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## ***“Data gaps for policy making in promoting social inclusion”***

## ***“The EFA Progress and Education Post-2015 Agenda in the Arab region”***

Presentation by

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# Defining Social inclusion

*It is a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life.*

*It is a multi-dimensional process aimed at creating conditions which enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision making processes”.*

(Expert Group Meeting on Creating an Inclusive Society at UNESCO Headquarters, Paris, 2007)

# Measuring social inclusion

- an increased focus on outcome measurement in policy development and planning.
- disaggregation by population groups of interest
- fewer indicators on access to public goods and services for a range of vulnerable groups.

# Topics covered

## *1) Social inclusion policy making and data gaps*

- Who decides and when*
- What do we know and what do we need to know*
- Whose voice is being heard*

## *2) Education beyond 2015*

# Who decides and when to develop new or revise old policies?

- Largely determined by political processes, heavily influenced by perceptions and attitudes
- UNDP/ Ipsos 's opinion survey of 375 senior policy-makers in 15 low and middle-income countries
- Awareness of inequality and exclusion
- “opportunity-equalization policy bias - Inequality of opportunity can be reduced without changes to the current distribution of income
- Limited political space for inequality-reducing action

(UNDP, Humanity Divided: Confronting Inequality in Developing Countries, November 2013)

[http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Humanity%20Divided/HumanityDivided\\_overview.pdf](http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Humanity%20Divided/HumanityDivided_overview.pdf).

# How to create political space?

- Creation of political compacts on social inclusion
- national media in framing inequality as a relevant policy issue,
- business partner and shared interest
- expanding spaces for civic engagement

# National Youth Policy (2012)

- Evidence based
- “Youth voice” heard
- Youth-led: empowerment and participation
- Government, civil society, academia, private sector and UN agencies

## “Assessment of Social Inclusiveness” (2013)

- UNESCO developed and piloted an assessment approach of “social inclusiveness” of public policies and tested it in 9 countries (including Lebanon)
- 3 core approaches (HRBA, Gender analysis and participatory approach ) to assess, compare and reform national policy and regulatory framework in order to increase their inclusiveness and social sustainability.



## Social inclusion of disadvantaged groups and communities in South-East Asia (2014)

- Collaborative venture on “Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia (Malaysia, April 2014)
- Good data is essential for effective policies and programmes promoting social inclusion.
- Gaps in the availability and quality of existing statistics

## Key discussions concerning data/gaps

- Good data should be fit for the purpose
- Good practices (cf. “Making it Work methodology”, developed by Handicap International)
- National statistical capacity is key to addressing data gaps in a sustained manner.
- Good sharing regionally

# EFA Progress and Education Post-2015 in the Arab States



# The Six Education for All Goals

- Goal 1: Early Childhood Care and Education
- Goal 2: Universal primary education (MDG 2)
- Goal 3: Life skills & Lifelong Learning
- Goal 4: Adult Literacy & Continuing Education
- Goal 5: Gender equity and equality (MDG 3)
- Goal 6: Quality

# Progress towards the Six EFA Goals

(source: 2013/4 EFA GMR)

		Arab States		World
	Indicator	1999	2011	2010
Goal 1	Pre-primary gross enrolment ratio (%)	15	23	50
Goal 2	Primary net enrollment ratio (%)	77	87	89
	Out-of-school children (million)	8.4	4.8	57.2
Goal 3	Lower secondary gross enrollment ratio (%)	73	88	82
	Out-of-school adolescents (million)	5.5	3.8	69.4
Goal 4	Adult literacy rate* (%)	55	77	84
	Youth literacy rate* (%)	74	90	89
Goal 5	Primary gender parity index	0.87	0.92	0.97
	Secondary gender parity index	0.88	0.93	0.98
Goal 6	Primary pupil/teacher ratio	23	22	24
Finance	Public education spending (\$ GNP)	5.3	4.8	5.1
	% total government expenditure	21	1.81	15.4

# EFA: Issues and Challenges

- Armed conflict: The detrimental education crisis in many countries in the region
- Youth: The need for quality learning to acquire skills for life and work
- Access: Uneven in early childhood education; significant number of out of school children and adolescents;
- Equity: Significant gender and geographical disparities, linked with socio-economic status of the households.
- Quality: Lack of female teachers; Poor learning achievements in many countries
- Financing: Declining resources allocated to education

# Education Post-2015: The Proposed Overarching Goal and Imperatives for Education

## ***Sustainable Development Goal 4:***

*Ensure equitable and  
inclusive quality  
education and lifelong  
learning for all by 2030*

- The right to free education
- Equity and inclusion
- Gender equality
- Quality
- Lifelong learning
- Role of education in peace building and sustainable development
- ICT as enabler for education

# Targets

- Seven targets: 5 outcome targets and 2 input targets
- Agreeing minimum global benchmarks
- Setting more ambitious national benchmarks
- Post-2015 education agenda to be holistic and aspirational, thus policy imperative driving measurement, not indicators that currently exist.



# Outcome Targets

- **Target 1:** By 2030, at least x% of girls and boys are ready for primary school through participation in **quality early childhood care and education**, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.
- **Target 2:** By 2030, all girls and boys **complete free and compulsory quality basic education** of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.

# Outcome Targets, cont'd

- **Target 3:** By 2030, **all youth** and at least x% of **adults** reach a proficiency level in **literacy and numeracy** sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.
- **Target 4:** By 2030, at least x% of **youth** and y% of **adults** have the **knowledge and skills for decent work and life** through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.

# Outcome Target, cont'd

- **Target 5:** By 2030, all learners acquire **knowledge, skills, values and attitudes to establish sustainable and peaceful societies**, including through global citizenship education and education for sustainable development.

# Input Targets

- **Target 6:** By 2030, all governments ensure that all learners are taught by **qualified, professionally-trained, motivated and well-supported teachers**.
- **Target 7:** By 2030, all countries allocate **at least 4-6%** of their Gross Domestic Product (**GDP**) or at least **15-20% of their public expenditure to education**, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.

# Education Post-2015:

## Food for Thought in the Arab States

- Expanding early childhood provision: the foundation for life
- Reaching out to the unreached with innovative modes of delivery: Out of school children and adolescents
- Making education as a force for peace: Education is a double-edged sword and can tip the balance for peace or conflict, if with/without universal access and quality learning for life and work (focus on the youth!)