

Universal Primary/Basic Education: Goal #2

Central Asia EFA MDA Technical Workshop

5-9 February, 2007

Garnett Russell

UNESCO Bangkok

EFA Dakar Framework for Action

“Ensuring that by 2015 all children, particularly **girls, children in difficult circumstances and those belonging to **ethnic minorities**, have access to and complete free and compulsory primary education of good quality”**

Framework for UBE/UPE Analysis

- General UBE/UPE
 - Definition
 - Policies, Legislation, Programs
 - Structure, Agencies, Coordination
 - Financing
- Gender and Social Equality
- Quality in UBE/UPE
- Progress and Challenges

Definition of UBE/UPE



- How is UBE/UPE defined?
 - Primary, lower secondary
 - Which grades are included
 - What is the starting age?
- Is UBE/UPE compulsory and free for everyone? Is it rights-based?

Policies, Legislation, Programs

- Programs under UBE/UPE
 - Special schools for children with disabilities
 - Special resource classes for children with disabilities within regular schools
 - Welfare schools for disadvantaged children
 - “Inclusive education” and child-friendly schools

What is inclusive education?



- Is based on human rights standards and principles
- Is defined by UNESCO as a process of addressing the diverse needs of all learners by reducing barriers *to* and *within* the learning environment
- It targets all children with a specific focus on those who are vulnerable to marginalisation and exclusion
- The overall goal is a school where all are participating and treated equally

What is a child-friendly school?

UNICEF Definition

- Rights-based
- Child-centered
- Inclusive of all children
- Gender sensitive and girl-friendly
- Promotes quality learning outcomes
- Provides relevant education
- Promotes mental and physical health
- Provides affordable and accessible education
- Family focused and community-based



Policies, Legislation, Programs

- The right to UBE/UPE
 - National Constitution

 - National Legislation

 - International Treaties
 - Convention on the Rights of the Child (CRC)
 - International Covenant on Economic, Social, and Cultural Rights (ICESC)

UPE/UPE in Nepal

- **Programs for UBE/UPE**
 - Primary school (grades 1-5)
 - Free but not compulsory
 - Special schools for children with disabilities and “inclusive education”
 - Scholarships, incentives, and grants for marginalized groups (girls, Dalits, Janajatis, disabled)
- **The right to education**
 - 1990 Constitution: guarantees the right to free education
 - Education Act
 - International Treaties
 - Convention on the Rights of the Child
 - International Covenant on Economic, Social, and Cultural Rights



Structure, Agencies Coordination

- Structure:
 - Grade levels: primary, lower secondary
 - “Extended primary”
- Responsible Agencies
 - Ministry of Education
 - District Education Offices
 - Other providers: NGOs, local community
- Coordination

Financing

- Percent of National Education Budget
- Percent of financing by central government, local government, community, private donors, international donors



Social and Gender Equality

- Barriers for disadvantaged groups?
 - Economic
 - Cultural, Social (discrimination)
- Programs or policies for disadvantaged groups?
 - Funding
- Gender sensitivity and mainstreaming across policies, programs, implementation, monitoring and evaluation

Gender: Parity and Equality

- Measuring **parity**: equal proportions of boys and girls enrolled in school (numerical concept, **GPI**)
- Measuring **equality** in terms of
 - access: equal access to education
 - quality: inputs (textbooks, learning materials), learning process, learning outcomes, equality of job opportunities and earning, political representation

Gender Parity Index (GPI)

- Gender Parity Index (GPI) is most widely used index in assessing gender differences
- GPI is calculated as the **ratio** of the selected indicator's value for girls divided by that for boys

$$\text{GPI} = \frac{\text{Value of indicator for Girls (Female)}}{\text{Value of indicator for Boys (Male)}}$$

- A value of less than one indicates the difference in favor of boys, whereas a value close to **one** indicates that parity has been achieved
- Gender parity is sometimes considered to have been attained when the GPI lies between 0.97 and 1.03*

*Global Monitoring Report

Gender Parity Index (GPI)

Gender disparity in Literacy (Viet Nam)

$GPI_{\text{Literacy}} =$	Adult Female Literacy Rate (Viet Nam 2000-04)
	Adult Male Literacy Rate (Viet Nam 2000-04)

$GPI_{\text{Literacy}} =$	Adult Female Literacy Rate (Viet Nam 2000-04) 86.9
	Adult Male Literacy Rate (Viet Nam 2000-04) 93.9

GPI
0.93

Identify Disadvantaged Groups

- Who is not in school? Where are they, who are they and why are they not included?



Disadvantaged Groups

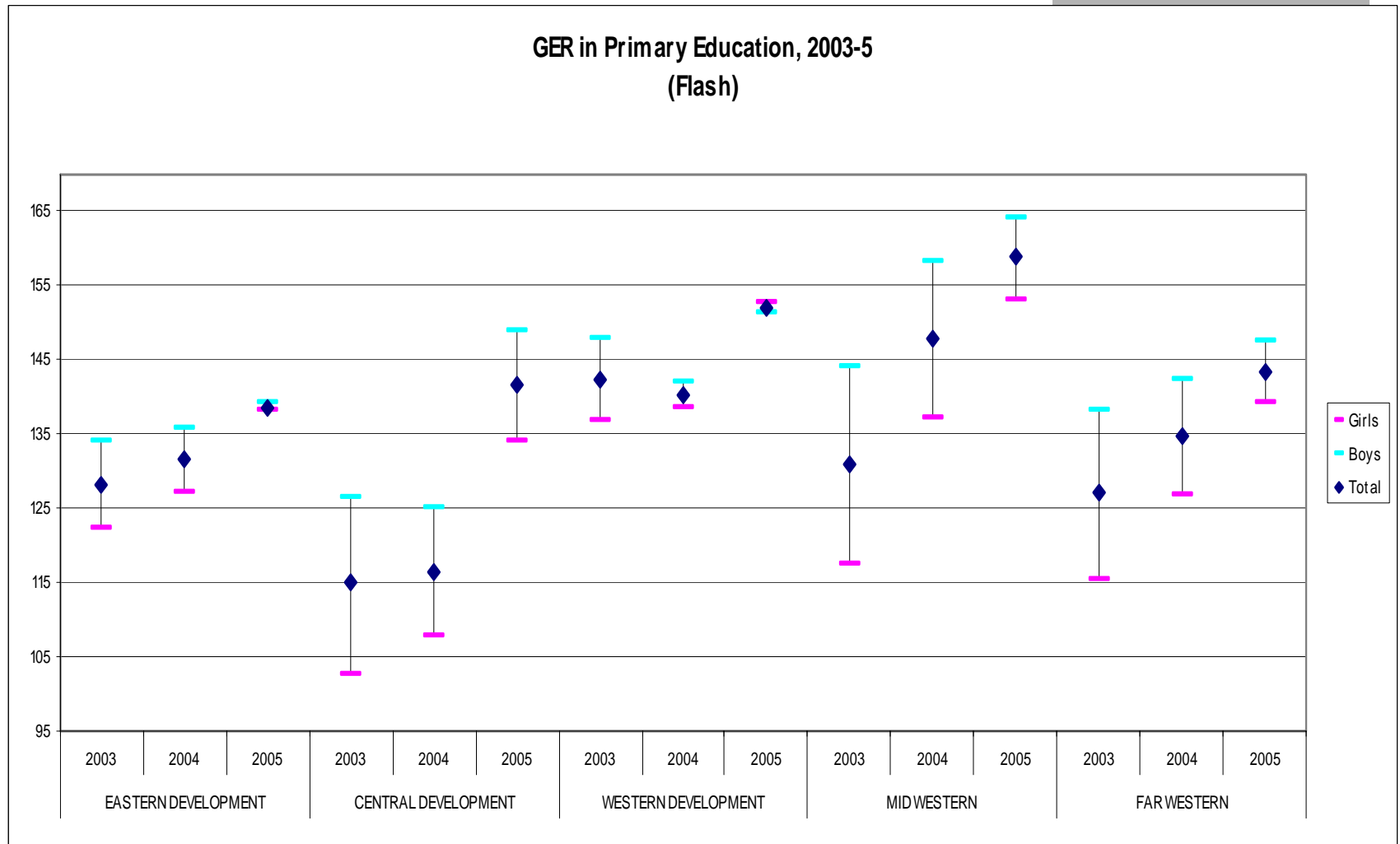


- Religious, linguistic, racial and ethnic minorities/tribal groups
- Castes, socio-economic classes, and other social stratifications
- Women and girls (or boys)
- Persons with disabilities or special needs
- Residents of remote, rural, or border areas
- Undocumented people, non-citizens, non-registered residents
- Migrants, refugees, displaced persons
- Children affected or infected by HIV/AIDS
- Children affected by conflict
- Working children
- Orphans
- The very poor

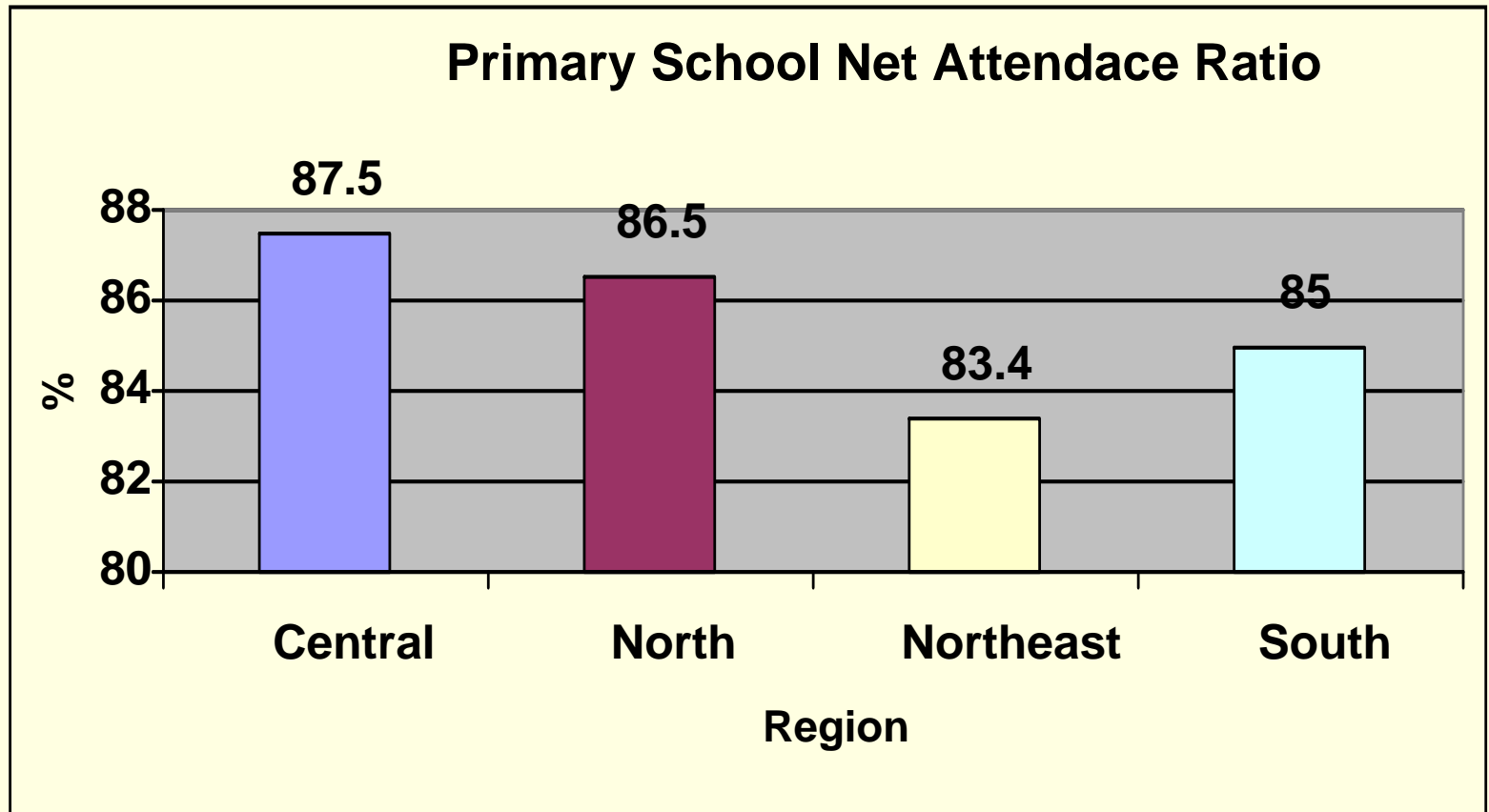
Analysis of Disparities: *using disaggregated data*

- Male/Female
- Social Groups
- Language
- Wealth Index
- Geographic location (region, urban/rural)
- Public/private

Nepal: GER by Region & Sex

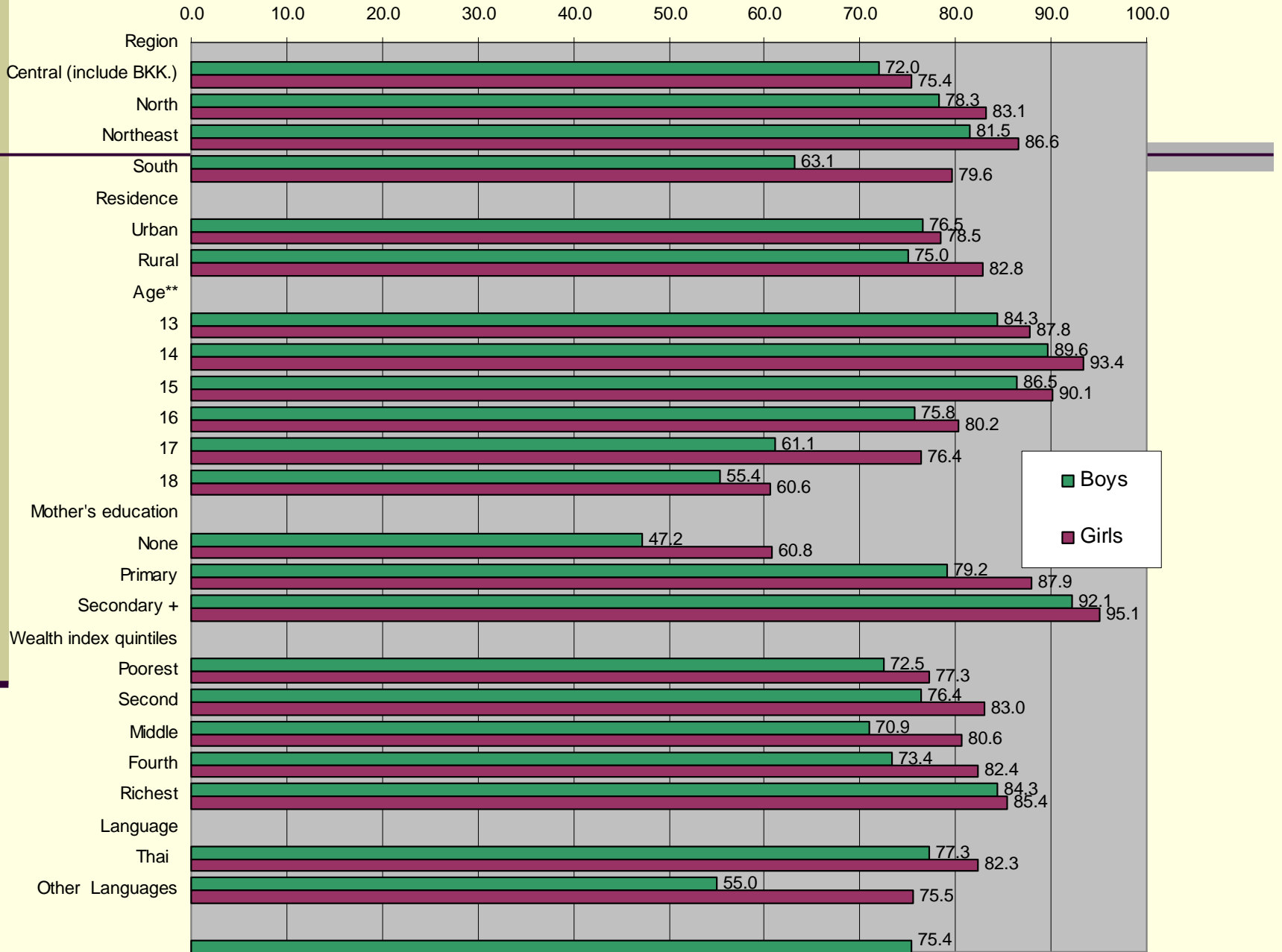


Thailand MICS Survey (2006)

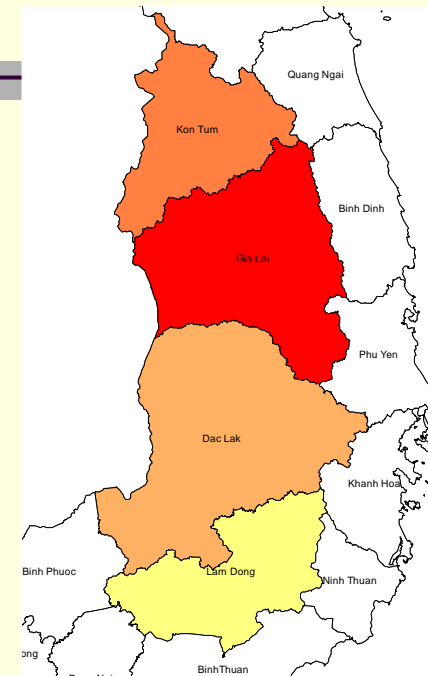
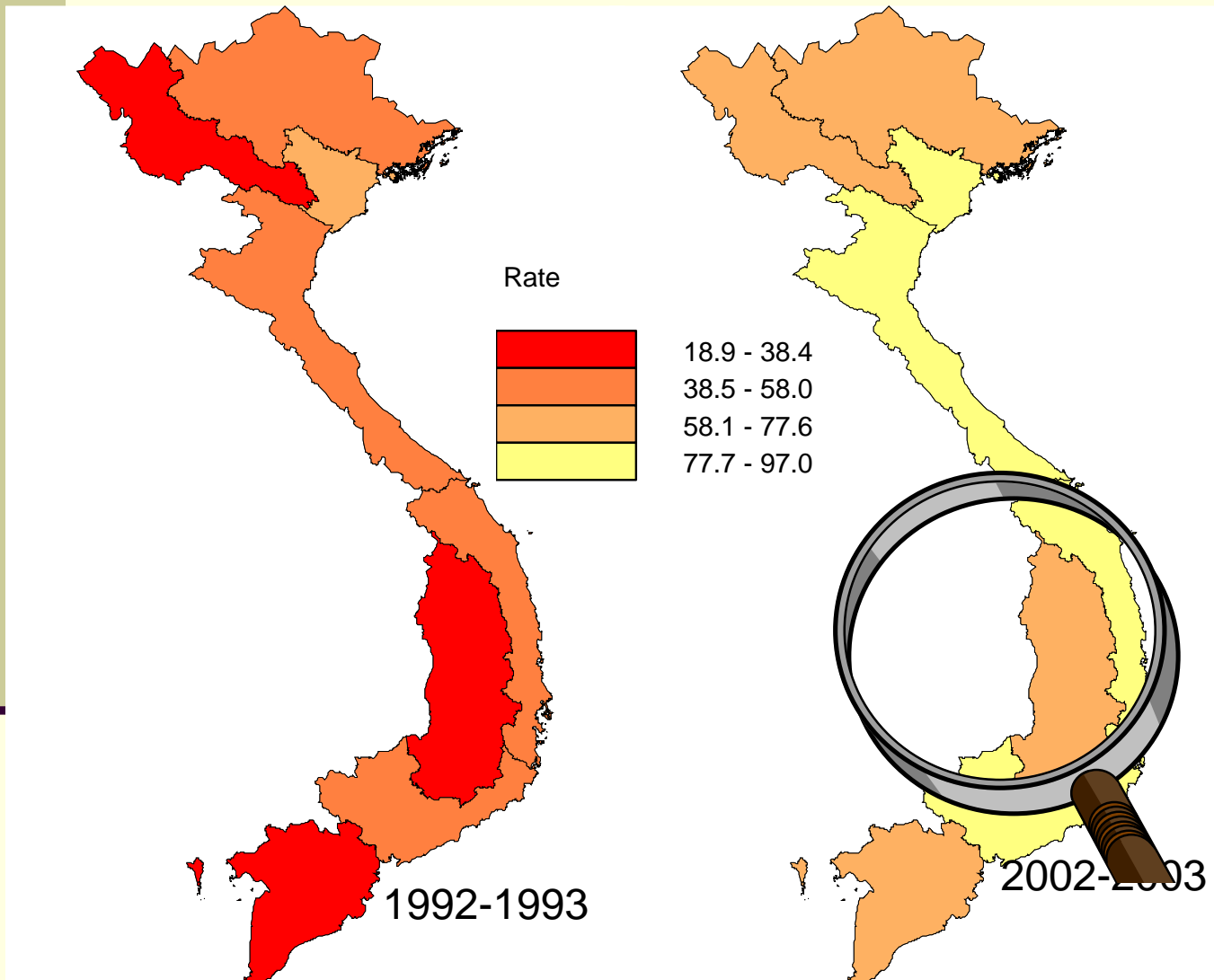


Secondary School Net Attendance Rate in Thailand (MICS 2006)

Population Characteristics

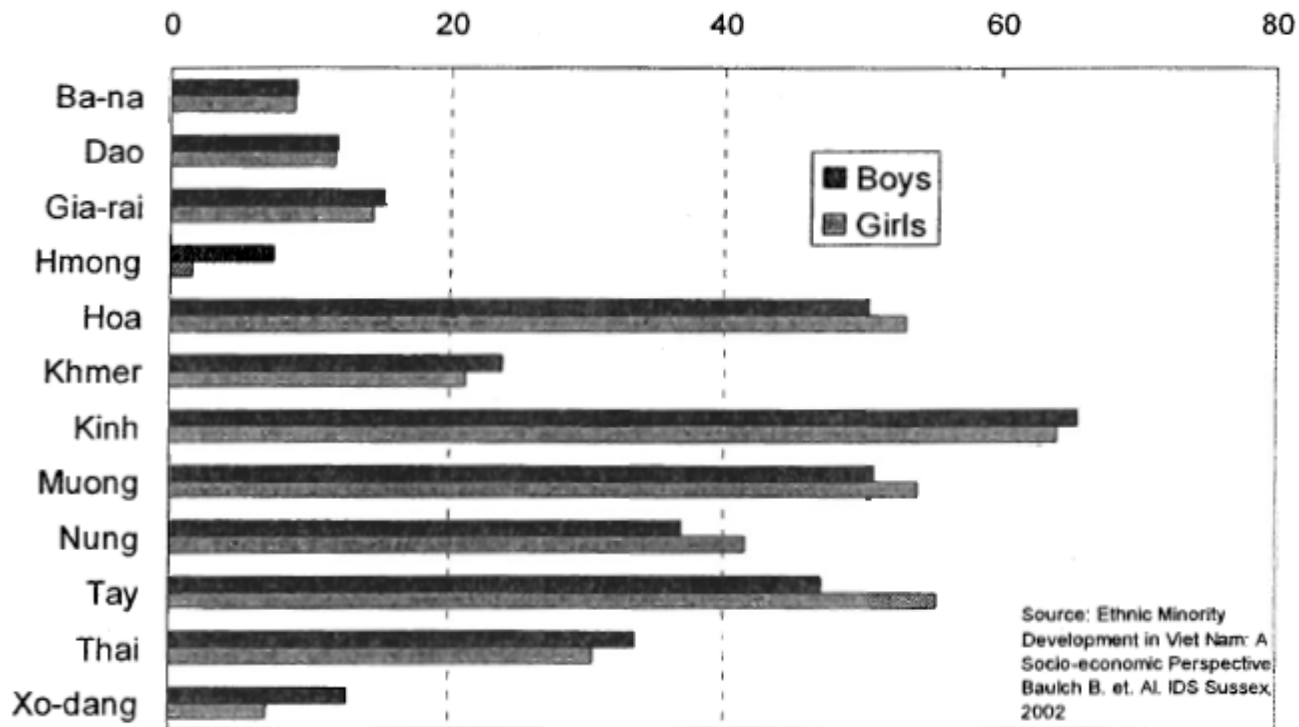


Primary Completion Rate – Viet Nam



Ethnic Disparities

Figure 9: Ethnic disparities in secondary education net enrolment: Viet Nam

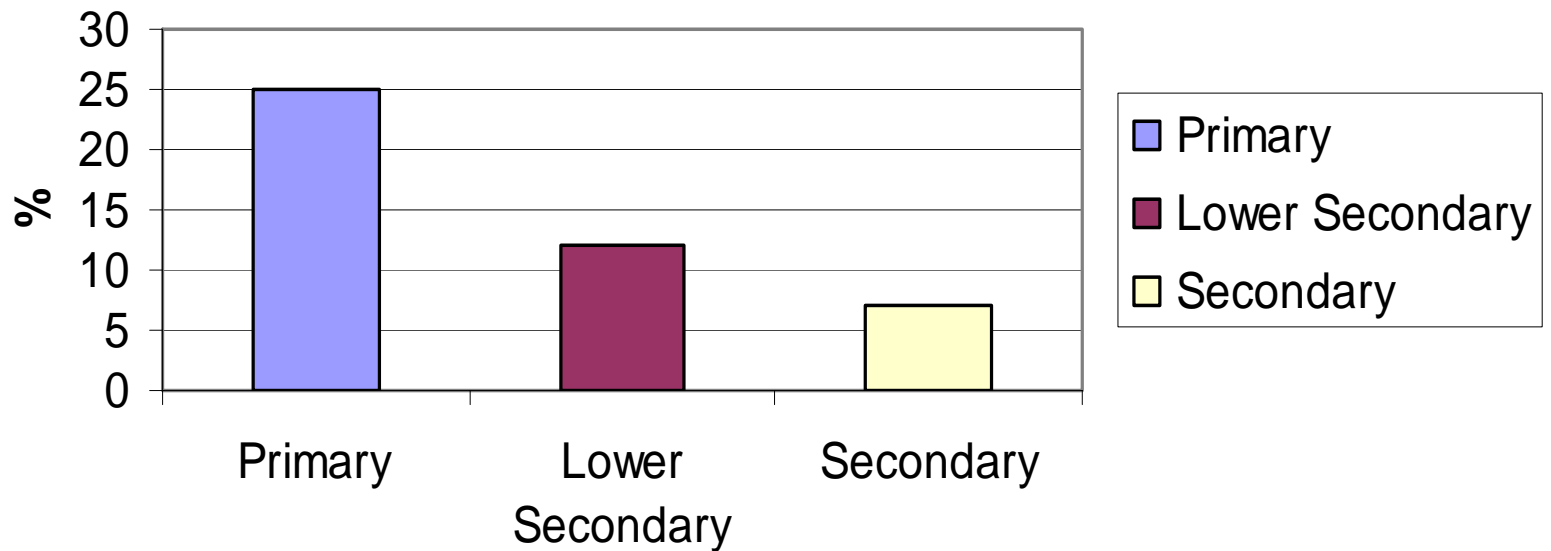


Quality

- Inputs
 - Trained teachers that meet national standards
 - Infrastructure: classrooms, drinking water, sanitation facilities, textbooks, learning resources
- Teaching-Learning Process
 - Child-centered, hands-on activities
 - Gender Sensitive
- Outputs
 - Transition to secondary school
 - Achievement Tests
- Outcomes
 - Success in the education cycle
 - Long-term: employment opportunities and earnings

Female Teachers in Nepal

Percentage of Female Teachers in Government Schools by Level
(Flash 2005)



Progress & Challenges

- Progress and Achievements?
 - Are current programs & policies adequate?
 - Impact of UBE/UPE in terms of **equality** and **quality**
- Remaining Challenges?
 - Target groups
 - Geographic areas (province, urban/rural)
- Issues to be addressed

Group Work Assignment

- Review and answer questions using worksheets for:
 - Definitions of disadvantaged groups & barriers to education
 - Policy, programs, & legislation
 - Universal Basic/Primary Education
- Discuss for individual countries and overall trends in sub-region and differences between countries