Teaching and learning
Achieving quality for all

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By 2015, many countries will still not have reached Education for All goals.

Global education goals after 2015 must track progress of the marginalized.

Post-2015 goals must include specific targets to finance education.

There is a global learning crisis that is hitting the disadvantaged hardest.

Good quality education can only be achieved with good quality teachers.
Progress in reducing out of school numbers has slowed

Millions of children remain out of school in 2011
Number of primary school age children out of school, by region, 1999–2011

If the 1999–2008 trend continued there would be 23 million out-of-school children in 2015.

Note: The dotted line from 2008 to 2015 is based on the average annual absolute reduction in the number of out-of-school children between 1999 and 2008.
By 2015, many countries will still not have reached the EFA goals.
Poor rural girls in low income countries only spend 3 years in school.

All young people should spend at least nine years in school.
On current trends, a long way to go to achieve primary completion

The poorest rural girls are lagging far behind the richest urban boys

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<th>Primary</th>
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<td>richest boys</td>
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Increasing domestic spending can help fill the financing gap. Increasing tax revenue and allocating 10% to basic education could meet **over half** of the $26 billion financing gap.

Sources: IMF (2012); Annex, Statistical Table 9.
Fall in aid threatens education in the poorest countries

Aid to basic education fell:
- by 6% between 2010 and 2011
- for 19 low income countries in 2011

Only US$1.9 billion of basic education aid was allocated to low income countries in 2011.

Source: OECD-DAC (2013)
250 million children are failing to learn the basics

Of the 650 million primary school age children in the world

38% of children are not learning the basics

130 million are in primary school but have not learned the basics.

120 million have not even completed 4 years of school.
17 million more children learning the basics in sub-Saharan Africa.
One-quarter of those aged 15 to 24 in poor countries are unable to read a single sentence.

175 million young people in low and lower middle income countries are unable to read.

Despite recent advances in girls’ education, a generation of young women has been left behind.

25% of young people in low and middle income countries are illiterate.

40% of young people in sub-Saharan Africa are illiterate.
Poorer children learn less

Children completing primary school and achieving minimum learning standards in mathematics, sub-Saharan Africa and Latin America

Central and West Africa
Southern and Eastern Africa
Latin America
Policy-makers must support teachers to end the learning crisis.
Strategy 1: Recruit the best candidates

Source: UIS (2013)

Replacement for attrition:
- 3.7 million teachers needed

Additional teachers:
- 1.6 million teachers needed

Total primary teacher recruitment needed (millions):
- 5.3 million

Sub-Saharan Africa: 60%
POLICY RECOMMENDATIONS:

Policy-makers must attract the best candidates to teaching

- All trainees need, at a minimum, to have completed secondary education with good grades.
- There should be a good balance of male to female teachers.
- Teachers from a diverse range of backgrounds need to be attracted to the profession.
Strategy 2: Train all teachers well

In one out of three countries, less than three-quarters of teachers are trained to national standards.

Source: UIS database.
Policy-makers must provide good quality pre-service and ongoing teacher education

- Teachers must be equipped to meet the needs of those from disadvantaged backgrounds.
- Teacher trainees should have classroom experience and new teachers need support of mentors.
- Training must not stop once teachers are in the classroom.
- Teacher educators need training too.
Strategy 3: Allocate teachers to reach the disadvantaged

The unequal allocation of teachers is affected by four main factors

1. Urban bias
2. Ethnicity and language
3. Gender
4. Subjects
Policy-makers must allocate the best teachers where they are most needed

- Teachers should be provided with incentives to work in remote areas
- Local recruitment of teachers helps to ensure sufficient teachers are working in difficult areas
Strategy 4: Provide incentives to retain teachers

Teachers in some poor countries are not paid enough to live on

In at least 8 countries, teachers are paid less than US$10 a day – not enough to support their families.

POLICY RECOMMENDATIONS:

Provide incentives to retain the best teachers

- Teachers should be paid enough to meet at least their basic needs.
- Teachers also need an attractive career path that rewards those who students at risk of not learning.
Measures are needed to address teacher misconduct:

- to tackle gender-based violence
- to reduce teacher absenteeism
- to prevent teachers offering private tuition to their own students.
Policy-makers must support teachers with strategies that:

- Support learning from the earliest years delivered at an appropriate pace.
- Identify and support low achievers with classroom assessment.
- Provide education in relevant languages.
- Promote inclusion through the curriculum.
- Provide accelerated second-chance programmes.
Make teachers part of the solution

- **Train**
- **Allocate**
- **Recruit**
- **Retain**

*Policy-makers must support teachers to end the learning crisis*

250 million children aren't learning the basics. The goal: all children in school and learning.
TEACHING AND LEARNING: Achieving quality for all

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