



UNICEF & the post-2015 agenda in education

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A common agenda: 2015 -2030

- UNICEF welcomes the opportunity:
 - a common agenda with education at the core
 - ensure educational rights are front and centre
 - unify efforts to advance educational rights post-2015

UNICEF and educational rights

- UNICEF's core mandate is to ensure full implementation of the ***Convention on the Rights of the Child*** guided by its commitment to **equity**
- States as **guarantors of educational rights** detailed in CRC are among its key partners

Priorities post-2015

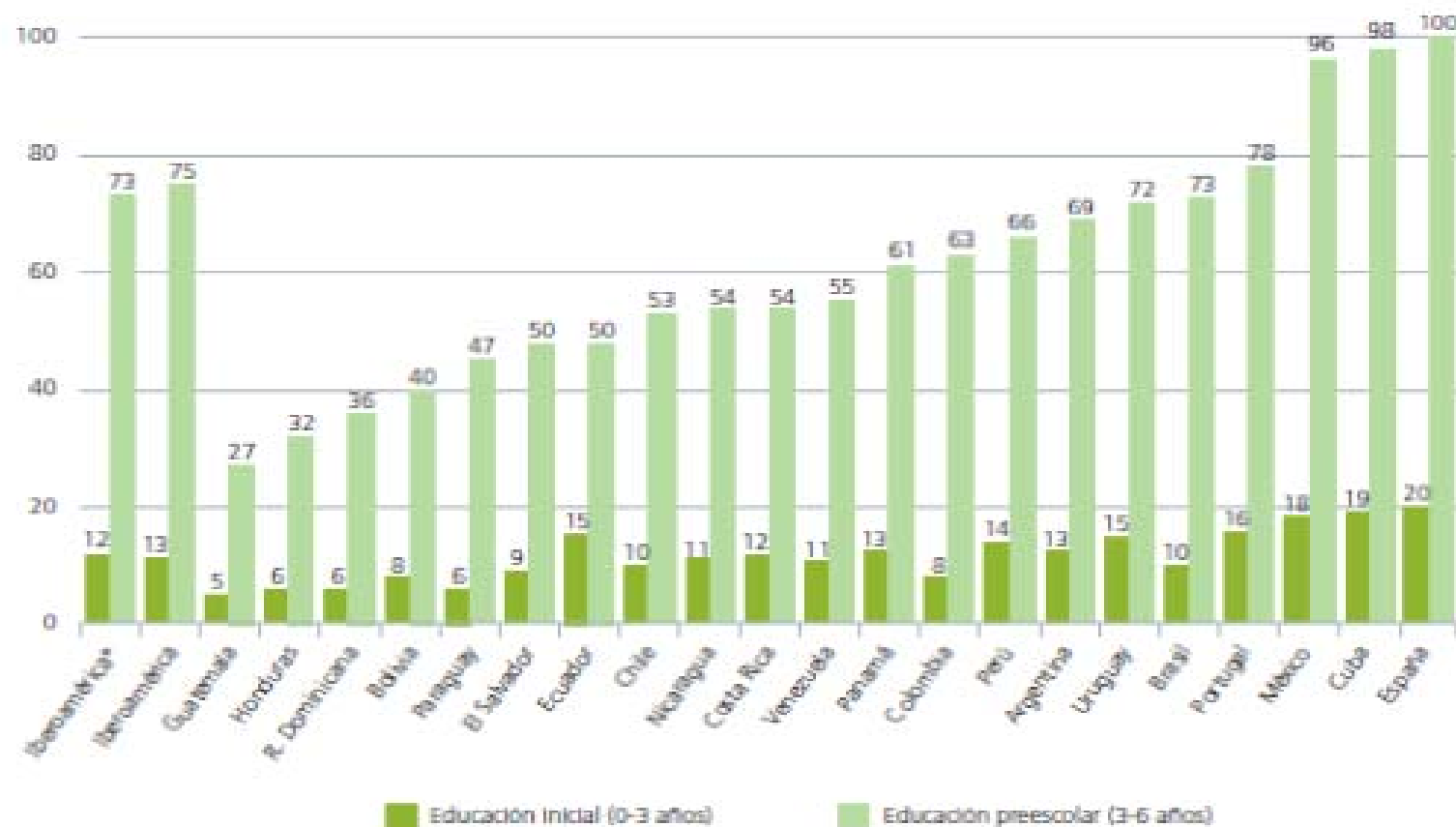
UNICEF supports the aim of closing the remaining (but persistent) gaps in **primary education** and **gender parity**, especially for traditionally excluded groups **BUT ALSO we welcome other priorities:**

- **pre- schooling and early learning**, including for children 0-3 years
- **secondary education**, tailored to adolescents needs
- **meaningful learning** beyond standardized test scores
- better opportunities for **marginalized** children and adolescents
- **youth skills and opportunities**, violence reduction through education

A closer look: early education (0-3 years) & pre-school (3-6 years) (institutionalized)

Tasa de matrícula neta para el nivel preescolar (3-6 años) y estimación de la tasa de matrícula para educación inicial (0-3 años)* (2008)

EN PORCENTAJE



Fuente: Metas 2021, con datos de la CEPAL, sobre la base de datos del UIS (UNESCO), y estimaciones y encuestas de hogares de los respectivos países (tasas de asistencia).

* Estimación según modelos exponenciales sobre la base de encuestas de hogares de los países con información disponible.

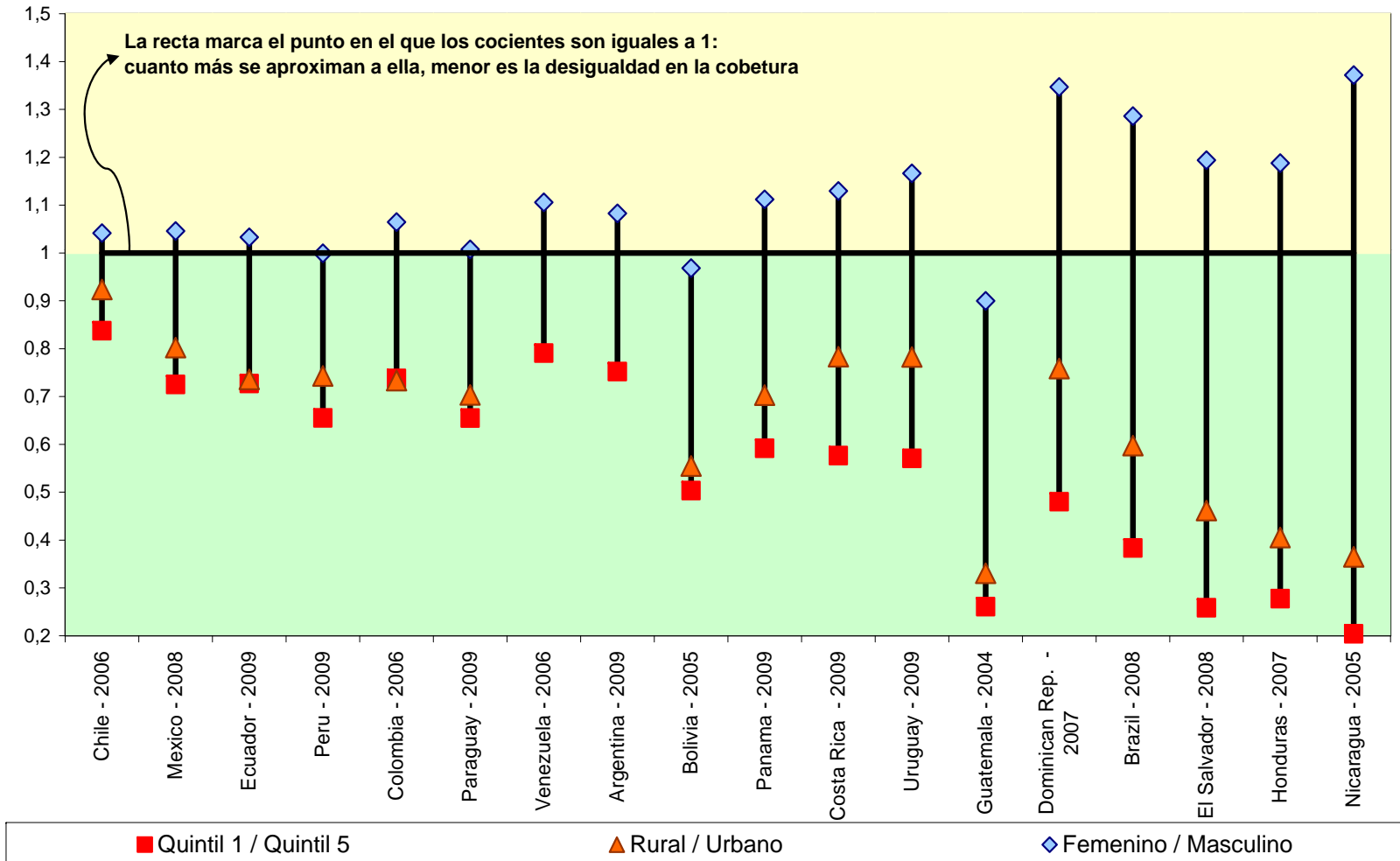
Out of School Children in LAC

Out of last year of preschooling	1.6 million	
Out of primary	2.7 million	
Out of lower secondary	1.5 million	
In primary with high risk of risk of dropping out	8.4 million	
In lower secondary with high risk of dropping out	7.6 million	Circa 2011

Source: LAC Region OOSC Report, updated Ch. 1 (2014)

A closer look: disparities in secondary NER (poverty, residence, sex)

Secondary NER in 18 Latin American countries (circa 2007)

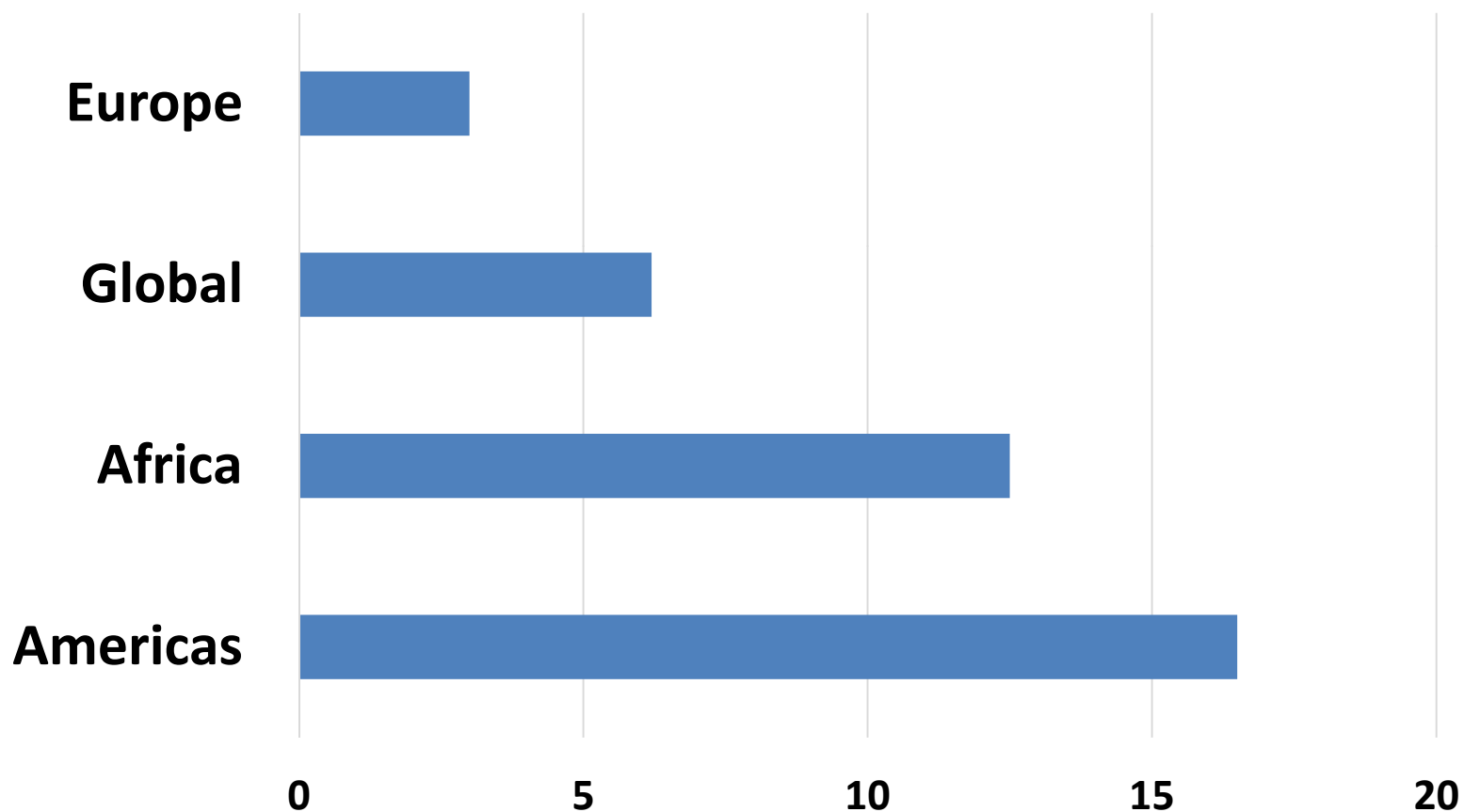


A closer look– promising practices re student learning in LAC

- **Learning assessments in students' mother tongue**
- **Improved teaching techniques for basic numeracy and literacy (child centred & culturally relevant) in early grades of primary:**
 - In Guatemala, the repetition rate in Grade 1 decreased 4.74 percentage points over 18 months. Particular progress was achieved for girls: 15% more girls passed first grade than prior to the intervention.
- **Blended learning strategies in rural areas**
- **Broader areas of learning: citizenship, social skills**

A closer look: some LAC countries affected by high rates of violence

Homicide Rates by Region (2012 or latest year)



Sources: UNODC *Global Study on Homicide 2013*

UNDP *Human Development Report 2013-2014* *Citizen Security*

- Latin America is the **only** region in the world where lethal violence increased between 2000 and 2010. Homicide rates in LAC **increased by 12%**, and more than **one million people have died**.
- Lethal violence affects particularly and disproportionately **young males**. The homicide rate among youth is more than double the rate of the general population, approximately **70 per 100,000**
- Some LAC countries have homicide rates that surpass those in active conflict zones, including Iraq and Afghanistan (UNODC *Global Study on Homicide 2013*).

UNICEF invites LAC States to:

- **Raise the bar** and go beyond global targets where possible, including in the broadening of compulsory education offered free of charge
- Make **equity-based progress** in educational rights their **first, second and third priorities** (specific indicators)
- **Better monitor their progress** in realizing educational rights (with disaggregated data)
- Share with one another what has worked (**SSC**)
- **Define student learning in a holistic**, not reductionist, way, and **support school communities.**
- **Strengthen education systems** to be able to prevent and respond to violence and to create a culture of peace

UNICEF in LAC is transforming itself to better support countries' educational goals

Will continue to assist LAC Governments to ensure children's rights are front and centre (rights-based approach) and are achieved with equity

BUT ALSO increasingly positioned to

- Establish a **sound evidence base** (quantitative and qualitative), taking into account countries' specific realities, including resources
- Collaborate on **policy development and implementation** with proven strengths in:
 - **leveraging partnerships/ synergies**
 - UNICEF's experience ranges from grassroots NGOs to international development banks operating at all levels, including regional/sub-regional initiatives.
 - achieving **results at policy level but also for the most disadvantaged children in specific territories**
 - UNICEF has unparalleled presence and operational expertise in LAC countries through its 35 countries, 24 COs and 1 RO.

UNICEF current work in LAC

- ECD and pre-school
- Education in intercultural and bilingual contexts
- Secondary education
- Inclusive education
- Child friend learning environments, learning, citizenship
- Out of school children and adolescents
- Communities and parents involvement
- Disaster Risk Reduction, Education in Emergencies
- Improving Monitoring, Evaluations, Impact Analysis
- Innovations and promising practices

In closing

- UNICEF, alongside with UNESCO and partners, will work with the education community to develop a framework for action to support the **goal Ensure inclusive and equitable quality education and promote life-long learning opportunities for all** and related targets and indicators in the Post-2015 Development Agenda.
- UNICEF will support improved efficiency, management and governance in education.
- Equally, with partners, it will support LAC countries to ensure education is **meaningful** so that both they and their children and youth can achieve their full potential.

Muchas gracias.

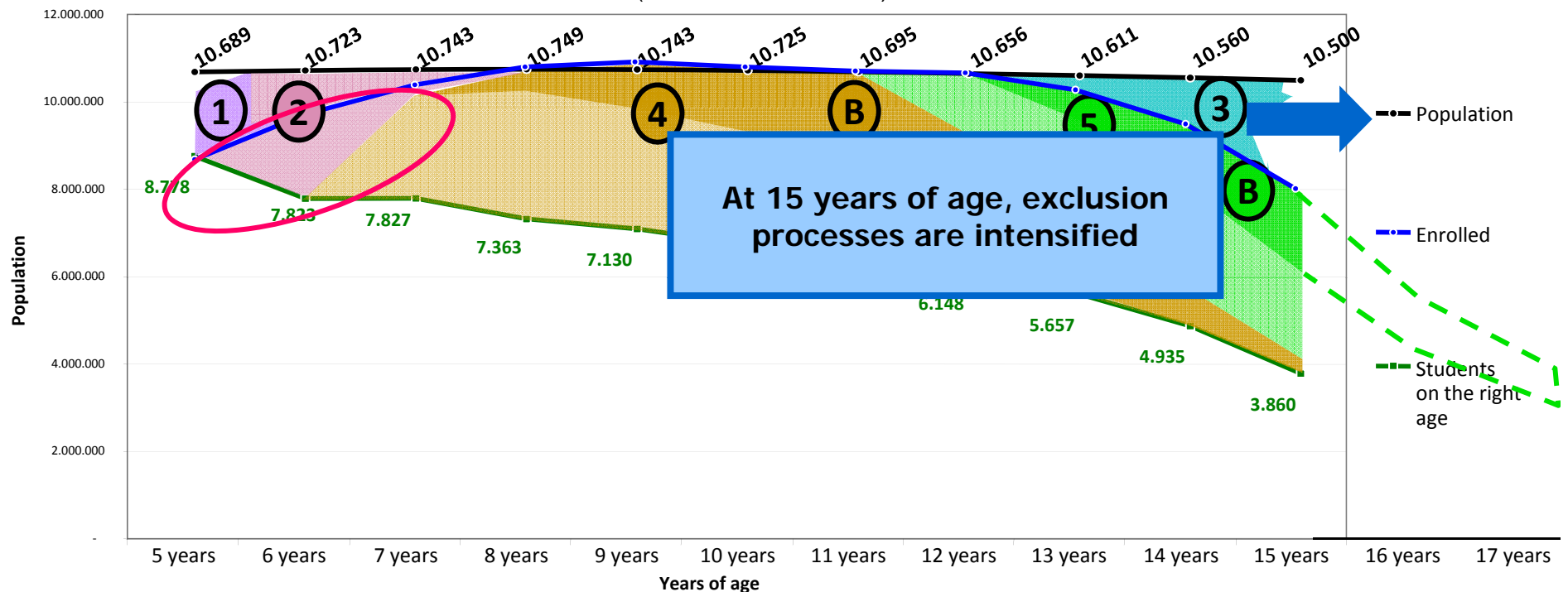


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¿How many children are out of school or at risk of dropping out in LAC?

Students enrolled by age and age condition, and population by age, from 5 to 15 years of age, by levels as per each country's policy

(thousands of students)



Source: self analysis based on UNESCO-IUIS, 28 countries from the region. Circa 2008

Dimension 4

Children attending primary school but at risk of dropping out due to overage

5.A: moderate risk (one year of overage): 8.1 million of children

5.B: critical risk (2 or more years of overage): 6 million of children

Out of those, 2.4 million attend with ages 16 or more

Boys are at greater risk of early drop-out in secondary

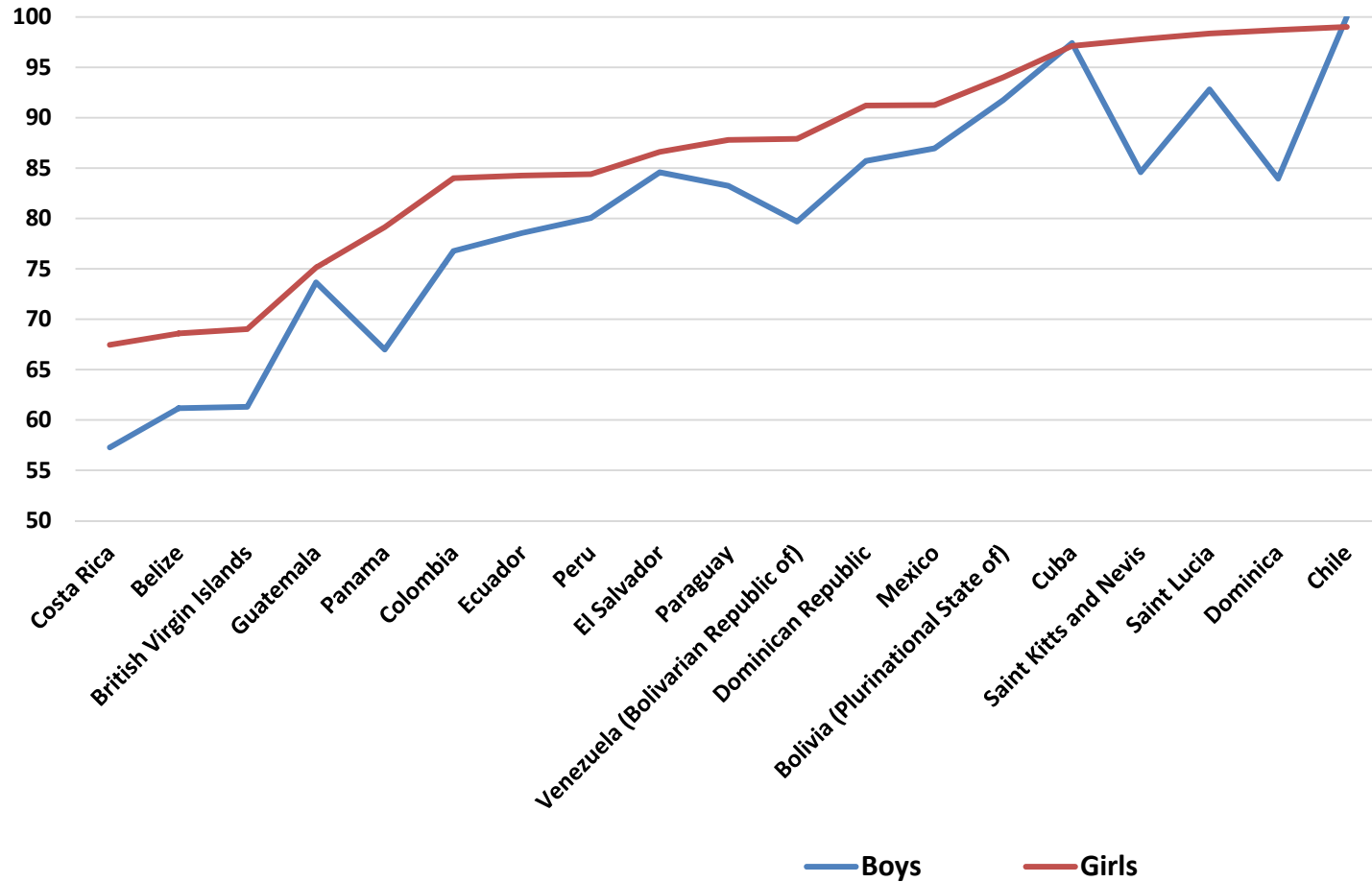
- Drop-out tends to occur in the transition to secondary or during secondary in LAC.
- Boys have a higher risk of early dropout as 2011 data from regional OOSC report shows:

	Boys	Girls	
OOSC – DIMENSION 5	4.4 million	3.2 million	
High risk of early dropout in Lower Secondary	23.9%	18.8%	
(age-grade gap of 2 or more years)	1 out of every 4	1 out of every 5	Significant gender imbalance <u>against boys</u>

Source: UNICEF LACRO, OOSC Report LAC, updated Chapter 1 (2014)

Fewer boys complete secondary

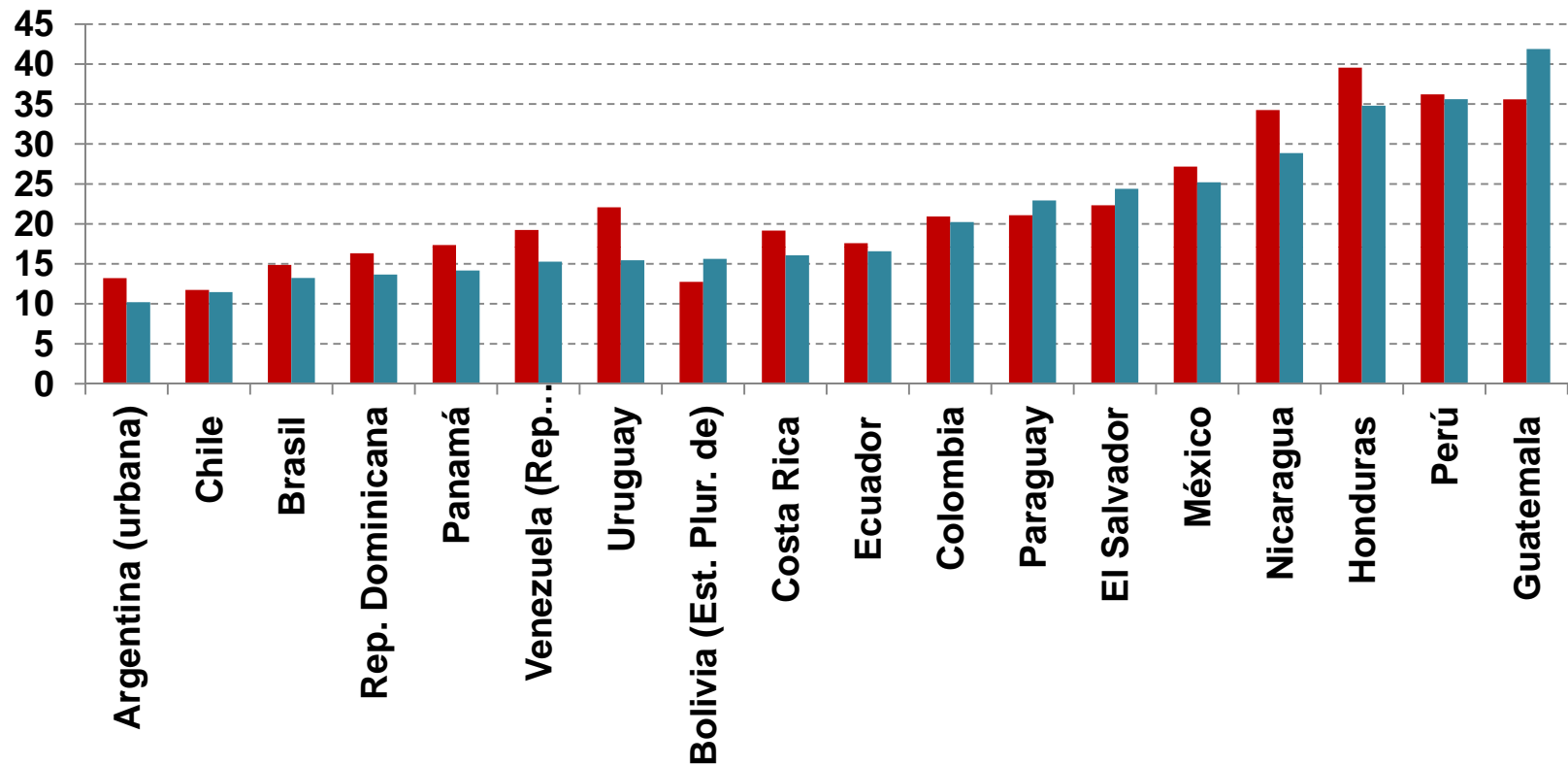
Survival Rates in Lower Secondary, by sex (2010)



Source: Graph developed from statistics from EFA, *Global Monitoring Report 2013*

More adolescent boys are OOS

% OF ADOLESCENTS, 12-18 YEARS, NOT STUDYING, BY SEX (CIRCA 2010)



Source: UN ECLAC, household survey data