Asia Pacific Regional SDG4- Education 2030 Baseline Report

Key findings

14 July 2018
EPM Team, IQE Section,
UNESCO Bangkok

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Aims

To capture baseline data at the starting point of the SDG4 so that systematic monitoring can be done effectively

Objectives:

- To review and take a snapshot of the education situation in the region based on the SDG4 targets
- To identify and highlight regional issues to help stakeholders and partners as well as national governments to develop appropriate policies and strategies to meet the targets

Data Sources

- Global and national UIS international comparable data
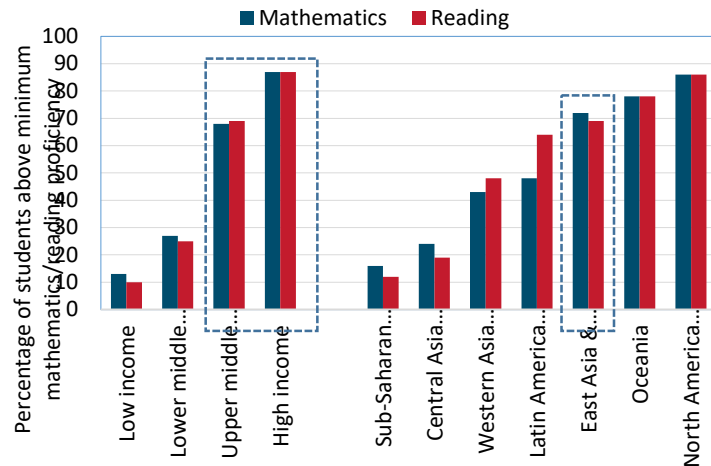- Other relevant data sources where appropriate (such as by the OECD, UNICEF)

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- Most of the countries in the region are closer to achieve universal primary education except for few countries.
- region had nearly universal gross intake to the last grade of primary education (94%) and for lower secondary it reached 86%.
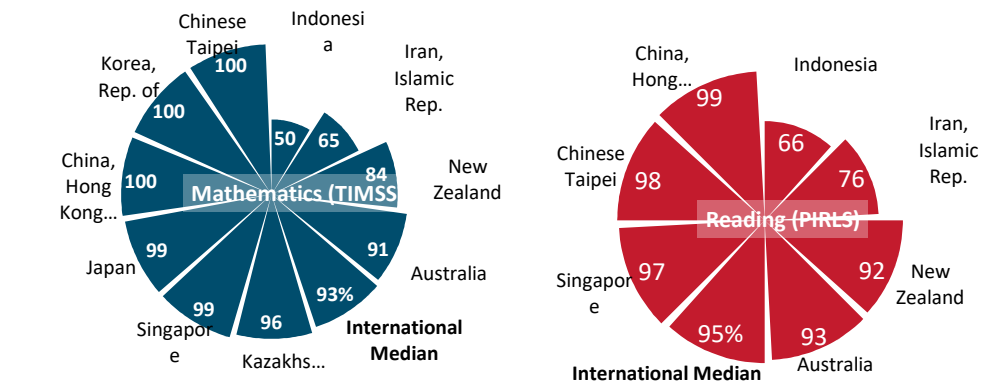
But, are children and youth in the Asia-Pacific region learning?

Percentage of primary and secondary school students who pass a 'minimum proficiency' in reading and mathematics

Proportion of children in fourth grade achieving at least a minimum proficiency level in mathematics (2015) and reading (2011) in selected countries


Source: IEA, TIMSS 2015, PIRLS 2011.

Note: Subregional grouping is based on SDG regions. The results were processed by the UIS, based on data from PIRLS 2011, TIMSS 2015, PISA 2015 and SAQMEC III. *Source*: UIS, 2017. More Than One-Half of Children and Adolescents Are Not Learning Worldwide. UIS fact sheet.

- students in East Asia, Southeast Asia and Oceania perform relatively well compared to other regions of the world
- In Central and Southern Asia, education systems struggle to equip learners with the basic competencies
- Upper middle and high income countries far better in equipping students with minimum proficiency levels

Gross enrolment ratios in pre-primary education (ISCED 01) and early childhood educational development (ISCED 02) as a share of the population of the official age for early childhood education, 2016 or latest year available
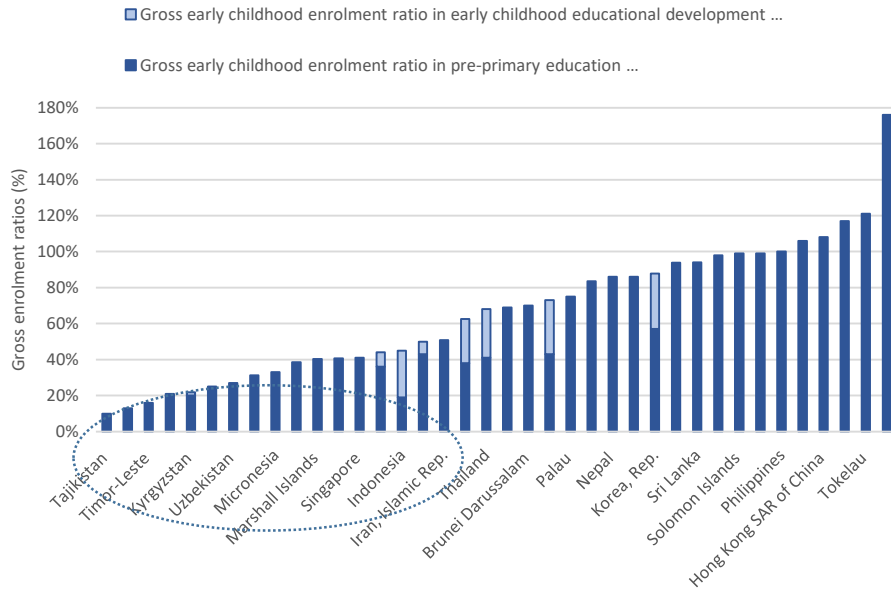
**Participation rate in organized learning one year before the official primary entry age, by sex (2016 or latest year available)**
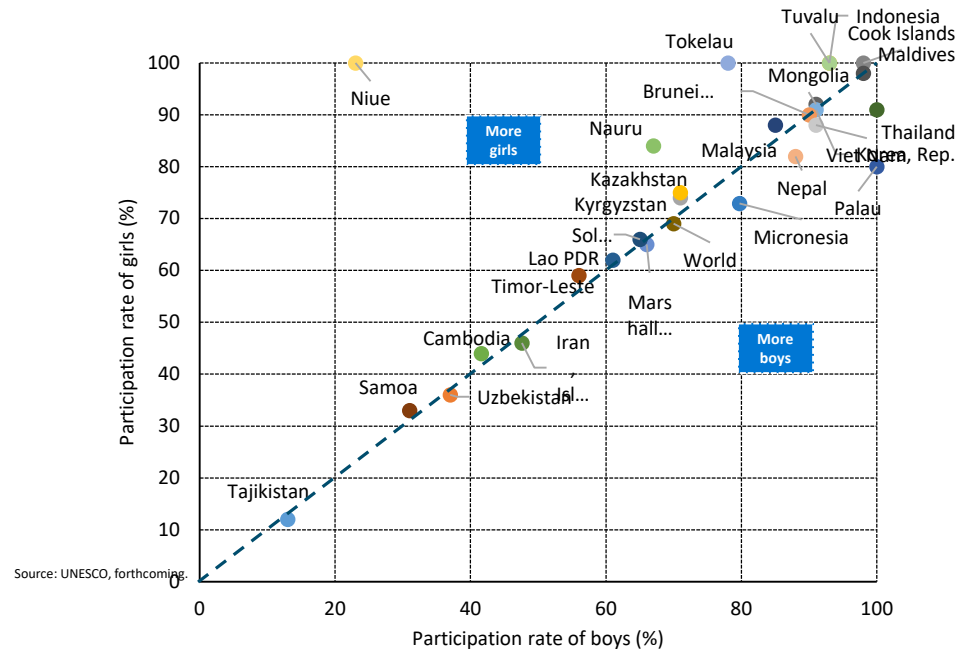
- Participation in Early Childhood Education and Pre-primary Education is increasing in the region, but countries need extra efforts
- Many countries in the region has higher participation rate in organized learning one year before the official primary entry age

Target 4.3 –TVET and Higher Education

Percentages of youth aged 15 to 24 participating in technical/vocational secondary education programmes (2000 and 2016 or latest year available)

— 2000   ● 2016
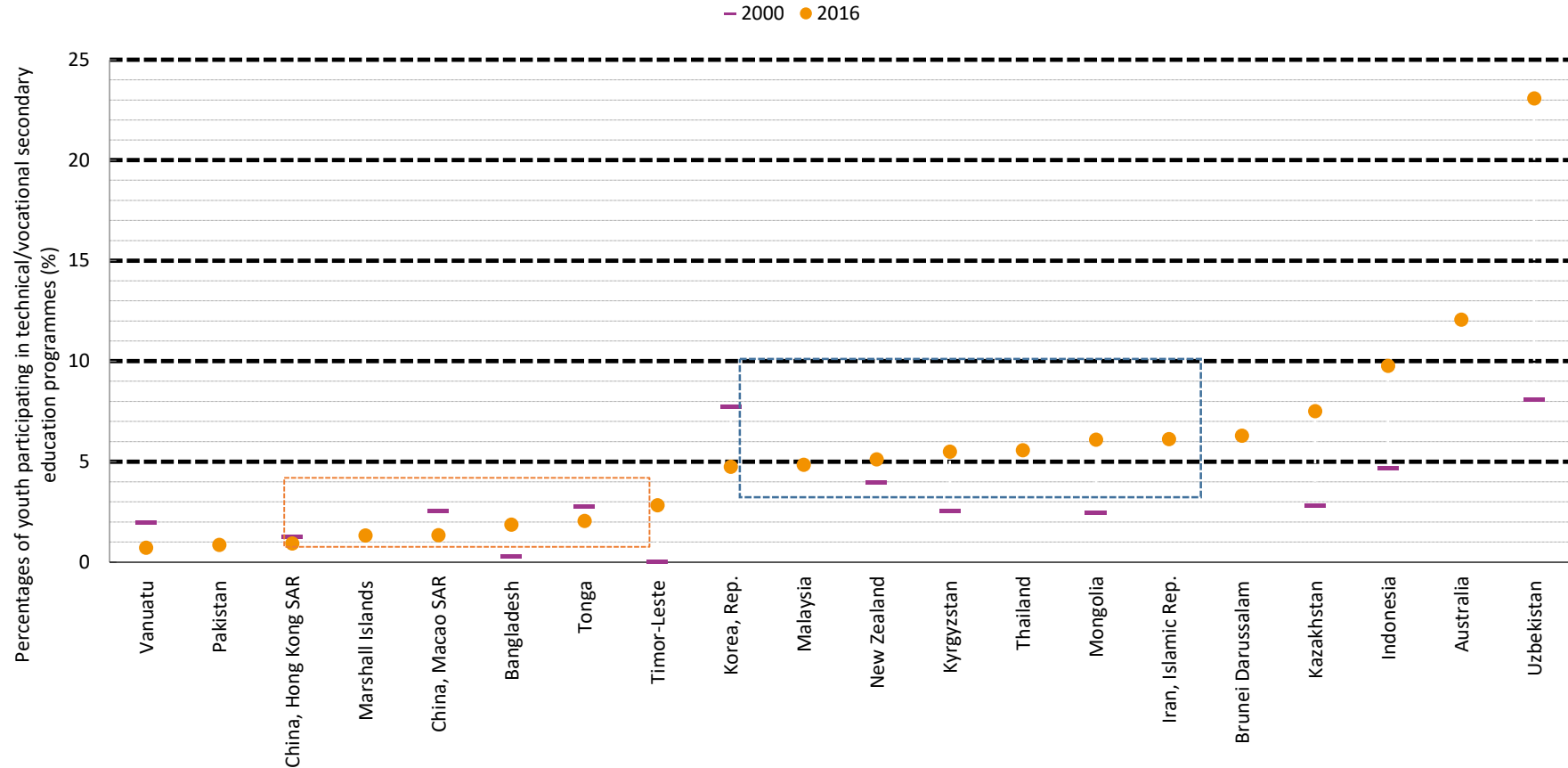
- TVET participation limited across the region compared to overall participation in secondary education
- Below 10% (and below 5%) of youth participate in TVET secondary programmes, with marginal increases since 2000
- Secondary education TVET programmes tend to attract more male students than female students

Target 4.4 – Skills for Decent Jobs

Proportion of youth and adults with ICT skills, by type of skill for countries with available data (2015/2016)

■ Copying or moving a file/folder ■ Connecting/installing devices ■ Creating electronic presentations using software

**Percentage of youth/adults with ICT skills, by type of skill**
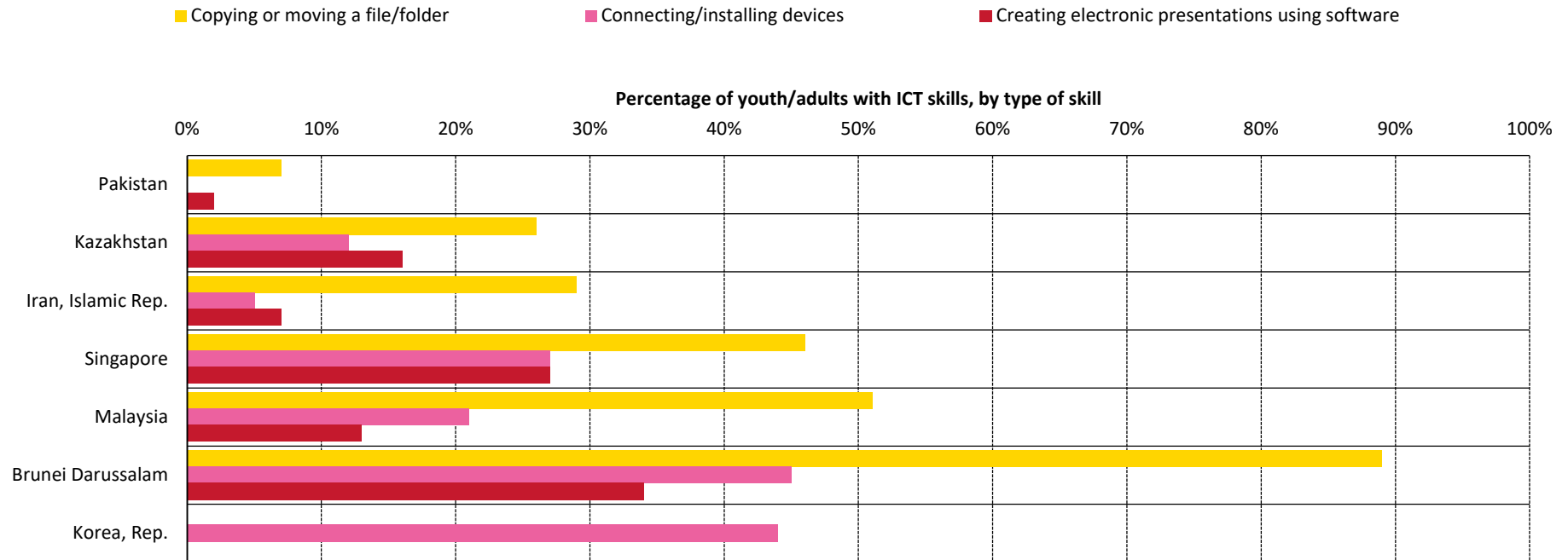
Source: UNESCO eAtlas for Education 2030 with data from ITU and Eurostat, accessed in May 2018.

- ICT skills distinguished by the type of action primarily expressed by operating computerized devices
- The essence of 'digital literacy': a meaningful use, transformation, creation and sharing of *digital* information
- Limited available data suggest that in both developing and developed countries a significant share of the populations have low ICT proficiencies
- In Malaysia and Singapore about half the youth and adult populations (51% and 46% respectively) can copy or more a file/folder; falling by another half who can connect or install a device

Education 2030

**Adjusted parity indices (PIA) of net attendance rate in primary and upper secondary by gender (GPIA), location (LPIA) and wealth (WPIA)
(household survey data, 2016 or latest year available)**
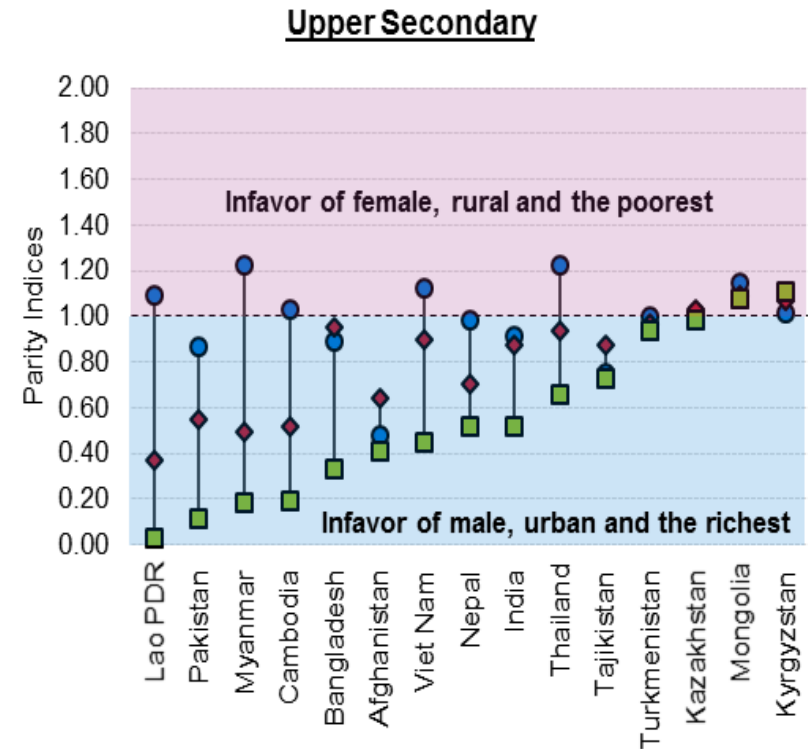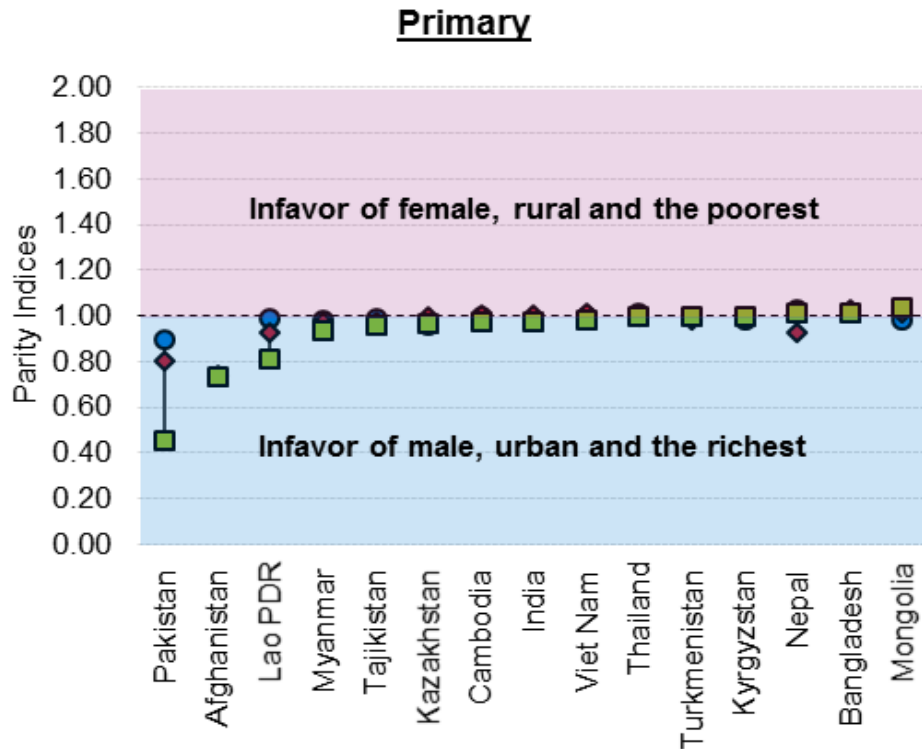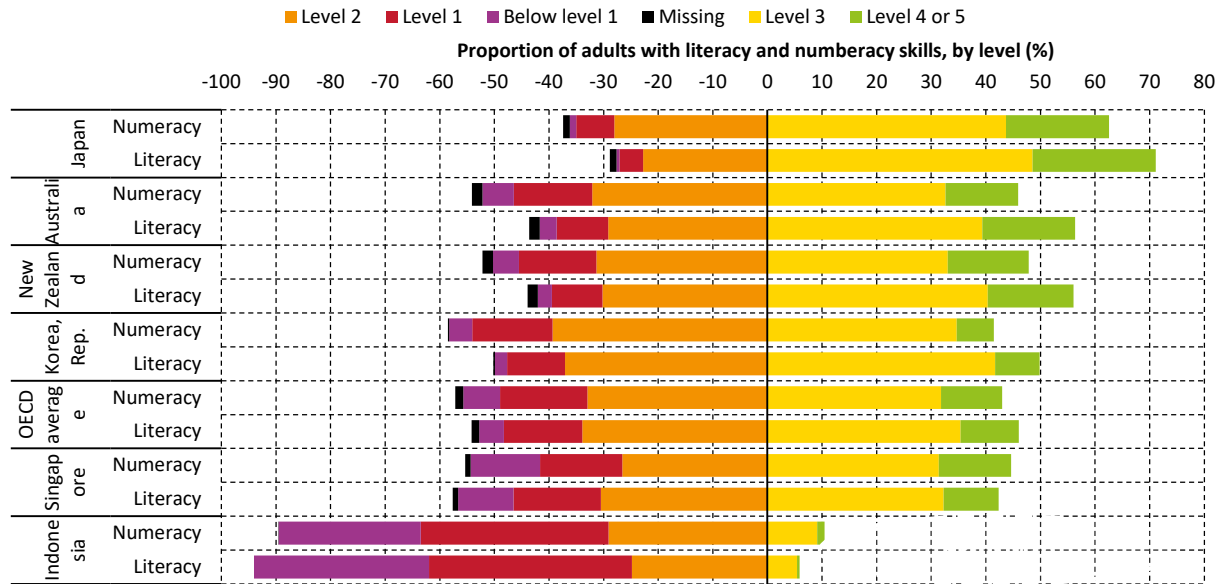

- Primary age children of the region are attending primary schools regardless of their sex, location and economic status
- Greater challenges in lower secondary and particularly upper secondary education
- Rural and poor populations predominantly show lower attendance rates in many countries in the region

Target 4.6 – Youth and Adult Literacy

- For every 5 illiterate adults in the World, **3** live in the region
- Every 5 illiterate adults in the region, **4** live in South and West Asia

Proficiency levels among adults aged 16-65 in literacy and numeracy in six countries (2011-2014)

Legend: ■ Level 2 ■ Level 1 ■ Below level 1 ■ Missing ■ Level 3 ■ Level 4 or 5

Proportion of adults with literacy and numeracy skills, by level (%)

Note: Adults in the missing category were not able to provide enough background information to impute proficiency scores because of language difficulties, or learning or mental disabilities (referred to as literacy-related non-response). Source: OECD, 2016. Skills Matter: Further Results from the Survey of Adult Skills, OECD Skills Studies. Paris, OECD Publishing.

- Lack of assessment data for monitoring literacy skills levels in the region
- It is important for countries to develop National Assessment system for monitoring literacy skills of youth and adults

- PIAAC shows that by international literacy and numeracy standards, some country populations are vastly under-skilled
- Japan had the highest proportion of adults scoring in Level 4 or 5 for numeracy (19%) and literacy (23%)
- PIAAC findings further stated for countries where adults left school early or did not complete secondary education (here Singapore and Indonesia) were associated with low proficiency scores

Target 4.7 – Global Citizenship and Sustainable Development Education

Percentage of countries that have covered different concepts in national curricula (2005-2015)

■ Percentage of countries referencing relevant terms
■ Percentage of countries not referencing relevant terms

Concept	Not referencing	Referencing
Human rights	13	88
Sustainable development	13	88
Global citizenship	21	79
Gender equality	46	54
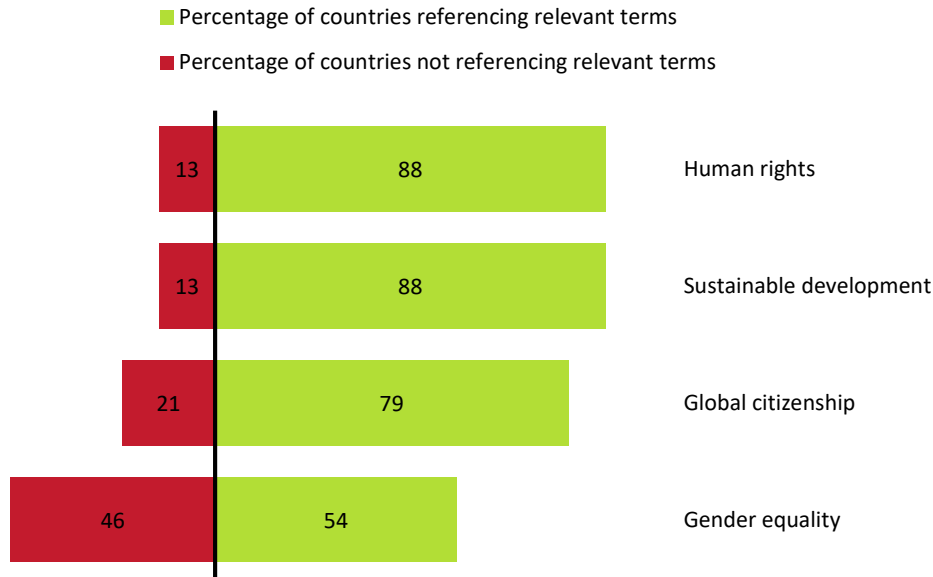
Source: UNESCO, 2016. Global Education Monitoring Report 2016. Paris, UNESCO.

Prevalence of concepts related to Education for Sustainable Development and Global Citizenship in national education policies and curricula among 22 countries, 2017
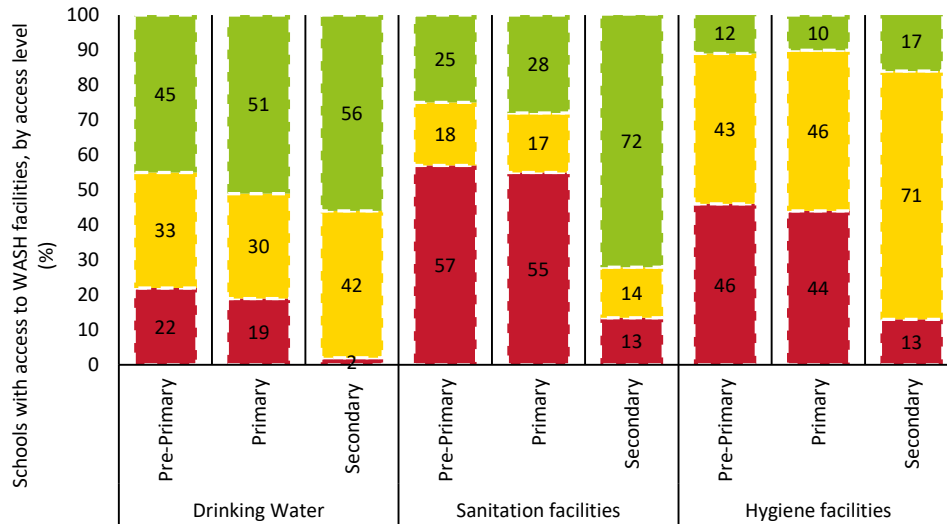

Legend: Very high prevalence, High prevalence, Moderate prevalence, Low prevalence, Absence

Categories: Human rights, Interconnectedness, Environmental sustainability, Economic sustainability, Good health and well-being, Culture of peace and non-violence, Gender equality, Global issues, Global systems, structures and processes, Orientation on global citizenship

Countries: Bangladesh, Thailand, Afghanistan, China, Viet Nam, Nepal, India, Bhutan, Sri Lanka, Kyrgyzstan, Uzbekistan, Lao PDR, Kazakhstan, Pakistan, Mongolia, Cambodia, Malaysia, Philippines, Japan, Korea, Rep., Iran, Islamic Rep., Indonesia

Source: UNESCO, forthcoming with data from UNESCO MGIEP.

- *Two independent studies by UNESCO IBE and UNESCO MGIEP found that in education policies and curricula 'human rights'* and *'sustainable development' receive the most attention*
- Economic development but also health and well-being related concepts appear frequently in policies and curricula across the region
- 'Gender equality' and related concepts, however, is frequently at the bottom if not absent in policy and curricula documents

Target 4.a – School Resources

Access to hygiene facilities, sanitation facilities and drinking water in East Asia and Pacific by education level (2013)

■ No ■ Limited ■ Yes

Schools with access to WASH facilities, by access level (%)

	Drinking Water			Sanitation facilities			Hygiene facilities		
	Pre-Primary	Primary	Secondary	Pre-Primary	Primary	Secondary	Pre-Primary	Primary	Secondary
Yes	45	51	56	25	28	72	12	10	17
Limited	33	30	42	18	17	14	43	46	71
No	22	19	2	57	55	13	46	44	13

Proportion of primary and secondary schools in Asia-Pacific with access to electricity, computer laboratories, and access to the Internet (2010-2012)

**Electricity**   **Internet**   **Computer laboratories**
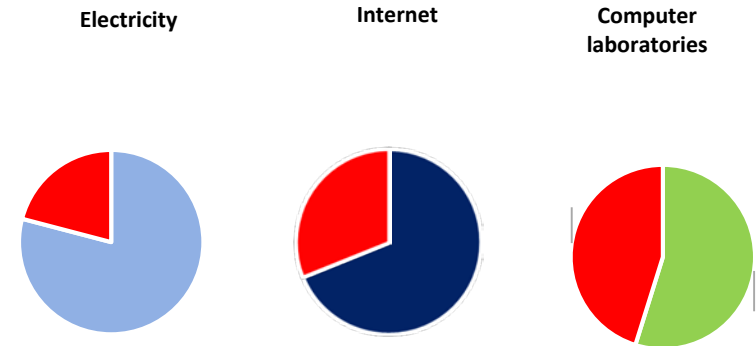
Note: Countries in this study were Cambodia, China, Cook Islands, Fiji, Indonesia, Korea DPR, Kiribati, Lao PDR, Malaysia, Marshall Islands, Micronesia, Mongolia, Myanmar, Niue, Nauru, Palau, Papua New Guinea, Philippines, Samoa, Solomon Islands, Thailand, Timor-Leste, Tokelau, Tonga, Tuvalu, Vanuatu and Viet Nam. Source: UNICEF and WHO, 2017. Scoping Study: Preparing for SDG reporting of WASH in schools in East Asia and the Pacific. Geneva, World Health Organization and New York, NY, UNICEF.

Source: UIS, 2014. Information and Communication Technology in Education in Asia. Montreal, UIS.

- Many countries are still not able to provide basic sanitation facilities to its schools
- Many countries in the region still struggling to provide Electricity, Internet and computer laboratories in the school

**Volume of official development assistance flows for scholarships in selected countries
(2006 and 2015 or latest year available)**

□ 2006 ● 2015
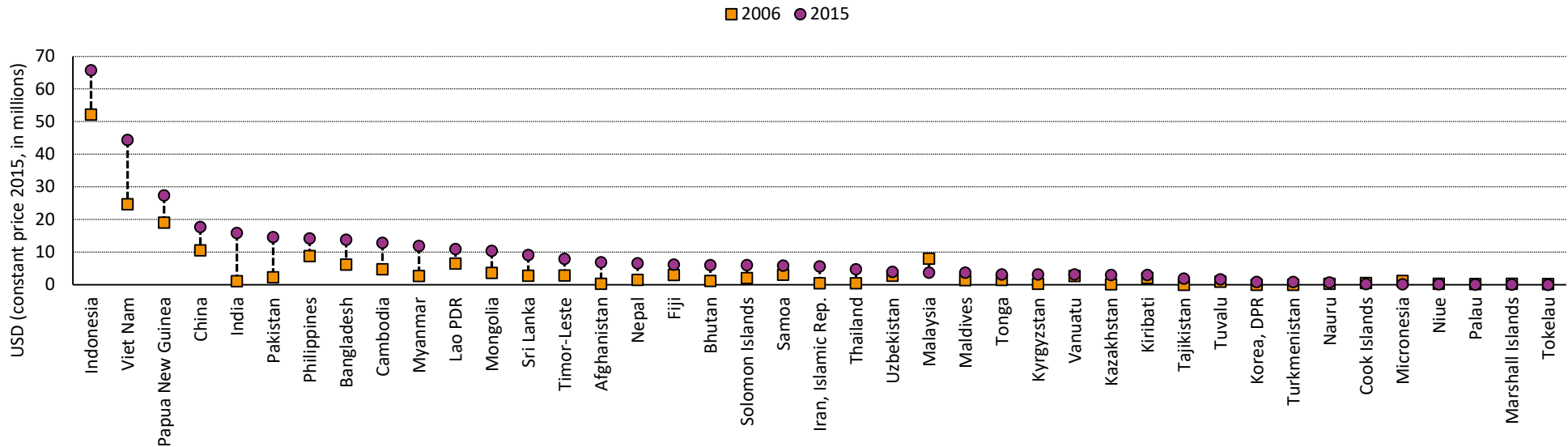
Note: Data for Nauru and Turkmenistan, 2007; data for Cook Islands, 2008; data for Tokelau, 2014. Source: OECD Creditor Reporting System, accessed July 2017. ca

- More than 50% of the countries in the region for which data are available received more than 5 million USD as ODA for scholarship
- Indonesia received the most ODA funding for scholarships in the region--US$66 million--almost 18% of the total funding for scholarships to the region
- The other major recipient countries were Viet Nam (US$44 million), Papua New Guinea (US$27 million), China (US$18 million) and India (US$16 million)

Target 4.c – Teachers

Pupil-teacher ratio (PTR) versus pupil-trained teacher ratio (PTTR), by education level (2016 or latest data available)

Pre-primary

Primary

Lower secondary
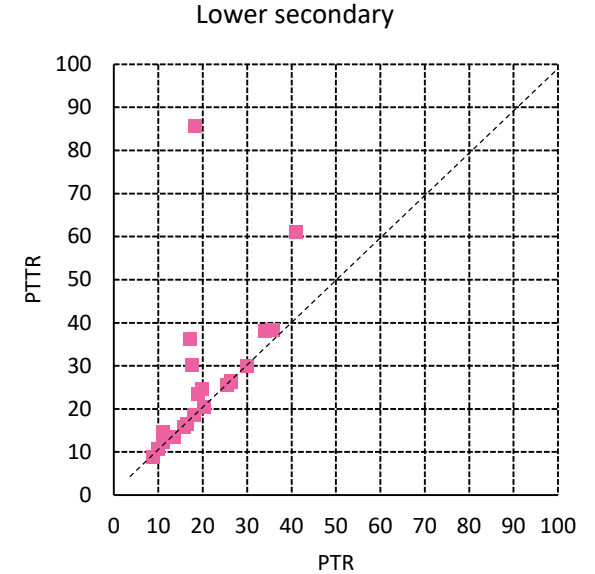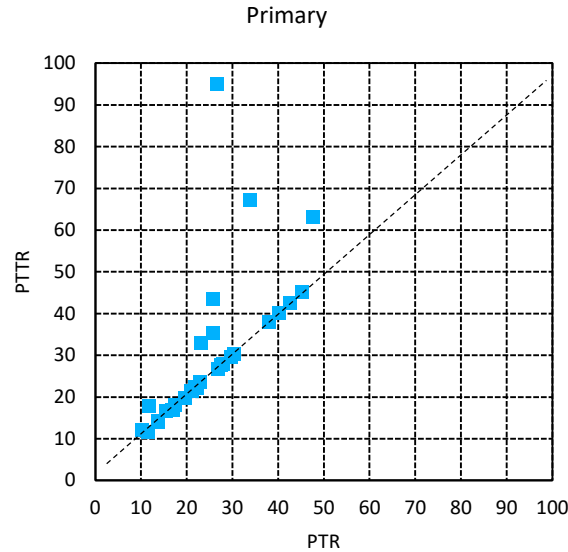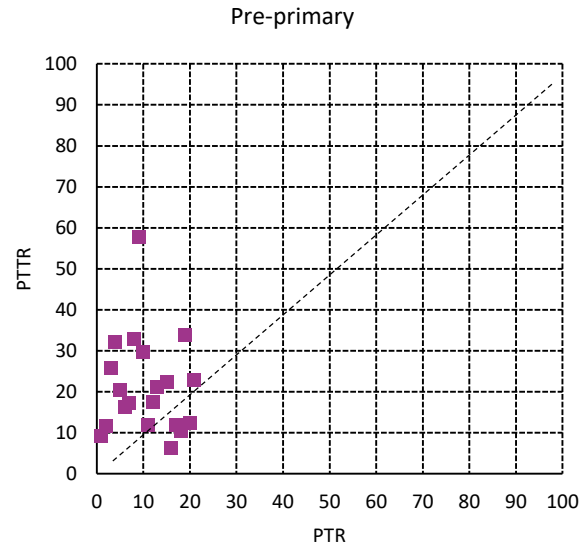
Note: Latest data range from 2012 to 2016. If the PTR and PTTR or PQTR are plotted along the line, the teaching force meets national training or qualification standards. Source: UNESCO, forthcoming.

- There is lack of trained teachers in he countries in the region especially at pe-primary and primary level
- For example, 63% of countries in the region with available data have a larger PTTR than PTR in primary education, which means there are fewer trained teachers available

In which directions does the current picture of education point?

- Focus on addressing inequality especially for the most marginalized

- Getting the basics right
  - Make children ready for school (ECE)
  - Suit the curriculum and pedagogy that guarantee learning
  - Quality of Teachers
  - Learning environment

- Measuring learning outcomes and functional literacy

- Lifelong learning is often outside the margins of formal education

- Sector wide data management and monitoring system

> To respond the needs, TWG-Education 2030 have developed the Roadmap to support Member States in achieving SDG4 at the national level

Thank you

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