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Gaps, Challenges and Progress in the Promotion and Provision of Access to Quality Education

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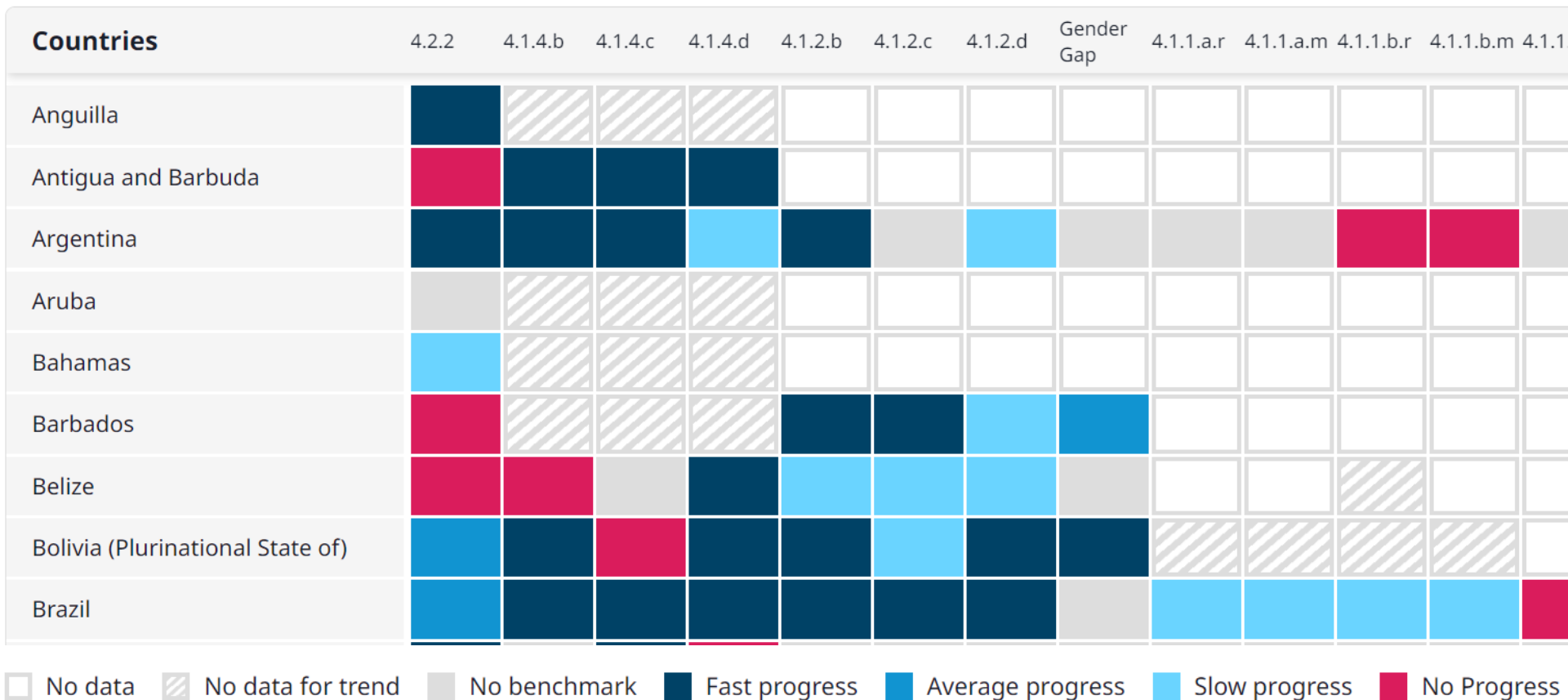Programme Specialist, Section for Youth, Literacy and Skills Development, UNESCO

Outline

▷ **Recent Education Progress**

▷ **Key Gaps and Challenges**

▷ **UNESCO's Actions**

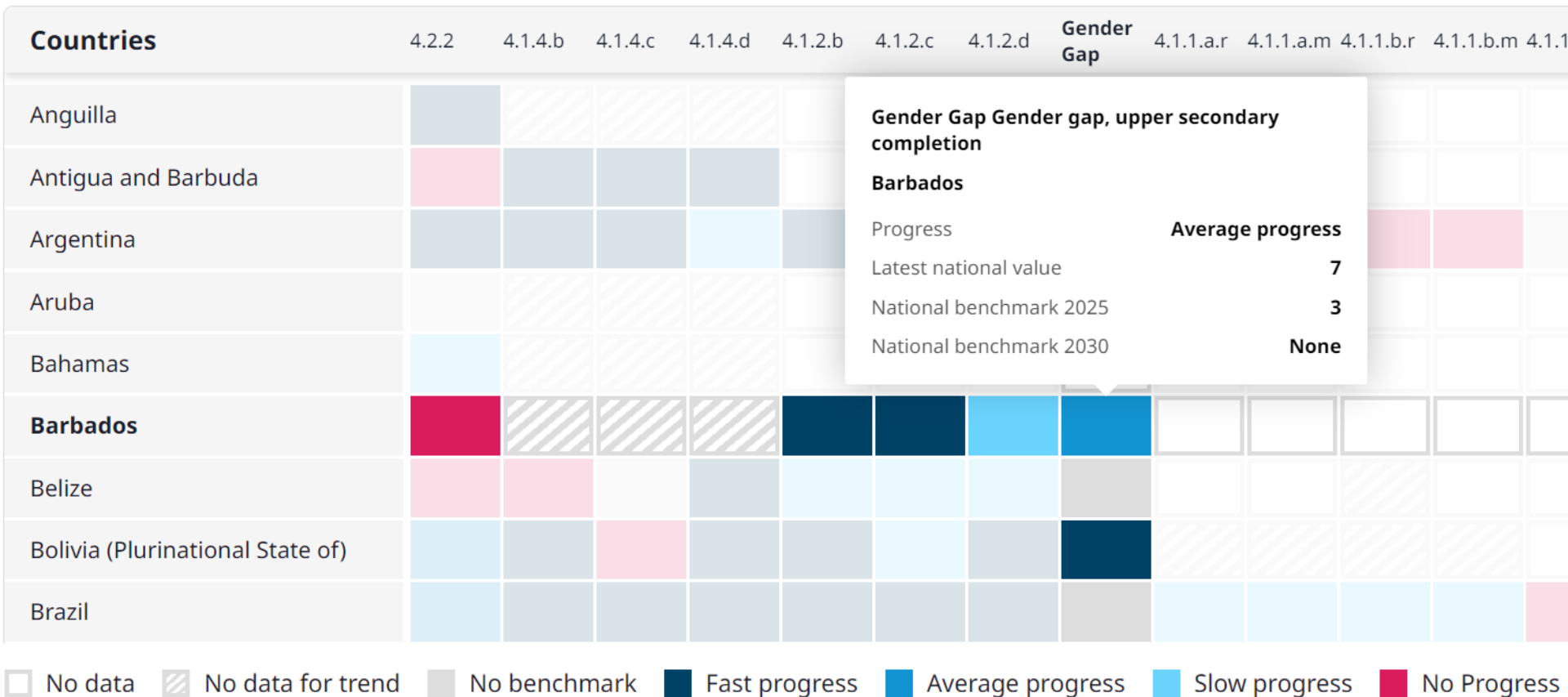▷ **Future Directions**

Recent Education Progress

Countries	4.2.2	4.1.4.b	4.1.4.c	4.1.4.d	4.1.2.b	4.1.2.c	4.1.2.d	Gender Gap	4.1.1.a.r	4.1.1.a.m	4.1.1.b.r	4.1.1.b.m	4.1.1
Anguilla	Fast progress	No data for trend	No data for trend	No data for trend									
Antigua and Barbuda	No Progress	Fast progress	Fast progress	Fast progress									
Argentina	Fast progress	Fast progress	Fast progress	Slow progress	Fast progress	No benchmark	Slow progress	No benchmark			No Progress	No Progress	No benchmark
Aruba	No benchmark	No data for trend	No data for trend	No data for trend									
Bahamas	Slow progress	No data for trend	No data for trend	No data for trend									
Barbados	No Progress	No data for trend	No data for trend	No data for trend	Fast progress	Fast progress	Slow progress	Average progress					
Belize	No Progress	No Progress	No benchmark	Fast progress	Slow progress	Slow progress	Slow progress	No benchmark			No data for trend		
Bolivia (Plurinational State of)	Average progress	Fast progress	No Progress	Fast progress	Fast progress	Slow progress	Fast progress	Fast progress	No data for trend	No data for trend	No data for trend	No data for trend	
Brazil	Average progress	Fast progress	Fast progress	Fast progress	Fast progress	Fast progress	Fast progress	No benchmark	Slow progress	Slow progress	Slow progress	Slow progress	No Progress

Legend: ☐ No data ▨ No data for trend ■ No benchmark ■ Fast progress ■ Average progress ■ Slow progress ■ No Progress

Source: UNESCO SDG Scorecard

Recent Education Progress

Countries	4.2.2	4.1.4.b	4.1.4.c	4.1.4.d	4.1.2.b	4.1.2.c	4.1.2.d	Gender Gap	4.1.1.a.r	4.1.1.a.m	4.1.1.b.r	4.1.1.b.m	4.1.1
Anguilla													
Antigua and Barbuda													
Argentina													
Aruba													
Bahamas													
Barbados													
Belize													
Bolivia (Plurinational State of)													
Brazil													

Gender Gap Gender gap, upper secondary completion

Barbados

Progress	**Average progress**
Latest national value	**7**
National benchmark 2025	**3**
National benchmark 2030	**None**

Legend: ☐ No data ▨ No data for trend ▢ No benchmark ■ Fast progress ■ Average progress ■ Slow progress ■ No Progress

Source: UNESCO SDG Scorecard

Recent Education Progress

SDG 4

• **Target 4.1:** Between 2015 and 2021, the school completion rate <u>increased</u> from 85% to 87% in primary, from 74% to 77% in lower secondary and from 54% in 2015 to 58% in upper secondary education.

Regarding reading levels at the end of primary school, for which trend data cover 34% of the world's children, the analysis shows that global learning levels showed <u>no progress</u> between 2015-2019.

Furthermore, learning losses due to COVID-related school closures have been documented in 4 out of 5 of the 104 countries that have carried out such studies.

SDG 4

• **Target 4.2:** Participation rate in organized learning one year before the official primary entry age has <u>stagnated</u> at around 75% since 2015, still far from the target of ensuring that all girls and boys have access to quality pre-primary education by 2030.

• **Target 4.3:** Among 131 countries with data from 2017 onwards, on average approximately one in six youth and adults aged 15-64 recently participated in formal or non-formal education and training. Participation is substantially higher among youth aged 15-24 (40%-50%), compared to those aged 25-55 (only 5% for most regions).

Recent Education Progress

SDG 4

• **Target 4.a:** Regarding basic school infrastructure, in 2020, approximately a quarter of primary schools globally do not have access to basic services such as electricity, drinking water and basic sanitation facilities.

For other facilities such as computer facilities and the provision of disability-adapted infrastructure, figures are substantially lower, with around 50% of primary schools with access.

• **Target 4.c:** Globally, in 2020, over 14% of teachers are still not qualified according to national norms, with little improvement since 2015.

UNESCO's Actions

The Right to Education in the 21st Century: findings from the International Seminar (2021) on the Evolving Right to Education

Rights in the digital space

- **Digital education** opens new learning opportunities but also creates vulnerabilities and the responsibility to keep learners safe in the digital sphere.

- The right to **connectivity** should be seen as more of an 'ally' to the right to education, rather than a prerequisite to its realization. Yet, if digital learning becomes part of compulsory education, this may produce some responsibility on the part of the State to ensure access.

- **Data protection and privacy** in the context of digital learning is key to future reiterations of the right to education, especially how data is collected, by whom, and the child's right to be forgotten. Any global instruments must remain flexible enough to be changed over time.

Other topics

- Inclusive education

- Exacerbation of vulnerabilities

- **Lifelong learning**

- Early Learning

- Higher Education

- Shifting priorities of education

- Human rights through education

- Importance of context

- Governance, coordination and financing

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Education 2030

Global initiative on the "Impacts of climate change and displacement on the right to education"

How climate change and displacement affect the right to education
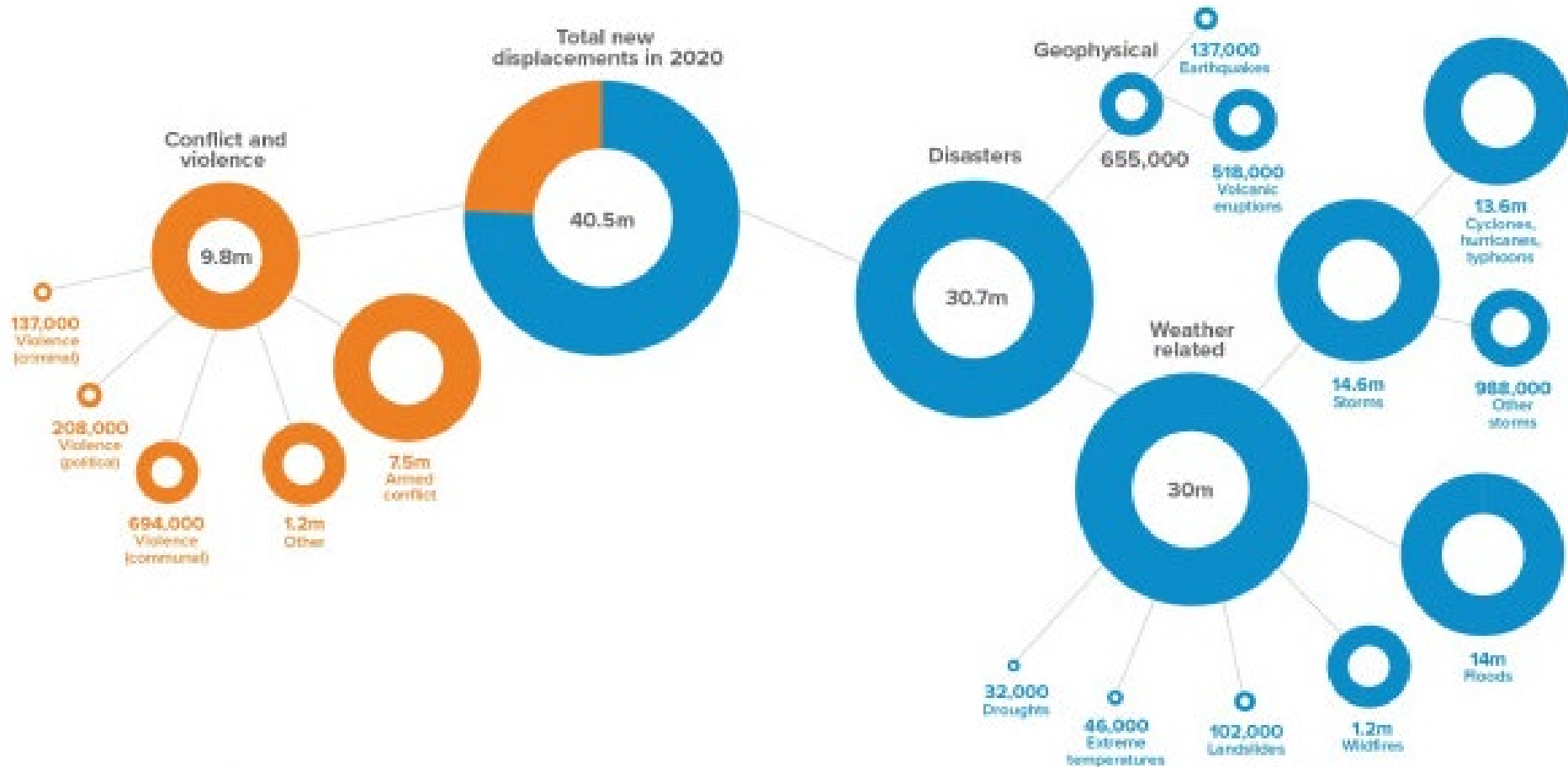
UNESCO's Actions

Her Atlas uses 12 indicators to capture factors in national legal frameworks that either strengthen, or act as barriers to, the right to education of girls and women.

Protection of right to education of married, pregnant and parenting girls in legislation worldwide
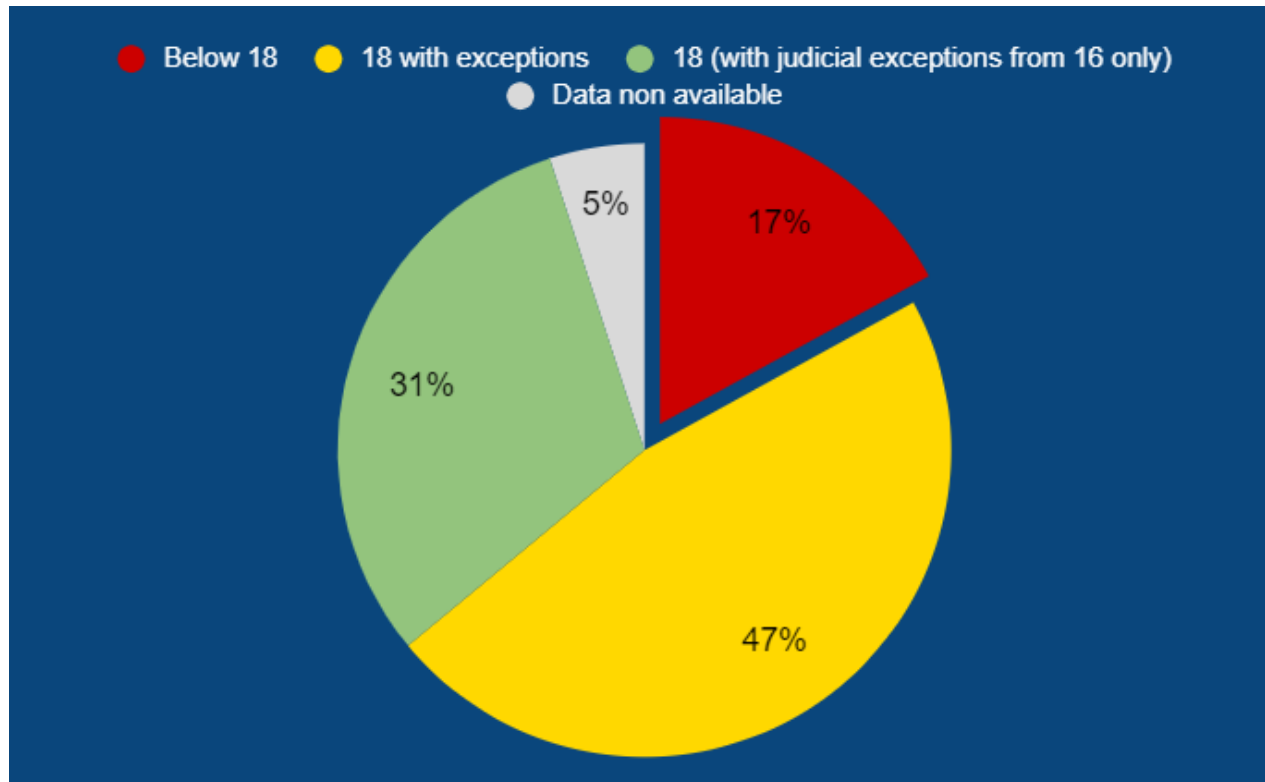
Future Directions

SNAPSHOT OF NATIONAL COMMITMENTS TO TRANSFORM EDUCATION:

92%
RENEWED
commitments to mitigating the negative impacts of COVID-19 educational disruptions

68%
FOCUSED
on rethinking curriculum content and pedagogical approaches

87%
RECOGNIZED
the importance of ensuring more inclusive education systems that cater for the needs of the most vulnerable learners and communities

90%
HIGHLIGHTED
the importance of one or more aspects of digital learning

35%
SET
time-bound targets to maintain or increase the share of domestic public education spending

40%
RECOGNIZED
the importance of accountability and monitoring mechanisms for implementation of commitments

Source: Transforming Education Summit Report

Education 2030

Thank you

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