EFA Experience: Central and East Asia

Miki Nozawa
UNESCO Beijing

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OUTLINE OF THE PRESENTATION

I. PROGRESS TOWARD EDUCATION FOR ALL: Selected Statistics

II. SUCCESSFUL STRATEGIES AND REMAINING ISSUES: Preliminary Findings
II. PROGRESS TOWARD EDUCATION FOR ALL: Selected Statistics
GOAL 1: Early Childhood Care and Education

Gross enrolment ratio (GER) in pre-primary education

[Graph showing GER trends for East Asia and the Pacific and Central Asia from 2000 to 2012]

- Average pre-primary GER in both Central Asia and East Asia and the Pacific increased largely from 2000 to 2012.
- Japan, Mongolia and the Republic of Korea reached over 80% of pre-primary GER in 2012.

Source: UNESCO Institute for Statistics Database, July 2014
GOAL 2: Universal Primary Education

Adjusted net enrolment rates (ANER) in primary education in 2012

Central Asia and East Asia and the Pacific already reached universal primary education since 2000.

Japan, Kazakhstan, Kyrgyzstan, Mongolia, Republic of Korea and Tajikistan reached over 98% of primary ANER in 2012.

Source: UNESCO Institute for Statistics Database, July 2014
GOAL 3: YOUTH & ADULT SKILLS

Most of the countries in Central Asia and East Asia and the Pacific have achieved close to 100% of transition rate from primary to secondary education in 2012.

GER in lower secondary education have increased by 28 percentage points in China, 19 percentage points in Mongolia and 12 percentage points in Uzbekistan from 2000 to 2012.

Source: UNESCO Institute for Statistics Database, July 2014
GOAL 4: ADULT LITERACY

Average adult literacy rate have achieved close to **100%** in Central Asia and East Asia and the Pacific in 2012.

Adult illiteracy population have decreased by **32,433,000** in **China**, **105,000** in **Uzbekistan** and **6,000** in **Tajikistan** from 2000 to 2012.

Source: UNESCO Institute for Statistics Database, July 2014
GOAL 5: GENDER EQUALITY

♦ Most countries in Central Asia and East Asia and the Pacific have GPI in primary and lower secondary GER close to 1.00, providing equal opportunities for both boys and girls.

♦ **Tajikistan** improved GPI in primary education by 0.05 and **Mongolia** improve GPI in lower secondary education by 0.17 from 2000 to 2012.

Source: UNESCO Institute for Statistics Database, July 2014
Primary PTR in Central Asia and East Asia and the Pacific decreased from 2000 to 2012. Particularly, it decreased in Macao by 16, Rep. of Korea by 14 and Hong Kong by 8 during the same period.

Hong Kong, Mongolia, Tajikistan and Uzbekistan gained over 90% of primary trained teachers in 2012.

Source: UNESCO Institute for Statistics Database, July 2014
III. SUCCESSFUL STRATEGIES AND REMAINING ISSUES:
Preliminary Findings
GOAL 1: ECCE

Successful strategies and practices

• Increased recognition of the importance of ECCE
• Political commitment / supportive policies (e.g. free pre-primary education guaranteed in ROK, DPRK, Mongolia and Kazakhstan)
• Increased state budget allocation (ROK and Mongolia)
• Increased number of ECCE service providers
• Introduction of accreditation / standards for quality assurance (ROK and China)
• Improved qualifications of ECCE teachers and caretakers (ROK, Mongolia, China)
• Introduction of alternative programmes to reach out to the unreached (e.g. for herders’ children in Mongolia)
GOAL 1: ECCE (cont.)

Remaining issues

• Challenge of establishing an integrated ECCE system (e.g. a split system in ROK)

• Limited provision of pre-primary education services (Uzbekistan)

• Lack of access among disadvantaged children (e.g. urban-rural disparities in Mongolia and China)

• Need for qualified teachers and professionals for ECCE (Kazakhstan, Uzbekistan)
GOAL 2: UNIVERSAL PRIMARY/BASIC EDUCATION

Successful strategies and practices

• Enforcement of free and compulsory education laws (e.g. 12-year compulsory education in DPRK; 11-year in Kazakhstan)
• Support programmes to reduce dropouts (e.g. equivalency programmes in Mongolia)
• Construction of boarding schools / dormitories in remote areas (Mongolia and China)
• Teaching in different ethnic languages (Uzbekistan and Kazakhstan)

Remaining issues

• Quality of dormitories and reluctance of parents to place young children in dormitories (Mongolia)
• Meeting emerging schooling needs due to migration (Mongolia, China and Kazakhstan)
• Capacity to include children with disabilities in mainstream schools
GOAL 3: YOUTH AND ADULT SKILLS

Successful strategies and practices

• Stipulation of lifelong learning and adult education in key policy documents
• Diversified learning opportunities for out-of-school youth and adults
• Large scale training programmes to meet needs of targeted groups (e.g. “Sunshine Project” for rural-urban migrant workers in China; “Study-while-working system” in DPRK)
• Strengthening Community Learning Centres (Mongolia and Japan)
• Strengthening TVET (China and Uzbekistan)

Remaining issues

• Securing sufficient funds
• Lack of quality assessment system for NFE
• Relevance of TVET to labor market needs
Goal 4: ADULT LITERACY

Successful strategies and practices

• Clear definition of roles and responsibilities of different entities to implement literacy programmes (Mongolia and China)
• Training of NFE/literacy teachers and development of relevant curriculum and methodology
• Combination of literacy and vocational training for adults (China)

Remaining issues

• Responding to literacy training needs of foreign immigrants (ROK)
• Reducing gender and urban-rural gaps (China)
• Addressing different levels of reading skill acquisition (Mongolia)
GOAL 5: GENDER EQUALITY

Successful strategies and practices

- Clear gender policy and enforcement
- Implementation of well designed programmes targeting girls in disadvantaged areas (e.g. “Spring Bud Project” in China)

Remaining issues

- Gender imbalance in the teaching force (e.g. female dominance in Mongolia)
- Lack of women in management positions including in the education sector (ROK)
- Lack of information on equality issues
Goal 6: QUALITY EDUCATION

Successful strategies and practices

• Quality issues high on the policy agenda
• Shift towards more balanced development of children (e.g. ESD emphasis and “zest for life” in Japan; introduction of heuristic teaching method in DPRK)
• Systematic efforts to raise qualifications of teachers
• Well developed national learning assessment systems (ROK and Japan)
• Relatively well remunerated teachers (ROK and Japan)
• Systematic efforts to ensure equal quality standards of schools across the country (ROK, Japan and Uzbekistan)
GOAL 6: QUALITY EDUCATION (cont.)

Remaining issues

• Relatively high student-teacher ratio
• Lack of attractiveness of the teaching profession
• Shortage of highly qualified teachers in rural areas (Mongolia, China and DPRK)
• Assessment of quality learning
• Uneven spread of use of ICT in education (Mongolia and China)
• Shortage of textbooks in rural areas (DPRK)
• Addressing emerging challenges (e.g. school based bullying and preparedness for natural disasters in Japan)
Thank you