



United Nations
Educational, Scientific and
Cultural Organization



Symposium on Education In the Agenda Post-2015 Accra, 29 August 2014

References

- ❑ MoE (2014) – Education Sector Performance Report (ESPR. 2014)
- ❑ UNESCO – GMR Report (2013/14)
- ❑ UNESCO – Report on the Agenda Post-2015 Consultations
- ❑ UN (2014) – UN SG Education Initiative

The Foundation and Mandate of UNESCO

❑ Created in 1945 Just after the II World War

❑ Preamble to Constitution Reads:

“... Since it is in the minds of men that wars begin,

It is in the minds of men that the foundation for Peace must be created”.

❑ Preamble encompasses the real nature of UNESCO's Mandate and mission.

Put Simply

UNESCO's Mandate is

PEACE

PEACE

We advocate to and promote through:

Education

Sciences (both Natural and Social and Human)

Culture

Communication and Information

❖ These are the tools we use to promote peace through.

Through

- Education
 - We aim to create better opportunities that lead to a more just and equitable society.
- Culture, SHS, Communication and Information
 - we strive to promote intercultural dialogue and understanding to live together.
- Sciences
 - we hope to create breakthroughs that will help society enjoy better standards of life.
- For:
 - Only when we will have educated and skilled peoples
 - The sense of togetherness
 - The conditions to live dignified and ever improving lives

➤ **We will achieve peace**

PLACING EDUCATION HIGH IN THE - Our Mission

❑ Jomtien Thailand, 1990

- We planted the seed of Education for All (EFA).

❑ Dakar Senegal, 2000

- We launch the EFA Framework of Action, under which we are still promoting the EFA Goals that are part of the MDGs.

❑ We joined the Africa Union in launching the 2nd Decade for Education in Africa

As we move to the close of the MDGs in 2015

❑ Significant progress towards

- Increasing access
- Gender balance in Primary education

❑ But globally the Picture is mixed

- Many countries realize they will not achieve the EFA Goals.
- Some are in the right track

❑ What next in the agenda?

Ghana within the EFA Goals

- ❑ Considerable progress
 - Investment in ED increased
 - 2012 – Investment was 7.9% of GDP
 - 2013 - 5.7 billion GHC. But this is already a decrease from 7.9% in 2012 to 6.1% of GDP in 2013.
- ❑ Investment Distribution
 - Primary ED – 24.4%
 - SHS - 20.2%
 - JHS - 16.9%
 - Tertiary ED - 16.9%
 - Goods and Services – 19.3%
- ❑ Biggest worry 95.5% of expenditure went to salaries
- ❑ 5.2% Investment in Assets

Increase in Enrolment

- ❑ Primary - 4,117,092 (82%) in 2013/2014 and increase of 0.3% relative to 2012/2013.
- ❑ Junior Secondary – 1.45 million in 2013/2014 from 1.47 million in 2012/2013 (decrease from 82.2% to 82%).
- ❑ Senior High Education a slight increase from 36.8% to 43.8%

Retention and Dropout Rates

☐ Retention

- Primary – 2012/2013 – 81%; 2013/2014 – 82%
- JHS – 2012/2013 – 79%; 2013/2014 – 79%

☐ Dropout Rates

- Primary – Nil
- JHS – No clear data
- Net Enrolment rate slightly drop 23.6% to 21.7%

Success Rate

- ❑ Primary Completion rate – Consistent increase from 2009/2010 to 2013/2014. Now at 97.5%
- ❑ Junior H. School – slight increase from 2011/2012 to 2012/2013 66.8% to 70.1% followed by a decrease to 69.9% in 2013/2014
- ❑ SHS – completion rate of 31% in 2012/2013 and 40% in 2013/2014

Transition Rates

- Primary to JHS1 - **Decreased** from 94.5% to 92.7%
between 2012/2013 and 2013/2014
- JHS3 to SH1 - **Increased** from 61% to 68%
between 2012/2013 and 2013/2014

Quality Indicators

- ❑ Concerns that Quality leave a lot to be desired
- **Over 30% pupils of P3 and P6** – Do not meet the minimum competency expected in English and Mathematics (Education Sector Performance Report (ESPR. 2014)).
- Ratio of Book/pupil
 - KG - 0.3
 - Primary - 2 to 2.2
 - JHS - 0.9 to 2.4

% of Untrained Teacher

☐ KG	-	45.25%
☐ Primary	-	24.4%
☐ JHS	-	15%%
☐ SHS	-	20.2%
☐ Tertiary	-	19.4%

- In conclusion, while there is evident progress in terms of access, it seems we are now faced with a serious problem in terms of quality.

What Next – Agenda Post-2015

- ❑ Challenge of ‘Quality’ we find in Ghana is not specific to it is a common feature in Sub-Saharan Africa.
- We need to rise to face it, if indeed those “foundation for Peace are to be built in the minds on men of tomorrow”.
- ❑ UNESCO Conducted Consultations to build consensus of the Agenda post-2015
 - With Government counterparts
 - Civil Society
 - Bilateral and Multi-lateral Partners

Some Views Emerging from Consultations

❑ Global Campaign for Education and International Conference on Adult Education (CONFINTEA) Position:

- Prospective new post 2015 framework to incorporate existing goals, to make for Unachieved EFA Goals.

❑ Emerging thematic areas of focus:

- **Learning** (Promoting access **without compromising quality** i.e. Matching gains in access with gains in quality education).
- The **role of teachers** in meeting learning outcomes.
- **Secondary education** which aims at assisting the **youth in learning skills for development**
- Pre-Primary (ECCE)
- **Equity** (ensuring that learners irrespective of the geographical location access and complete the minimum years stipulated for learning)

Conference of Commonwealth Education Ministers

□ Principal goals

- **Goal 1** Every child completes a **full cycle of a minimum of 9 years** of continuous, **free basic education** and demonstrates **learning achievement** consistent with national standards
- **Goal 2** **Post-basic** education expanded strategically **to meet needs for knowledge and skills related to employment and livelihoods**
- **Goal 3** Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group

UN Secretary-General's ' Education First' Initiative

- ❑ Raise the **political profile of education**, inspire new **partnerships** and **mobilize additional funding** to deliver on the promise of Education for All.
- ❑ Proposed, focuses on three priority areas:
 - **Put every child in school**
 - **Improve the quality of learning** and
 - **Foster global citizenship.** (i.e. Transformative education which must cultivate respect for the world and each other. It should provide children with the understanding they need to cooperate in resolving the interconnected challenges of the 21st Century)

UNESCO

❑ Imperatives of education for the post-2015 agenda (UNESCO's Position)

- **Equitable access to quality education** for children, youth and adults should be provided for all, from early childhood to higher education.
- **Quality education and learning** at all levels and in all settings should be at the core of the post-2015 education agenda.
- **A focus on equity is paramount** and particular attention should be given to marginalized groups.
- **Gender equality requires continued and central attention.**
- Opportunities to **acquire knowledge and skills for sustainable development, global citizenship** and the world of work must be enhanced.
- **Lifelong learning is a central principle of the post-2015 education agenda.** Flexible lifelong and life-wide learning opportunities should be provided through formal, non-formal and informal pathways, including by harnessing the potential of ICTs to create a new culture of learning.

Thank You
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