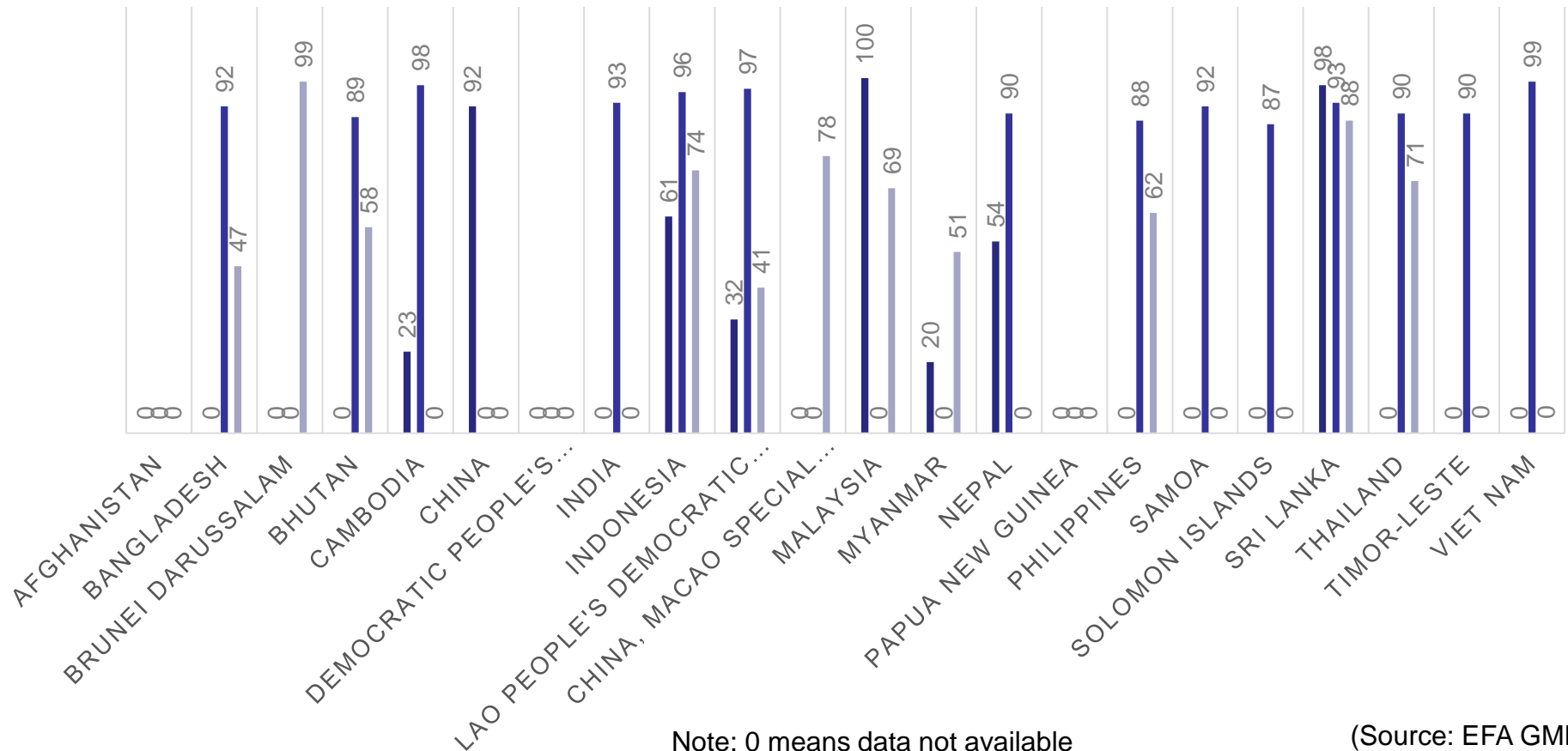
28th April, 2014, Bangkok

unite for
children



Unfinished business: Access to Education in Asia by Country (2011)

- New entrants to grade 1 of prim educ with ECCE experience (%)
- NER in primary education (%), Total, 2011
- NER in secondary education (%), Total, 2011



Note: 0 means data not available

(Source: EFA GMR)

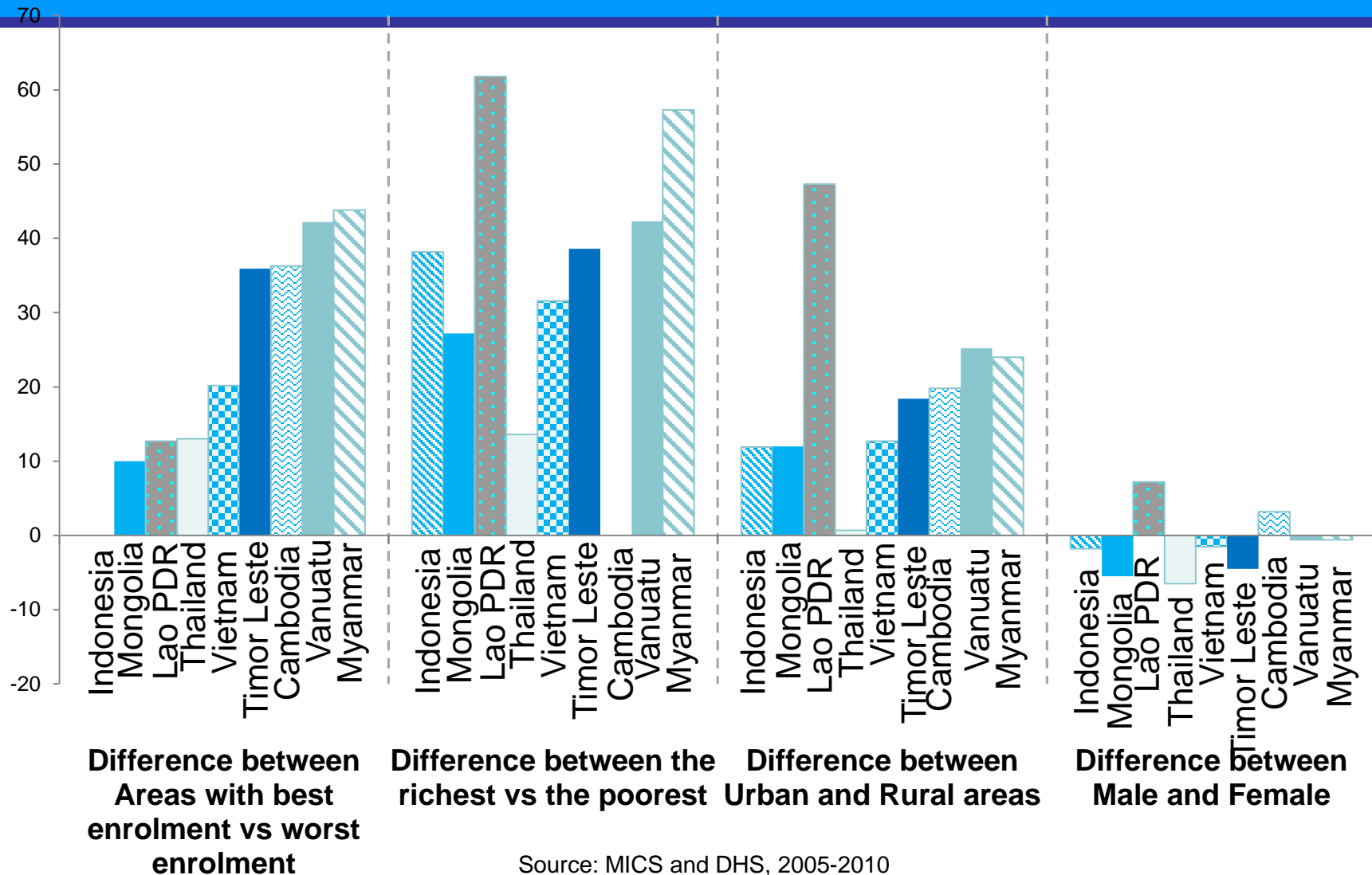
Establishing the underlying causes for inequalities

- Poverty
 - Location
 - Conflict
 - Disability
 - Gender
 - Cultural factors
 - Health & nutrition
 - Bottlenecks

UNICEF's Definition of Equity

'Equity means that all children have an opportunity to survive, develop and reach their full potential, without discrimination, bias or favouritism. This interpretation is consistent with the Convention on the Rights of the Child (CRC), which guarantees the fundamental right of every child, regardless of gender, race, religious beliefs, income, physical attributes, geographical location, or other status'

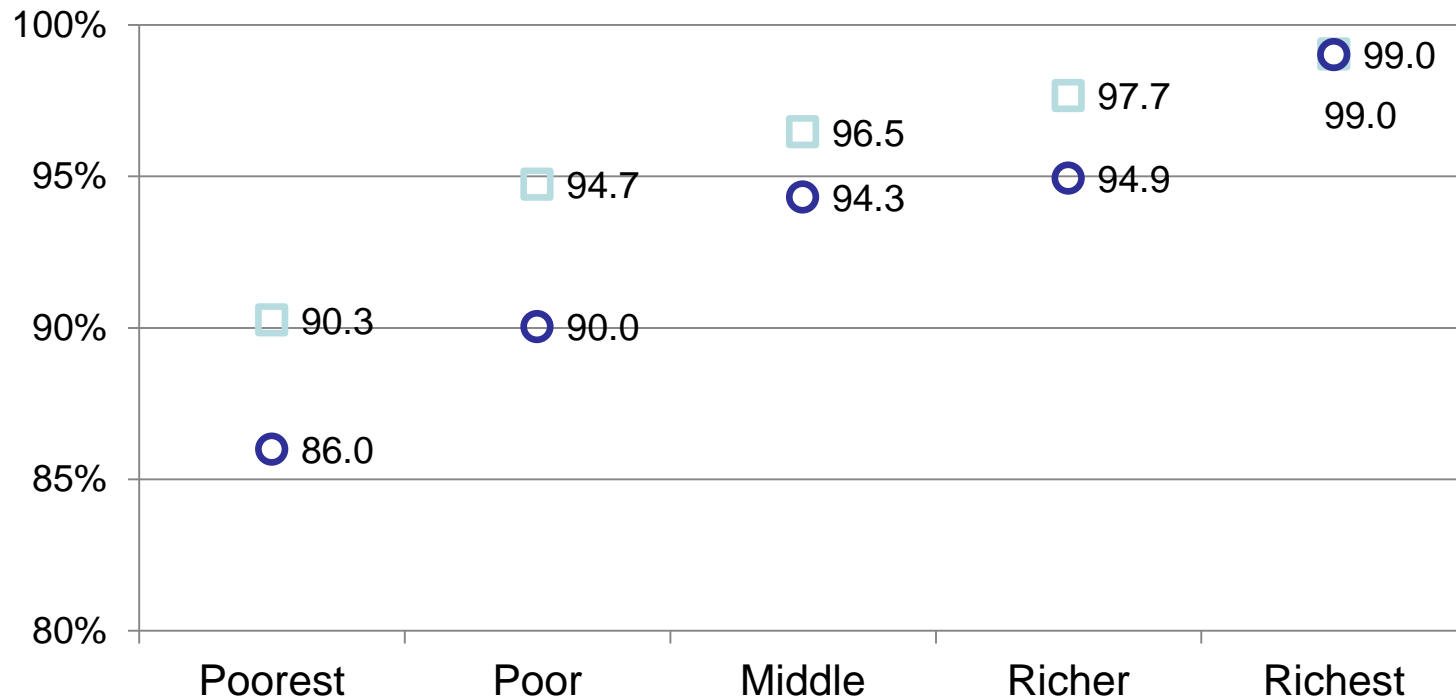
Disaggregating the data: Secondary School Attendance



Source: MICS and DHS, 2005-2010

Addressing deeper issues: poverty

Socio-economic status has a clear influence on access to education. Girls from poor families are less likely to go to school but parity increases as family income increases

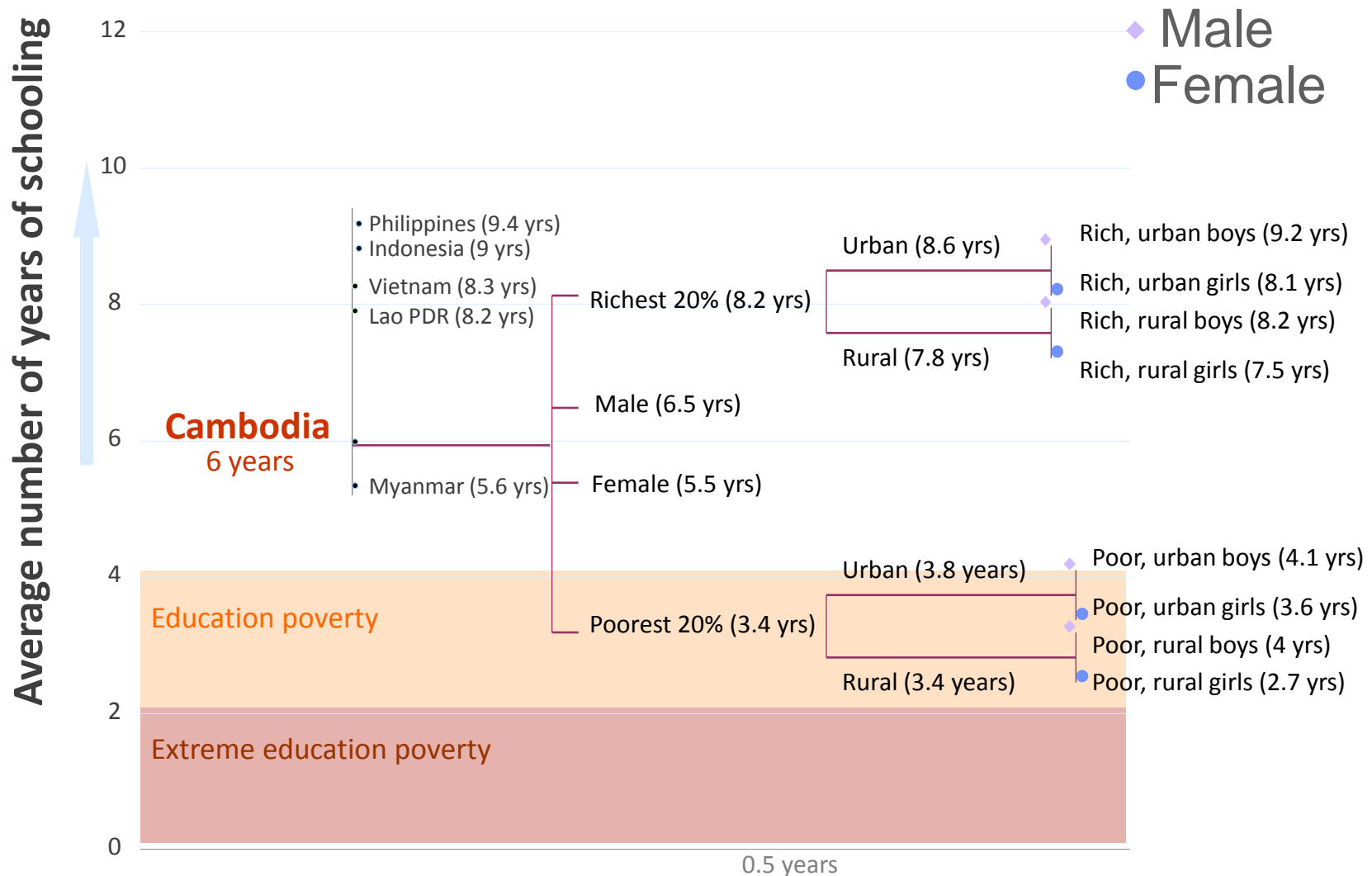


Access to education by gender and wealth quintile, ages 5-14, (%) Source: Nepal Demographic and Health Survey 2011

■ Male

● Female

Multiple Exclusions in Education Cambodia



Enhancing the analysis: some examples

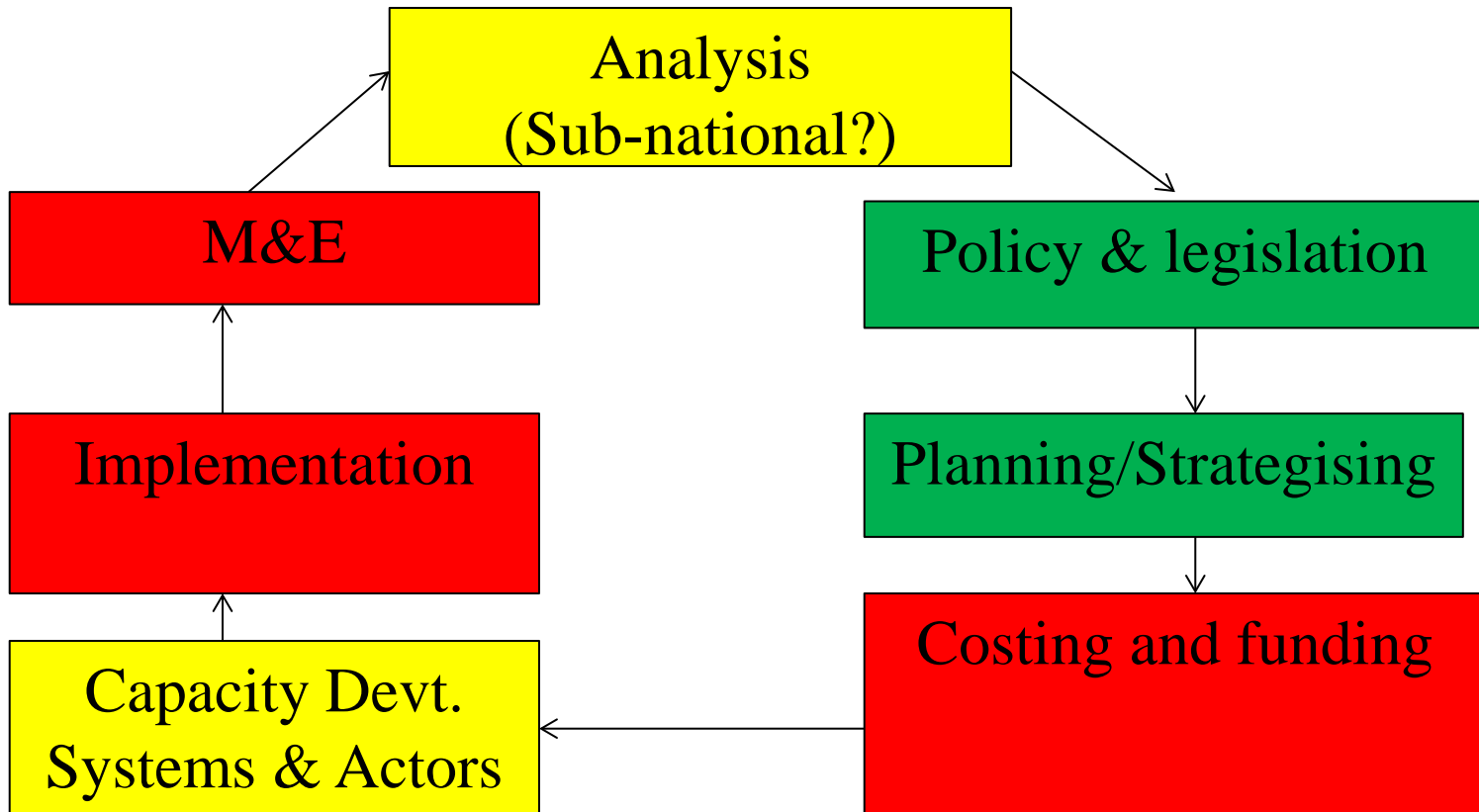
- Analysis of participation rates by sub-sector, e.g OOSCI.
- EAP-ECDS
- SEA-PLM
- Gender analysis of sector plans
- Conflict analysis and peace-building
- Analysis of issues affecting children with disabilities
- Analysis of language issues affecting access and learning
- Classroom interaction analysis
- Bottleneck analysis

Key principles for effective policy implementation

1. Desirability Doing the right thing
Human rights, human capital
 2. Affordability How much and who pays?
 3. Feasibility Do-ability
Capacity & institutional culture
- Institutional
- isation Process of embedding a way of
behaving within an organization or
society as a whole.

Haddad & Demsky, IIEP, 1995

From analysis to effective implementation



Support to address the big issues

- Learners are ready to learn
- Teachers are in the right place, competent & motivated
- Resources reach schools and are used appropriately
- Curriculum is appropriate for all children
- Assessment informs policy and practice
- Children understand the language of instruction
- Enhanced focus on adolescents, especially girls