



United Nations
Educational, Scientific and
Cultural Organization



Access to quality learning for development

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UNESCO Assistant Director-General for Education
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International commitments to social justice

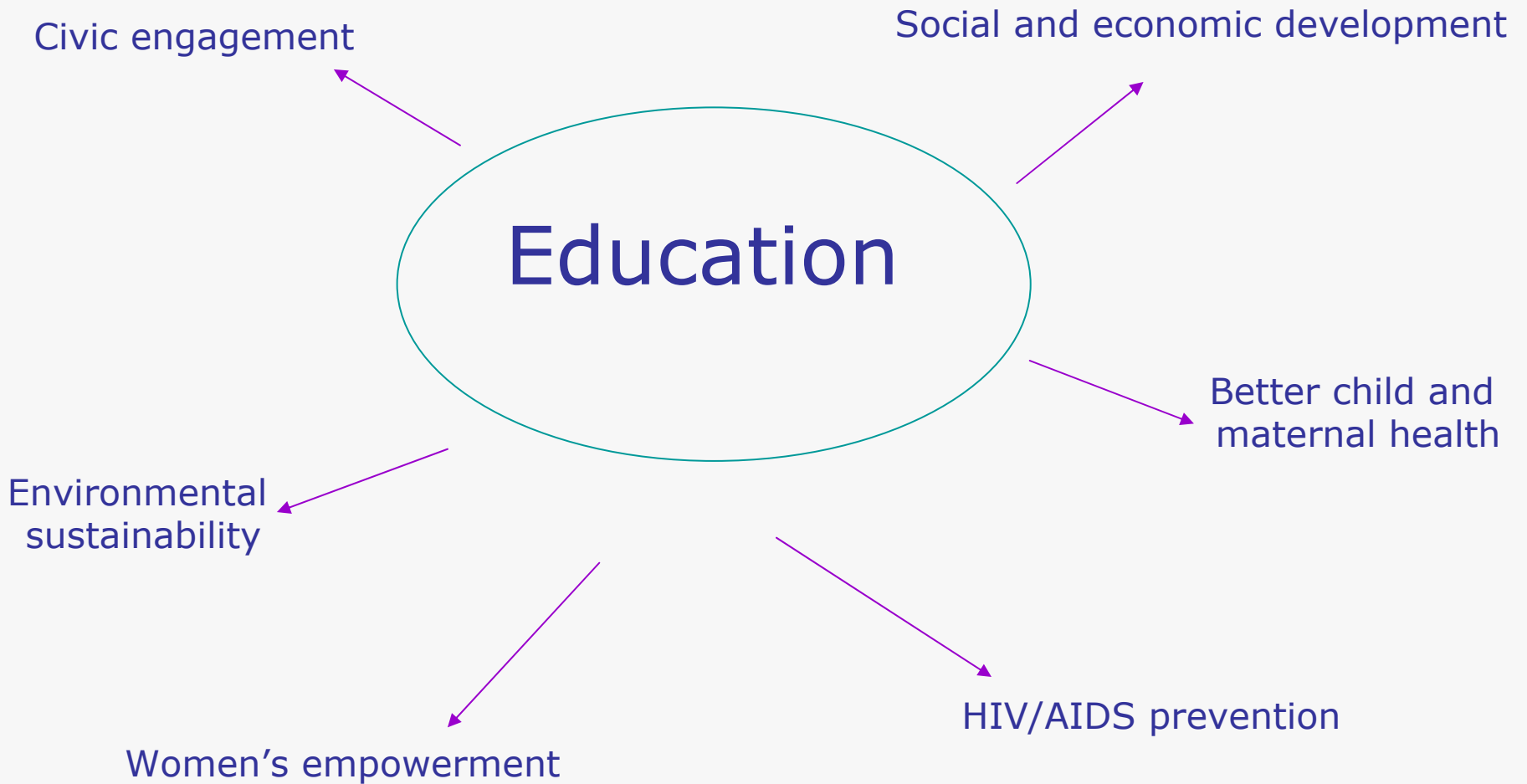
Education for All Goals

1. Expand and improve comprehensive early childhood care and education
2. Universal primary education by 2015
3. Learning and life skills programmes for youth and adults
4. 50% increase in adult literacy rates by 2015
5. Gender parity by 2005 and gender equality by 2015
6. Improving quality of education

Millennium Development Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality, and other health goals
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

Interdependent goals

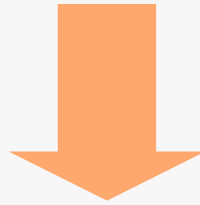


Global trends influence EFA



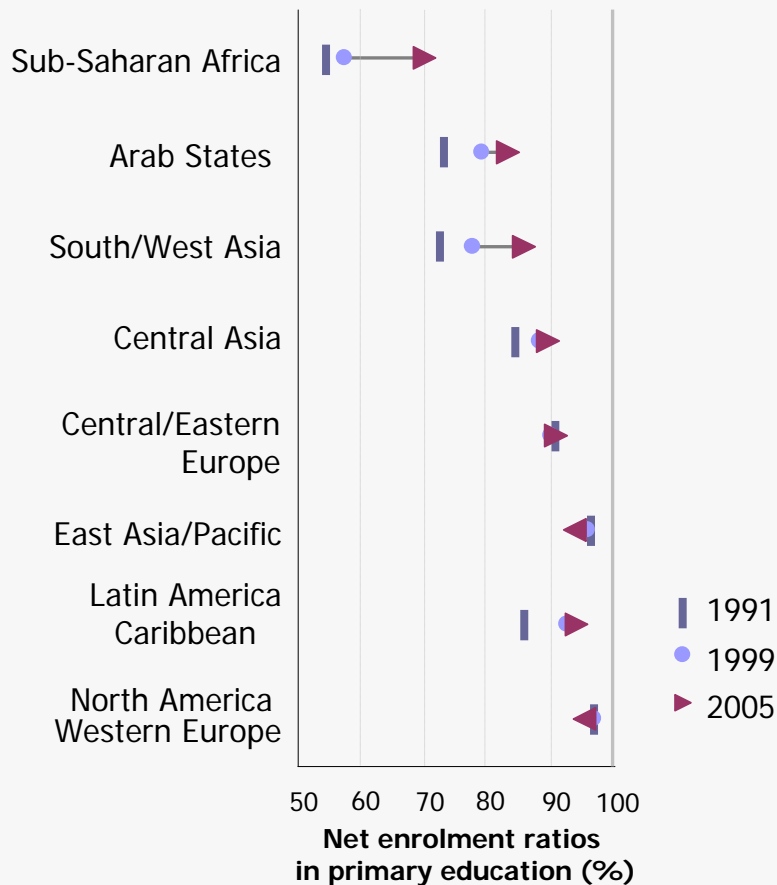
- Sustained economic growth
- Increasing inequalities
- Rapid urbanization
- Health concerns
- Impact of food prices
- Knowledge economies:
higher premium on education

Major challenges facing education



- Coping with rapid expansion at all levels
- Reaching the most vulnerable and disadvantaged
- Improving education quality, training more teachers
- Relevance of contents to personal, social and economic needs
- Addressing adult illiteracy
- Bridging digital divide
- Innovative and multiple paths to improve access and promote lifelong learning

More children in school than ever before



Primary school enrolment up:

36% in sub-Saharan Africa
22% in South and West Asia
11% in Arab States

Significant **acceleration**
in participation since
2000

Out-of-school children declining but large numbers still unreached

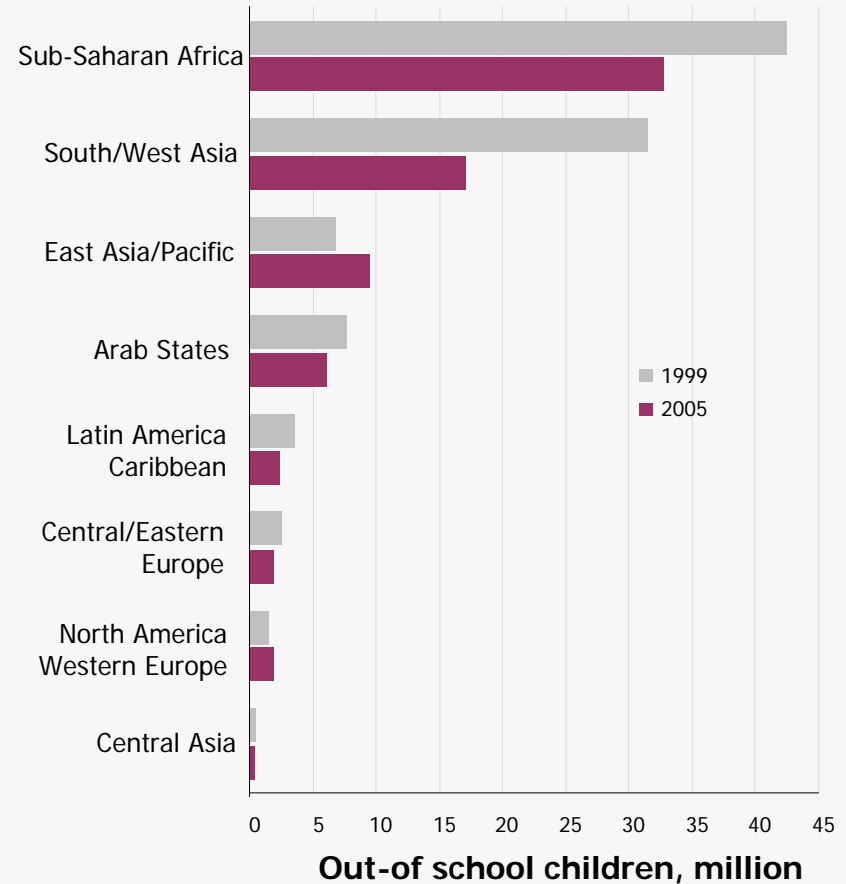
1999: **96** million

2006: **75** million



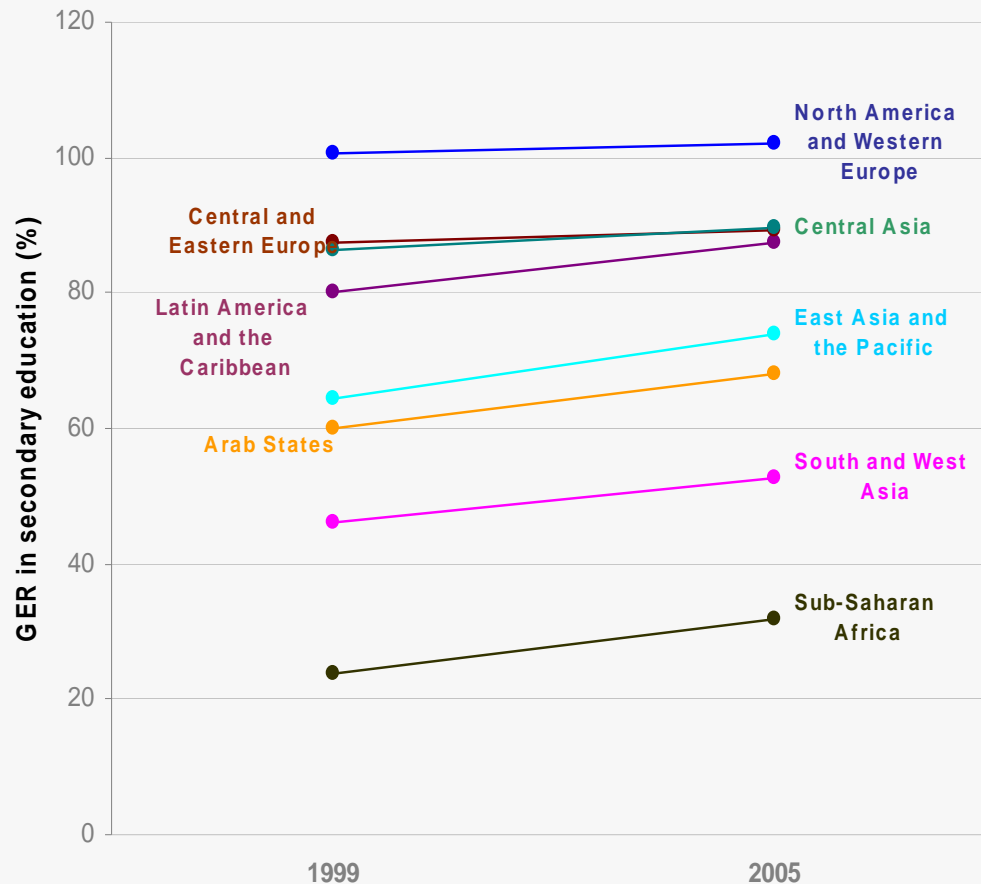
60% girls in Arab States

66% in South and West Asia



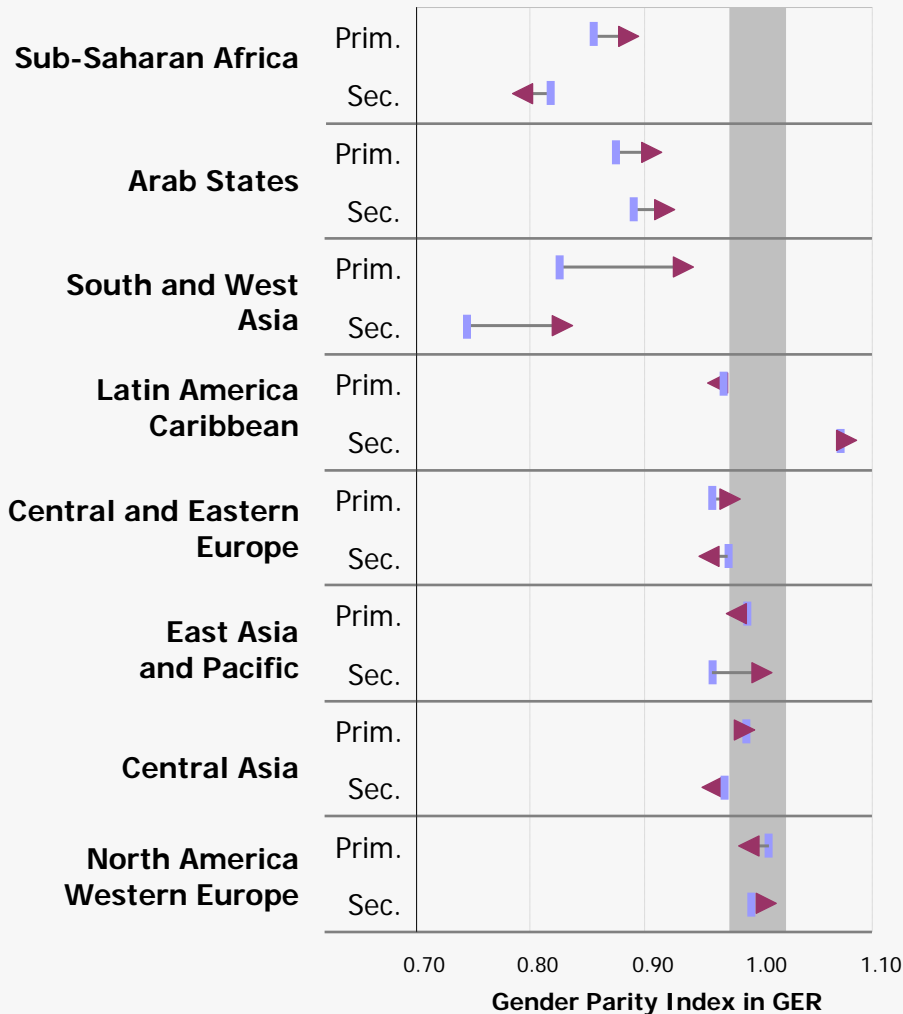
Expansion of secondary education

Lower secondary is now compulsory in a majority of countries



- 55% increase since 1999 in secondary enrolments in Africa
- 38% GER in lower secondary, 24% in upper secondary
- Technical and vocational education accounts for 6% of secondary enrolments

Gender inequalities prevail



- 63% of countries have achieved gender parity in primary education; 37% in secondary education
- 59 countries have achieved gender parity at both primary and secondary levels
- Gender disparities in secondary education are greater than in primary; they favour girls as often as boys

Poor quality undermining progress

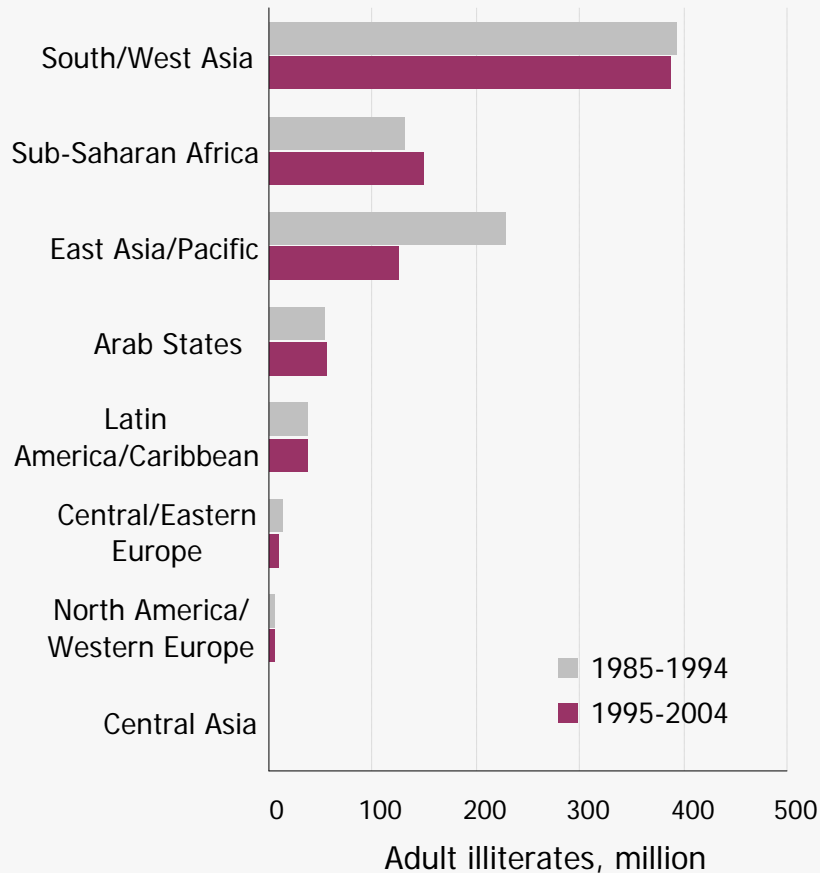
- Too many pupils do not reach the last grade of primary school, particularly in **sub-Saharan Africa** and in **South and West Asia**
- International and national learning assessments point to relatively low achievement in language and mathematics, especially in developing countries
- Teaching staff has **not kept pace** with enrolment increases in sub-Saharan Africa and South and West Asia

Low levels of learning achievement are related to :

- socio-economic background
- poorly trained teachers
- rural residence
- lack of access to textbooks in school and books at home
- insufficient instructional time
- inadequate physical infrastructure and material resources

Minimal attention to adult literacy

774 million adult illiterates



- Number of illiterate adults increased in sub-Saharan Africa and Arab States
- **75%** adult illiterates live in 15 countries
- **64%** are women
- Direct assessments of literacy skills suggest even greater challenge

Promoting a holistic vision of learning

Education for All is UNESCO's top priority.
Our strategy focuses on:

- Inclusion at all levels
- Quality at all levels
- Literacy and literate environments
- Capacity development
- Promoting research and teacher training through higher education
- Promoting knowledge-sharing and international cooperation

Acting on exclusion's causes

- Poverty
- Child Labour
- Gender
- Disability
- Ethnic belonging, linguistic minority
- Living in isolated/remote areas
- Conflict and post-conflict situations, natural disasters



Inclusion: improving access

- Flexible models for working children
- Enforced child labour legislation
- Inclusive education for the disabled
- Bilingual education for children from indigenous communities
- Mother tongue language in first years of school
- School feeding programmes
- Conditional cash transfer programmes
- Better sanitation and safety at school
- Open and distance learning
 - India's EDUSAT project
 - SchoolsNet programme in Africa



Inclusion: starting in the early years

Early learning programmes are key to achieving social justice but they are not reaching the most disadvantaged children



Holistic programmes combining health, care, nutrition and education:

- compensate for disadvantage
- improve children's well-being
- prepare them for primary school
- provide strong foundations for subsequent learning
- lead to better performance in primary school
- have high benefit/cost ratio

Promoting lifelong learning

Scaling up relevant literacy and skills programmes for youth and adults



- Need for national policy on literacy and skills
- Recognizing formal and non-formal paths to learning
- Locally relevant curricula and teaching-learning materials
- Language policy
- Partnerships /bridges with world of work and non-state sector
- Use of ICT to expand skills training for youth and adults

Developing literate environments

Influence of print materials, mass media and ICTs for acquiring and sustaining skills. Importance of:

- Print and broadcast media
- Publishing and information policies
- Special publications for newly literate
- School textbook investment strategy
- Public reading rooms and libraries
- Community learning centres
- Use of ICTs for neo-literates and community empowerment

Quality: training teachers

Africa: 4 million new teachers needed to achieve universal primary education by 2015

- Rethinking training models
- More on-the-job support
- Further development of open and distance learning for professional development
- Reinforced cooperation with higher education institutions
- Building capacity of teachers to use ICTs
- UNESCO's Teacher Training Initiative for sub-Saharan Africa focuses on status, training, management and professional development



Quality: Rethinking contents and pedagogies

- Active learning
- Relevant and balanced curricula: basic skills, learning to live together, HIV prevention, education for sustainable development
- Better understanding of how students learn: influence of current brain research
- Integration of ICTs for developing and delivering educational content
- Influence of new technologies on learning acquisition (OECD's New Millennium Learners)
- Better assessments of student learning

Higher education in the cross-border age

Crucial importance of higher education for development

- Rapid expansion of tertiary in developing countries
- Cross-border higher education is increasing learning opportunities
- Importance of quality assurance, accreditation and recognition of qualifications
- Standard setting: UNESCO/OECD Guidelines for quality provision in cross-border higher education
- 2009 World Conference on Higher Education

Sharing knowledge and networking

Open Educational Resources, a culture of sharing

- Web-based materials offered freely and openly for use in teaching, learning and research
- More than 3,000 courses available from more than 300 universities worldwide
- Contribution to EFA, teacher training, curriculum development
- Dynamic international community, pointing way towards more collaborative thinking and exchange about educational content

To Conclude

- Education: a fundamental human right
- Education: essential for reaching all development goals
- Education: policies for lifelong learning opportunities
- Education: policies that promote inclusion and quality
- Education: policies that integrate ICTs for learning, training, planning and empowerment
- Education: ensuring it is for **ALL**



Thank you