

Teaching and learning

Achieving quality for all

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Director 2013/4 EFA Global Monitoring Report

Global Education Meeting, Oman

Senior Officers Meeting

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Key messages

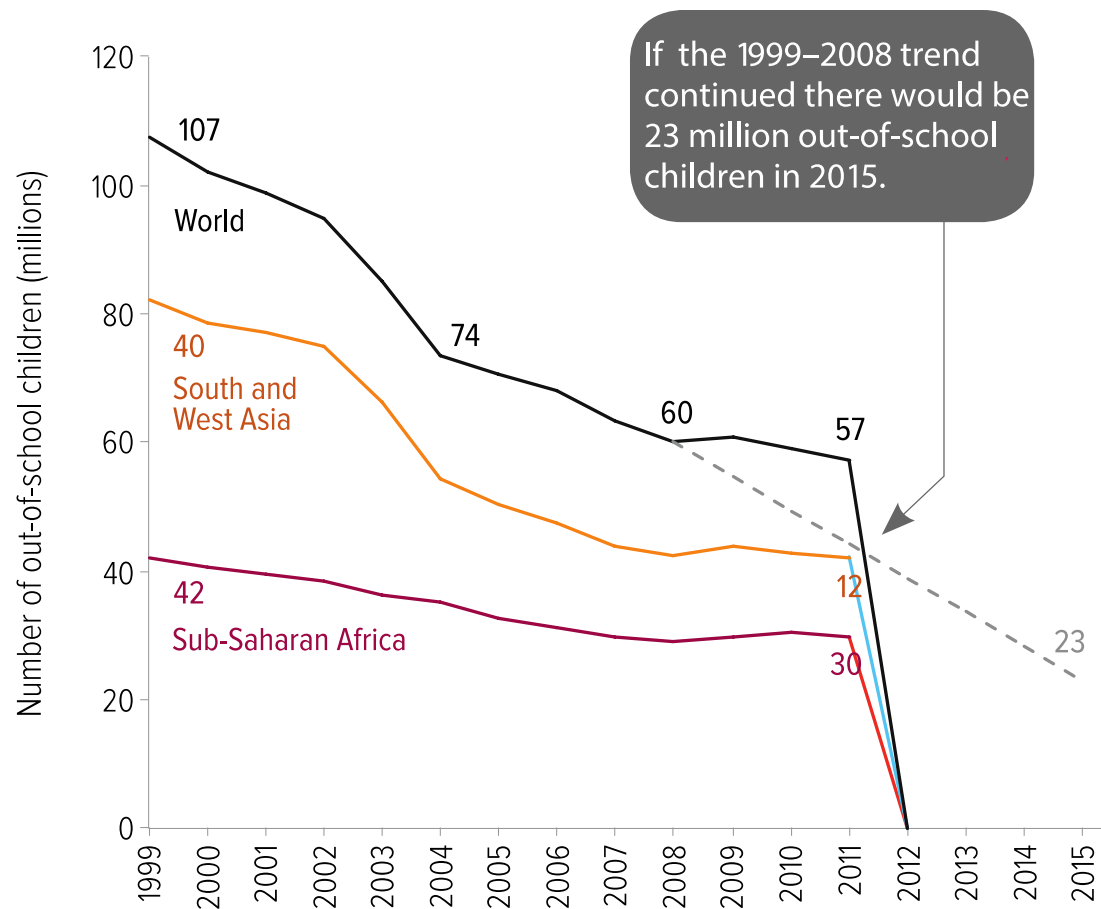


- By 2015, many countries will still not have reached Education for All goals.
- Global education goals after 2015 must track progress of the marginalized.
- Post-2015 goals must include specific targets to finance education.
- There is a global learning crisis that is hitting the disadvantaged hardest.
- 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



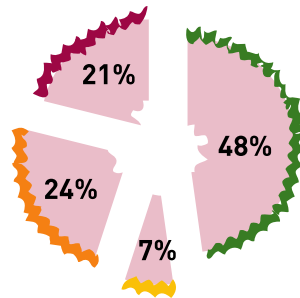
Note: The dotted line from 2008 to 2015 is based on the average annual absolute reduction in the number of out-of-school children between 1999 and 2008.

Sources: UIS database; EFA Global Monitoring Report team calculations (2013).

By 2015, many countries will still not have reached the EFA goals

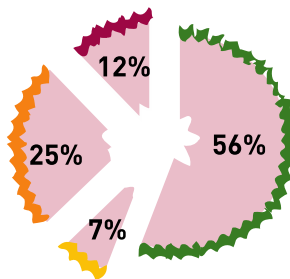
Goal 1

Pre-primary education



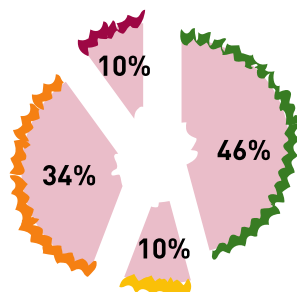
Goal 2

Primary education



Goal 3

Lower secondary education



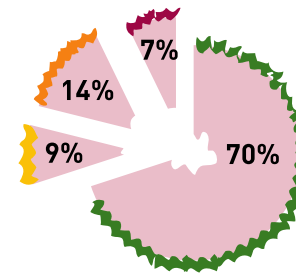
Goal 4

Adult literacy



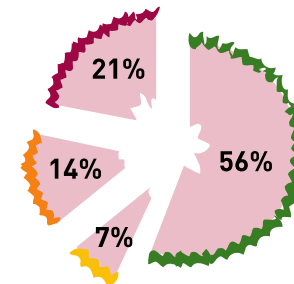
Goal 5

Primary education gender parity



Goal 5

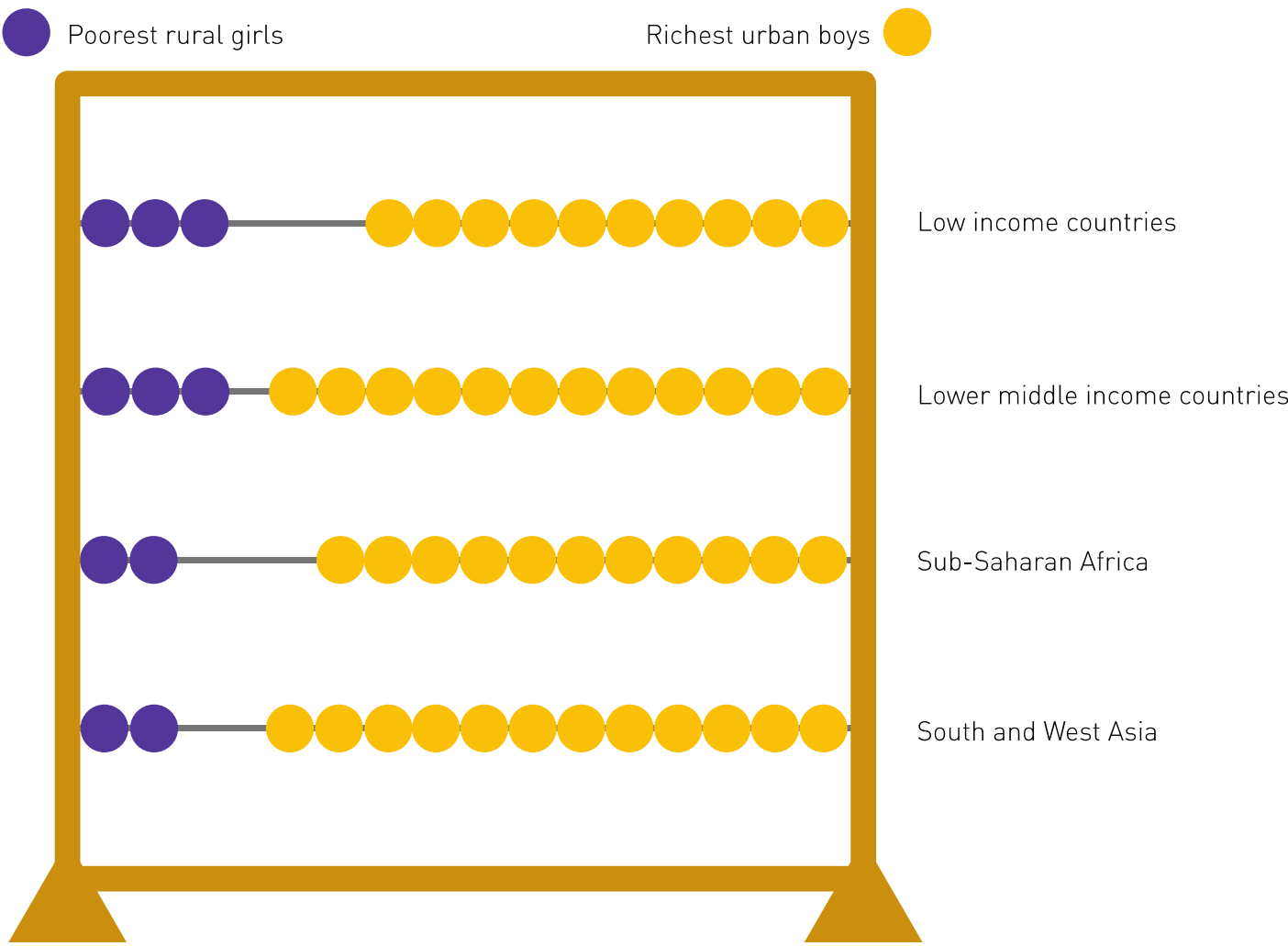
Lower secondary education gender parity



Wide inequalities in education likely to remain by 2015

Poor rural girls in low income countries only spend 3 years in school

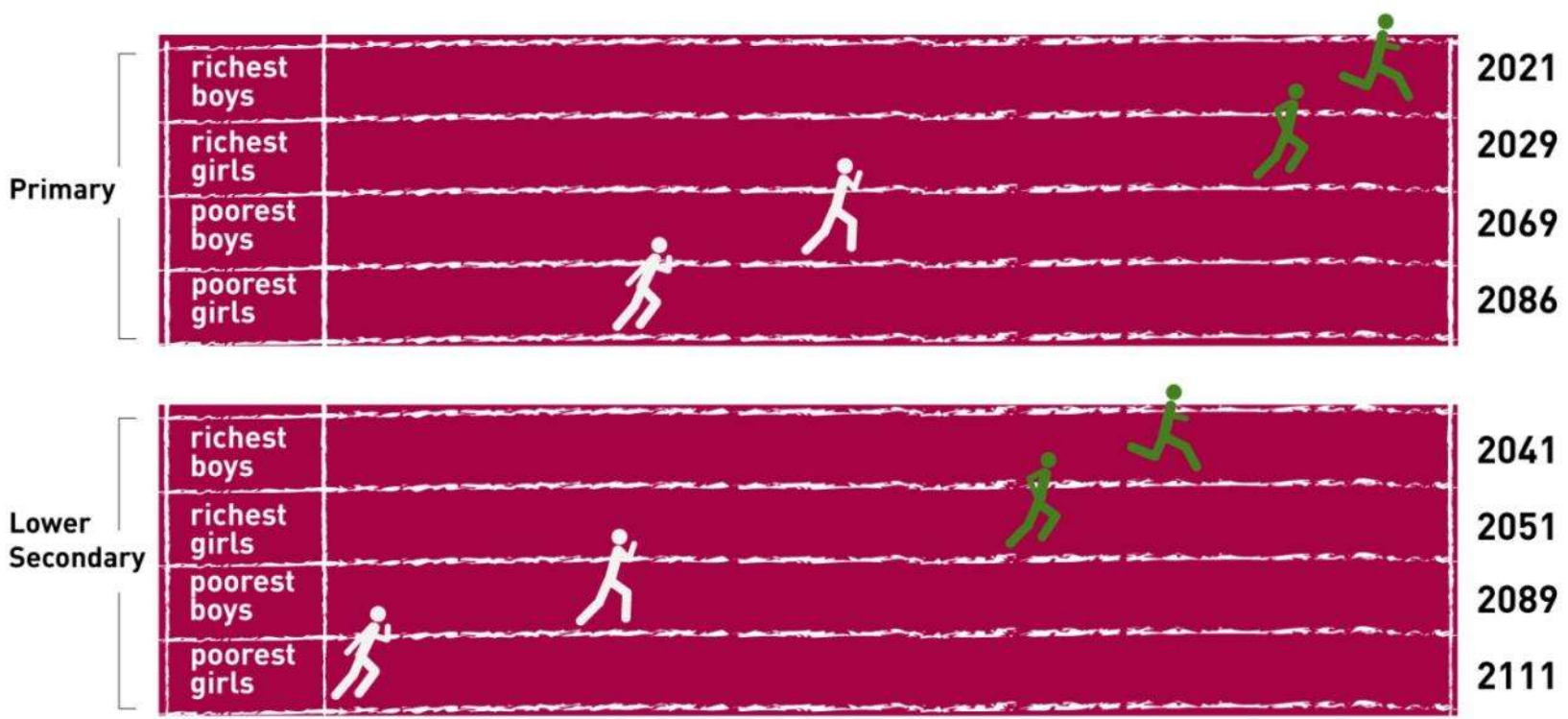
All young people should spend at least nine years in school.



On current trends, a long way to go to achieve primary completion

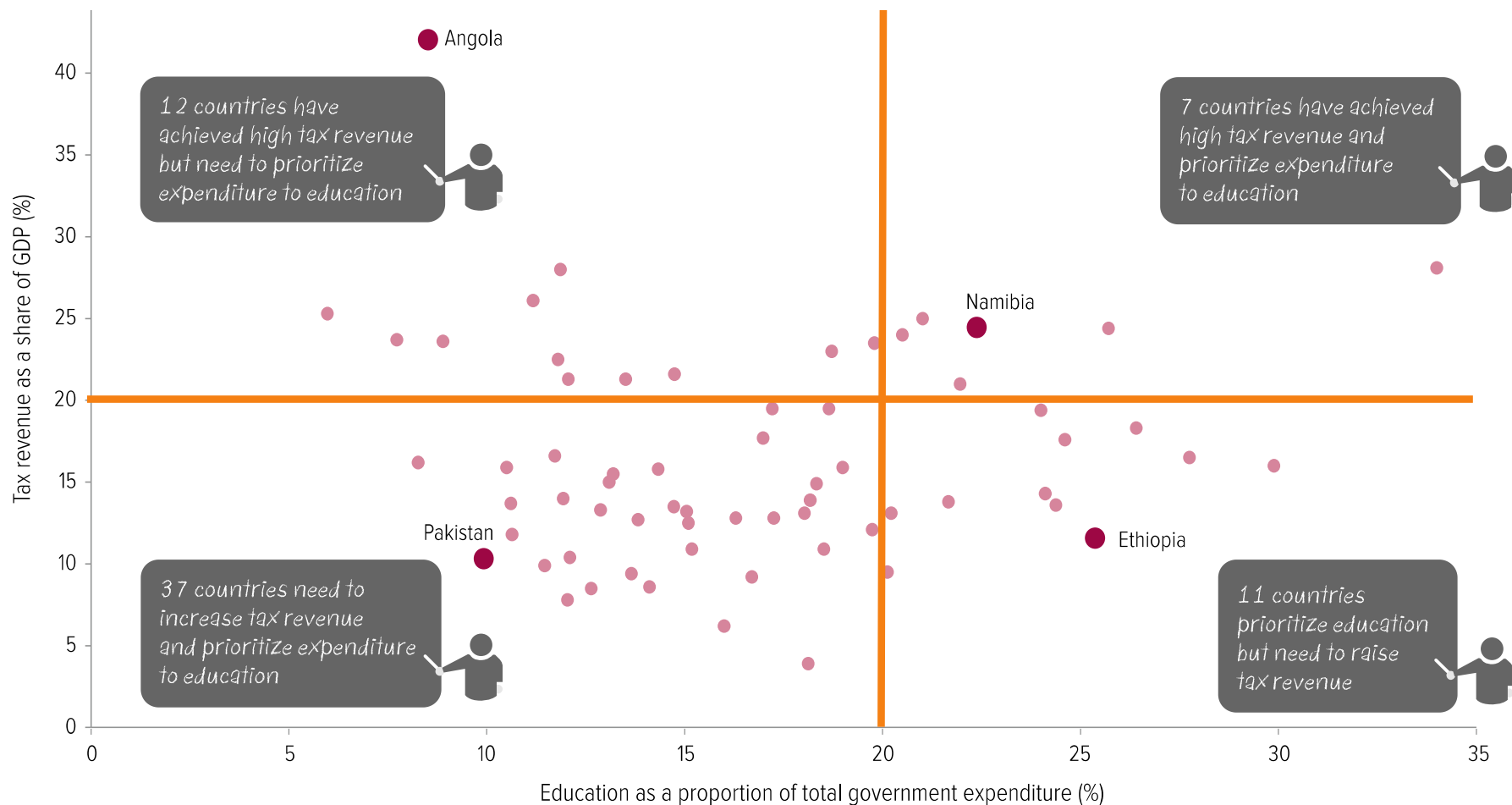
The poorest rural girls are lagging far behind the richest urban boys

Estimated
date of
completion



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

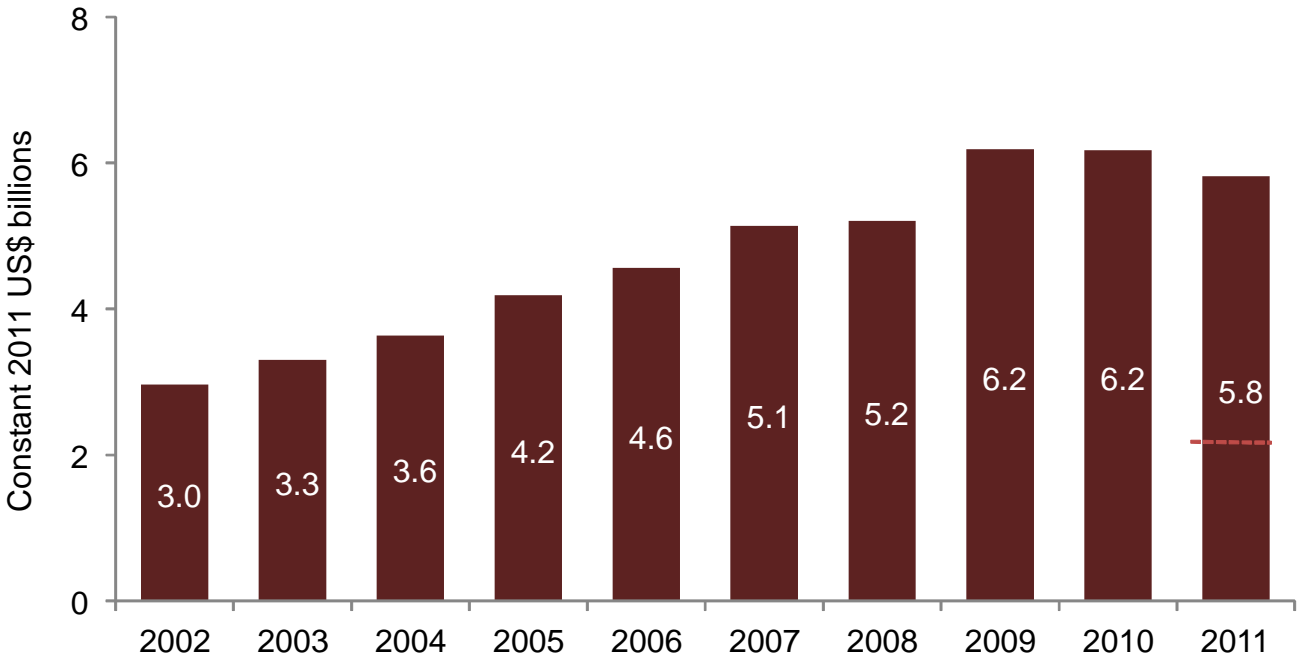


Sources: IMF (2012); Annex, Statistical Table 9.

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.

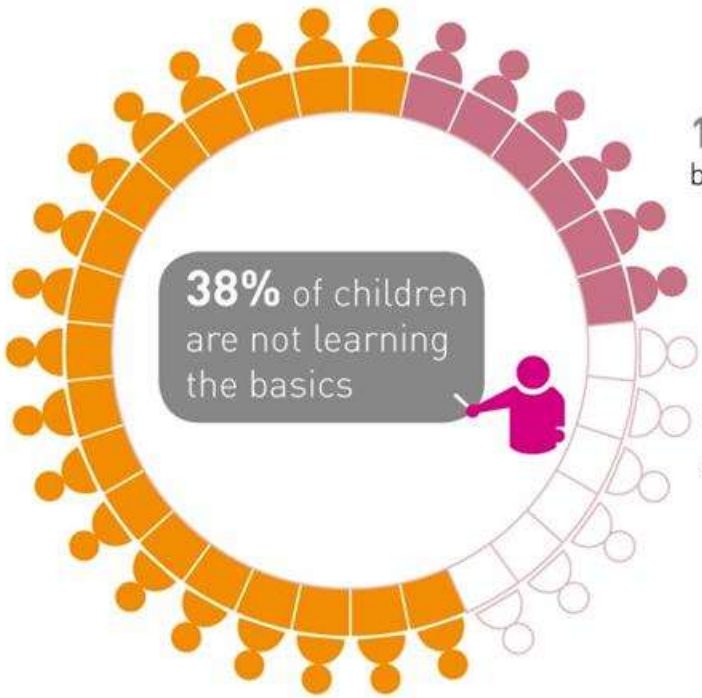
Source: OECD-DAC (2013)

Teaching and Learning: Achieving quality for all



250 million children are failing to learn the basics

Of the 650 million primary school age children in the world



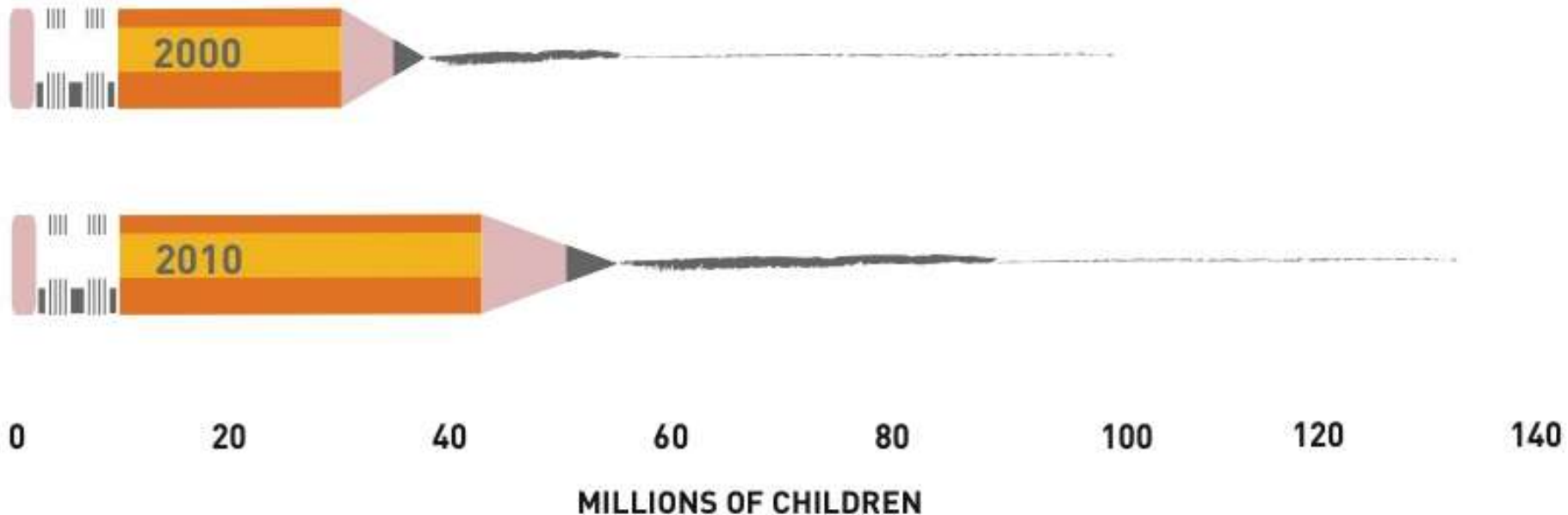
130 million are in primary school but have not learned the basics.



120 million have not even completed 4 years of school.

17 million more children learning the basics in sub-Saharan Africa

SUB-SAHARAN AFRICA: 45% MORE LEARNERS OVER THE DECADE



Spent at least 4 years in school and learned the basics



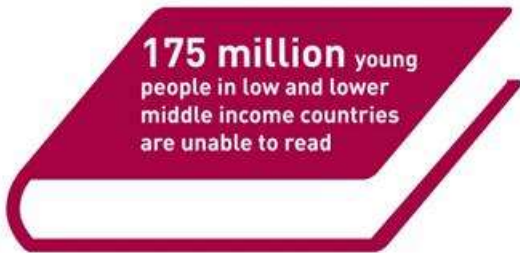
Spent 4 years in school but did not learn the basics



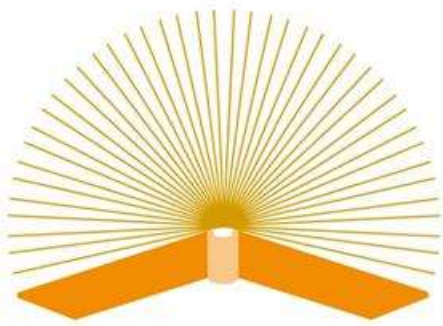
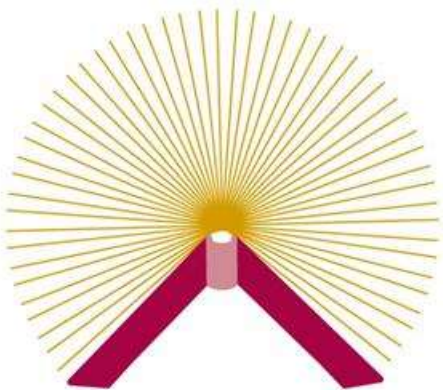
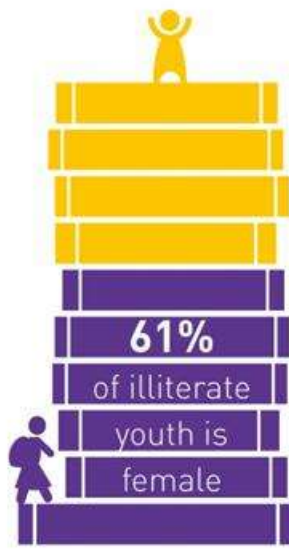
Have not even spent 4 years in school

Poor quality education leaves a legacy of illiteracy

One-quarter of those aged 15 to 24 in poor countries are unable to read a single sentence.

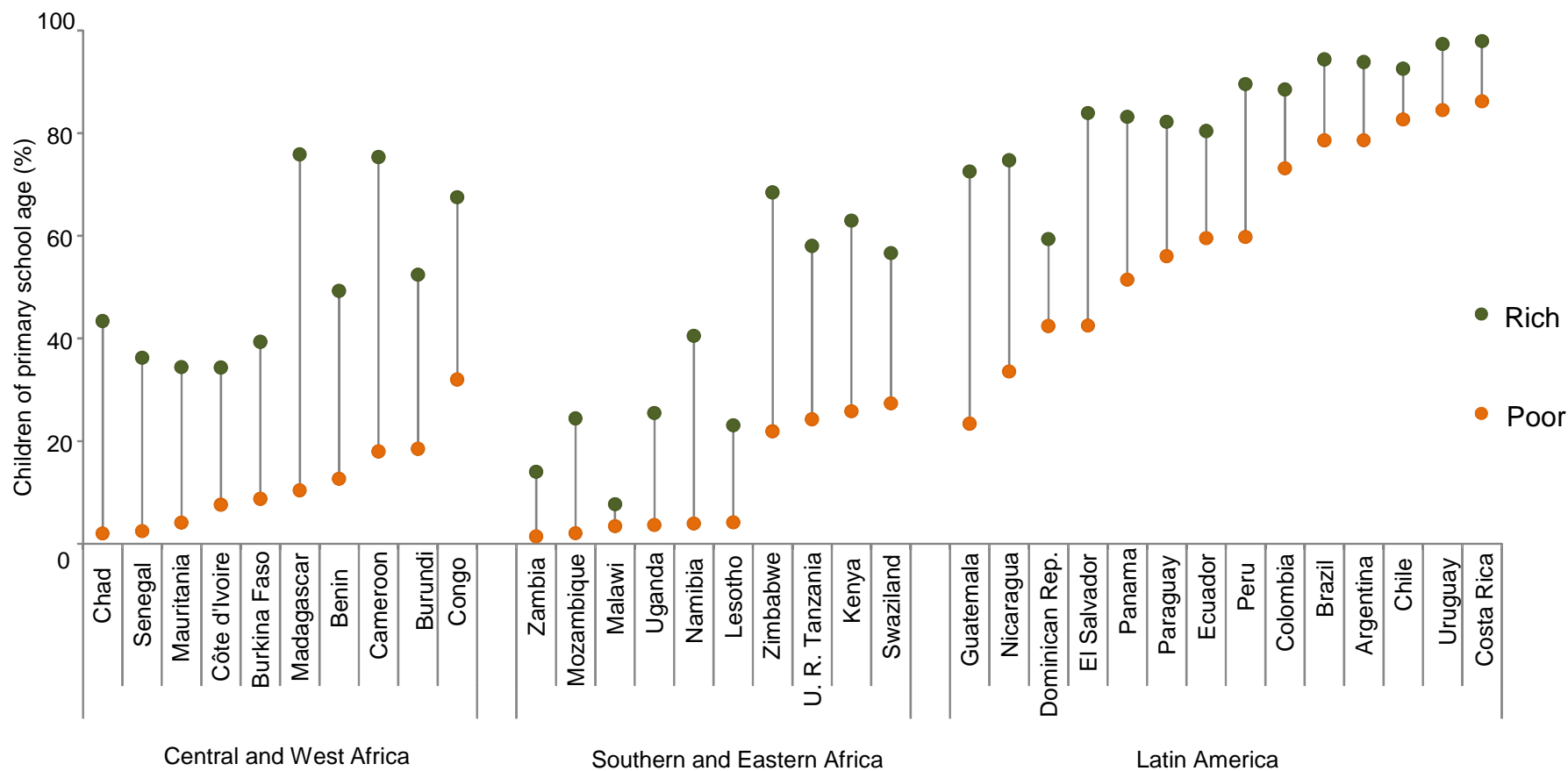


Despite recent advances in girls' education, a generation of young women has been left behind



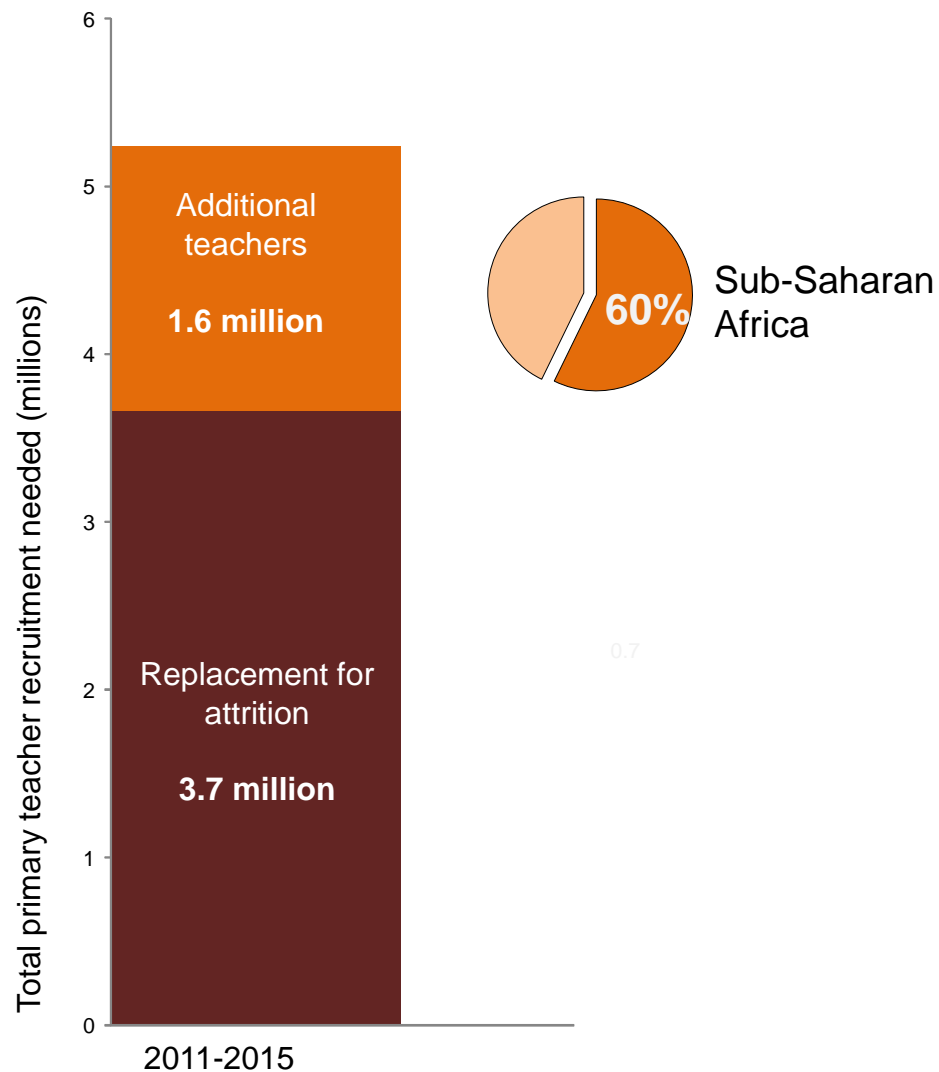
Poorer children learn less

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





Strategy 1: Recruit the best candidates



Source: UIS (2013)

POLICY RECOMMENDATIONS:

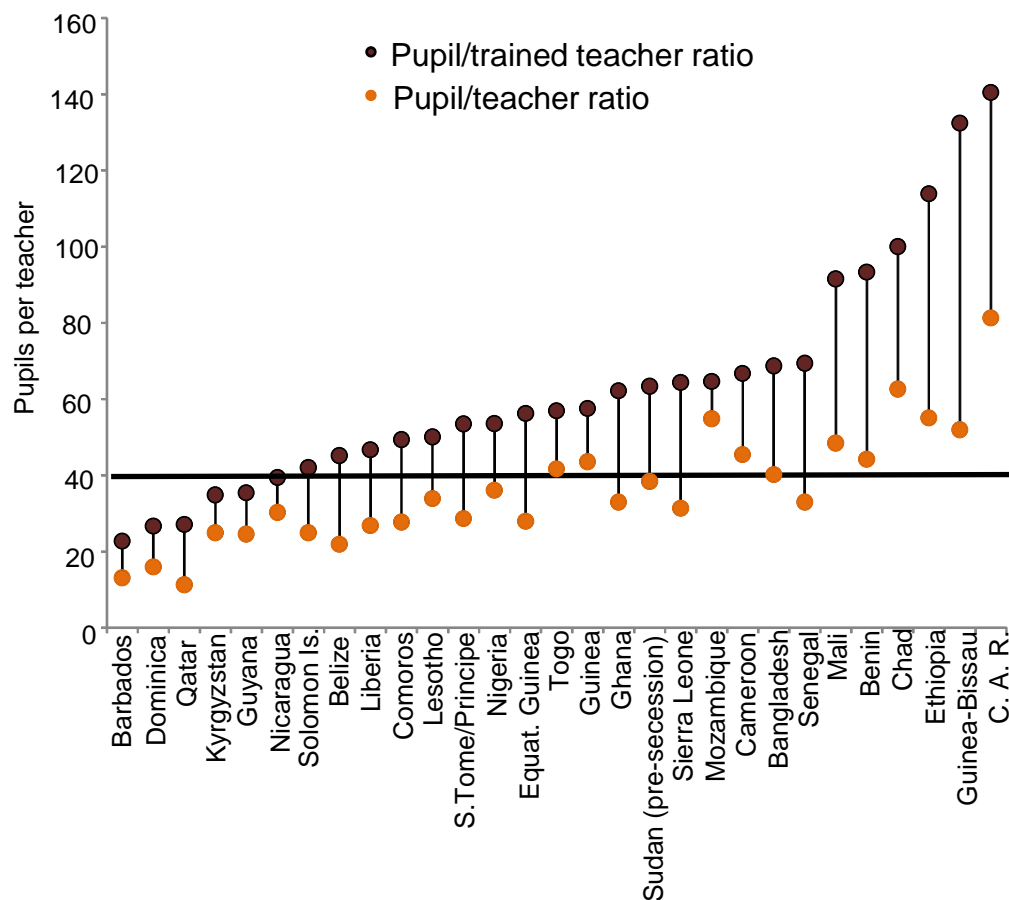
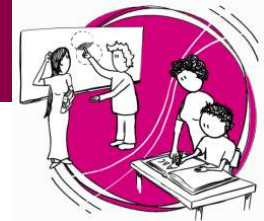


Policy-makers must attract the best candidates to teaching

- 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 RECOMMENDATIONS



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 RECOMMENDATIONS

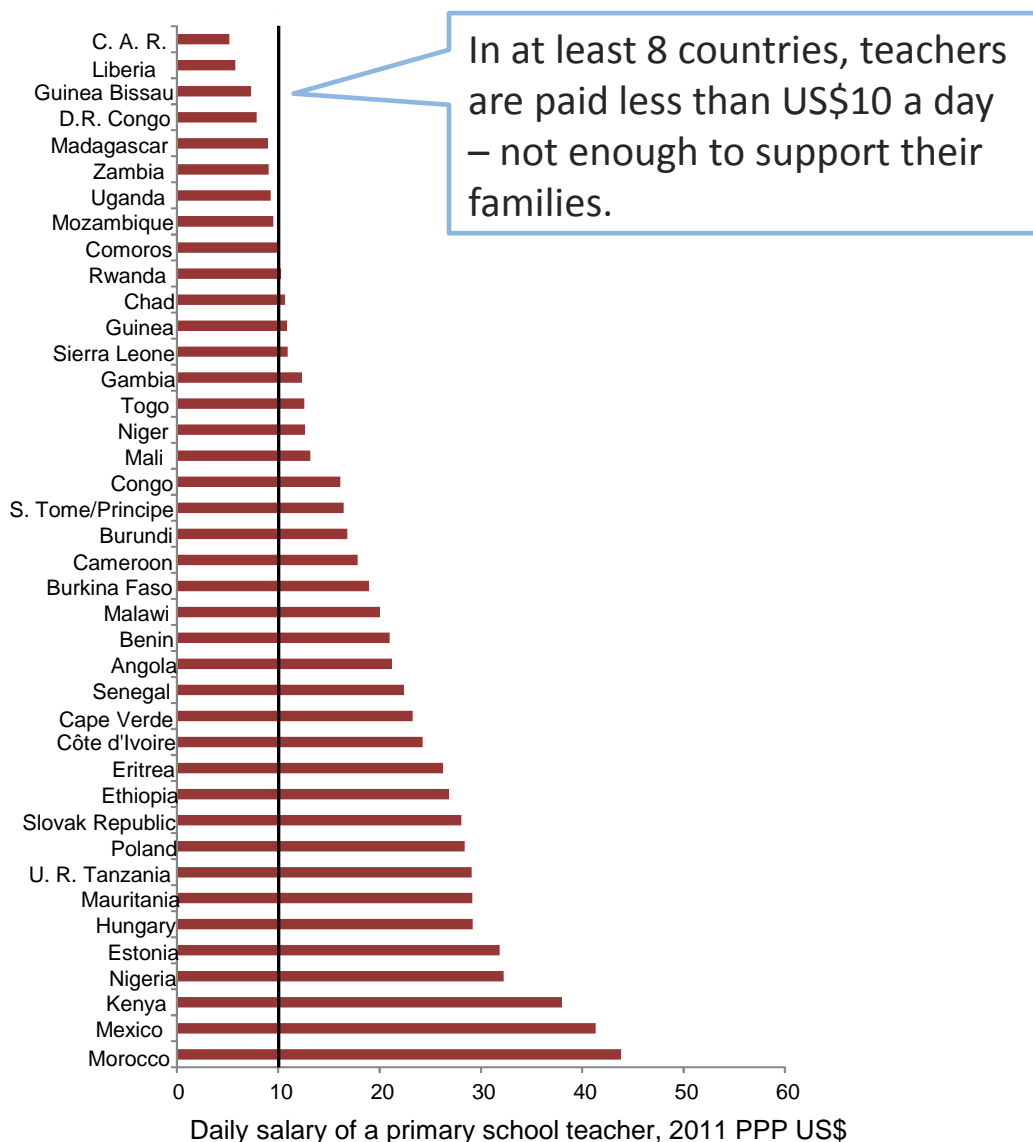


Policy-makers must allocate the best teachers where they are most needed

- 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



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.

Strengthen teacher governance

Measures are needed to address teacher misconduct:

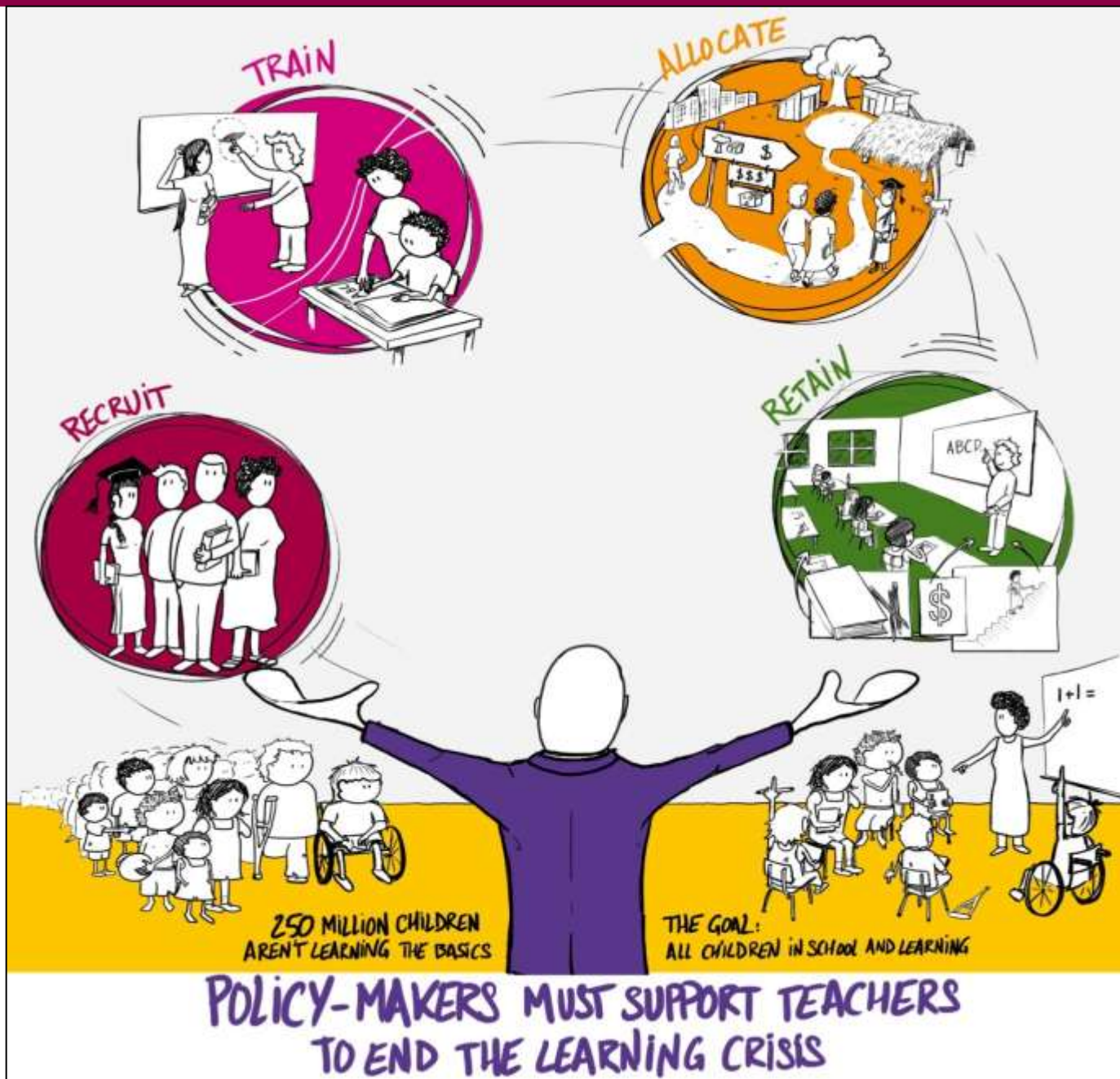
- to tackle gender-based violence
- to reduce teacher absenteeism
- to prevent teachers offering private tuition to their own students.

Provide appropriate curriculum & assessment strategies

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



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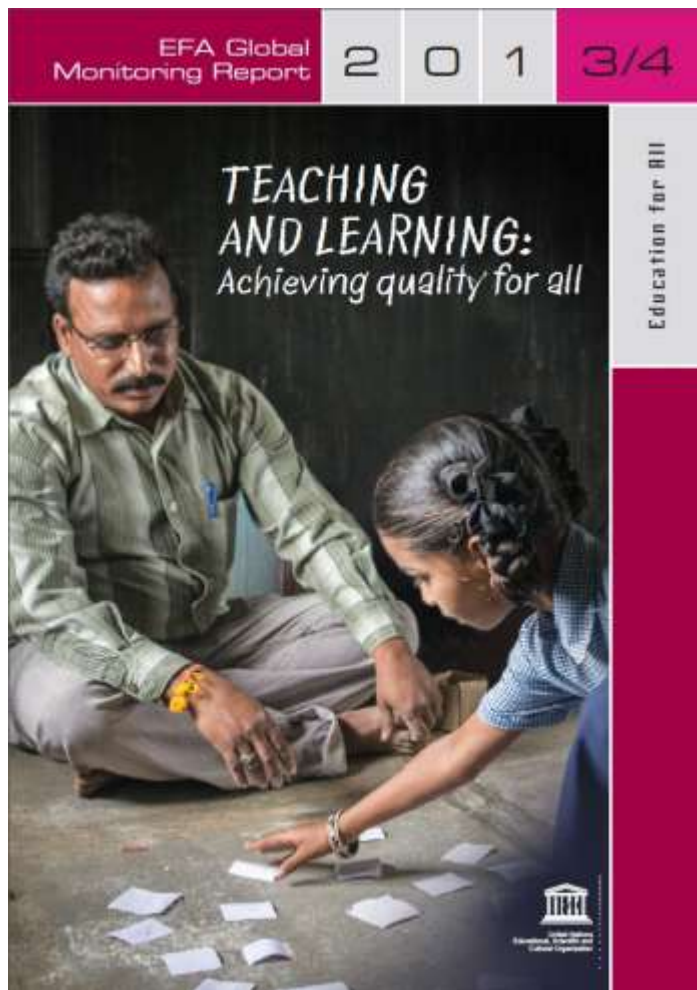
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