Regional Experts Meeting: “Towards EFA 2015 and Beyond – Shaping a New Vision of Education”

By Dr. Festo P. Kavishe
Deputy Regional Director
UNICEF East Asia and Pacific Regional Office (EAPRO)
Bangkok, Thailand; 9-11 May 2012
3.6 years until the end of 2015
Education must continue to be part of the post 2015 agenda

• We need to keep the distinct focus on EFA and the broader education agenda post 2015

• Outcomes from this meeting should influence the post 2015 agenda discussions

• The post 2015 agenda should take on the broader platform of EFA
Education and the broader development agenda

- Education is linked with other sectors: progress in education leads to advances in achieving other national and international goals, including the MDGs – and vice versa.

- Policies should recognize the inter-linkages between education and other areas, and synergies should be created to achieve other development goals.
What have we achieved? Where do we stand vis-à-vis the EFA goals and the MDGs?
Looking back and taking stock

I. Progress
II. Unfinished business
III. Emerging issues
IV. Accelerating progress
Progress

1. Expansion in pre-primary education
2. More children attending primary & secondary schools
3. Increased provision of life skills programs
4. Higher youth literacy rates
5. Gender parity in primary education achieved in most countries
6. Increased priority given to improve quality of education
Unfinished business on education in East Asia Pacific: the numbers

- **8.8 million** children did not reach their fifth birthday in 2008 because of pneumonia, diarrhea, malaria and AIDS. Mothers’ education critical factor.
- **67 million** children are still not in school in 2008
- **74 million** adolescents out of school globally
- **796 million** adults (17% of world population) could not read and write globally and
- **millions of children** in school are not learning due to poor quality of education.
Unfinished business: out-of-school children

<table>
<thead>
<tr>
<th>Country Name</th>
<th>Primary School Age</th>
<th></th>
<th>Lower Secondary School Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Cambodia</td>
<td>174,452</td>
<td>146,320</td>
<td>320,773</td>
<td>70,238</td>
</tr>
<tr>
<td>Indonesia</td>
<td>335,217</td>
<td>243,397</td>
<td>561,934</td>
<td>1,081,192</td>
</tr>
<tr>
<td>Philippines</td>
<td>720,106</td>
<td>544,964</td>
<td>1,265,070</td>
<td>624,074</td>
</tr>
<tr>
<td>Thailand</td>
<td>286,073</td>
<td>264,069</td>
<td>550,142</td>
<td>72,080</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>28,956</td>
<td>26,017</td>
<td>54,990</td>
<td>6,619</td>
</tr>
<tr>
<td>Vietnam</td>
<td>292,094</td>
<td>269,577</td>
<td>561,671</td>
<td>337,381</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,836,898</td>
<td>1,494,345</td>
<td>3,314,579</td>
<td>2,191,585</td>
</tr>
</tbody>
</table>

- **3.3 million** primary-school age children out of school
- At lower secondary school age, the number is **3.8 million**
- Total number of primary and lower secondary school age children that do not attend school is **7.1 million in six countries** alone

Source: Regional Synthesis Report, OOSC Initiative Study 2012. UNICEF EAPRO
Too many schoolchildren learning far too little

- International assessments reveal large inequalities across countries
- Absolute levels of achievement within countries are often very low – and very unequal
- Inequalities reflect school performance as well as household characteristics
In South Asia

Emerging issues relevant to education

• Rising and widening inequality and inequity
• Urbanization and migration
• Increasing disaster risks and climate change
Over the past 2 decades, developing Asia has reduced poverty faster than any other region of the world, at any time in history. But the bulk of Asia’s population lives in countries with rising inequality.

Source: ADB Outlook 2012
Although poverty underlies poor child development outcomes, the greatest source of **inequity** differs across indicators and countries.

### Various areas of inequity in South Asia

<table>
<thead>
<tr>
<th></th>
<th>Skilled Birth Assistance</th>
<th>Birth Registration</th>
<th>Child Nutrition</th>
<th>Immunization</th>
<th>Neonatal Mortality</th>
<th>Under-5 Mortality</th>
<th>Primary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
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<td></td>
<td>Wealth Quintile</td>
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<tr>
<td>Bangladesh</td>
<td>Wealth Quintile</td>
<td>Sub-National</td>
<td>Wealth Quintile</td>
<td>Mother’s Education</td>
<td>Mother’s Education</td>
<td>Mother’s Education</td>
<td>Wealth Quintile</td>
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<tr>
<td>Bhutan</td>
<td></td>
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<tr>
<td>India</td>
<td>Sub-National</td>
<td>Sub-National</td>
<td>Sub-National</td>
<td>Sub-National</td>
<td>Sub-National</td>
<td>Sub-National</td>
<td>Wealth Quintile</td>
</tr>
<tr>
<td>Maldives</td>
<td>Mother’s Education</td>
<td>Wealth Quintile</td>
<td>Mother’s Education</td>
<td></td>
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<tr>
<td>Nepal</td>
<td>Caste &amp; Ethnicity</td>
<td>Sub-National</td>
<td>Caste &amp; Ethnicity</td>
<td>Caste &amp; Ethnicity</td>
<td>Mother’s Education</td>
<td></td>
<td>Sub-National</td>
</tr>
<tr>
<td>Pakistan</td>
<td>Wealth Quintile</td>
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<td>Wealth Quintile</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>Mother’s Education</td>
<td>Mother’s Education</td>
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</tr>
</tbody>
</table>

Source: South Asia Equity Fact Sheet, UNICEF ROSA
Millions of children in East Asia and Pacific face deprivation in education and other dimensions

Incidence of Severe and Less Severe Deprivation by Country, 2006

Deprivations: food, water, sanitation, information, education, health, and shelter

AN URBAN WORLD

This graphic depicts countries and territories with 2050 urban populations exceeding 100,000. Circles are scaled in proportion to urban population size. Hover over a country to see how urban it is (percentage of people living in cities and towns) and the size of its urban population (in millions).

Source: State of the World's Children 2012. UNICEF
Massive internal migration: The China experience

221 million people have moved to urban centers including 14 million children

Concentration of Migrant Children in China 2009 (in Millions)

Source: MoE_China Education Development Essential Statistical Analysis_2010

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.
14 out of 20 cities most vulnerable to climate change are in Asia Pacific
• Gaps in progress and the emerging issues outside of education pose a challenge to achieving EFA and the education MDGs by 2015

• There is a need to accelerate progress, sharpen focus and scale-up good practices
MDG Acceleration Framework

- Offers a systematic approach to identify and analyze bottlenecks
- Recommends focused actions
- Helps put focus on disparities and inequalities
Accelerating progress: Equity Focus

• UNICEF’s main refocus on equity
  o Who and where are the disadvantaged?
  o What are the causes of their marginalization?
  o What has been done and what more can be done to address the causes and barriers to their inclusion?
  o Together with partners, jointly address the causes and bottlenecks depriving children of their right to a quality education
  o Monitor changes to underlying causes of vulnerability
Accelerating progress: Equity Focus

What is UNICEF doing to sharpen the focus on equity and accelerate progress to EFA and the MDGs?

- Bottleneck analysis
- Out-of-School Children Initiative
- Child-friendly schooling
- Research on social norms
- Teachers for the marginalized
- Promoting multilingual education
Who are the disadvantaged, excluded, unreached and marginalized?

Children are deprived of a quality education due to the following barriers:

• socioeconomic status / poverty
• geographic location of residence (e.g. rural/urban, remoteness)
• gender
• ethnicity
• caste
• religious or other cultural affiliation
• emergencies, conflict
• disability
Children from the poorest families are more likely to be out of school

Percentage of primary school age children out of school by wealth quintile, TIMOR LESTE, 2009

Source: Demographic and Health Survey, 2009 as cited in the Out-of-School Children Study
Children from **ethnic minorities** often have lower participation and completion rates in primary and secondary education.

Primary and lower secondary school enrolment and completion rates (%), VIET NAM, 2008

- **Enrolment**
  - Primary: 89\% for Kinh children, 82\% for Ethnic minority children
  - Lower secondary: 79\% for Kinh children, 67\% for Ethnic minority children

- **Completion**
  - Primary: 92\% for Kinh children, 78\% for Ethnic minority children
  - Lower secondary: 80\% for Kinh children, 52\% for Ethnic minority children

Inequality in Education by Location

Urban/rural gaps in school participation rates, 2000s

Note: Initial year refers to 2003 for Bhutan and 2002 for Pakistan and the Philippines; final year refers to 2007 for Bhutan, 2008 for Pakistan, and 2010 for the Philippines.

Source: ADB estimates using household survey data.
Children from ethnic minorities are more likely to have not attended school.

**Percentage of Children who have Never Attended school by Ethnicity, Cambodia**

Source: Cambodia Socio-economic Survey 2001

![Graph showing the percentage of children who have never attended school by age and ethnicity.](graph.png)

- **Khmer**
- **Cham**
- **Indigenous**

**Age in years**

**Percent**

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**unite for children**

[UNICEF Logo]
Disability and sickness keeping children out of school

Reasons for not attending school (Children Aged 6-11), Thailand


Note: D/K – “Don’t know”
Acceleration: areas to consider

- Poverty alleviation should start with early learning interventions
- The need to fulfill the right to education is greatest in humanitarian crises
- Learning outcomes and quality require increased attention
- Increased attention to better understanding of bottlenecks and barriers
Actions for Acceleration

Key lessons for sharpening focus and scaling-up good practices

1. Political commitment, appropriate policies, coordinated provision of technical and financial resources make a difference

2. Adopt a holistic approach to education

3. In developing strategies, “One size does not fit all”

4. Social protection and safety net programs provide strong incentives for enrolling and remaining in school

5. Build robust education systems resilient to external pressures
Other key areas for acceleration

- Use education as the main tool to break the cycle of inter-generational poverty
- Invest in data
- Provide adequate, equitable and sustainable financing
- Harness ICTs to reach the unreached
- Engage non-traditional partners – private sector, foundations, NGOs, CSOs – to increase and enhance funding of basic education
- Focus on systems strengthening
- Revitalize community-based approaches and social mobilization
- Provide concerted support in fragile contexts
“As we accelerate our work towards [EFA and] the MDGs, we must always remember that our effort is not simply a statistical exercise. It is a moral imperative. And it is up to us to put a human face – the face of a forgotten child – on [EFA] and the MDGs.”

- Anthony Lake, UNICEF Executive Director