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

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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**

![Bar chart showing access to education in Asia by country]

**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
‘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

Difference between Areas with best enrolment vs worst enrolment

Difference between the richest vs the poorest

Difference between Urban and Rural areas

Difference between Male and Female

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

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

- Average number of years of schooling:
  - Male:
    - Rich, urban boys (9.2 yrs)
    - Rich, urban girls (8.1 yrs)
    - Rich, rural boys (8.2 yrs)
    - Rich, rural girls (7.5 yrs)
  - Female:
    - Poor, urban boys (4.1 yrs)
    - Poor, urban girls (3.6 yrs)
    - Poor, rural boys (4 yrs)
    - Poor, rural girls (2.7 yrs)

- Multiple Exclusions in Education:
  - Cambodia: 6 years
  - Male (6.5 yrs)
  - Female (5.5 yrs)
  - richest 20%: 8.2 yrs
  - poorest 20%: 3.4 yrs
  - rural: 3.4 yrs
  - urban: 8.6 yrs

- Education poverty:
  - 4 years

- Extreme education poverty:
  - 0 years
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

**Institutionalisation**
- Process of embedding a way of behaving within an organization or society as a whole.

Haddad & Demsky, IIEP, 1995
Challenges to MDG 3 in Asia-Pacific

From analysis to effective implementation

Analysis
(Sub-national?)

M&E

Implementation

Capacity Devt. Systems & Actors

Policy & legislation

Planning/Strategising

Costing and funding
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