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for every child

DATA AND ANALYTICS

Every Child Learns

UNICEF Education Strategy 2019-2030

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HOOPS

ACRONYMS

3ie	International Initiative for Impact Evaluation
CRED	Centre for Research on the Epidemiology of Disasters
DAC	Development Assistance Committee
DPRK	Democratic People's Republic of Korea
DRC	Democratic Republic of the Congo
ECCE	Early Childhood Care and Education
EMDAT	Emergency Events Database
EMIS	Education Management Information System
FTS	Financial Tracking Service
GDP	Gross Domestic Product
GPE	Global Partnership for Education
HAC	Humanitarian Action for Children
HIC	High-income country
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning
LIC	Low-income country
LMIC	Lower-middle-income country
MICS	Multiple Indicator Cluster Surveys
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
OFDA	Office of U.S. Foreign Disaster Assistance
PASEC	Programme d'Analyse des Systèmes Educatifs de la CONFEMEN
PISA	Programme for International Student Assessment
SABER	Systems Approach for Better Education Results
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDGs	Sustainable Development Goals
STEM	Science, Technology, Engineering, and Mathematics
UIS	UNESCO Institute for Statistics
UK	United Kingdom
UMIC	Upper-middle-income country
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USD	United States Dollar

The acronyms of the regions used by UNICEF, and used in this presentation, are:

EAP	East Asia and Pacific
ECA	Europe and Central Asia
ESA	Eastern and Southern Africa
LAC	Latin America and Caribbean
MENA	Middle East and North Africa
SA	South Asia
WCA	West and Central Africa

1 I CONTEXTS IN WHICH CHILDREN AND ADOLESCENTS LIVE
EXECUTIVE SUMMARY

POPULATION
Child population growth is uneven. Children will comprise a very high proportion of the total population in certain regions, but increasing numbers of young people and decreasing fertility will lead to an increased potential to reap the demographic dividend.

In 2030, due to population growth, 63% of the world's children will be living in (current) low/lower middle income countries, mainly in Asia and Sub-Saharan Africa.

Populations in low/lower middle income countries will continue to have very large shares of 3-19 year olds (e.g., 43% of the total population in Sub-Saharan Africa in 2030, compared to 20% in non-programme countries), but increasing numbers of young people and decreasing fertility will lead to an increased potential to reap the demographic dividend.

URBANIZATION
Despite global urbanization, low and lower middle income countries will still be mainly rural.

Urbanization is ongoing in low/lower middle income countries, but in 2030 more than half the population will still be living in rural areas.

LANGUAGE
In some countries, many different languages are spoken.

The most linguistically diverse countries in the world are concentrated in Sub-Saharan Africa and South-East Asia.

PUBLIC RESOURCES
Lower income countries face three levels of compound challenges relating to financing public services for children: a lower GDP per capita; a smaller proportion of it collected for public spending, and a higher proportion of children.

GDP per capita is only $680 in LICs vs. $21,050 in HICs

Government revenue is only 18% of GDP in LICs vs. 34% in HICs.

44% of populations are 3-19 years old in LICs vs. only 20% in HICs.

LABOR MARKET

Jobs are mainly formal/salaried and changing rapidly in higher income economies. In lower income economies, a very large proportion of informal jobs persists, especially for women in Sub-Saharan Africa and South Asia.

In high income countries the vast majority of workers are salaried. Based on trends, while the types of jobs are rapidly changing, this will also be the case in upper middle income countries in 2030.

In low and lower middle income countries, the vast majority of jobs are informal. Based on trends, this will still be the case in 2030.

Less than half of workers are salaried in Sub-Saharan Africa and Asia. Women workers are significantly less salaried than men in Sub-Saharan Africa and South Asia.

In higher income economies, unemployment rates decrease with the level of education reached, while in lower income economies it is more challenging for those with secondary and tertiary education to find a job due to the fact that the modern/formal labor market is narrow and does not offer enough new jobs.

HUMANITARIAN

Many humanitarian situations are intense and extended but their nature and scale may change, including due to global warming.

Significant numbers of countries are facing intense and extended humanitarian crises and disasters. This often leads to significant numbers of children on the move as they flee conflict or are displaced by the impact of climate events (droughts, typhoons, etc.).

Beyond violent conflicts, 36% of deaths among children under the age 14 can be attributed to environmental factors in the last 30 years. In particular, there has been a noticeable increase in the number of deaths due to extreme temperatures.

ICT

Access to information and communication technologies continues to increase. However, access to even basic, technology is inequitable between and within countries.

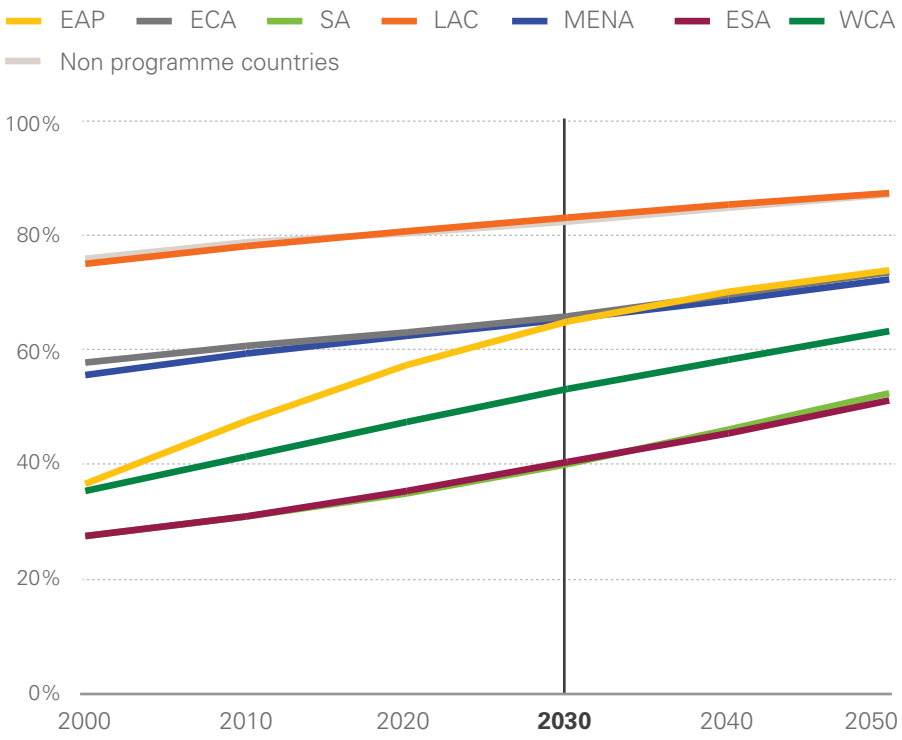
1.3 billion people lack basic access to electricity.

Only 32% of primary schools in low income countries have access to electricity.

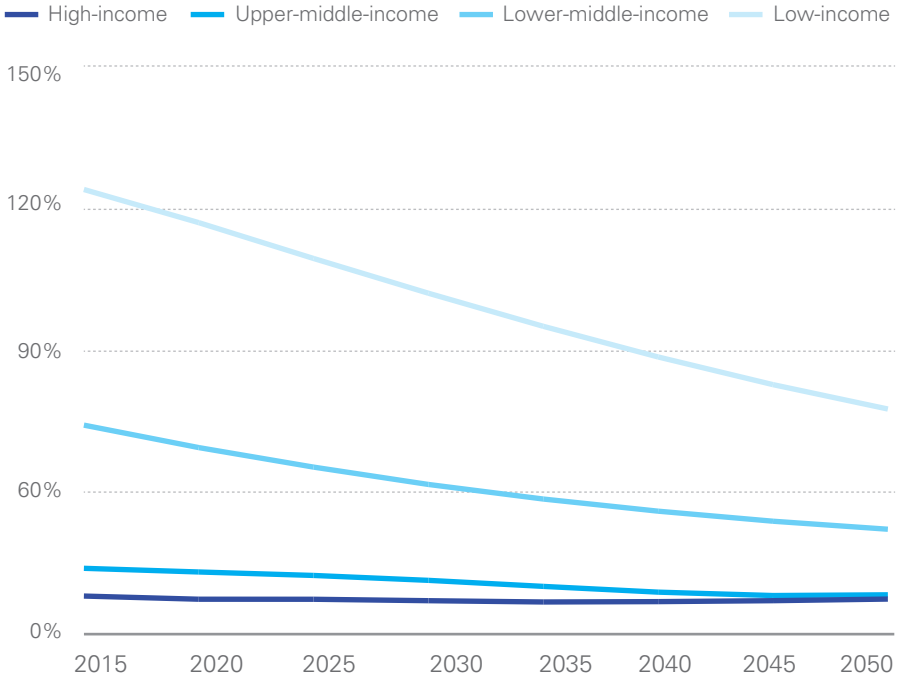
In Least Developed Countries, only 14% of women and 21% of men are using the Internet.

In low and lower middle income countries, the demographic challenge is higher but increasing numbers of young people and decreasing fertility will lead to an increased potential to reap the demographic dividend.

Share of urban population, by region



Child dependency ratio (population below 20 years old as a percentage of the 20-64 years old population), by income group



Source: UNICEF Education Strategy team based on United Nations Population Division data

Over the next decade, 1 billion more young people will enter the job market. Along with the decrease of fertility, this will increase the potential to reap the demographic dividend.

In low/lower middle countries the higher share of children within total national population means

1. **a higher cost for education for all of them** and

2. **lower public revenues due to a lower proportion of working-age/ taxpayers.**

This is particularly the case for Sub-Saharan Africa.

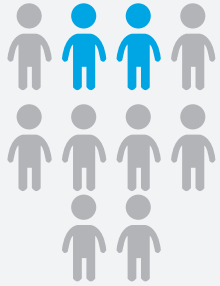
The poorest countries face three levels of compounding challenges in relation to financing public services for children.

High income countries

$21,050
Gross domestic product per capita

34%
Government revenue

20%
Population between 3-19 years old

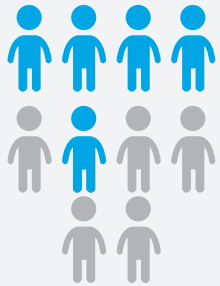


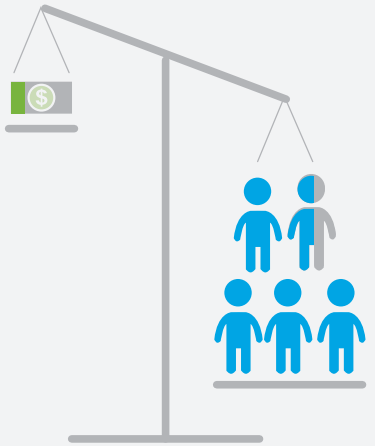
Low income countries

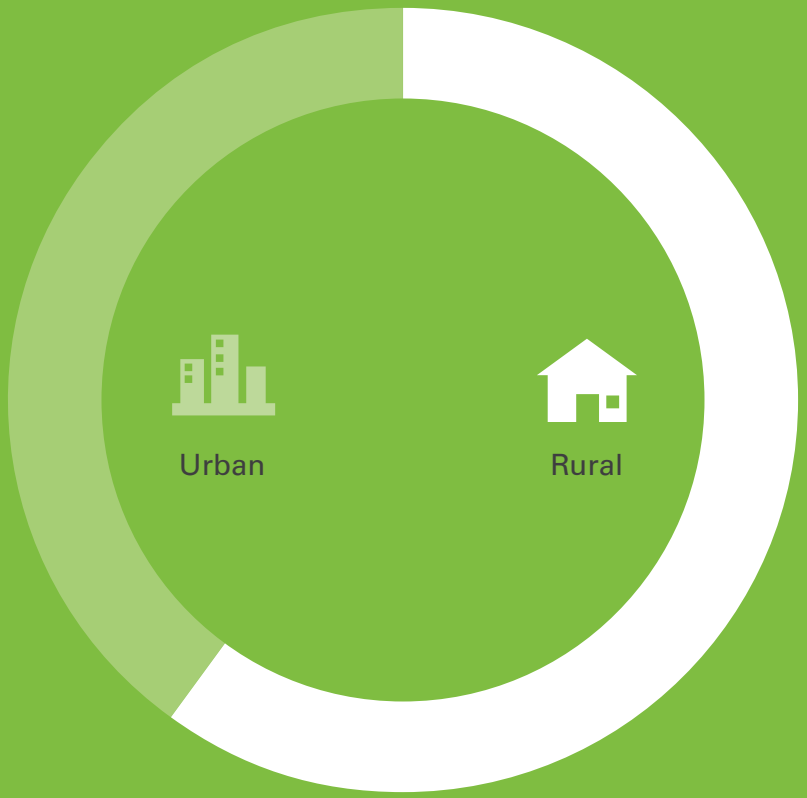
$680
Gross domestic product per capita

18%
Government revenue

44%
Population between 3-19 years old







In Eastern and Southern Africa and South Asia,

60%

of the population

will still be living in rural areas in 2030.

Jobs are mainly formal/salaried and changing rapidly in higher income economies. In lower income economies, a very large proportion of informal jobs persists, especially for women in Sub-Saharan Africa and South Asia.

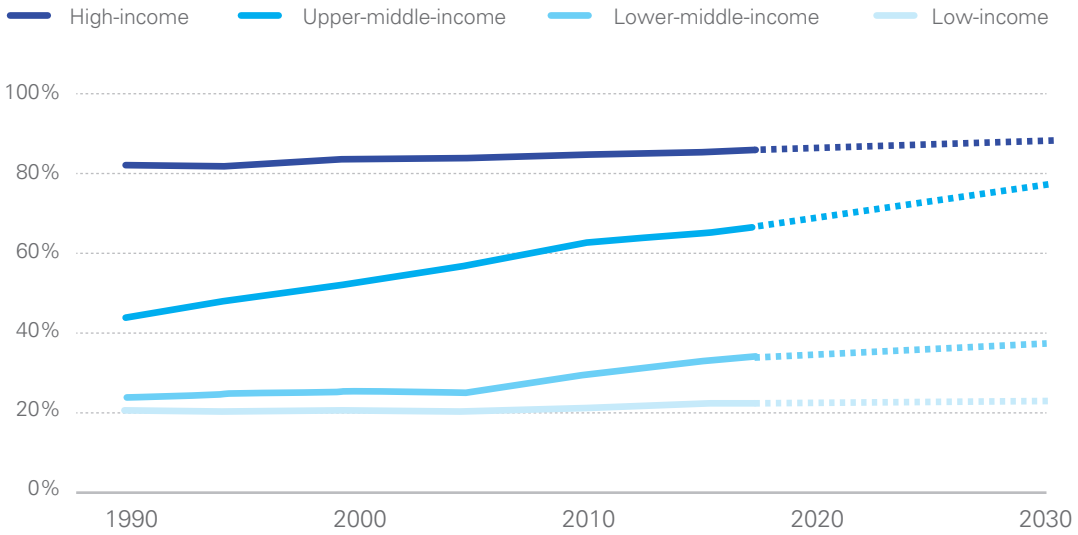
In high income countries, the vast majority of workers are salaried. Based on trends, this will also be the case in upper middle income countries in 2030.

In low and lower middle income countries, the vast majority of jobs are informal. Based on trends, this will still be the case in 2030, with 76% of employment in low income countries and 62% of employment in lower middle income countries still in the informal economy.

There are significant differences within income groups and across regions. Less than half of workers are salaried in Sub-Saharan Africa, South Asia and East Asia.

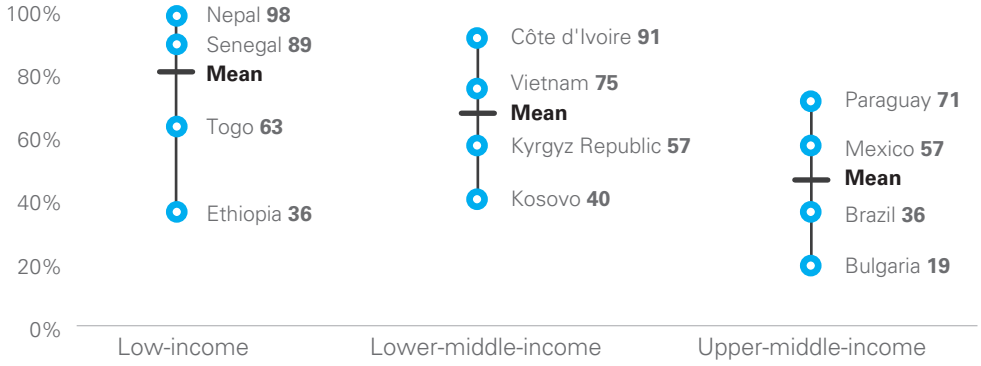
One billion young people will enter the workforce in the next decade.

Wage and salaried workers (% of total employment), 1991-2017



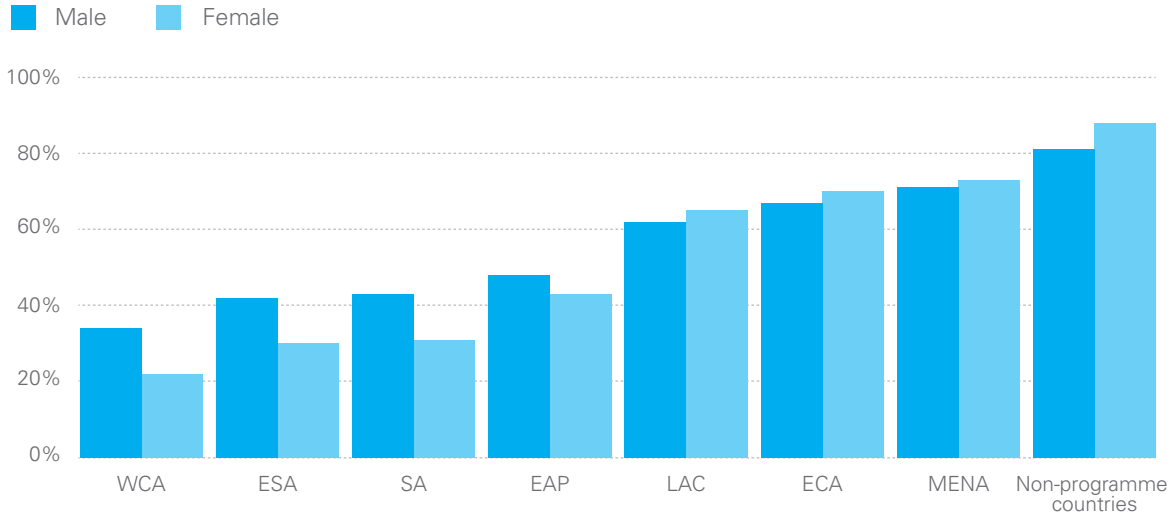
Source: World Bank / ILO data

Share of informal employment by country income group



Source: World Bank, World Development Report 2019

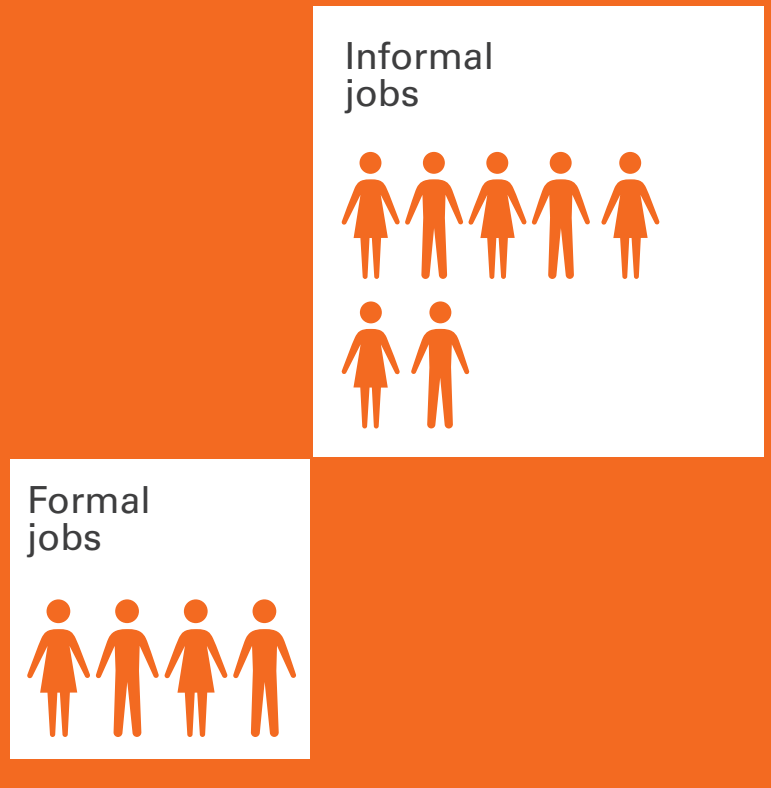
Wage and salaried workers (% of total employment), 2017



Source: UNICEF Education Strategy team based on World Bank/ILO data. Simple (unweighted) average of countries

Women comprise three quarters of young people (15-24) that are not in employment, education or training. In Sub-Saharan Africa and Asia, women workers are significantly less salaried than men.


اردو



In low and lower middle income countries, the vast majority of jobs are informal,

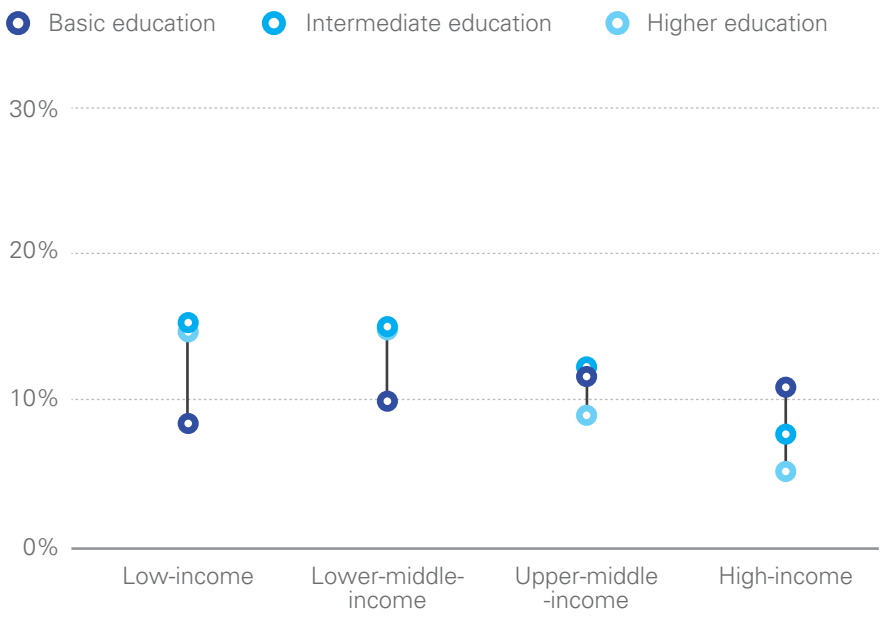
more than

60%

Based on current trends, this will still be the case in 2030.

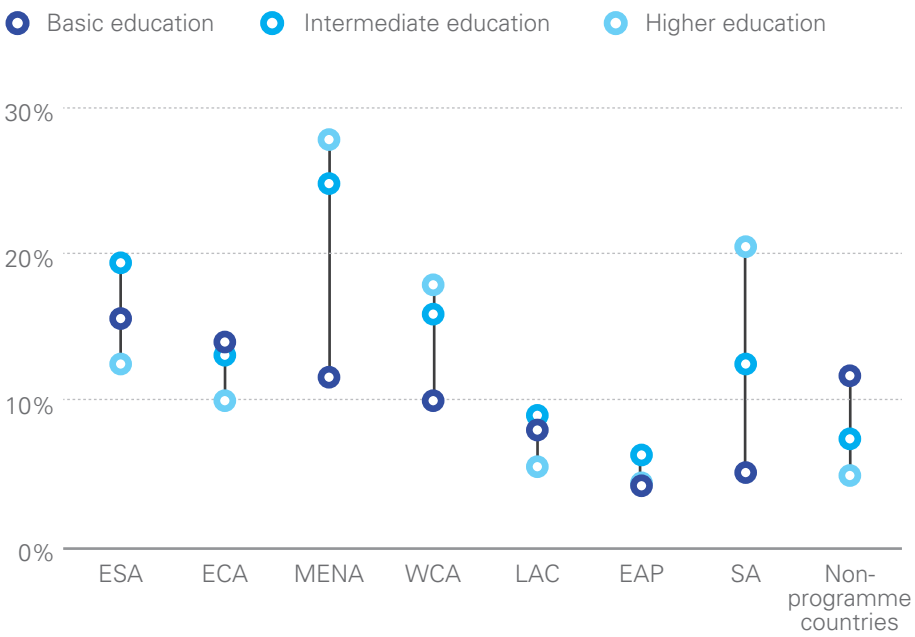
In higher income economies, unemployment rates decrease with the level of education reached, while in lower income economies it is more challenging for those with secondary and tertiary education to find jobs.

Unemployment (% of total labor force), by income level



Source: UNICEF Education Strategy team based on World Bank data
Note: Basic education = primary and lower secondary education. Intermediate education = post lower seconday, non tertiary

Unemployment (% of total labor force), by region



Source: UNICEF Education Strategy team based on World Bank data

In higher income countries (with a high share of formal/salaried jobs), those with a higher level of education are more likely to find jobs than those with less education.

In lower income countries (with a very low share of formal/salaried jobs), unemployment (and under-employment) is higher for those with secondary and tertiary education.

Unemployment rates of those with advanced (tertiary) education are particularly high in MENA, SA and WCA.

Significant numbers of countries are facing intense and extended humanitarian crises and disasters, contributing to growing numbers of children on the move as they flee conflict or are displaced by the impact of climate events.

12

countries

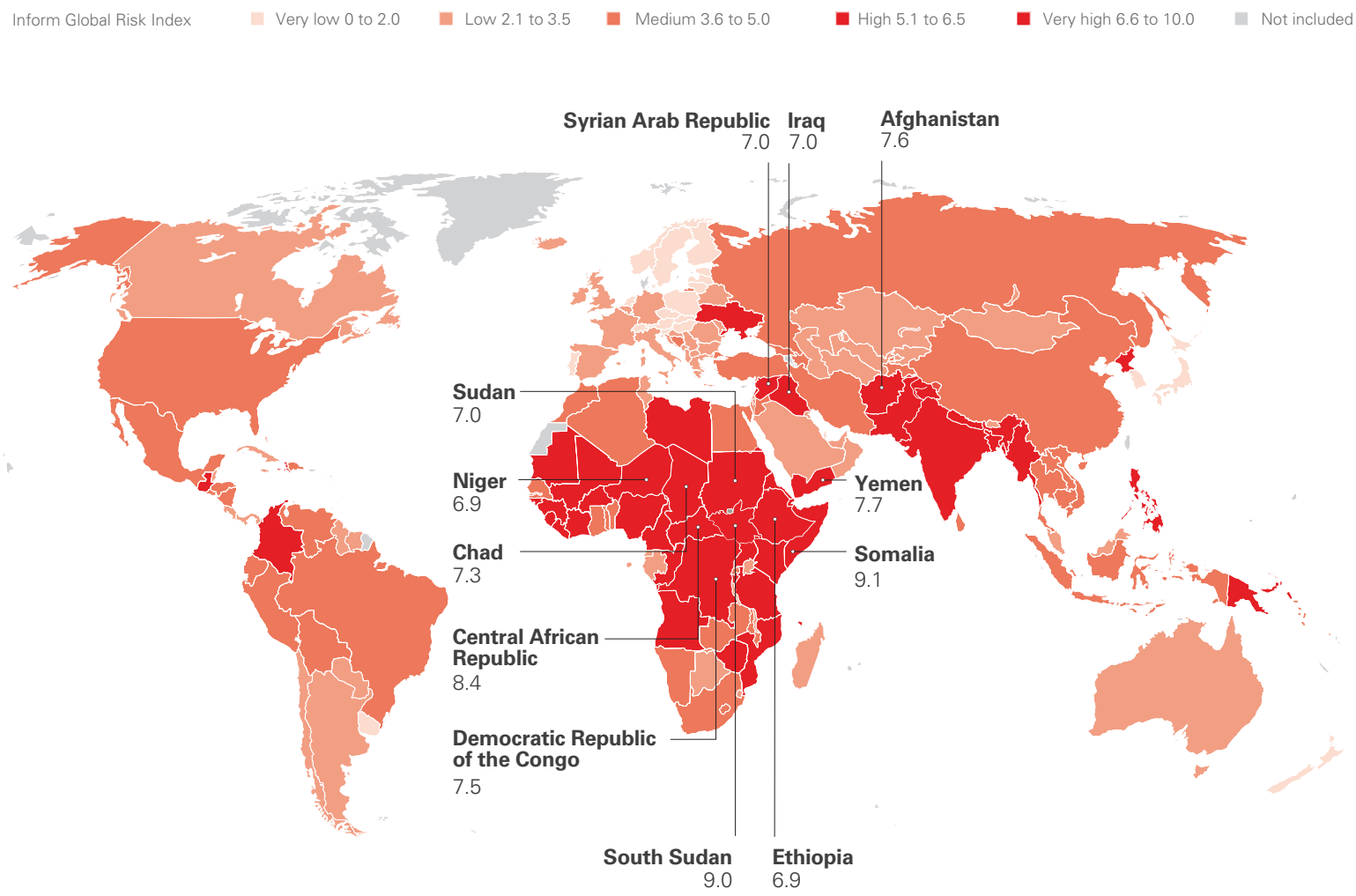
at highest risk of from humanitarian crises and disasters based on:

Hazards and exposure
Natural
Human

Vulnerability
Socio-economic
Vulnerable populations

Lack of coping capacity
Institutional
Infrastructure

In addition to these extended crises, a number of significant crises are emerging (e.g., Venezuela and affected countries).



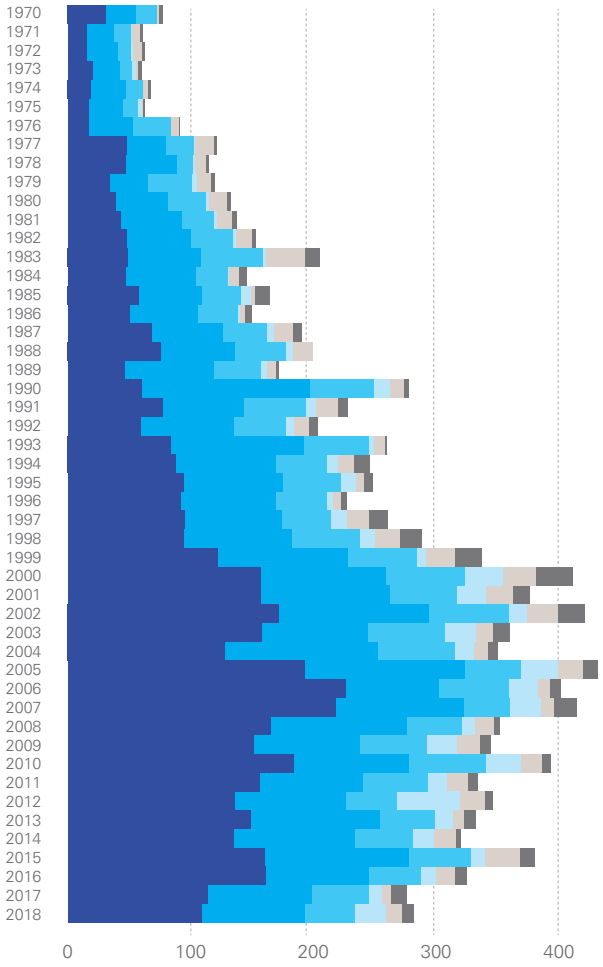
Source: Index for Risk Management

The number of natural disasters has decreased in recent years but remains historically very high. There has been a noticeable increase in the number of deaths due to extreme temperatures.

- Flood
- Extreme weather
- Earthquake, impact Landslide, mass movement (dry) and volcanic activity
- Extreme temperature
- Drought
- Wildfire

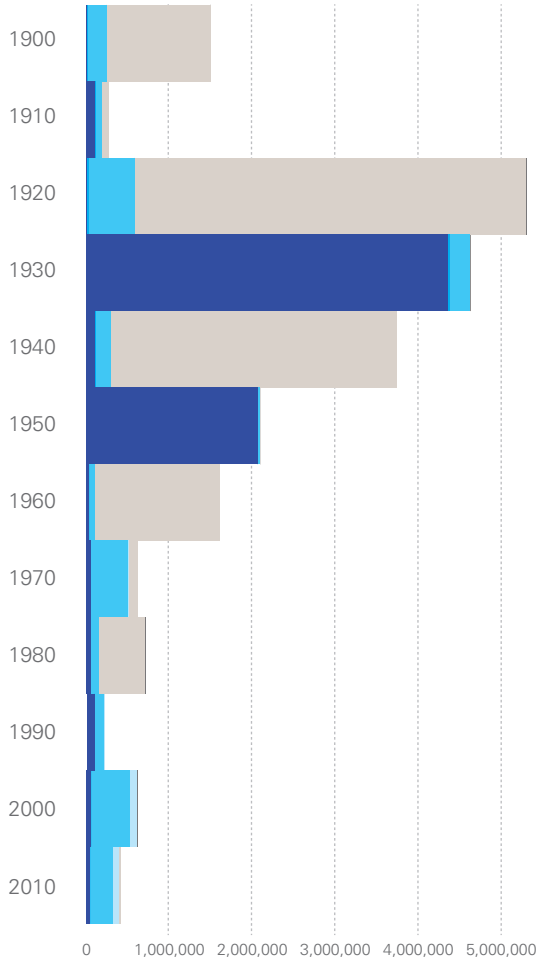
The number of natural disasters has reduced in recent years but remains historically very high.

Global reported natural disasters by type



Sources: Our World in Data and EMDAT (2017): OFDA/CRED International Disaster Database, Université catholique de Louvain – Brussels – Belgium

Global annual deaths from natural disasters, by decade

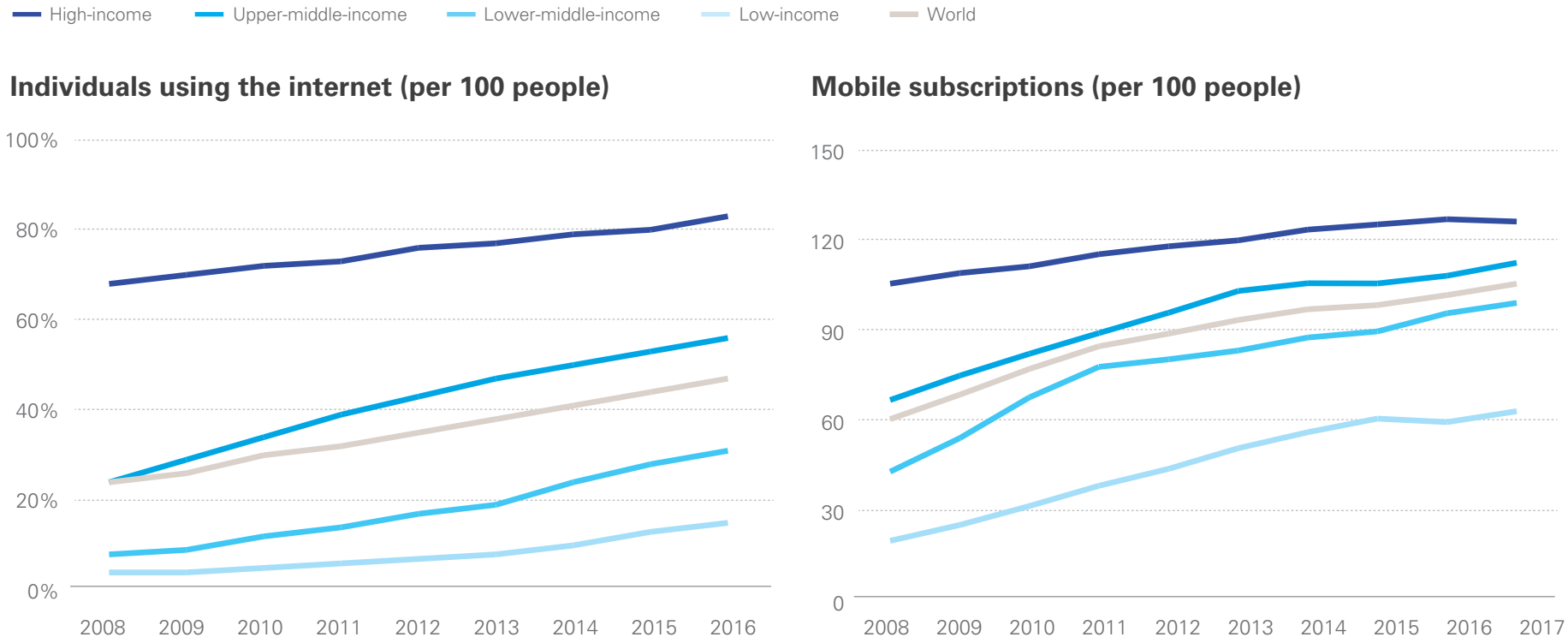


Sources: Our World in Data and EMDAT (2017): OFDA/CRED International Disaster Database, Université catholique de Louvain – Brussels – Belgium

36%

of deaths among children under age 14 can be attributed to environmental factors in the last 30 years.
In particular, there has been a noticeable increase in the number of deaths due to extreme temperatures.

Access to electricity and communication technologies continues to increase, but low income countries still lag far behind the rest of the world.



Current distribution of electricity and technology is inequitable between and within countries.

1.3 billion people lack basic access to electricity (2015)

68% of primary schools in low income countries do not have access to electricity (2017).

Source: UNICEF Education Strategy team based on World Bank, UIS and International Telecommunication Union data

There are significant gaps in internet use between countries and within countries.

In developed countries, 81% of the population (94% of young people aged 15-24) use the internet compared with 41% in developing countries and only 17% in least developed countries (14% of women and 21% of men).

Broadband Commission's 2025 targets for broadband-internet user penetration maintain these gaps: 75% worldwide; 65% in developing countries; and 35% in least developed countries.

In 2030,

most of the world's children

will be living in countries that have more limited public resources, are more prone to humanitarian situations, and where education challenges are greatest.

2 I GLOBAL TRENDS AND CHALLENGES IN EDUCATION
EXECUTIVE SUMMARY

SDGs
Education contributes to many other SDGs, but the economic benefits depend on children's learning outcomes.

Education reduces poverty, leads to better health, drives sustainable growth, prevents inequality and injustice and helps to protect the planet. However the association between education and economic growth is much more driven by learning outcomes than by access/enrolment.

Gender-responsive systems and girls' education helps reduce early marriage, delay pregnancies, improve maternal and infant health behaviors and challenge/mitigate gender norms, including increased inclusion of women in better paid jobs and STEM jobs.

CHALLENGES
Countries facing the biggest access and demographic challenges tend to also face bigger challenges in terms of learning and equity.

Countries vary widely in terms of scale and the nature of education challenges they face/will face (i.e., access/demographic, learning and equity). Countries facing the biggest access/demographic challenge tend to also face bigger challenges in terms of learning, equity and emergency crises.

To reach universal pre-primary, primary and secondary education in 2030, countries will need to enrol 5.7 times the number of children currently in pre-primary, 1.1 times the number in primary and 2 times the number of children in secondary education. Sub-Saharan Africa will need to enrol 3.3 times the total number of children it does today.

ACCESS
Many countries are still far from achieving universal primary completion, let alone the more ambitious SDGs.

262 million children and youth (130.4 million girls and 131.4 million boys, or one out of five) are out of school.

Access to pre-primary education is increasing, though very slowly, especially in low income countries where 78% of children are missing out. Globally at least 175 million pre-primary age children are not in pre-primary education.

Primary completion rates have plateaued across the world, but are still short of 100%, most notably in low-income countries, where it has not improved since 2009 and remains at 66%.

The global completion rate at lower secondary level for the poorest children is 54%.

LEARNING AND SKILLS
Too many children and adolescents are not learning or developing foundational skills (literacy and numeracy) and other skills needed for life and work.

387 million primary school-age children, and 230 million lower secondary school-age adolescents, are not achieving minimum proficiency levels in reading and mathematics. There are also major gaps in the skills needed for life and work.

Lifelong learning and skills development begins with the foundational skills developed in the early years of life, and education.

EQUITY

Access to education and learning remains highly inequitable.

Significant compounding disparities exist in access and learning in relation to wealth, location and gender.

Other dimensions (e.g., disability, mother tongue, ethnicity, sub-national region), often not measured or reported, can be associated with even larger equity gaps.

On average, 71% of the poorest adolescents (10-19 years old) have never attended primary school, dropped out of primary school or are in primary school. In Sub-Saharan Africa, this is the case of 9 out of 10 of adolescents (93% of girls and 90% of boys).

The richest children are on average 7 times more likely than their poorest peers to have attended school in early childhood.

GENDER

Gender gaps in learning and access vary significantly across the world, both in size and direction.

When combining access and learning outcomes (learning adjusted years of school), all regions except WCA have a high proportion of countries with disparities against boys.

WCA, SA and to a lesser extent ESA have a high proportion of countries with disparities against girls.

Many education sector plans and policies are gender-blind and not gender-responsive.

EMERGENCIES

Emergencies reduce education access and often require greater external support.

Rates of out-of-school children are higher in countries facing emergencies.

More than 75 million children aged 3-18 are in urgent need of educational support in 35 crisis-affected countries, and children in conflict-affected countries are 30 percent less likely to complete primary school and half as likely to complete lower-secondary school.

Natural disasters, regardless of scale, lead to loss of school days, resulting in cumulative deficits that are detrimental to education outcomes.

Reports of attacks on education are increasing. Schools, teachers, and students are often targeted and attacked as part of violent conflicts. Violence in schools also occurs outside of wider violent conflicts, e.g., attacks on students by teachers and students on students.

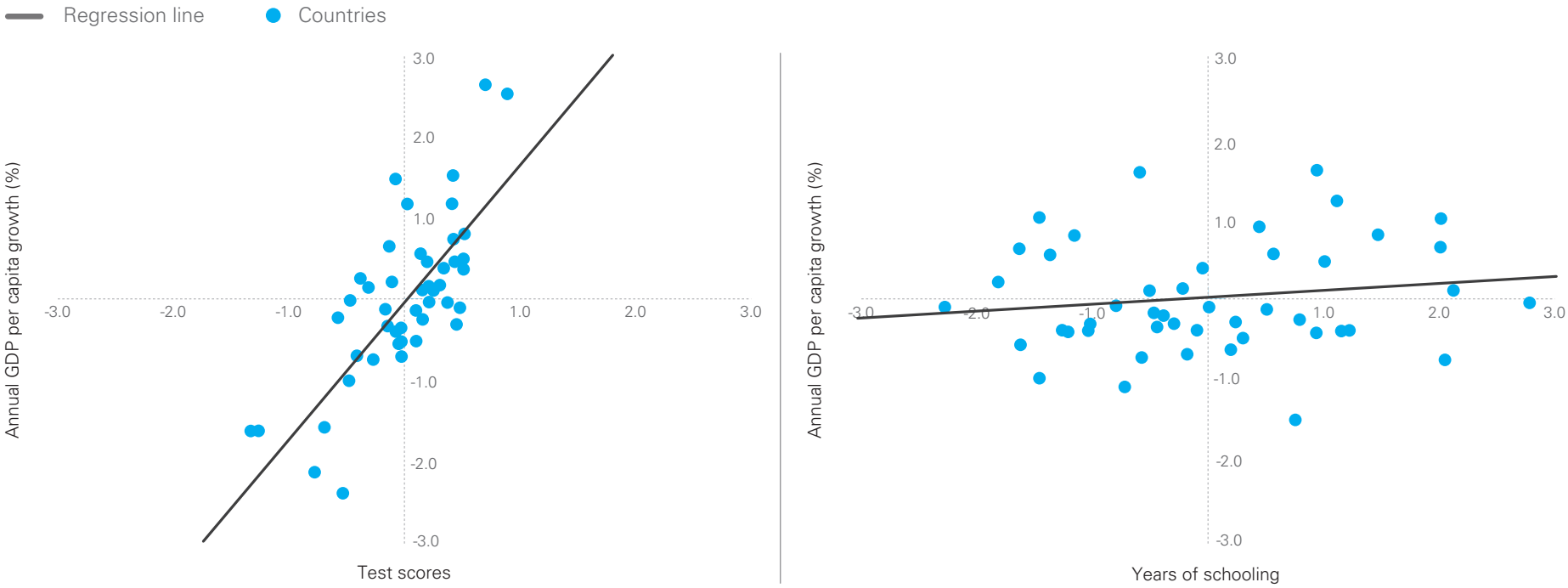
Emergencies often create and intensify education needs beyond the capacity and mandate of affected governments.

Effective learning is associated with economic growth and has broad benefits.

Examples of education's benefits

	Individual / Family	Community / Society
Monetary	Higher probability of employment Greater productivity Higher earnings Reduced poverty	Higher productivity More rapid economic growth Poverty reduction Long-run development
Non monetary	Better health Improved health of children and family Greater resilience and adaptability More engaged citizenship Better choices Greater life satisfaction	Increased social mobility Better functioning institutions / service delivery Higher levels of civic engagement Greater social cohesion Reduced negative externalities

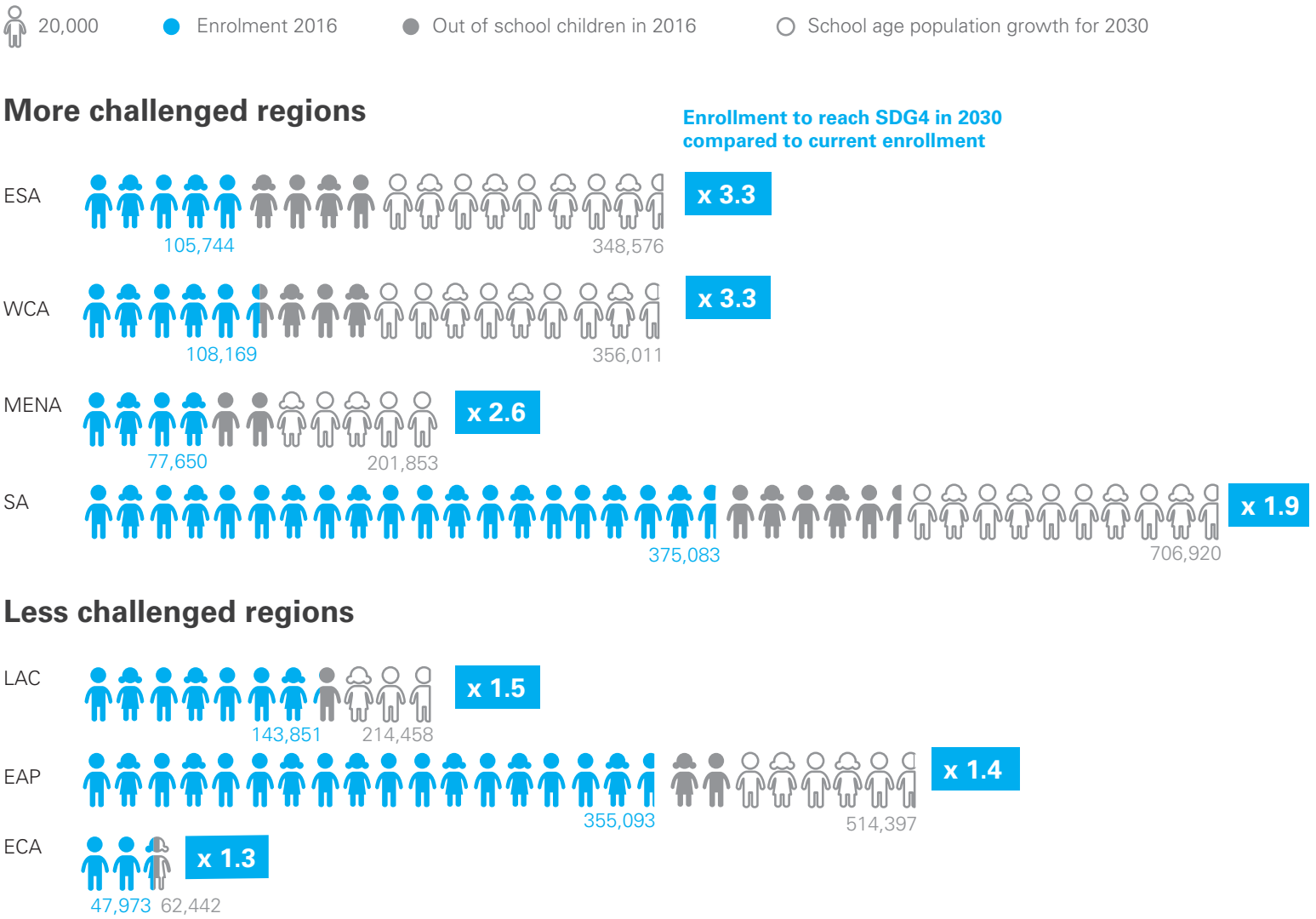
Annual average per capita growth in GDP, 1970-2015, conditional on test scores, years of schooling completed, and initial GDP per capita



Source: World Bank, World Development Report 2018

The association between education and economic growth is driven much more by effective learning outcomes than by access/enrolment.

262 million children and youth, one out of five, are out-of-school (130.4 million girls and 131.4 million boys), and at least 175 million pre-primary age children are not in pre-primary education.



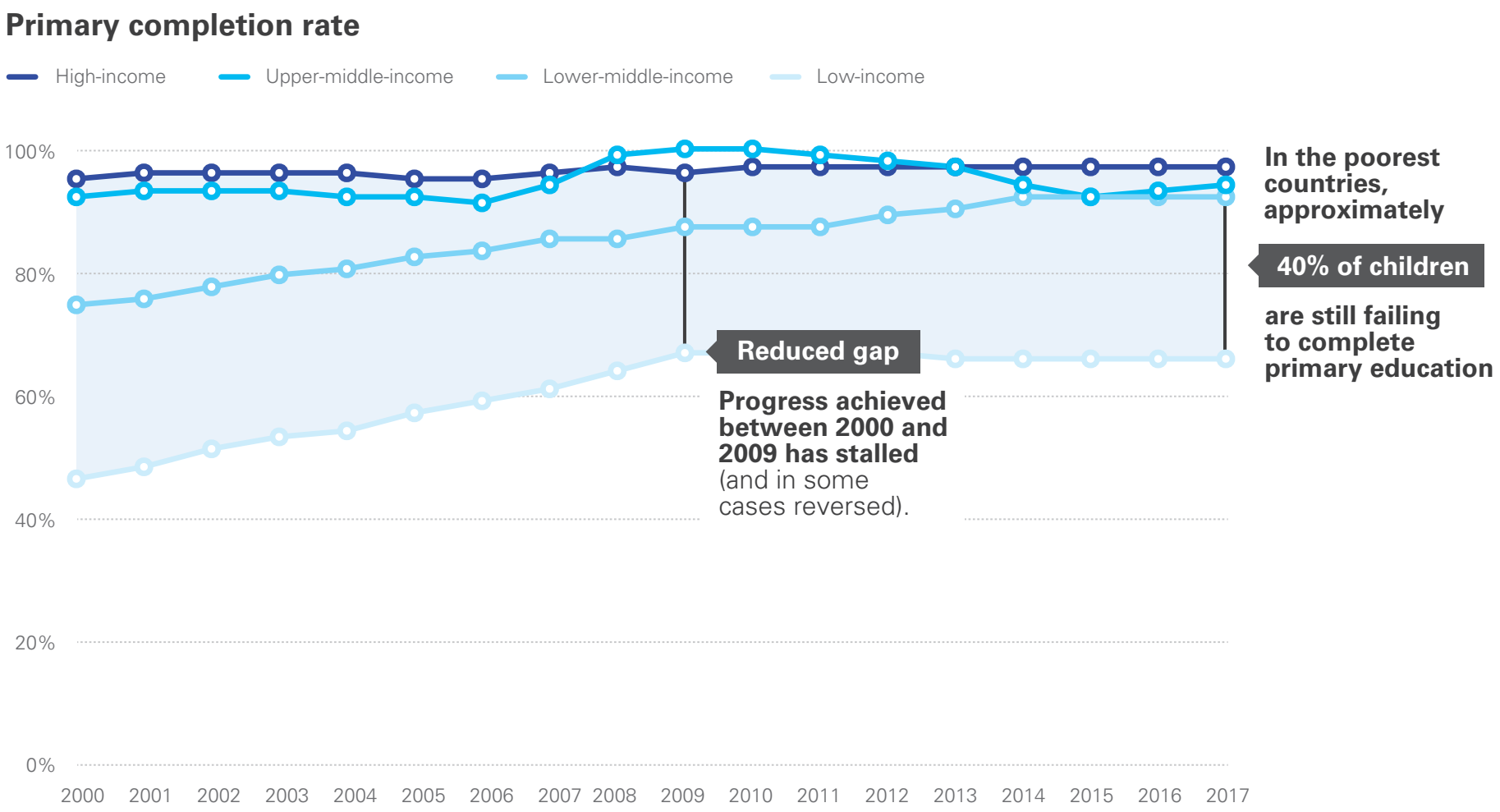
Source: UNICEF Education Strategy team based on UIS and United Nations Population Division data.

Progress made. In the early 1950s, 50% of primary school-aged children were out of school. As late as 1970, the figure stood at 28%. Today, that figure has come down to 9%.

Since 2000, 75 million more children have been enrolled in pre-primary education, 89 million more in primary education and 138 million more in secondary education.

Given the current enrolment situation and forecasted child population growth, the number of enrolments required to reach SDG4 is particularly challenging in ESA, WCA, MENA and to a lesser extent SA.

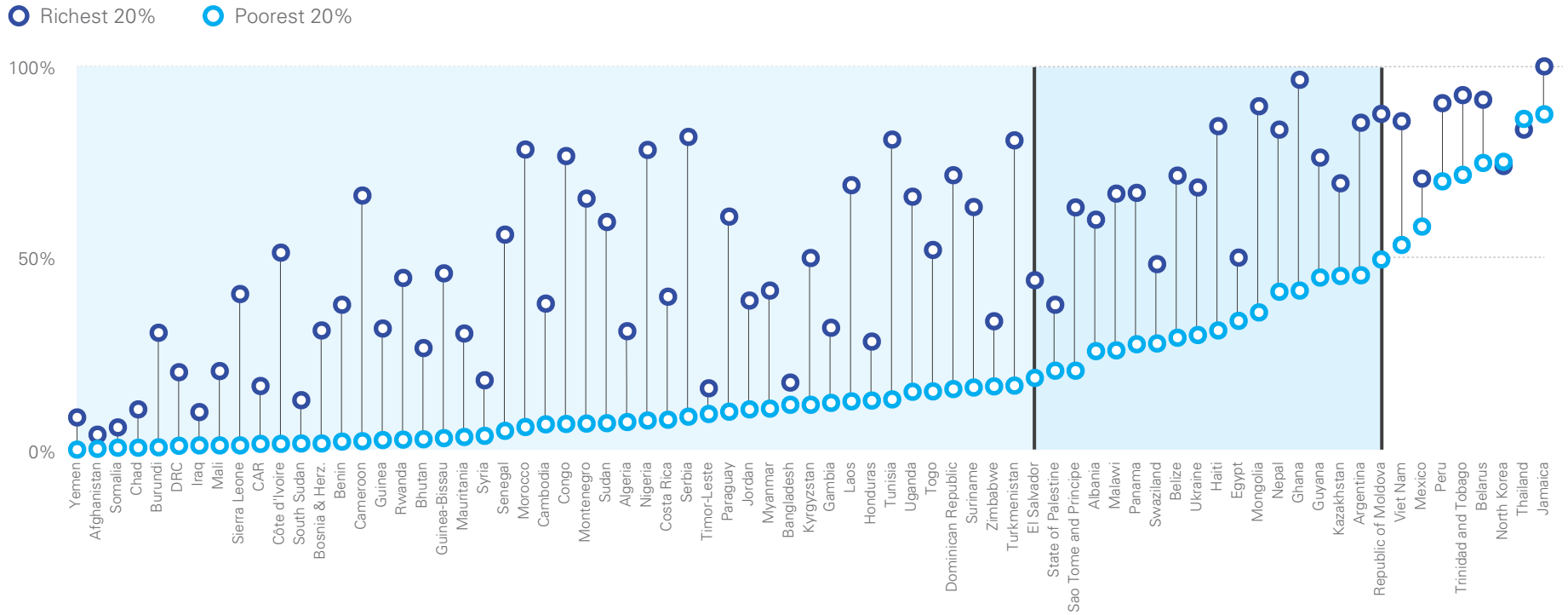
Progress in primary completion rates has stalled in low income countries since 2009, and they remain well behind all other income groups.



Source: UNICEF Education Strategy team based on UIS data

High disparities across and within countries in access to early learning exist. The majority of poor children are excluded in nearly all UNICEF programme countries.

Percentage of children 36-59 months old who are attending an early childhood education programme



Averages by region

In 48 of the 73 countries, fewer than

1 in 5

of children from the poorest families access early childhood education programmes.

In 65 countries, fewer than

half

of them access early childhood education programmes.

Large equity gaps exist in nearly all countries, with the richest children on average 7 times more likely than their poorest peers to attend early childhood education.

In six out of seven UNICEF regions, the majority of the poorest quintile adolescents have never attended, have dropped out, or are still in primary school.

Adapted programme response: entry points for education for adolescents

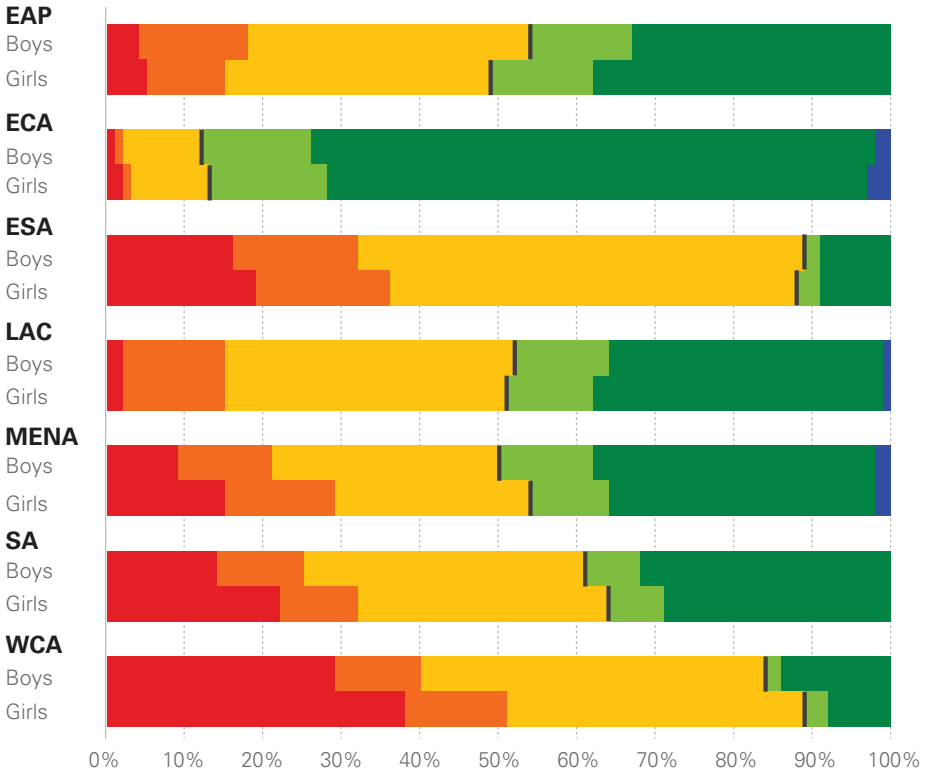
- Never attended
- Dropped out in primary
- In primary school

Primary education (formal) or Accelerated Learning Programmes (literacy, numeracy and life skills)

- Dropped out in secondary
- In secondary school
- Reached tertiary

Secondary (formal), alternate pathways (non formal), apprenticeship or on-the-job training (15 and over)

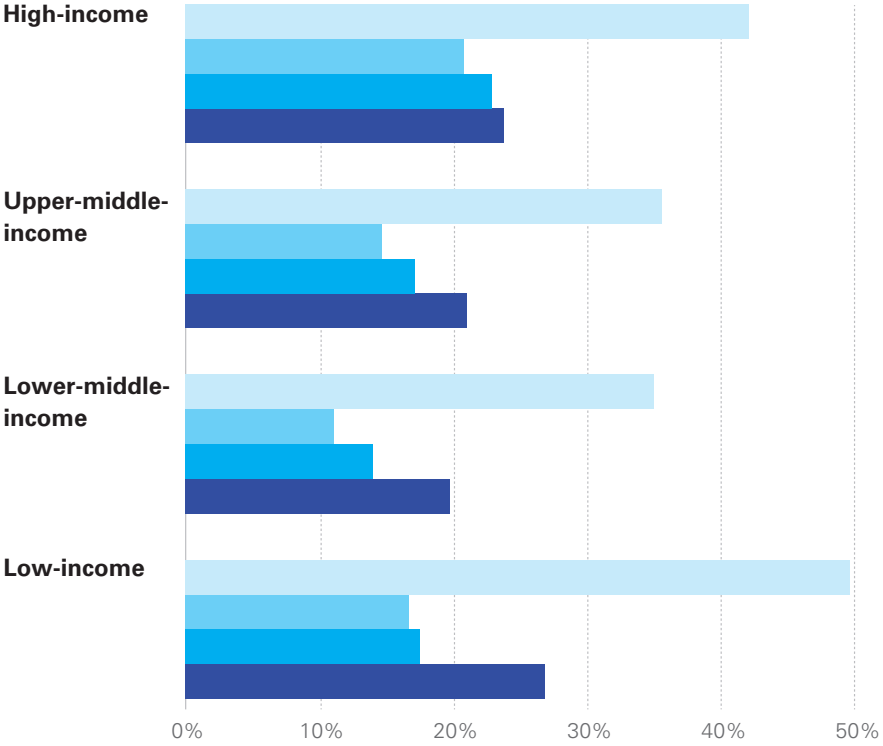
Per region



Share of private enrollment per country income level

Private institutions constitute 42% of pre-primary, 17% of primary, and 27% of secondary enrolments globally.

- Pre-primary education
- Primary education
- Lower secondary education
- Upper secondary education



Source: UNICEF Education Strategy team based on household survey, UIS and World Bank data

Disability remains a significant barrier to accessing education.

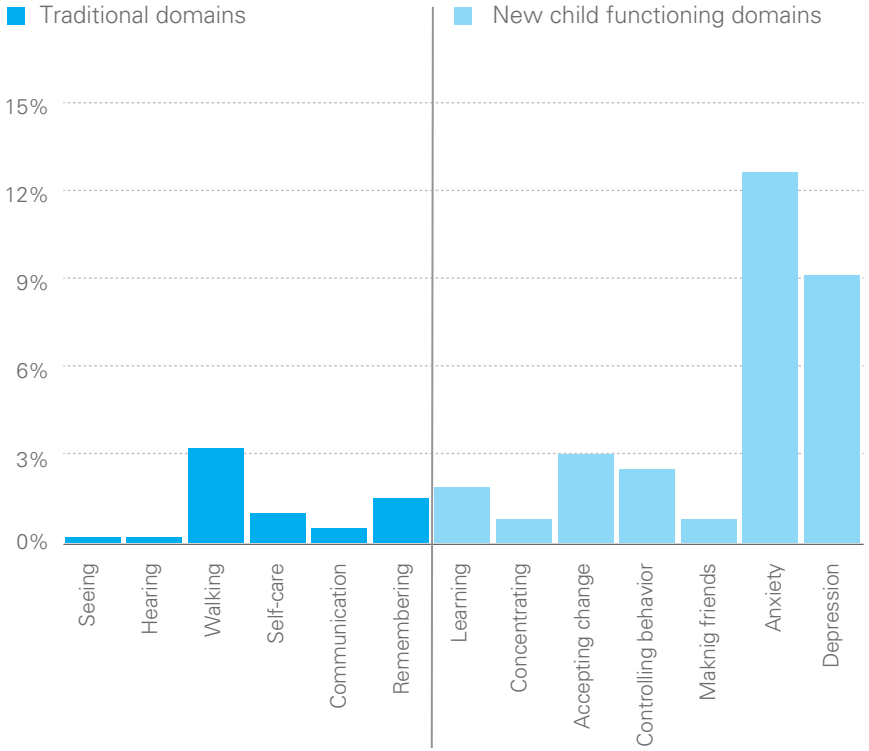
Only

50%

of children with disabilities go to school in developing countries.

Source: UNICEF Office of Research

Prevalence rate of functional difficulty among children 5-17 years old

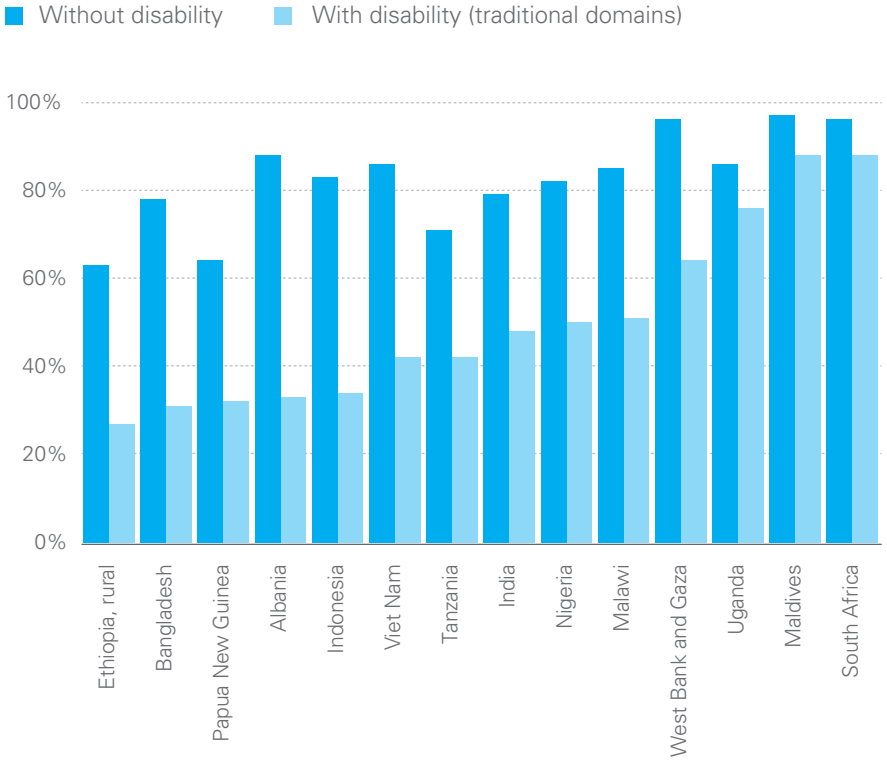


Note: Traditional Domains refers to the disability domains of Short-Set Questions recommended by the Washington Group Statistics. Child Functioning domains covers the traditional domains and functioning domains important for children

Source: UNICEF Education Strategy team based on Sierra Leone MICS 2017

Prevalence rates of traditional domains of disability and new child functioning domains are very different.

Primary (Adjusted) Net Attendance Rate



Source: UNICEF Education Strategy team based on Sierra Leone MICS 2017

Children with disabilities (traditional domains) are much less likely to attend primary school in nearly all countries with available data.

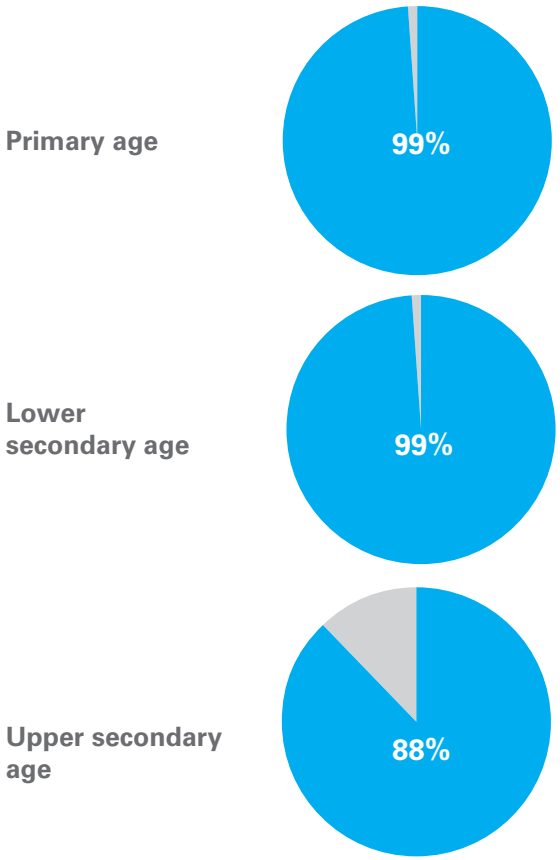
More than one-half,

58%

of children and adolescents are not achieving minimum proficiency levels in reading and mathematics.

Significant equity gaps based on ethnicity also exist, and increase as children get older.

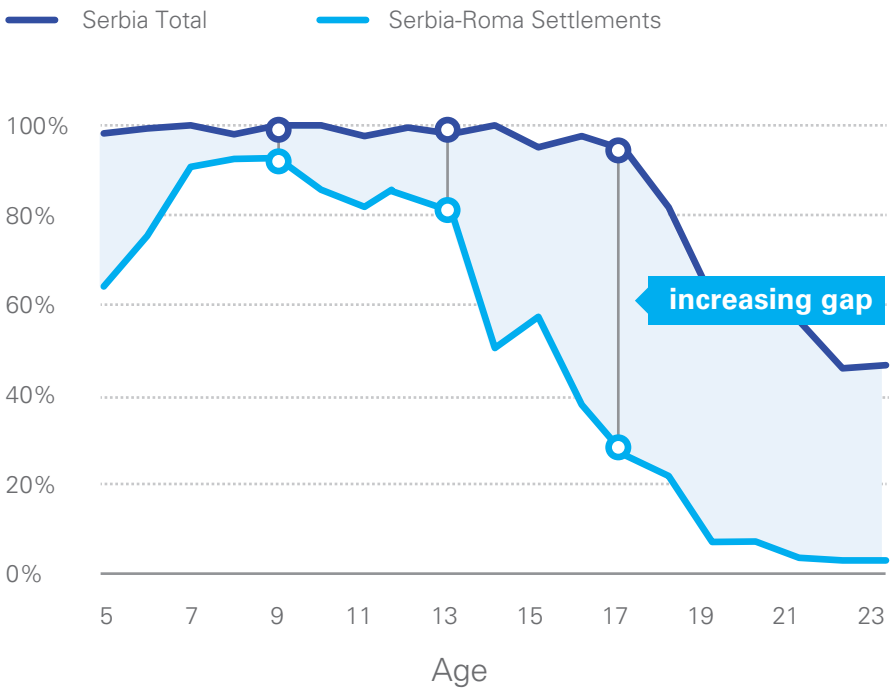
Share of children in school in Serbia



Source: UIS (administrative data, school year ending 2014)

National average access is very high at all levels of education in Serbia but masks very high disparities against ethnic minorities.

Attendance rates to education in Serbia and Serbia Roma Settlements

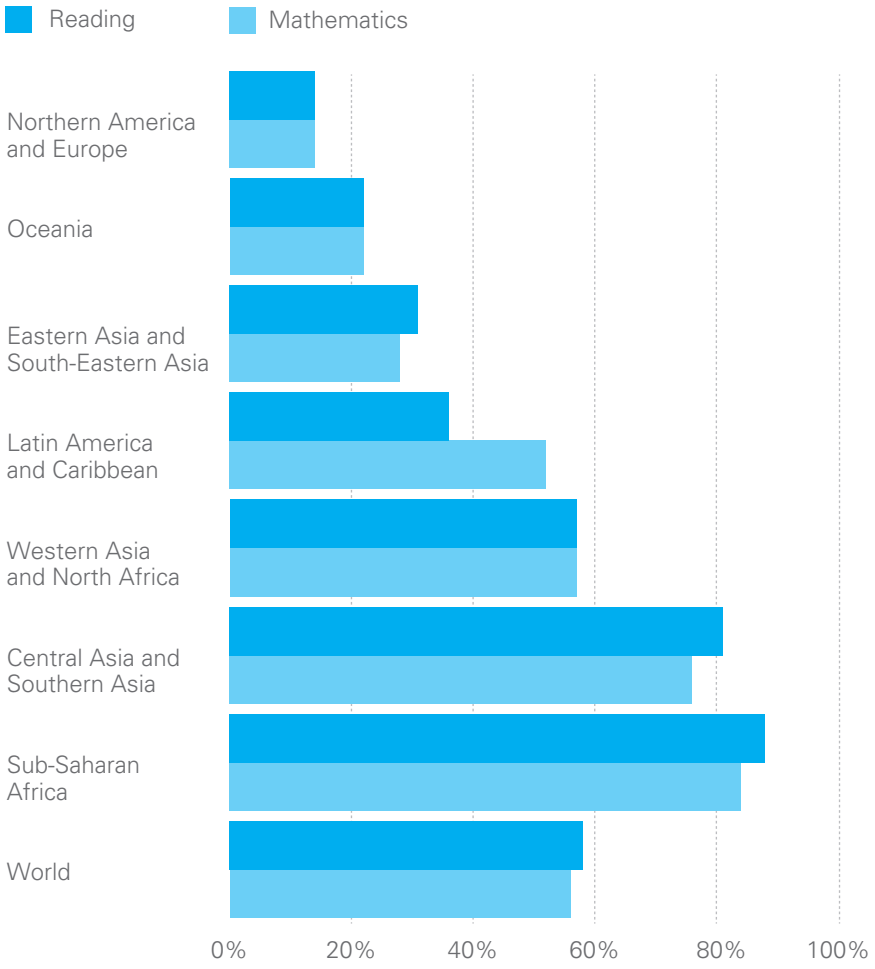


Source: UNICEF Education Strategy team based on Serbia MICS 2014

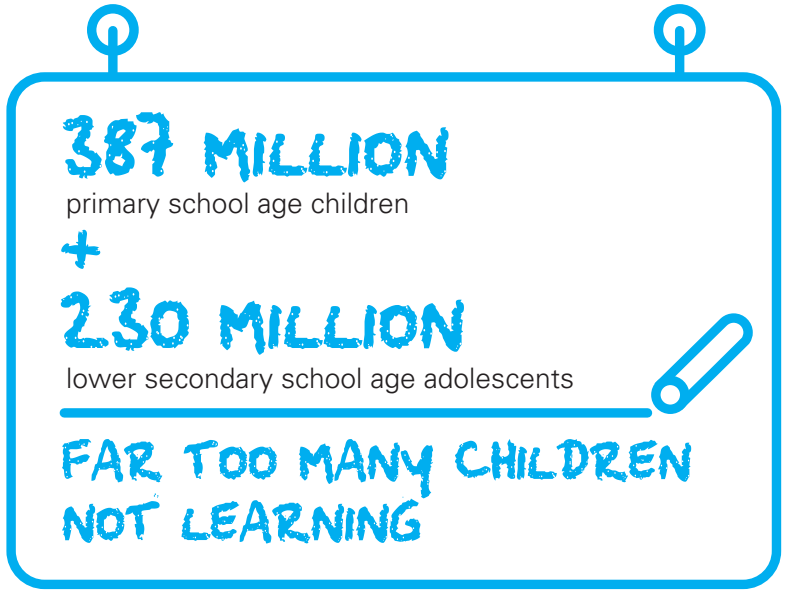
Roma children in Serbia are less likely to attend early childhood education, and the equity gaps with other children living in Serbia increase as children get older.

The learning crisis: More than one-half of children and adolescents are not achieving minimum proficiency levels in reading and mathematics and more than two thirds of these children are in school.

Proportion of children and adolescents not achieving minimum proficiency levels (MPL) in mathematics and reading



Source: UIS Fact Sheet No. 46



At current rates, by 2030, of the 1.4 billion school-age children in low- and middle-income countries, 420 million will not be on track to learn the most basic skills in childhood, and 825 million will not be on track to acquire the basic secondary-level skills they need to succeed in life, school and work.

Source: The Learning Generation

Gender gaps vary significantly across the world, both in size and direction.

When considering "Learning adjusted years of school" only 19% of low income countries and 17% of lower middle income countries have achieved parity. Girls are disadvantaged in 62% of low income countries and boys are disadvantaged in 63% of lower middle income countries. Boys are also more likely to be disadvantaged in UMICs and HICs.

All regions except WCA have a high proportion of countries with disparities against boys.

WCA, SA and to a lesser extent ESA have a high proportion of countries with disparities against girls.

However, damaging gender norms disproportionately affect the most marginalized girls e.g. 12 million girls each year are married in childhood.

Source: Girls Not Brides

Gender parity/disparities on "Learning adjusted years of school", by UNICEF Region

0% to 25% 25% to 50% 50% to 75% 75% to 100%

Region	% of countries with		
	Parity	Disparities against girls	Disparities against boys
EAP	38%	8%	54%
ECA	47%	7%	47%
ESA	11%	33%	56%
LAC	65%	0%	35%
MENA	0%	13%	87%
SA	0%	50%	50%
WCA	22%	61%	17%
All programme countries	31%	22%	47%
Non programme countries	77%	0%	23%
All countries	44%	16%	40%

Source: UNICEF Education Strategy team based on World Bank data (Human Capital Index)
* Parity defined as Gender Parity Index between 0.97 and 1.03

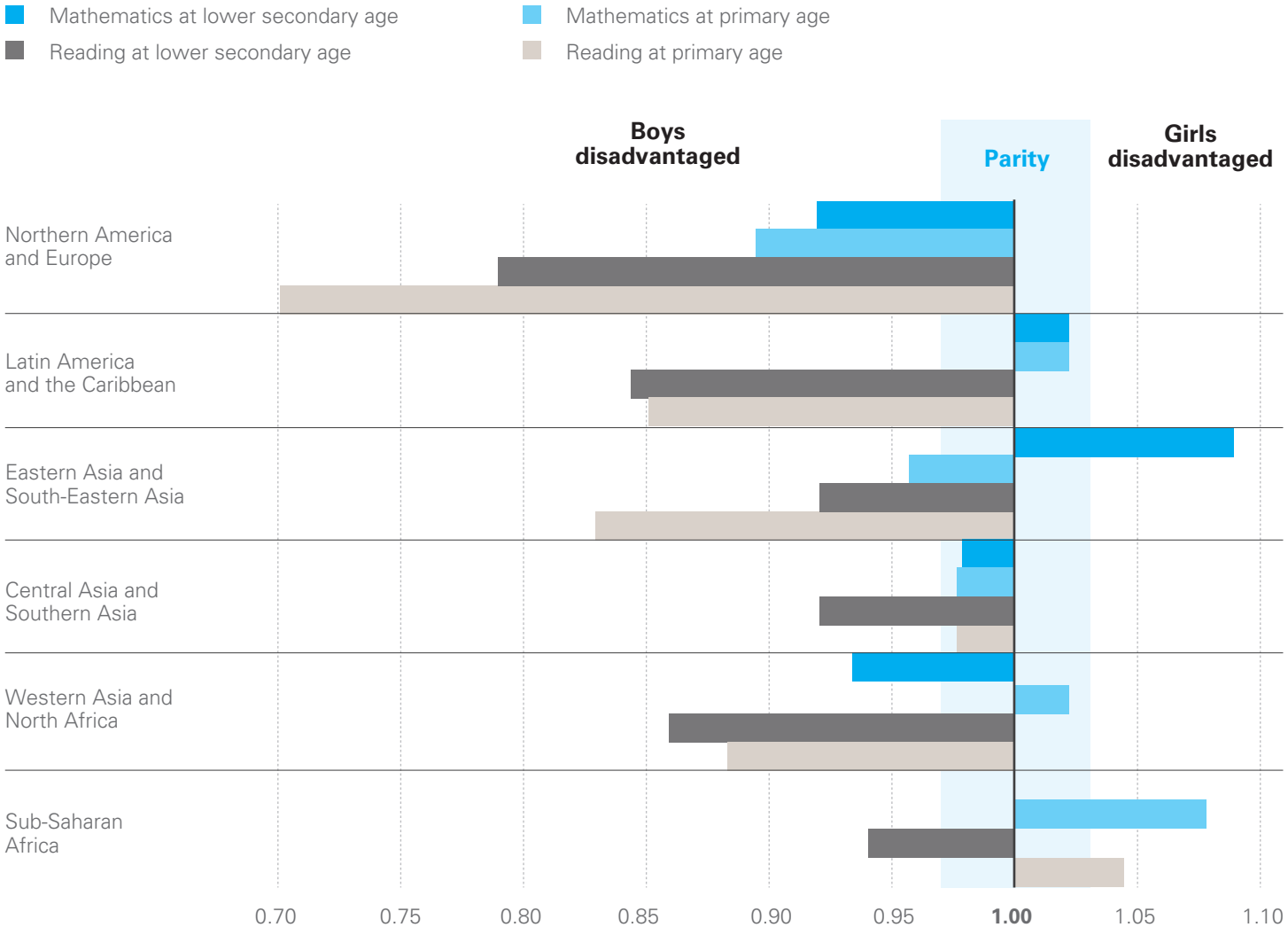
In reading, girls tend to outperform boys in all regions (except Sub-Saharan Africa) at primary level.

In maths, girls tend to outperform boys in North America/Europe (both levels) and Eastern/South-eastern Asia (primary level). Boys tend to outperform girls in Eastern/South-eastern Asia (lower secondary level) and in Sub-Saharan Africa (primary level).

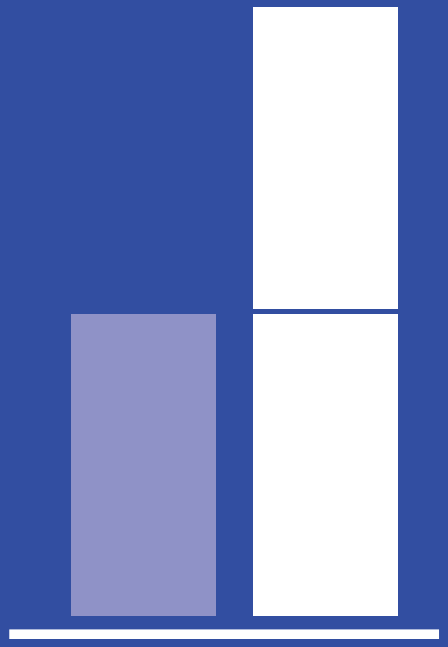
Early childhood education. Children with early childhood education experience are more likely to achieve learning outcomes. In West and Central Africa children with any early childhood education experience were twice as likely to attain minimum competencies in literacy in Grade 2 compared to their peers without it.

Source: PASEC

Gender parity index for children and adolescents not achieving Minimum Proficiency Level in mathematics and reading, by level and learning domain



Source: UIS Fact Sheet No. 46 (Data includes children in-school and out-of-school)



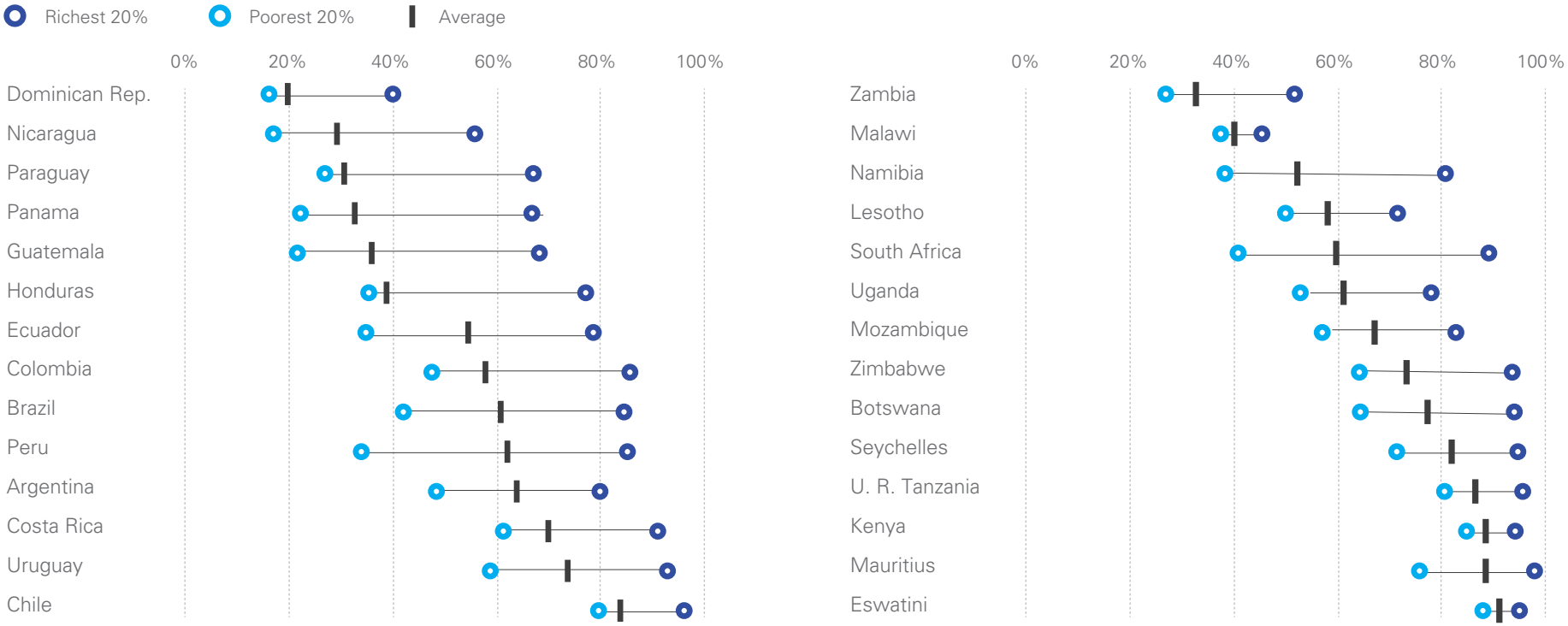
In West and Central Africa, children with early childhood education experience were

twice as likely

to attain minimum competencies in literacy in Grade 2.

Language of instruction and wealth are the most common significant factors of inequalities in learning outcomes, and inequalities tend to be wider in places with low overall levels of learning.

Percentage of children of primary school age taking part in a mathematics assessment passing four levels of increasing difficulty

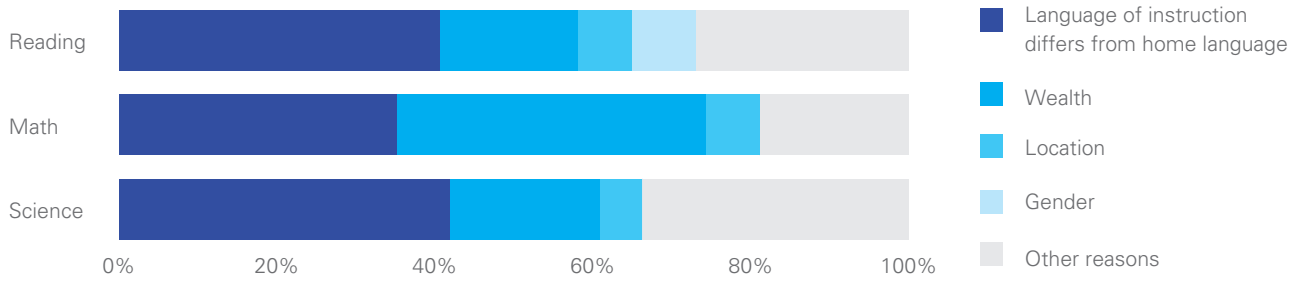


Source: WIDE website

Language of instruction and wealth are the most common significant explanatory factors of inequity in PISA results across all 3 subjects (reading, maths and science).

Source: UNICEF Education Strategy team based on PISA data

Profiles of the most marginalized groups in learning, PISA



In countries facing more risks and crises, access, learning and equity challenges are higher, while education in emergencies remains underfunded.

By 2030, more than 80% of the world's poor will live in fragile and conflict affected contexts.

Source: OECD

More than 75 million children aged 3-18 are in urgent need of educational support in 35 crisis-affected countries.

Children in conflict-affected countries are 30 percent less likely to complete primary school and half as likely to complete lower-secondary school.

Only 50 percent of refugee children have access to primary education and only 22% of refugee adolescents are in lower-secondary school.

Natural disasters, regardless of scale, lead to loss of school days, resulting in cumulative deficits that are detrimental to education outcomes.

Source: Education Cannot Wait

Girls in conflict affected countries are 2.5 times more likely to be out of school than girls in non-conflict affected contexts.

Source: UNESCO

Although education as a percentage of total humanitarian funding has slightly increased, it remains very low at

Education
3.9%

This is significantly below funding dedicated to

Food security
41.8%

Nutrition
7.7%

Health
10.6%

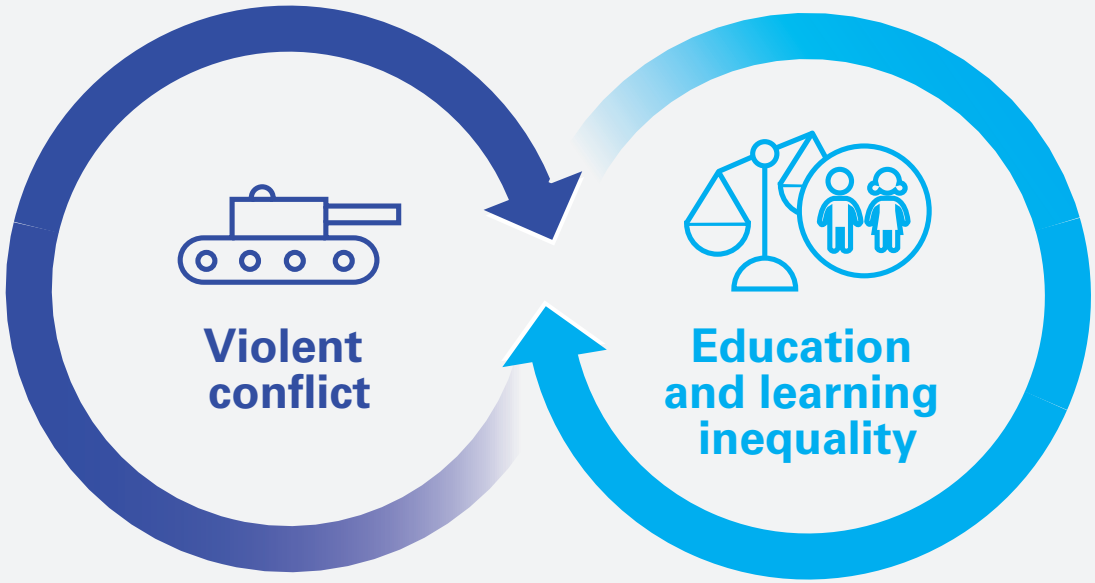
WASH
6.5%

Source: UNICEF Education Strategy team, based on OCHA FTS data

There is a vicious cycle between education inequality and violent conflict.

Violent conflict is associated with increases in **education inequality** between wealth decile groups of 5.4% and 5% lower gender parity ratios.

Violent conflict is associated with lower average number of years of **schooling** of 7.6%



Greater education equality between male and female is associated with a decrease in the **likelihood of conflict** by as much as 37%

High education inequality between ethnic and religious groups is associated with a doubling in the likelihood of **violent conflict**.

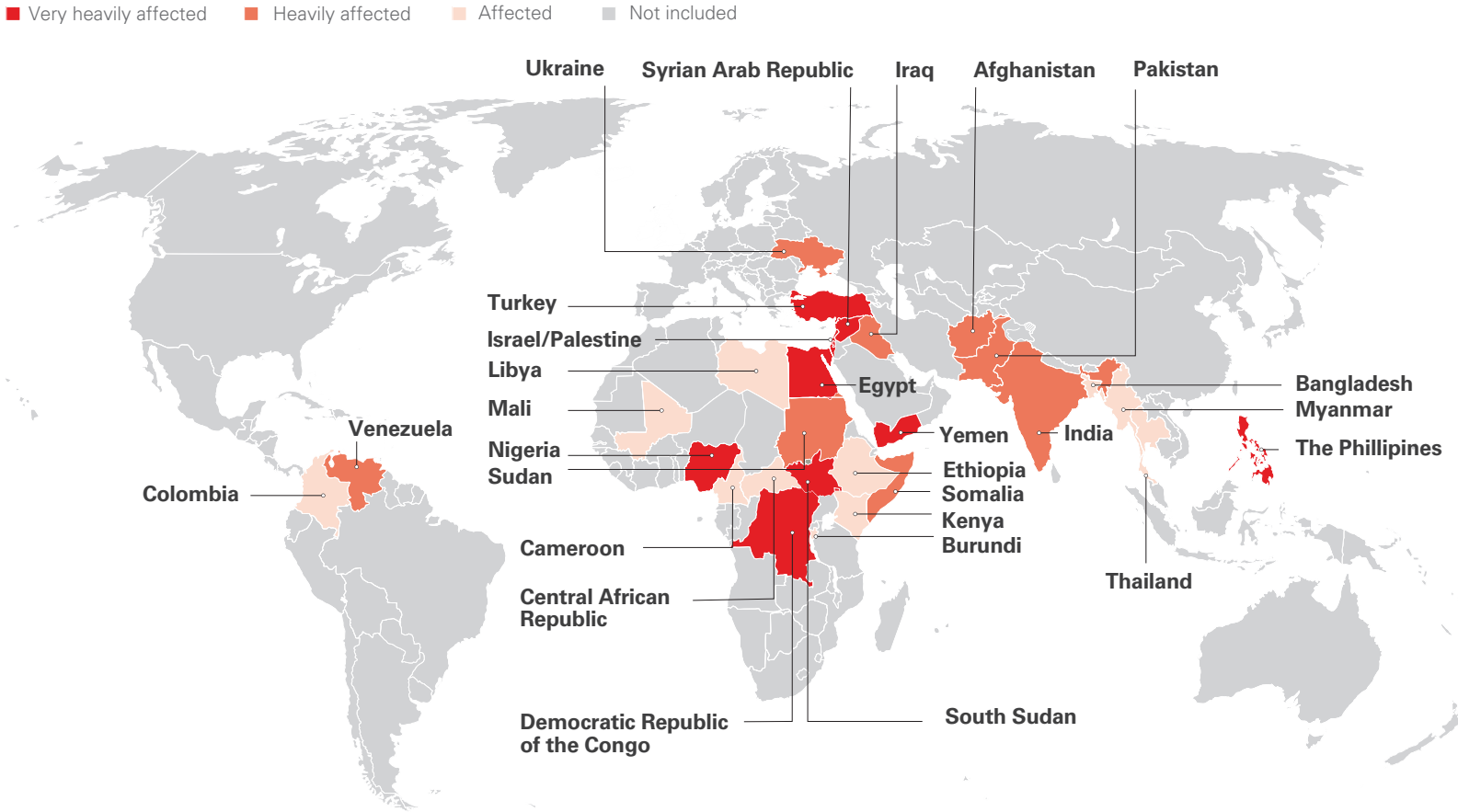
Source: UNICEF and FHI360, Education Inequality and Violent Conflict Evidence and Policy Considerations

Emergencies and the learning crisis. More than half of the 20 countries with the lowest levels of learning experienced humanitarian situations in 2018.

Source: World Bank and UNICEF HAC data

Schools, teachers, and students across the world are targeted and attacked as part of violent conflicts.

Attacks on education and military use of schools and universities in profiled countries, 2013-2017



Schools, teachers, and students are often the target of violence, including gender-based violence. Between 2013 and 2017, there were more than 12,700 attacks registered, harming more than 21,000 students and educators in at least 70 countries.

Source: Education Under Attack 2018

Violence in schools also occurs outside of wider violent conflicts, e.g., in the form of attacks on students by teachers, students on students, and students on teachers.

Source: UNICEF and Plan Violencia escolar en América Latina y el Caribe Superficie y fondo

Access to education
and learning

remains highly inequitable,

including in many middle
and high-income countries.

3 I THE ENABLING ENVIRONMENT FOR LEARNING
EXECUTIVE SUMMARY

CHILD / HOUSEHOLD / COMMUNITY LEVEL

Many home (and related) factors greatly influence a child's learning

Child labour and early marriage are negatively correlated with access and learning; children in ESA and WCA are exposed to very high levels of child labour.

Education access and learning is higher where children experience a positive and stimulating home environment and when they are well-nourished and healthy.

Community based monitoring can positively affect access and learning when communities have a role and the required information and capacity to act.

SCHOOL / CLASSROOM / OTHER LEARNING ENVIRONMENTS LEVEL

Lack of, and inequity in, school/classroom-level inputs

In many parts of the world there are not enough teachers, especially with the required training and knowledge, and often they are not equitably or efficiently distributed. Children in the lower grades and the most marginalized areas usually experience much larger classes.

There is also a significant loss of teaching time due to teacher absenteeism, late start of school years, early suspension of classes for exam preparation, etc.

Using the home language of children in the early grades is desirable for achieving early literacy and numeracy.

SYSTEM LEVEL

Strengthening systems and improving their alignment are key to fixing implementation gaps and improving learning outcomes

Systems include: institutional development and management; inspection and support to schools/ teachers; curriculum content; assessment and accreditation; data, planning, monitoring and accountability; and financing.

Stronger education systems deliver better learning outcomes. Each element is important, and the consistency and alignment of each towards the same learning goal are just as crucial.

Even when policies and plans exist there is a significant "implementation gap" in many contexts. A GPE evaluation found that only 57% of Education Sector Plans produced in 2016/2017 are "achievable".

Common system and implementation gaps include: inclusive education for children with disabilities; mother tongue education; classroom assessment to inform teaching and accreditation systems; data systems that include the most marginalized children (e.g., children with disabilities and migrants); and programmes against school-related gender based violence.

PUBLIC SPENDING

There is a lack of public spending for education, especially pre-primary.

Public spending on education is in most cases well below the 20% of total public expenditure financing target, as outlined in the Incheon Declaration for Education 2030.

The limited funding that does exist is often not concentrated in the sub-sectors that benefit the greatest number of children and that contribute most to achieving SDG targets. For example, in low-income countries, on average, only 2% of education spending goes towards pre-primary education, compared to 22% for tertiary education.

PUBLIC SPENDING

There is a lack of equity in public spending distribution across levels of education, in particular in low/lower middle income countries.

Public financing of education is often regressive: low income countries spend 46% of their public education budgets on the 10% most educated students, but only 10% of public education resources is spent on the 20% poorest children.

In high income countries, lower levels of education tend to be completely subsidized by the state and households contribute much more at higher levels of education, especially tertiary.

In lower income countries the pattern is often reversed, with tertiary education heavily subsidized by the state and households, including the poorest, shouldering a large portion of the pre-primary, primary and secondary education costs.

INTERNATIONAL AID

There is a lack of priority for education in international aid (both development and humanitarian), and it is often not sufficiently targeted to the most marginalized children and pre-primary.

Education ODA has been increasing in absolute terms, but its share within total ODA has been declining.

Education ODA continues to prioritize post-secondary education, including scholarships, to the detriment of lower levels of education. For example, early childhood education receives less than 1% of Education ODA.

Education as a percentage of total humanitarian funding has slightly increased but remains very low (below 4%).

EVIDENCE

There is new evidence on what works in education, and context matters a lot.

New evidence exists on the cost-effectiveness of a wide range of education interventions.

Size of effect varies greatly depending on context and how interventions are implemented.

Benefit-incidence analyses (i.e., analyzing which socio-demographics groups benefit the most from public education spending) are rarely done at country level.

ENABLING ENVIRONMENT FOR LEARNING
CONCEPTUAL FRAMEWORK

Enabling environment for learning includes:

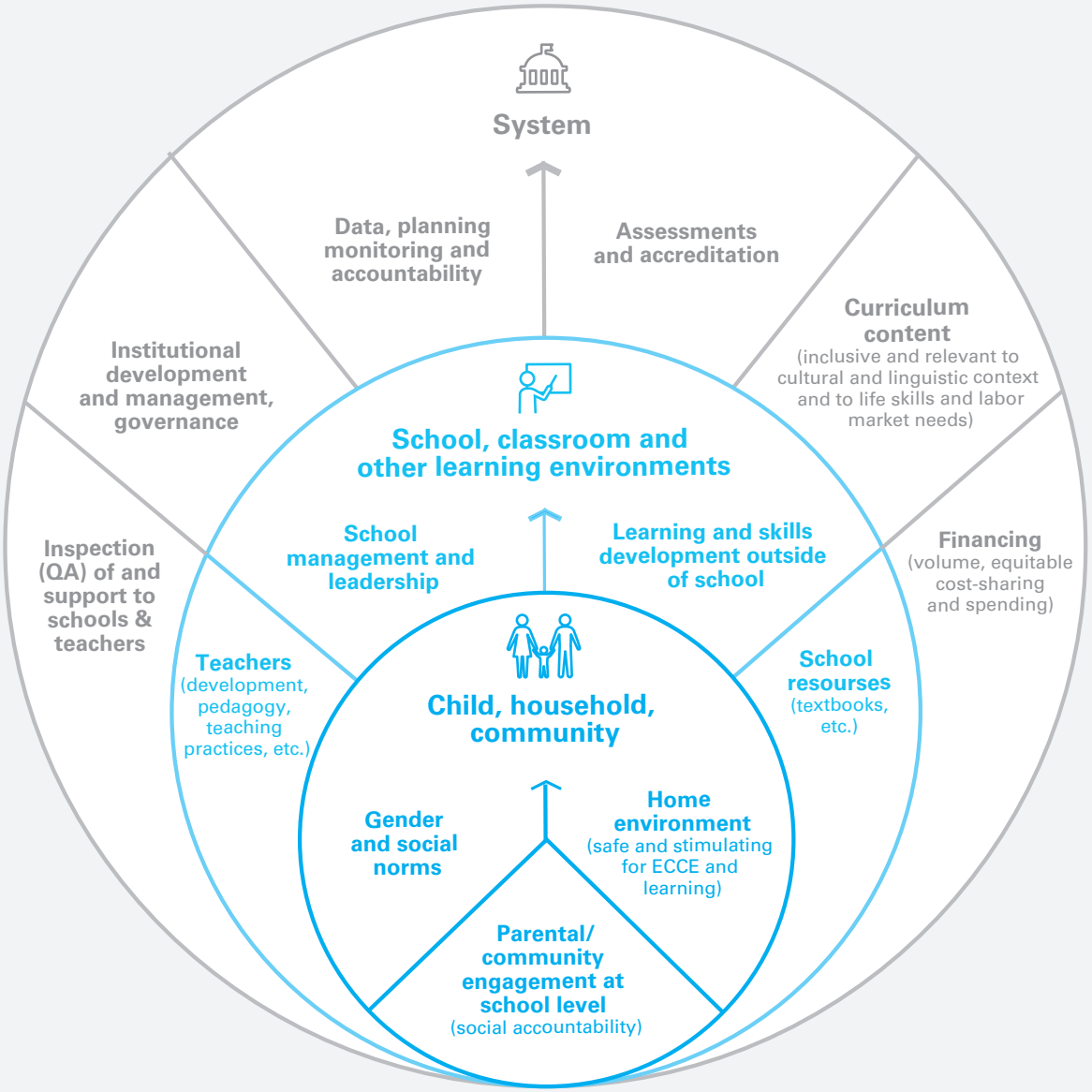
1. Child/household/ community level, including nutrition and health status

2. School/classroom/other learning environment level

3. System level (including financing)

Each element in the levels is important, and their alignment/consistency is just as crucial.

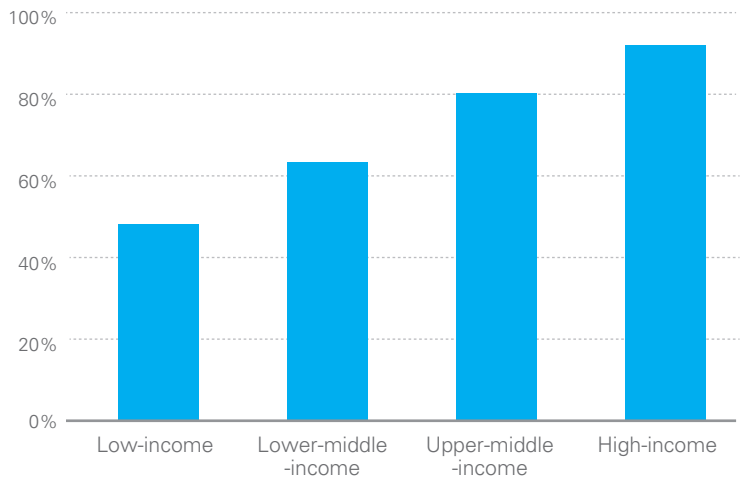
Good sector planning/policies are important, but there are also significant implementation gaps between policies and service delivery, e.g. financing or resources not reaching schools, teacher training methodologies not applied in classrooms, assessment not aligned with curricula.



Source: UNICEF Education Strategy team based on 3ie (2016) and University of Cambridge

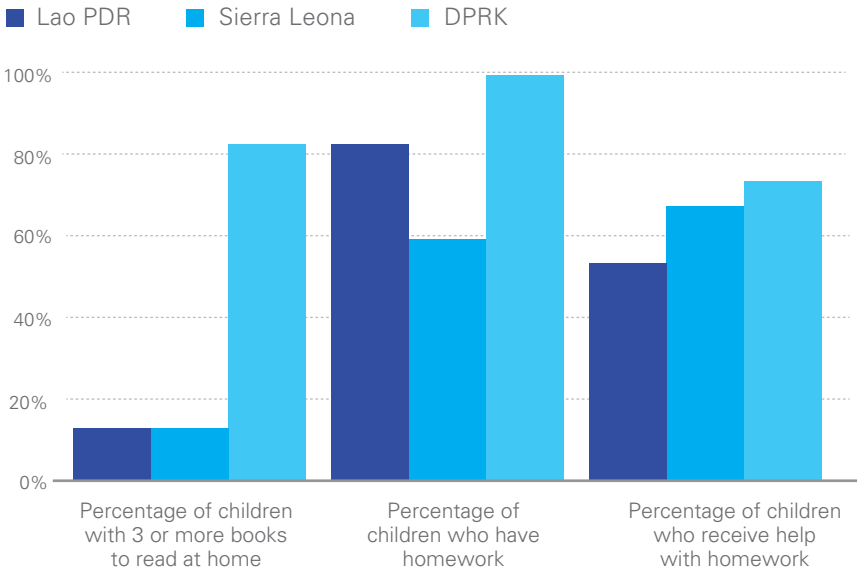
Despite evidence of its effectiveness, there is a large variation across countries in the level of family/parental involvement in education.

Percentage of 36-59 months old children experiencing a positive and stimulating home environment



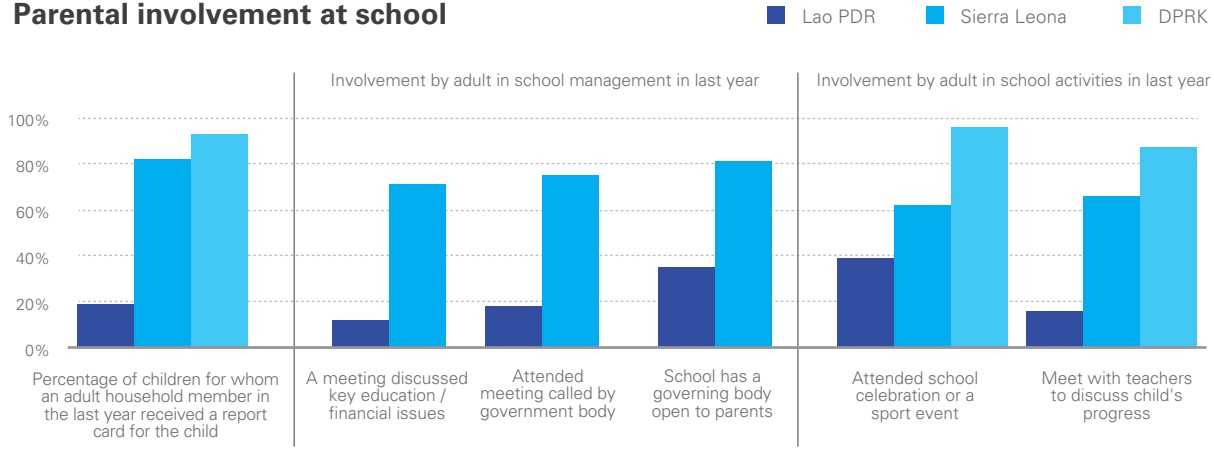
Source: UNICEF Education Strategy team based on UNICEF Child Protection Database
Note: Positive and stimulating Home Environment is a composite index covering six care taker's recent activities for children: i) reading books or picture books; ii) telling stories; iii) singing songs including lullabies; iv) taking outside the home; v) playing; and vi) naming, counting or drawing things for or with.

Parental involvement in education at home



Source: UNICEF Education Strategy team based on MICS 6 data

Parental involvement at school



Source: UNICEF Education Strategy team based on MICS 6 data

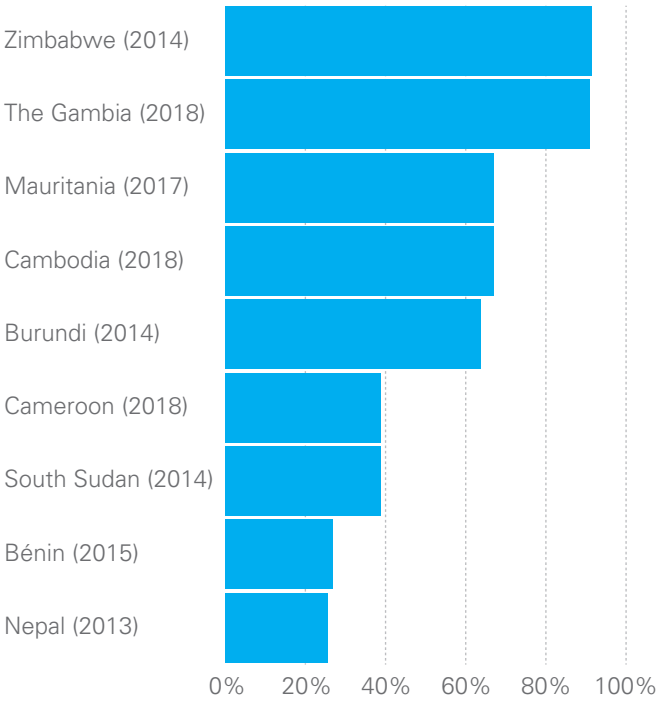
Fostering family/community engagement is instrumental in reducing institutional barriers and improving access and learning.
Fostering dialogue and collective problem-solving around local education-related barriers and challenges is essential, especially for vulnerable children.

Source: 3ie

There is an overall shortage of teachers, and they are not always deployed in the schools and grades where they are needed the most.

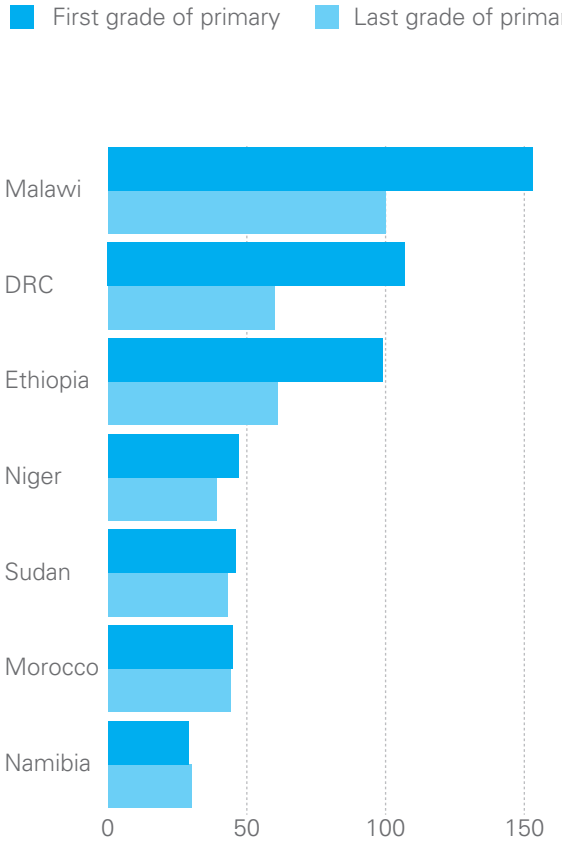
How equitable is the distribution of teachers in a country?

100%=All schools have the same PTR



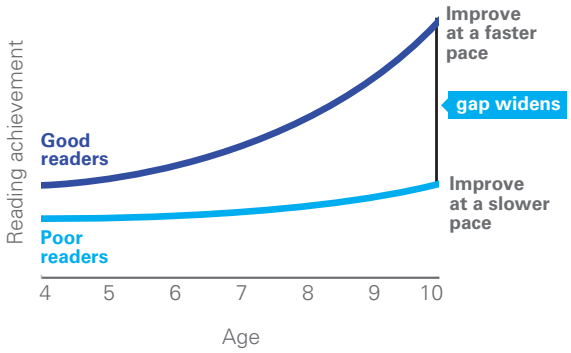
Source: UNICEF Education Strategy team based on national EMIS and UNESCO / IIEP Pole de Dakar data

Average class size (number of students)



Source: UNICEF Education Strategy team based on national EMIS and UNESCO / IIEP Pole de Dakar data

Gap caused by the Matthew effect



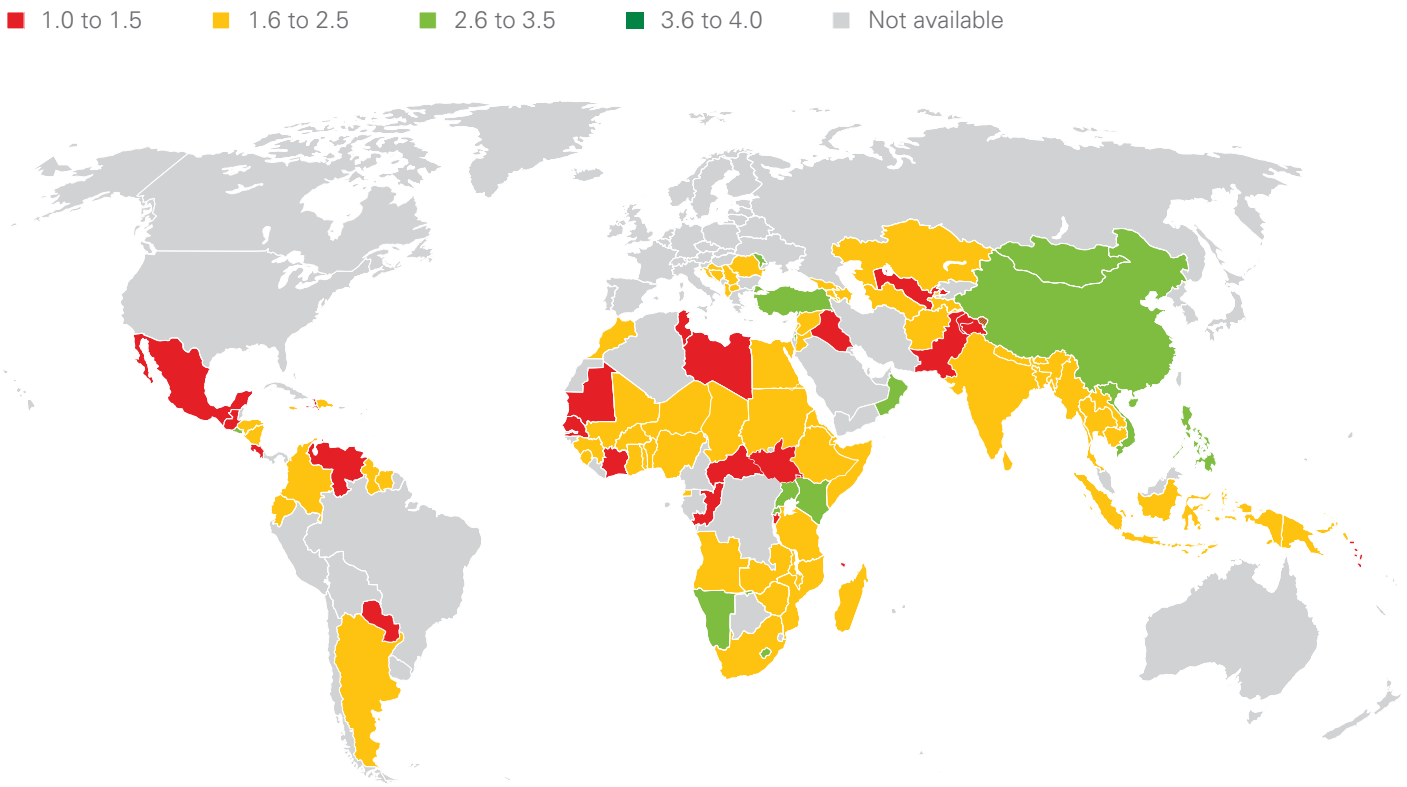
Source: Luis Crouch's presentation at UNICEF's West & Central Africa Regional Education network meeting in April 2014

Inequity of teacher allocation translates into a concentration of teachers in a (relatively) limited number of schools and disparities in class size. There are also disparities between grades within the same schools, as the class size typically decreases from the lower to the higher grades in primary education.

Inequitable teacher allocation across grades (with less teachers deployed to early grades) contributes to the fact that children who lag behind in learning outcomes during the early years stay behind for the remaining school career, and that the gap increases over the years (Matthew effect).

The policies guiding teacher development, management and accountability need strengthening in many countries.

Teachers' policy score (UNICEF Strategic Plan indicator, 2017)



Source: UNICEF Country Offices
Note: Each dimension is scored from 1 (Weak) to 4 (Championing) similar to World Bank SABER and averaged to calculate a country score. See more details here. https://data.unicef.org/resources/unicef-strategic-plan-education-country-profiles/

Percent of countries with good teachers' policy

Source: UNICEF Country Offices
Note: Each dimension is scored from 1 (Weak) to 4 (Championing) similar to World Bank SABER and averaged to calculate a country score. Percentages above refer to percentages of countries scoring 2.5 or more on relevant dimension. See more details here. https://data.unicef.org/resources/unicef-strategic-plan-education-country-profiles/

Effective use of good teaching practices varies greatly across countries.

Teacher skills and practices in the classroom	Kenya (2012)	Mozambique (2014)	Nigeria (2013)	Tanzania (2014)	Togo (2013)	Uganda (2013)	Average
Teacher skills							
Teachers who score at least 80 percent on a test equivalent to student Grade 4 language curriculum (%)	66	77	24	41	54	90	61
Teacher practices							
Teacher asks a mix of lower and higher order questions (%)	31	14	36	32	30	44	31
Teacher gives positive feedback, praises, corrects mistakes (%)	70	32	43	59	35	75	52

Source: Tessa Bold, Deon Filmer, Gayle Martin, Ezequiel Molina, Christophe Rockmore, Brian Stacy, Jakob Svensson, and Waly Wane, What Do Teachers Know and Do? Does It Matter? Evidence from Primary Schools in Africa, World Bank.

A large proportion of teachers lack the needed skills and do not have sufficient mastery of the concepts they are expected to teach, which raises the issue of the effectiveness of teacher training programmes.

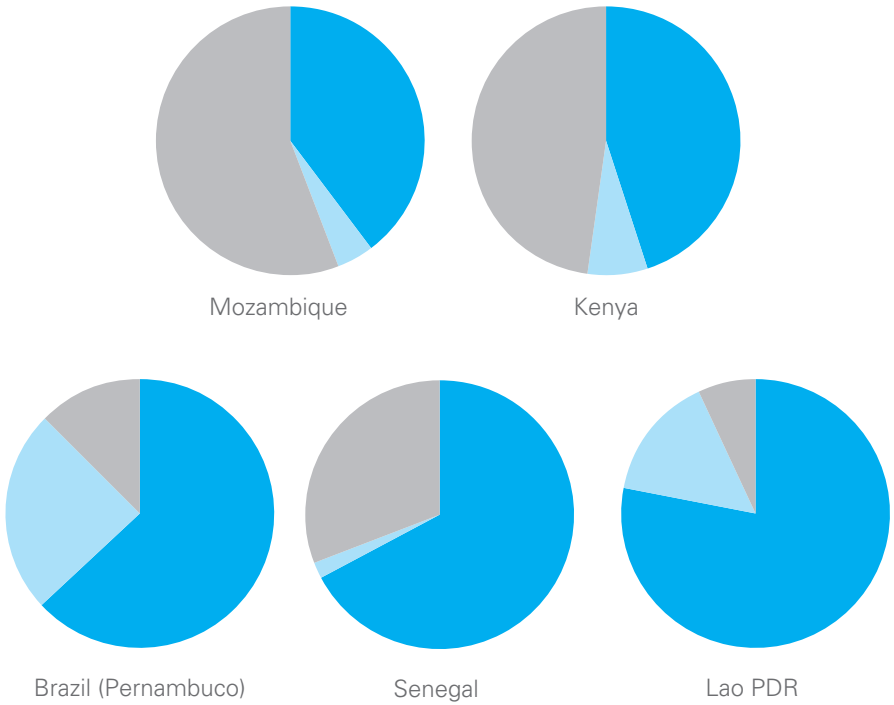
Language of instruction

Students in Burundi and Tanzania—two countries where a local language familiar to children is used throughout primary school—outperform their peers in other countries participating in the PASEC and SACMEQ tests, respectively.

Significant teaching time is lost due to teacher absenteeism and other reasons.

Scheduled time for teacher's present or teaching

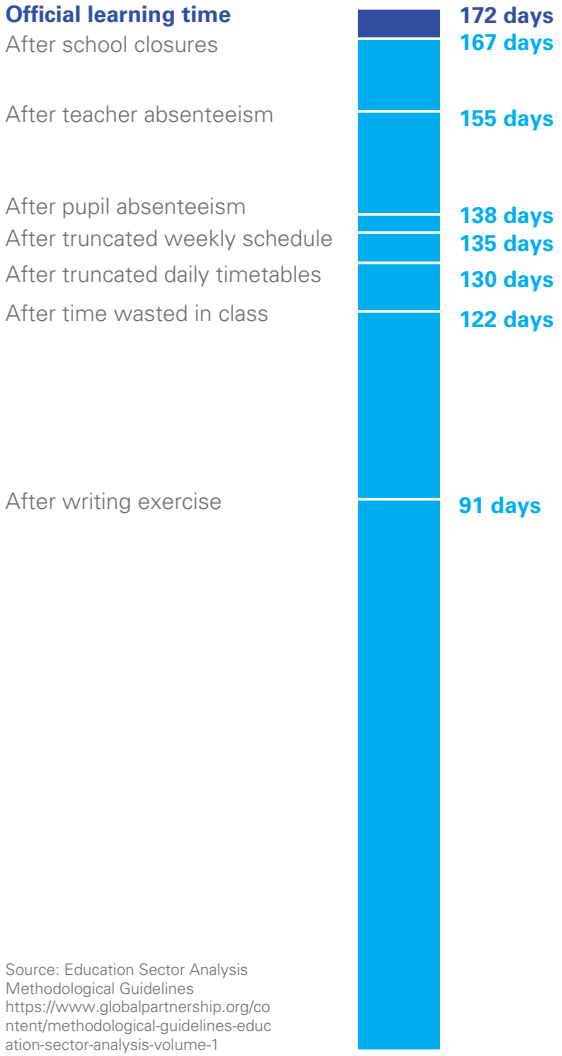
- Percentage of scheduled time teacher is teaching
- Percentage of scheduled time teacher is present but not teaching
- Percentage of scheduled time teacher is not in classroom



Many developing countries suffer significant losses of instructional time, which reduces student learning.

Source: World Bank, World Development Report 2018

Effective learning days, Mali, 2009/10



Source: Education Sector Analysis Methodological Guidelines https://www.globalpartnership.org/content/methodological-guidelines-education-sector-analysis-volume-1

There are many reasons for this loss of instructional time, including teacher absenteeism, late start of school years, early suspension of classes for exam preparation, etc.

Various factors lead to teacher absenteeism, including:

health issues

strikes

collection of pay

family reasons (death, marriage, birth, etc.)

follow-up of administrative issues

distance of home from school

unexcused/ illegitimate absenteeism, lack of motivation etc.

It is necessary to improve the coherence and alignment of education systems/actors towards the goal of learning and effective implementation.

Improving alignment and coherence is crucial to fix the "implementation gap" and escape the "low learning trap" and high inequality.

Power and politics influence both education policy and its implementation, but are not always fully considered in developing and monitoring education strategies, plans and programming.

ALIGNMENT

Education systems are traditionally aligned to enrollment goals, not learning

Education stakeholders have multiple interests and not all of them are consistent with improving learning outcomes.

It is important to build a coalition for learning that provides political space to innovate and experiment.

COHERENCE

Low performing education systems often lack coherence, and system components (e.g. curriculum, teacher training, assessment) do not reinforce a learning focus.

The beneficiaries of better learning (students, parents, and employers) often lack the information or short-term incentives to press for change.

Improving system coherence requires improving accountability between actors so that relationships are clear and consistent in terms of delegation, financing, information, and motivation.

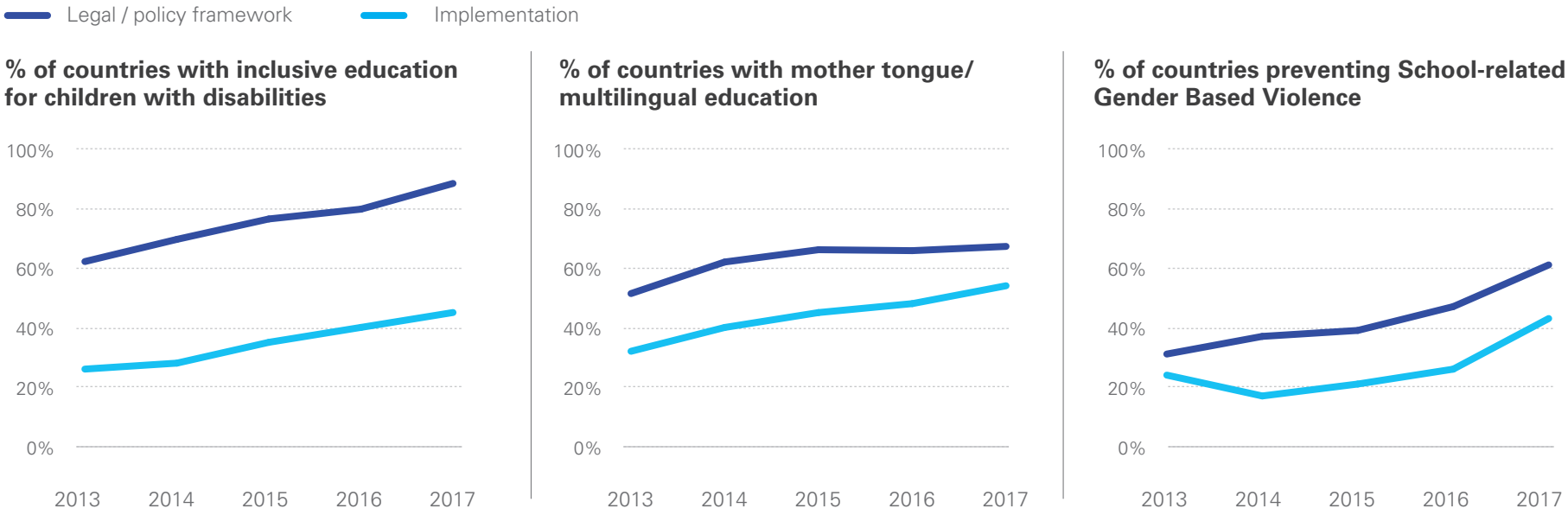
Source: World Bank, World Development Report 2018, RISE 2015

Multiple interests govern the actions of education stakeholders

Stakeholders	Learning-aligned interests	Competing interests
Teachers	Student learning, professional ethic	Employment, job security, salary, private tuitions
Principals	Student learning, teacher performance	Employment, salary, good relations with staff, favoritism
Bureaucrats	Well-functioning schools	Employment, salary, rent-seeking
Politicians	Well-functioning schools	Electoral gains, rent-seeking, patronage
Parents and students	Student learning, employment of graduates	Family employment, family income, outdoing others
Judiciary	Meaningful right to education	Favoritism, rent-seeking
Employers	Skilled graduates	Low taxes, narrowly defined self-interests
Nongovernment schools (religious, nongovernmental, for-profit)	Innovative, responsive schooling	Profit, religious mission, funding
Suppliers of education inputs (e.g., textbooks, information technology, buildings)	High-quality, relevant inputs	Profit, influence
International donors	Student learning	Domestic strategic interests, taxpayer support, employment

Source: World Bank, World Development Report 2018

Narrowing the "implementation gap" to ensure education policies and plans results in change in children's lives. Across thematic focus areas, countries report greater progress in establishing legal/policy frameworks than in their implementation.



Source: UNICEF Country offices
Note: Percentages refer to percentage of countries scoring 2.5 or more on relevant sub-dimensions. Implementation for Inclusive Education: Physical environment, Materials and communication, Human resources, Attitudes, EMIS. Implementation for mother tongue education: Alignment of curricula and training, Resource allocation, Community engagement. Implementation for SRGBV: Prevention and response mechanism, awareness, attitude and empowerment, data collection, availability and use

GPE evaluation

Only

57%

of Education Sector Plans produced in 2016/2017 are "achievable".

Planning must address both technical and political barriers in order to improve implementation.

Working at scale is not just "scaling up" (replication): new, system-wide forces come into play that may complicate and challenge implementation.

International best-practice (policy transfer) is unlikely to take root in countries with different social and political contexts.

Problem-driven iterative approaches may narrow the implementation gap by identifying locally-nominated problems and positive deviance (rather than pre-packaged intervention solutions).

Source: World Bank, World Development Report 2018; Andrews, Pritchett, Woolcock (2017), GPE Annual Report 2018

There is a large variation in the proportion of government spending directed towards education. Most countries are well below the financing target of 15-20% of public expenditure.

In nearly all regions there are countries that have reached or exceeded the financing target of 20%. However, most countries in most regions remain below the target.

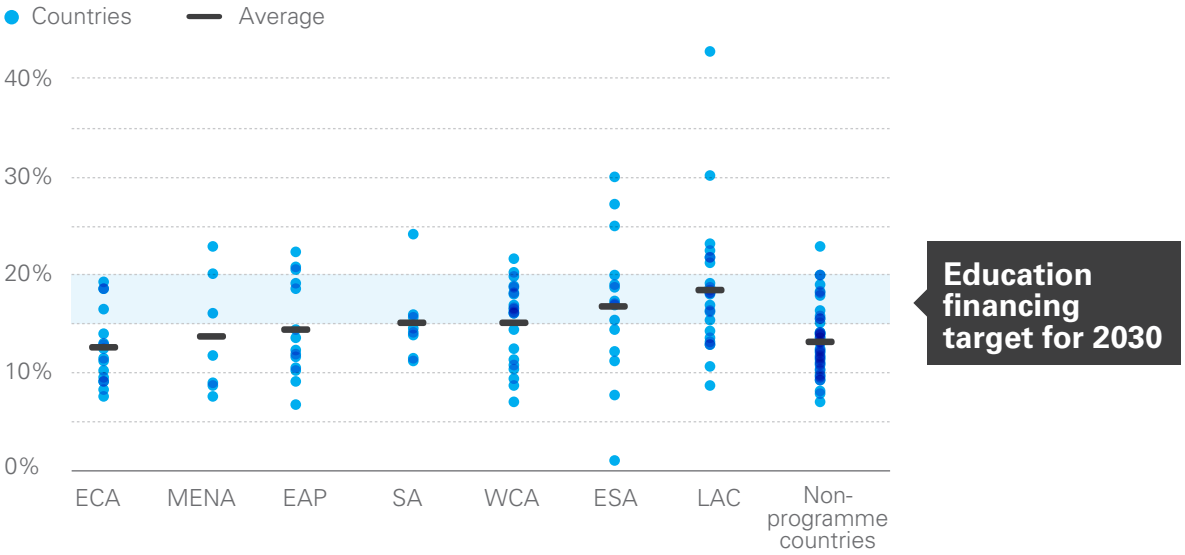
Incheon Declaration for Education 2030 committed to increasing public spending on education 4 to 6% of GDP or at least

15 to 20%

of total public expenditure.

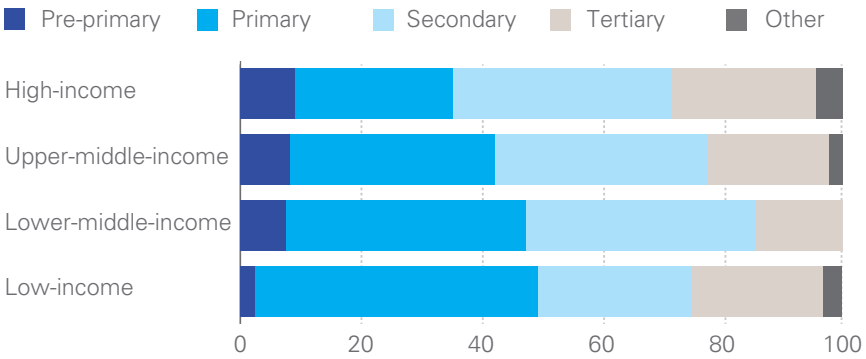
Low income countries direct significantly less of their education budgets towards pre-primary education, but still direct a relatively high proportion towards tertiary education.

Share of total public expenditure spent on education



Source: UNICEF Education Strategy team based on UIS data

Public education expenditure by level of education



Source: UNICEF Education Strategy team based on UIS data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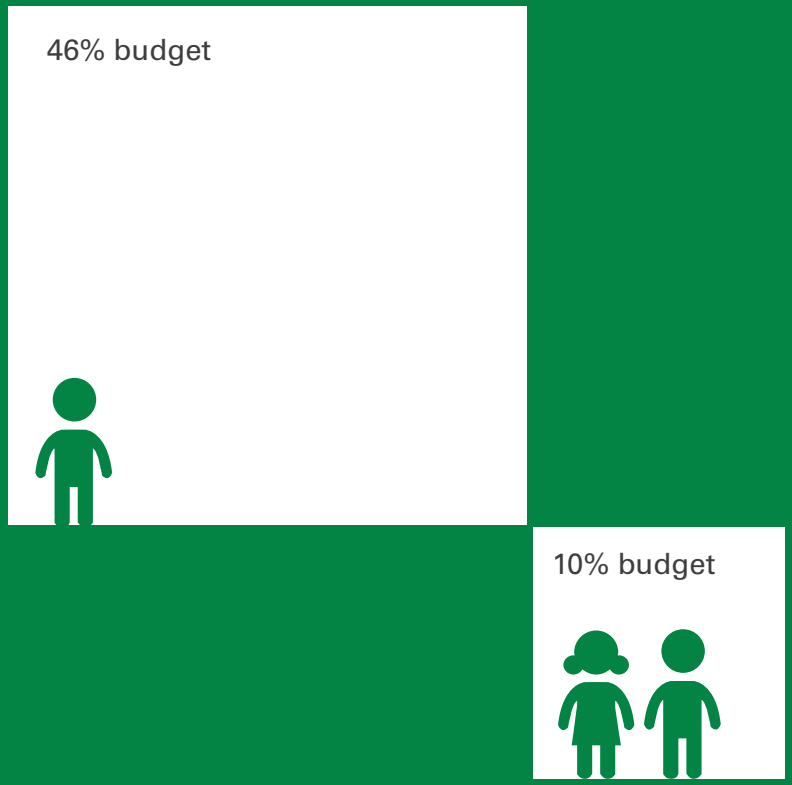


Public financing of education is often regressive:

low income countries spend 46% of their public education budgets on the 10% most educated students, and only 10% is spent on the

20%

poorest children

Low income countries spend 46 percent of their public education budgets on the 10 percent most educated students and only 10% on the 20% poorest children.

Share of public education resources spent on the 20% poorest children

On average in low income countries, only

10%

of public education resources is spent on the

20%

poorest children.

In lower middle income countries it is only 14%.

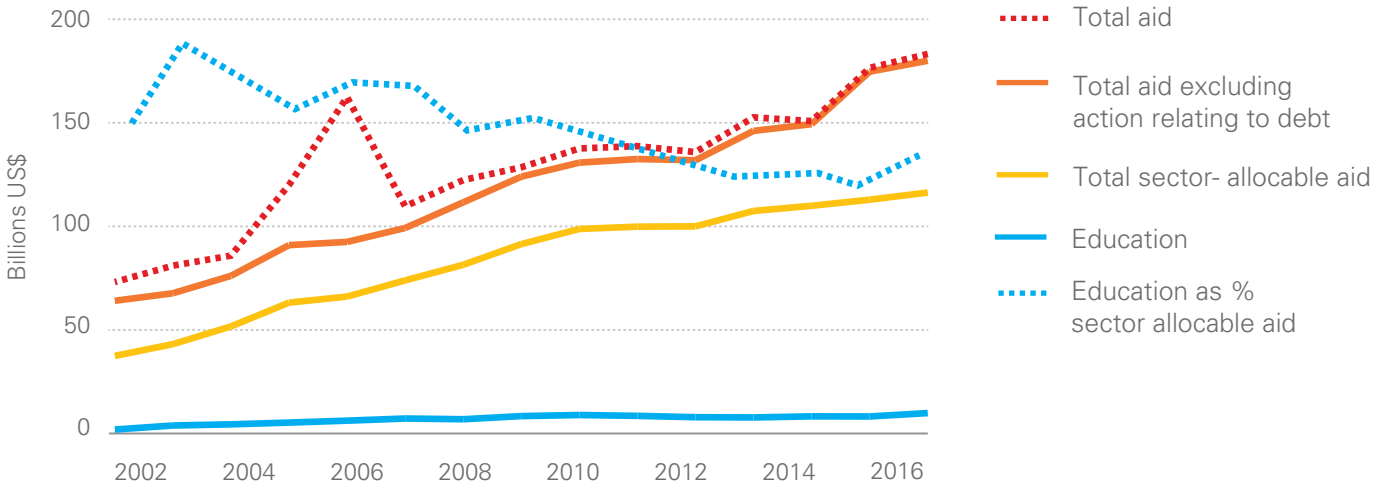
Sub-Saharan African countries are on average more regressive with their education spending.

EAP, SA, and LAC regions have countries with similarly inequitable education financing.

ECA region is close to equitable education spending, although data is limited.

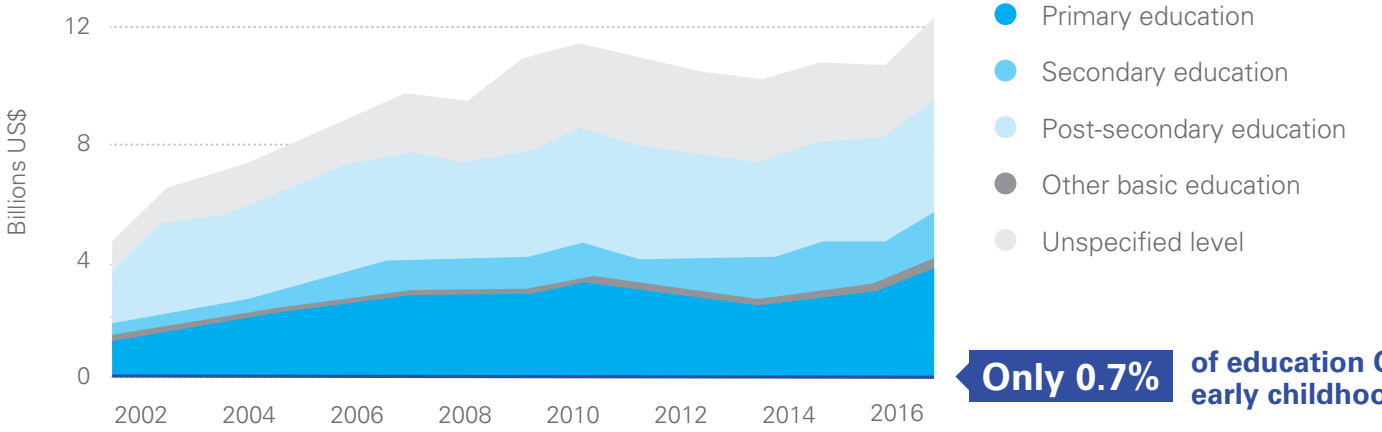
Source: UNICEF Education Strategy team based on UIS and household survey data

Education Aid has been increasing, but its share in total ODA has been declining, and the share dedicated to early childhood education is extremely low.



Education ODA has been increasing, but its share in total ODA has been declining.

Breakdown of education aid by subsectors



The share of education aid to post-secondary education has slightly decreased, in favor of basic and secondary education. But the amounts of ODA directed towards early childhood education is extremely limited.

Only 0.7% **of education ODA went to early childhood education in 2016**

Source: UNICEF Education Strategy team based on OECD / DAC data

Education ODA continues to prioritize post-secondary education and early childhood education receives

less than 1%

of Education ODA.

Many education systems

are inequitable and inefficient,

and do not prioritize developing learning and foundational skills in younger learners.

4 I UNICEF EDUCATION WORK
EXECUTIVE SUMMARY

HUMAN AND FINANCIAL RESOURCES

Funding for UNICEF education has increased, but education is still a low priority in UNICEF in comparison to other development partners.

The proportion of education staff within UNICEF has decreased during the last ten years and is very low compared to peer organizations. However UNICEF still has over 790 education staff across 144 countries.

UNICEF education expenditure in 2017 was USD 1.2 billion compared to approx. 500 million annually for the period 2006-2010. The increase during the last four years was driven by the increased resources for emergencies, in particular for responding to the Syria crisis.

UNICEF is in the bottom half of development partners in terms of budget priority for education: education is only 21% of the total programme spending and is only 12% of the spending funded by Regular Resources (non-earmarked funds).

There is large regional variation in the percentage of expenditure dedicated to education: from 49% in ECA (driven by emergency response in Turkey), to a low of 15% in WCA, and 13% in HQ.

RESOURCES

Resources mainly come from a limited number of key bilateral and multilateral donors.

Bilateral (46%) and multilateral donors (25%) are the main- and increasing- sources of funding.

Thematic funding and Regular Resources have decreased between 2012 and 2018, respectively from 24% to 11% and from 16% to 9% of the total funding.

The top 5 resource partners (European Commission, Norway, GPE, UK and Germany) represented 64% of the total resources in 2017.

There is a recent growth in partnerships with foundations and the private sector, but these remain a small proportion of resources and tend to be highly earmarked for specific activities.

SPENDING

Spending is largely directed to countries affected by humanitarian situations.

48% of UNICEF education spending takes place in only ten countries, including 31% in Syria-crisis affected countries.

Globally, during the 2014-2017 period, UNICEF spending in education was $0.6 per school-age child per year with large variation across regions and countries and significantly higher amounts in countries facing the highest education challenges and/or emergencies (from $2.4 per child in MENA to $0.17 in EAP; from $80 per child in Lebanon to $0.03 in China).

UTILIZATION

The past 10 years have seen a significant trend towards more system strengthening activities.

Since 2006 the percentage of education expenditure on system strengthening activities has more than doubled (from less than 20% to 40%).

In recent years, a reduction in the proportion of expenditure on service delivery activities has reversed due to an increase in emergency response expenditure.

There is proportionally more spending on system strengthening work in ECA, LAC, WCA, and more spending on service delivery support in crisis-affected regions such as MENA, ESA and SA and in countries facing higher education challenges.

UTILIZATION

There has been a greater focus on capacity development than on evidence generation.

Compared to other UNICEF Programme areas, education system strengthening work has focused more on capacity development and less on evidence generation/research.

Between 2014 and 2017 the proportion of education system strengthening work on evidence generation/research was approximately half that of other UNICEF Programme areas.

RESULTS

Spending is used to deliver results in service delivery, system strengthening and global public goods.

Service delivery: between 2014 and 2018, UNICEF provided education to 43.5 million children in emergencies, delivered learning materials to 70.7 million children and trained 238,851 school management committees/school communities.

Support to education system strengthening contributed to progress achieved in multiple thematic areas, e.g. early learning policies, gender-based violence in and around schools, and learning assessment systems.

UNICEF led, or co-led with partners, the development and implementation of many global/regional public goods.

Funding for UNICEF education has increased but is still a low budget priority compared to that of other development partners.

UNICEF is in the bottom half of development partners for the education share of social sectors aid.

For the Health/Nutrition and Child Protection/ Social Inclusion shares, UNICEF is in the top half of development partners in terms of budget priority.

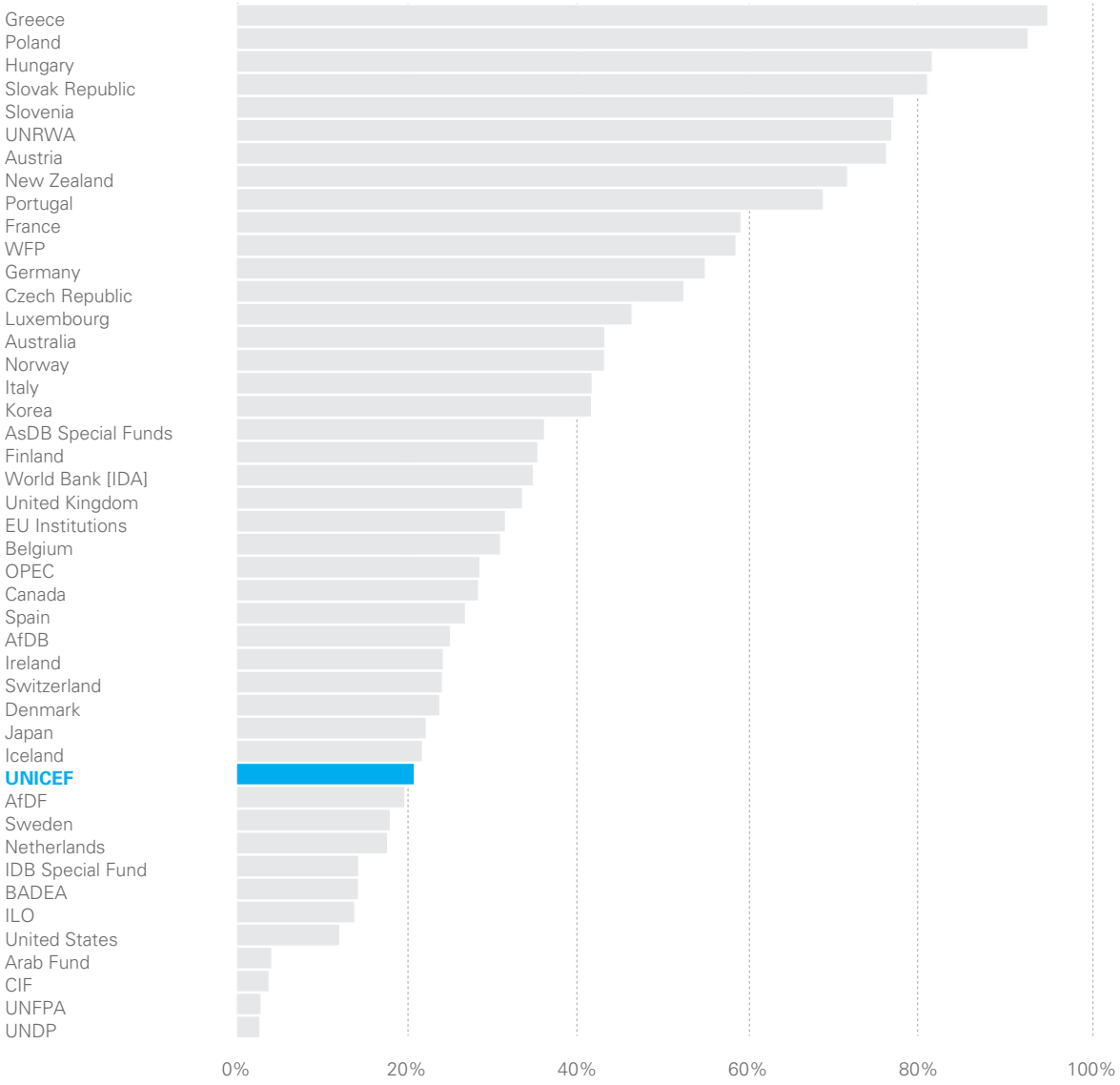
Spending was USD 1.2 billion in 2017 (as opposed to around USD 500 million for the period 2006-2010). This represents only 0.1 % of global annual education spending in low and middle income countries (USD 1.2 trillion).

For the period 2014-2017, education's share is only

21%

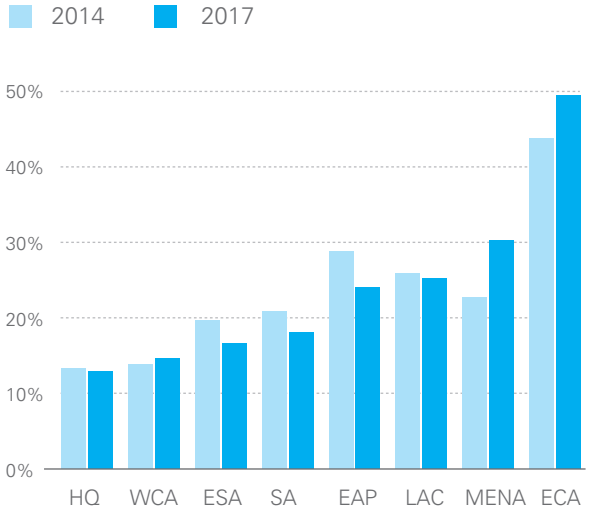
of the total spending.

Share for Education within social sectors aid, 2014-2016



Source: UNICEF Education Strategy team based on OECD/DAC data
Note: data for donors are funding and data for UNICEF is spending

Share of UNICEF spending for education, by region

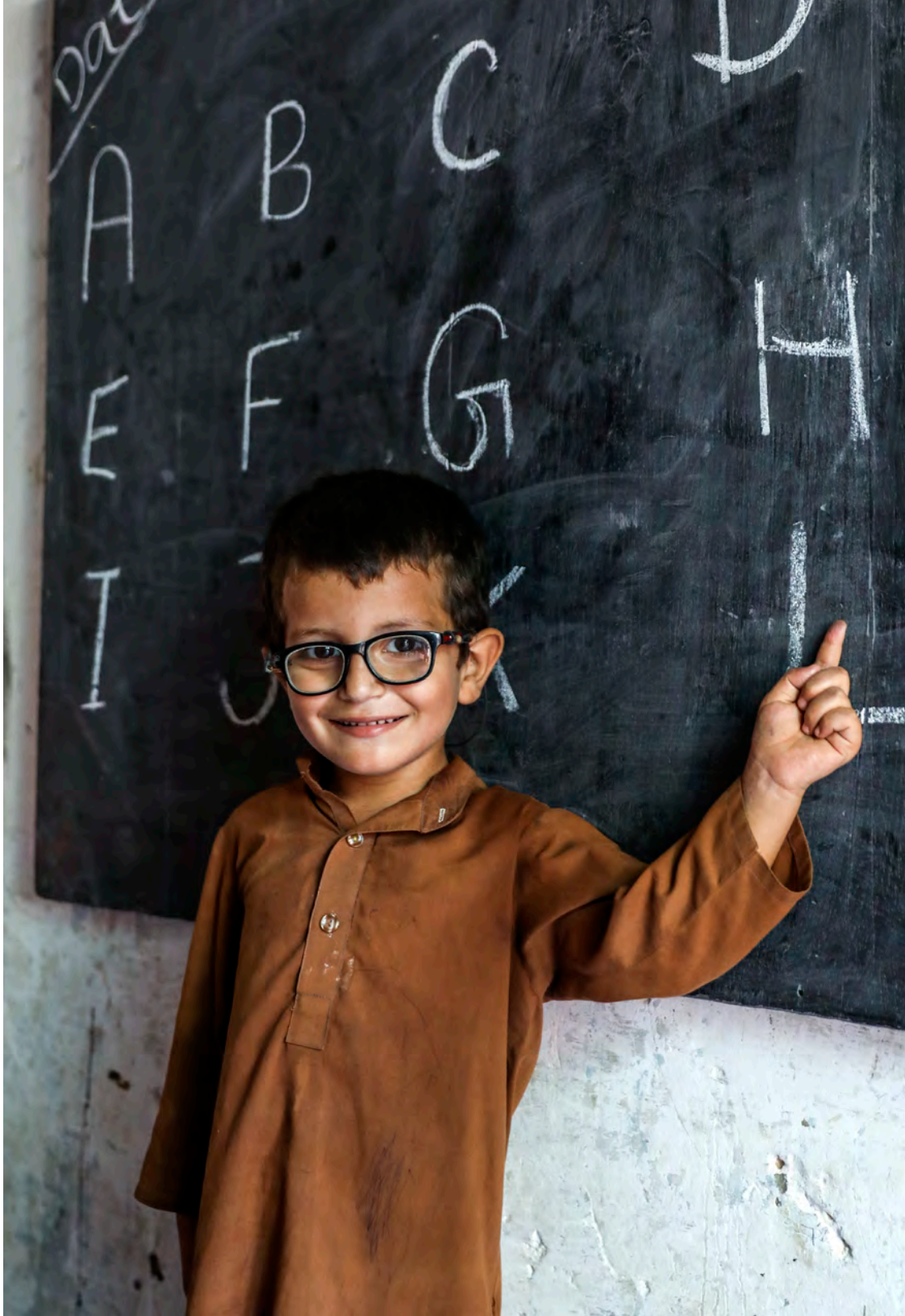


Spending priority for education is higher (and increasing) in ECA and MENA and on the low side in HQ, Sub-Saharan Africa and South Asia.

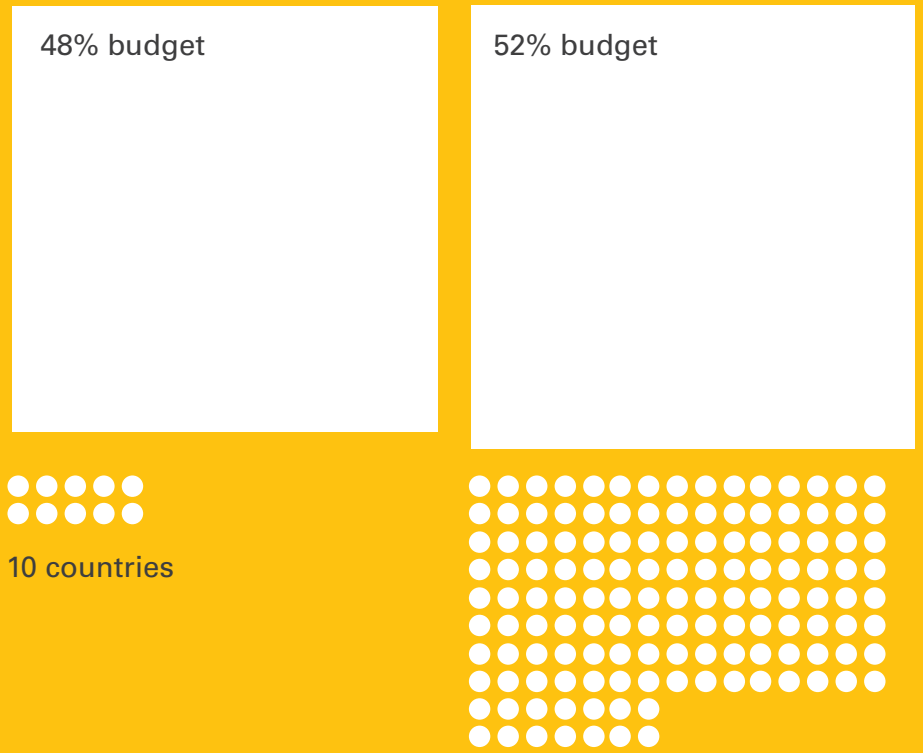
UNICEF sectoral human resources as a proportion of total human resources

Domain	2006	2016
Health and HIV/AIDS	**25%**	**20%**
Nutrition	**11%**	**9%**
WASH	**12%**	**14%**
Education	**20%**	**16%**
Child protection	**19%**	**17%**
Social inclusion	**2%**	**4%**
Cross-sectoral	**10%**	**20%**
Total programmes	100%	100%

downward trend




Convención sobre los
Derechos de la Niñez
Versión para niñas, niños y adolescentes
Derecho a la vida, a la identidad y a la familia
JESÚS ES EL CAMINO
JUAN 14:6



Between 2014-2017

48%

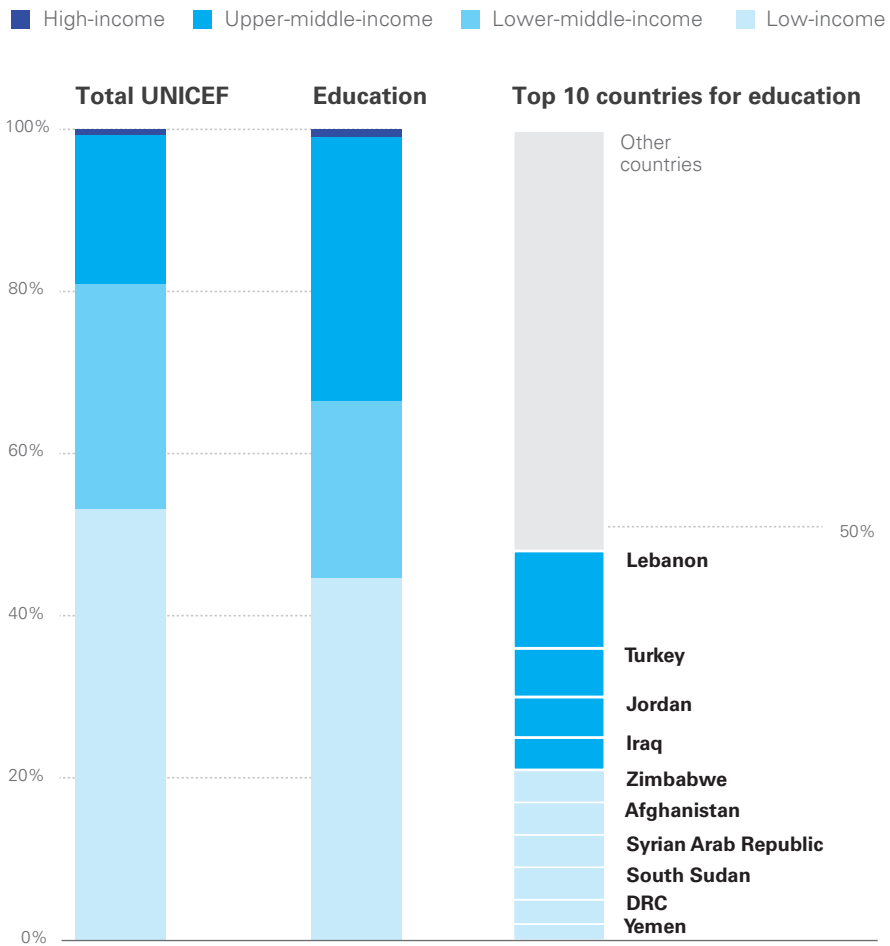
of UNICEF education spending

occurred in only ten countries.

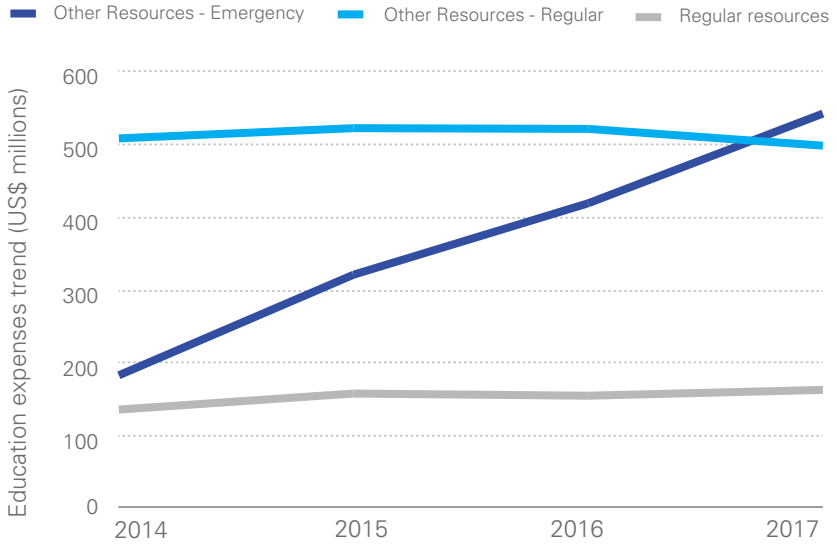
Only ten countries account for nearly half of education expenditure, all of them in humanitarian or fragile settings.

Distribution of UNICEF spending 2014-2017, Education and Total

By income group



Education expenses trend by type of resources



Source: UNICEF Education Strategy team based on internal data

The increase in education spending was driven by the increase of resources for emergencies, in particular for responding to the Syria crisis in ECA (Turkey) and MENA.

In 2018 50% of UNICEF education spending occurred in only eight countries, including 40% in five countries affected by the Syria crisis.

Resources come mainly from a limited number of key bilateral and multilateral donors. The shares coming from the Education Thematic Fund and regular resources are decreasing.

Bilateral

46%

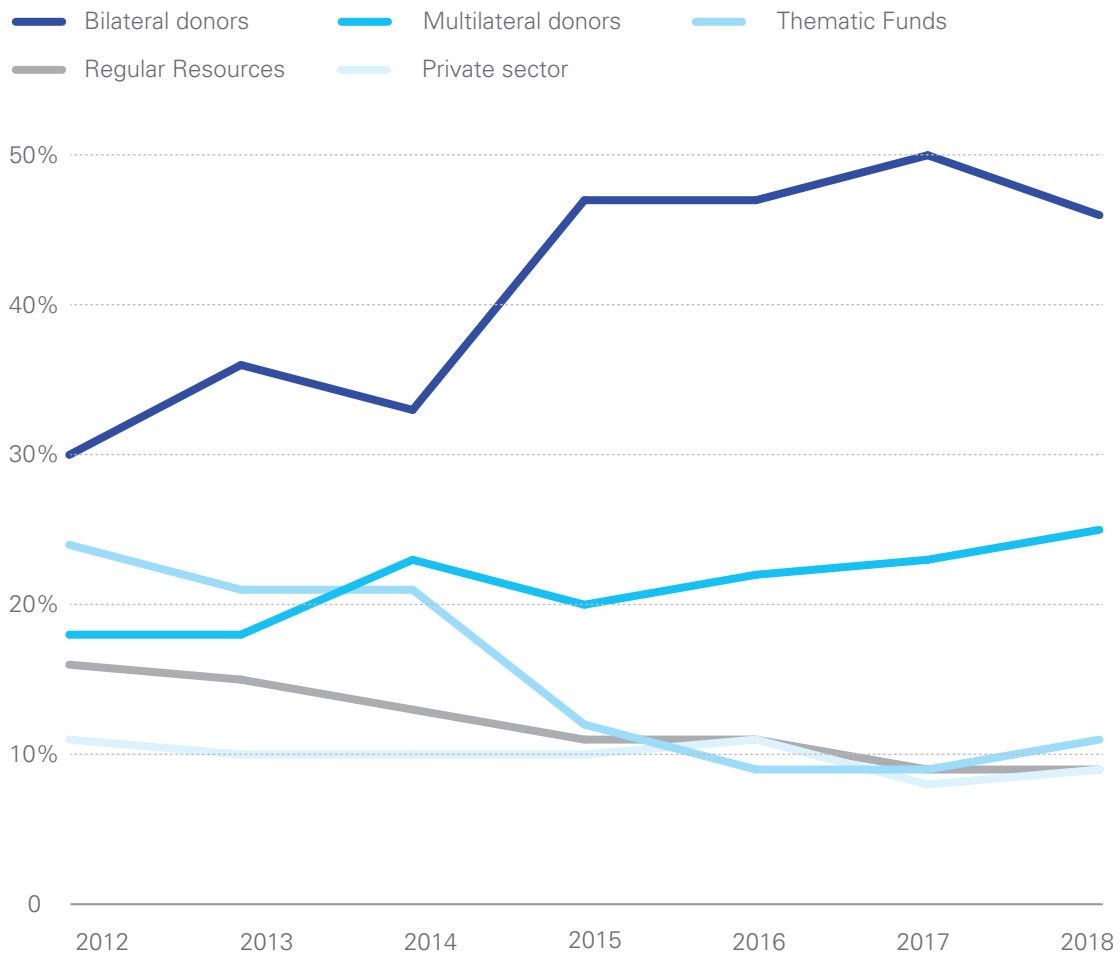
and multilateral donors

25%

are the main - and increasing - sources of funding.

Thematic funding and Regular Resources have decreased, respectively from 24% to 11% and from 16% to 9% of total funding.

UNICEF Education portfolio by type of resources



Source: UNICEF Education Strategy team based on infernal data

Comparison with other progamme areas, 2017-2018

	Education	Programme areas
Bilateral donors	48%	42%
Multilateral	24%	27%
Thematic Funds	10%	6%
Regular Resources	9%	14%
Private sector	9%	11%
Total	100%	100%

Comparatively less resources have come from Regular Resources (non earmarked), and more from Thematic Fund.

Top 10 resource partners to education by contribution, 2017, US$ million

European Commission	164.7
Norway	76.8
Global Partnership for Education	52.3
United Kingdom	41.9
Germany	34.6
UNICEF Qatar (private sector fundraising)	32.6
United States	23.1
Education Cannot Wait	22.3
Canada	21.1
Japan	14.0

Source: UNICEF Education Annual Results Report 2017

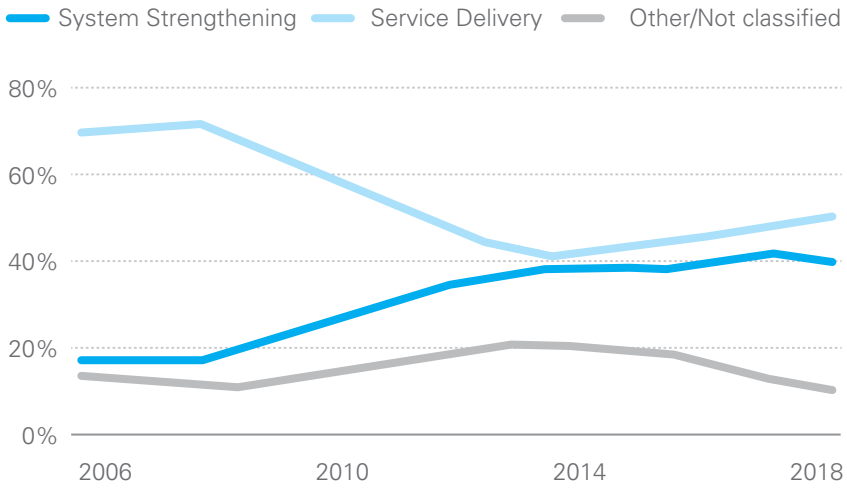
In 2017, the top five partners (European Commission, Norway, GPE, UK and Germany) represented 64% of the resources.

Since 2006, there has been an increased prioritization for system strengthening, and service delivery has recently picked up mainly due to support education in emergencies.

There has been 10+ year increasing trend in system strengthening work.

For the period 2014-2017, 75% of UNICEF's education service delivery work was concentrated in 15 countries – mainly emergency contexts, and with a particular focus on the Syria crisis.

Evolution of education spending by type of support

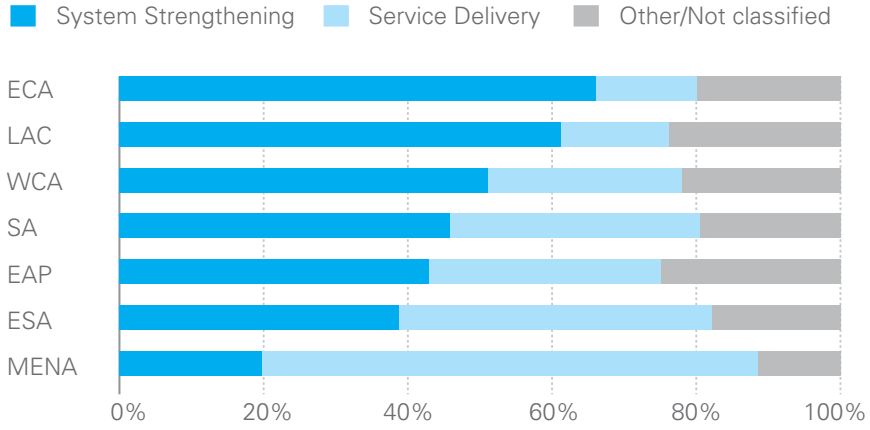


There has been 10+ year increasing trend in system strengthening work

Source: UNICEF Education Strategy team based on internal data, 5-year moving averages

There has been proportionally more system strengthening work in ECA, LAC and WCA, and more service delivery support in MENA, ESA and EAP and in countries facing higer education challenges

Distribution of spending by type and by region (2014-2017)



Source: UNICEF Education Strategy team based on internal data, 5-year moving averages

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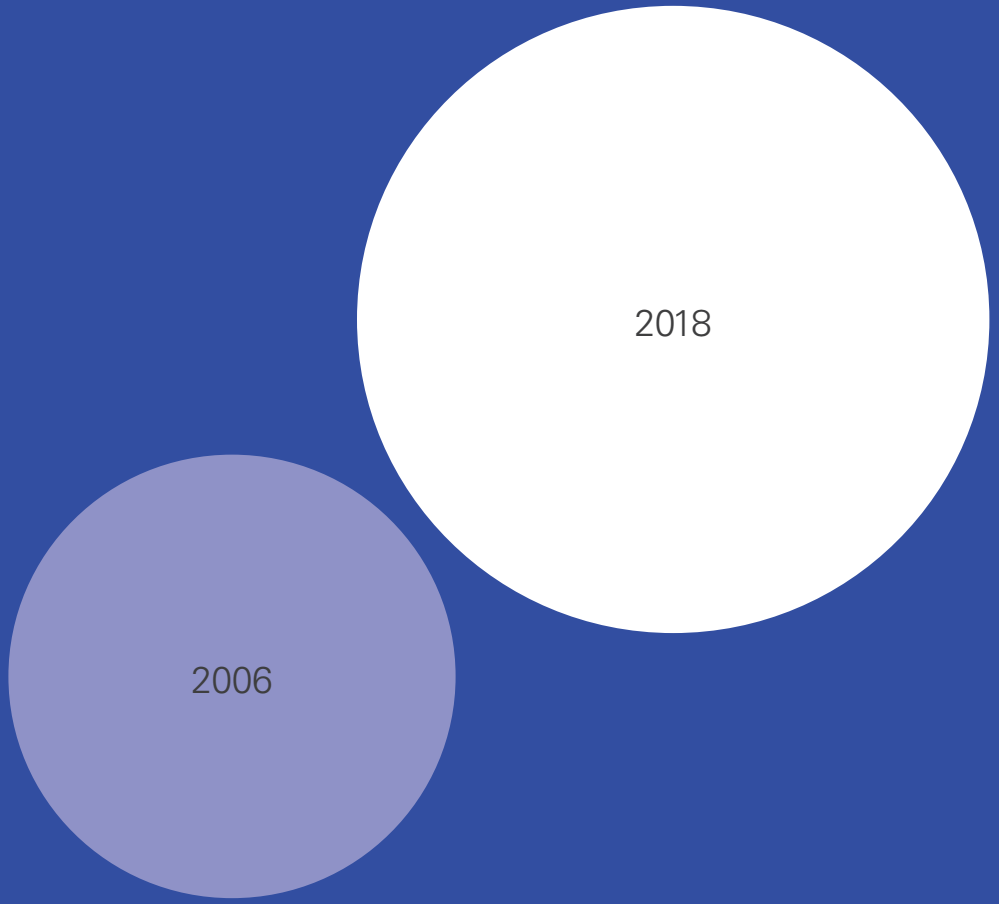


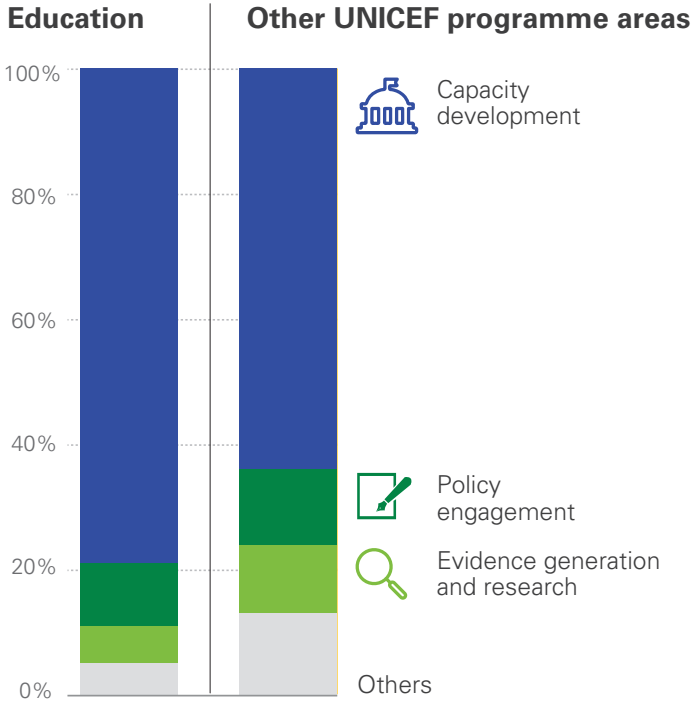
Since 2006 the percentage of education expenditure on system strengthening activities has

more than doubled,

from less than 20% to 40%.

Compared with other UNICEF Programme areas, education system strengthening has focused more on capacity development and less on evidence generation/research.

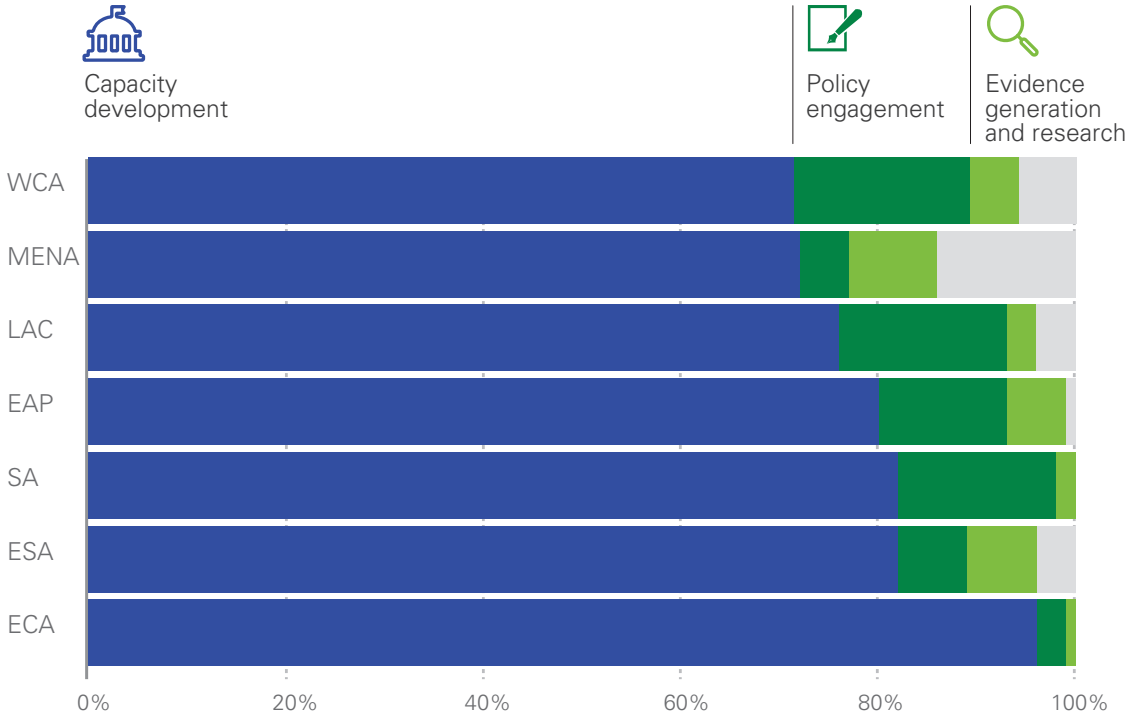
Distribution of the type of system strengthening work. Comparisons between Education and the other UNICEF programme areas (2014-2017)



Source: UNICEF Education Strategy team based on internal data.
Others include: advocacy, south-south and horizontal cooperation, partnerships, advocacy and public engagement, market shaping.

Compared with the other programme areas, UNICEF Education focuses more on capacity development (institutional strengthening) and less on evidence generation and research.

Distribution of the type of system strengthening work. Comparisons across regions (2014-2017)



Source: UNICEF Education Strategy team based on internal data

A similar pattern can be seen across regions, but has some variation.

Although more children than ever before are enrolled in school, the duty-bearers obligated to realize this right for every child are collectively

failing to improve learning,

and this failure is deep and broad, and has significant consequences.

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for every child