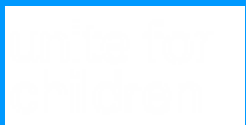


# EDUCATION PROGRESS IN SOUTH ASIA

The dynamics between access, equity and learning



Lieke van de Weil  
UNICEF Regional Advisor, Education



# Agenda

- **The South Asia Context**
- **Progress in Education**
- **Profiles of Excluded Children**
- **What is being done?**
- **Conclusions**



# The South Asian Context    SELECTED FACTS



## End Poverty and Hunger

34% of the population live in extreme poverty



## Primary Education

88% of primary-school aged children are enrolled in schools



## Gender Equality

18% of seats in parliament are held by women

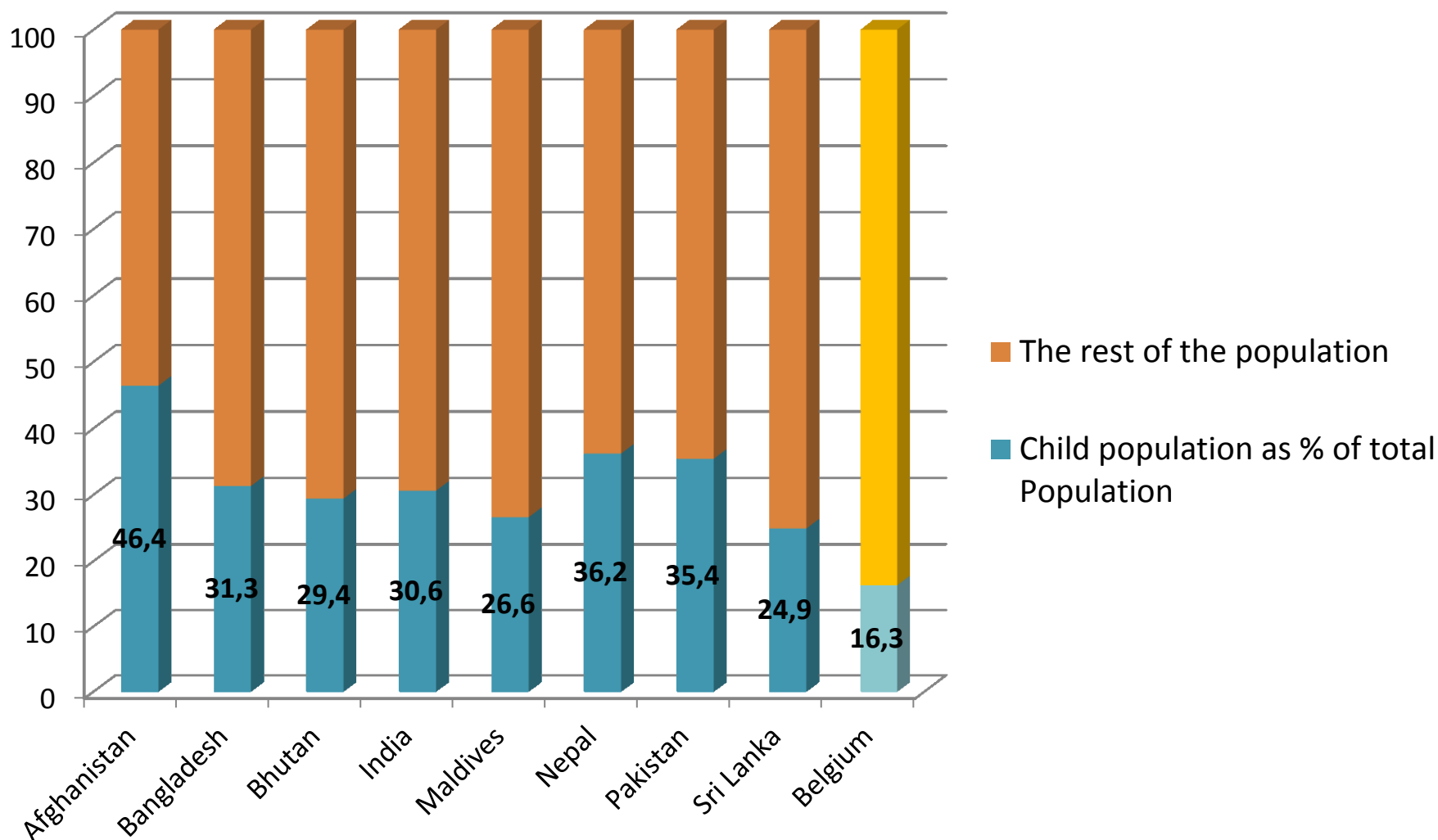


## Child Mortality

66 children for every 1,000 live births do not reach the age of 5

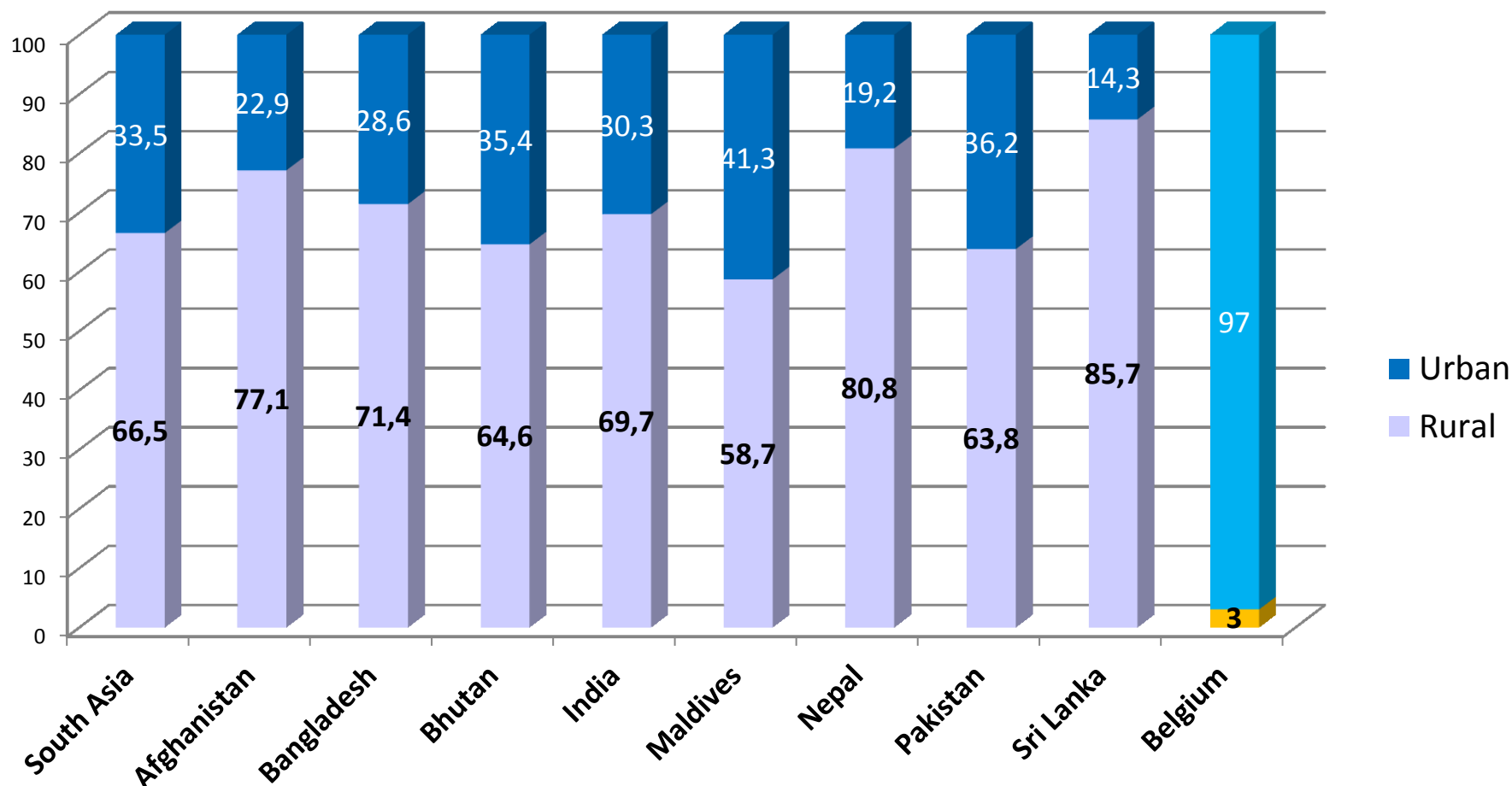
# Children 0-14 years old account for a third (31.5%) of the total population in South Asia

Child population as a percentage of the total population, 2010



# 6 in 9 persons in South Asia live in rural areas

% of population living in urban and rural areas, 2011





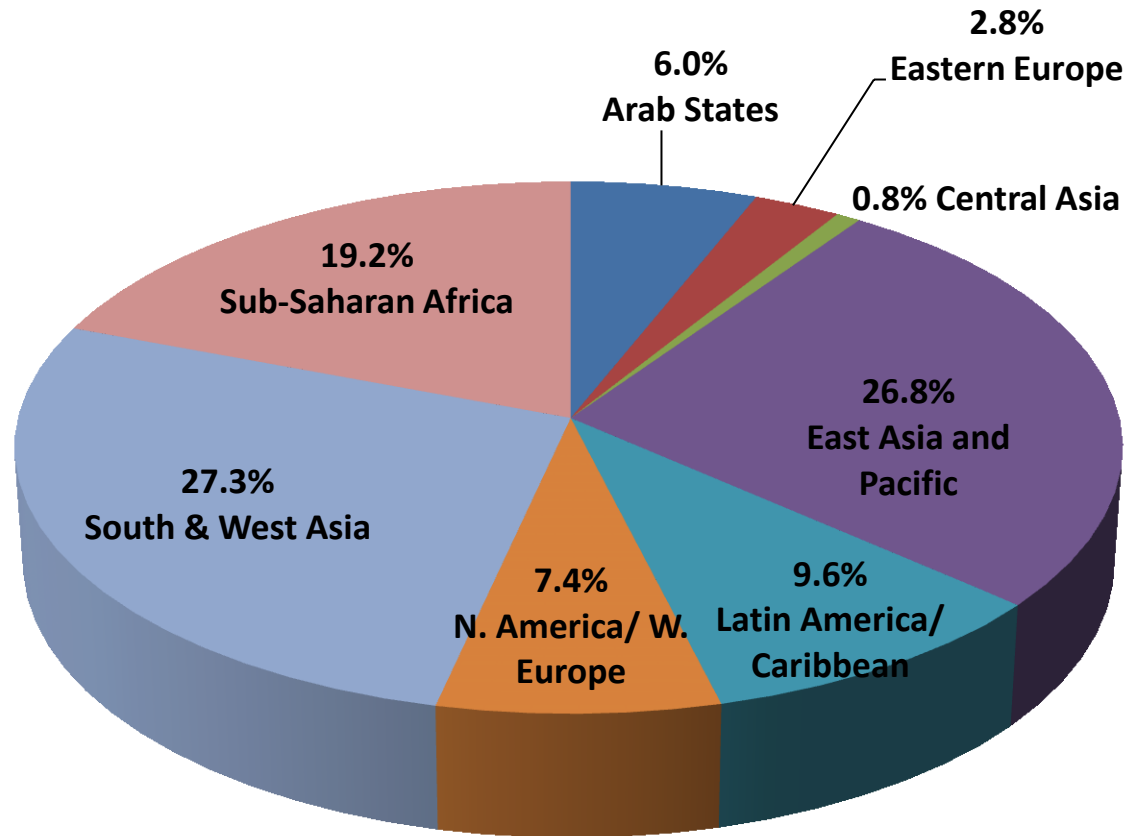
# The South Asian Context    EDUCATION



The total number of children enrolled in primary schools in South Asia of 188 million is 18 times the total population of Belgium

# The South Asian Context EDUCATION

Proportion of primary school enrolment by region, 2010



South Asia  
schools wo

in primary  
al enrolment

# Progress in Education in South Asia

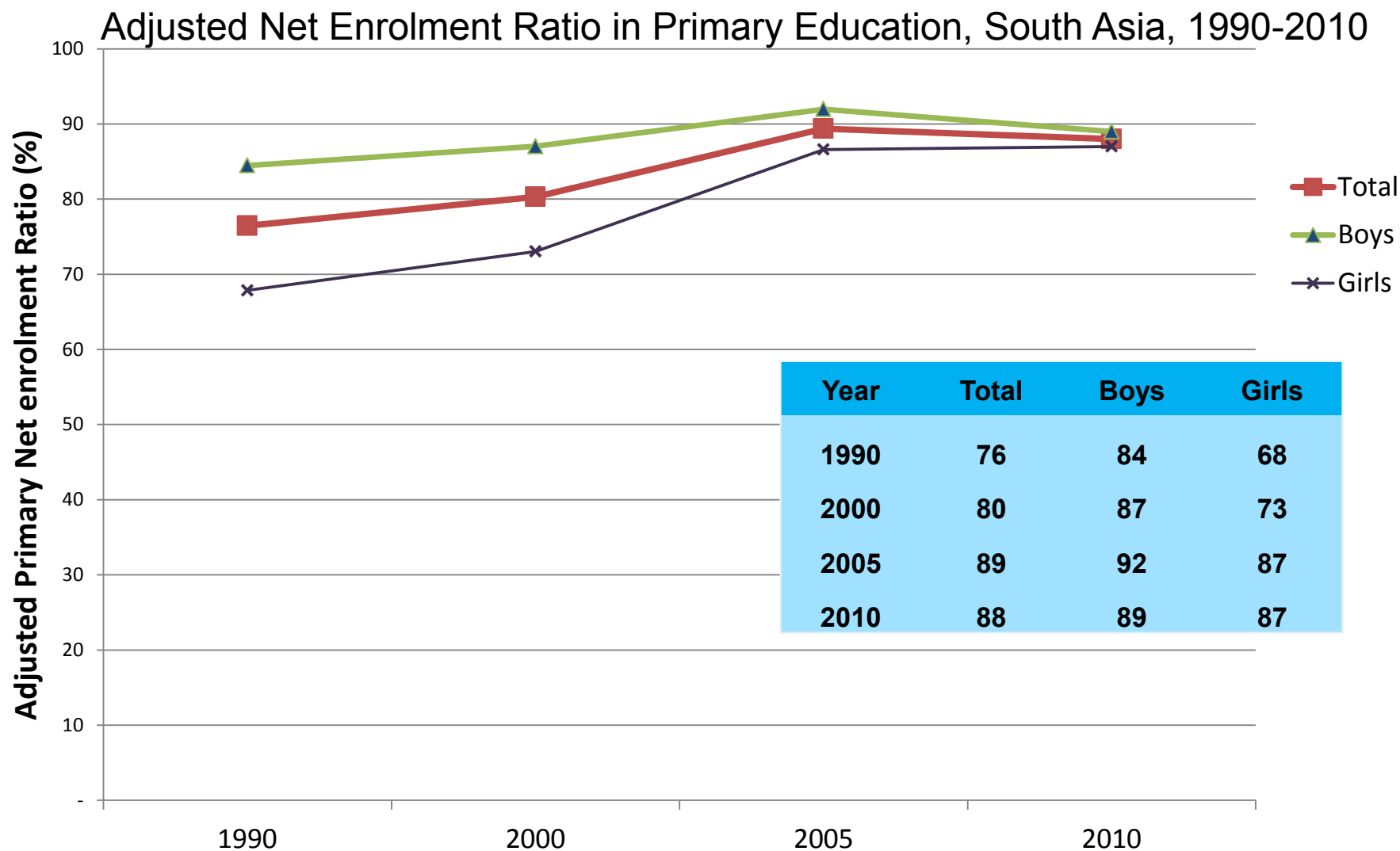


© UNICEF/NYHQ2009-2118/Pietrasik





# Progress in Primary Education since 1990



Source: 2012 EFA Global Monitoring Report, End-of-Decade Notes on EFA Goal 2, UNESCO-UNICEF, 2012

Note: UIS/GMR data for South Asia includes Iran

# Progress in Primary Education



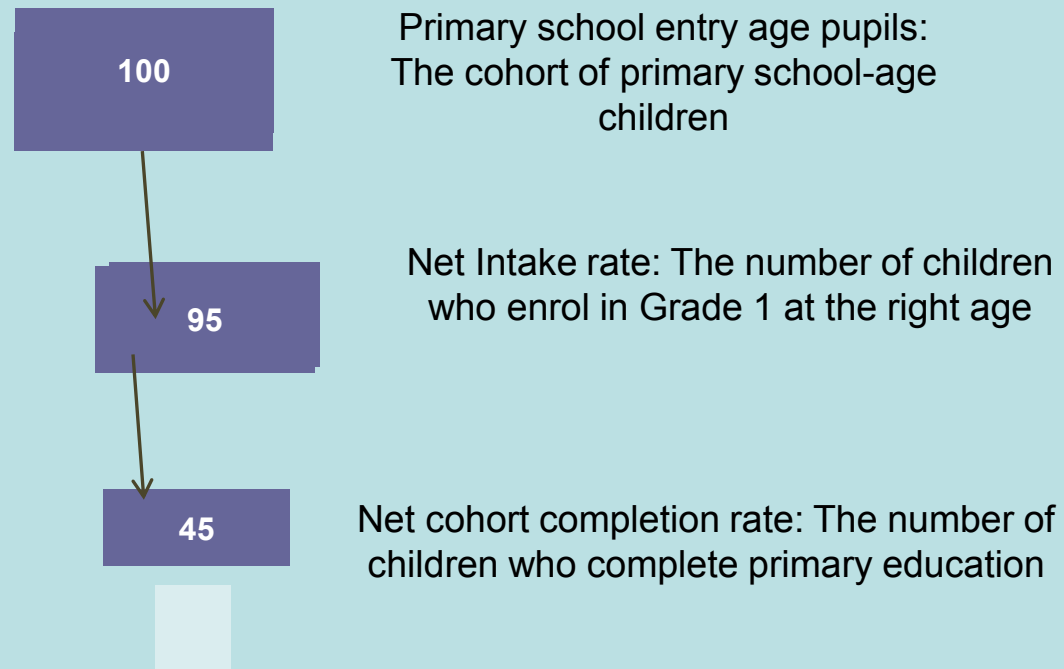
**188 million** children are enrolled in primary education in South Asia in 2010, up from 155 million in 1999

Nearly half or 48% are girls

However, many still lack basic literacy and numeracy skills due to poor quality education

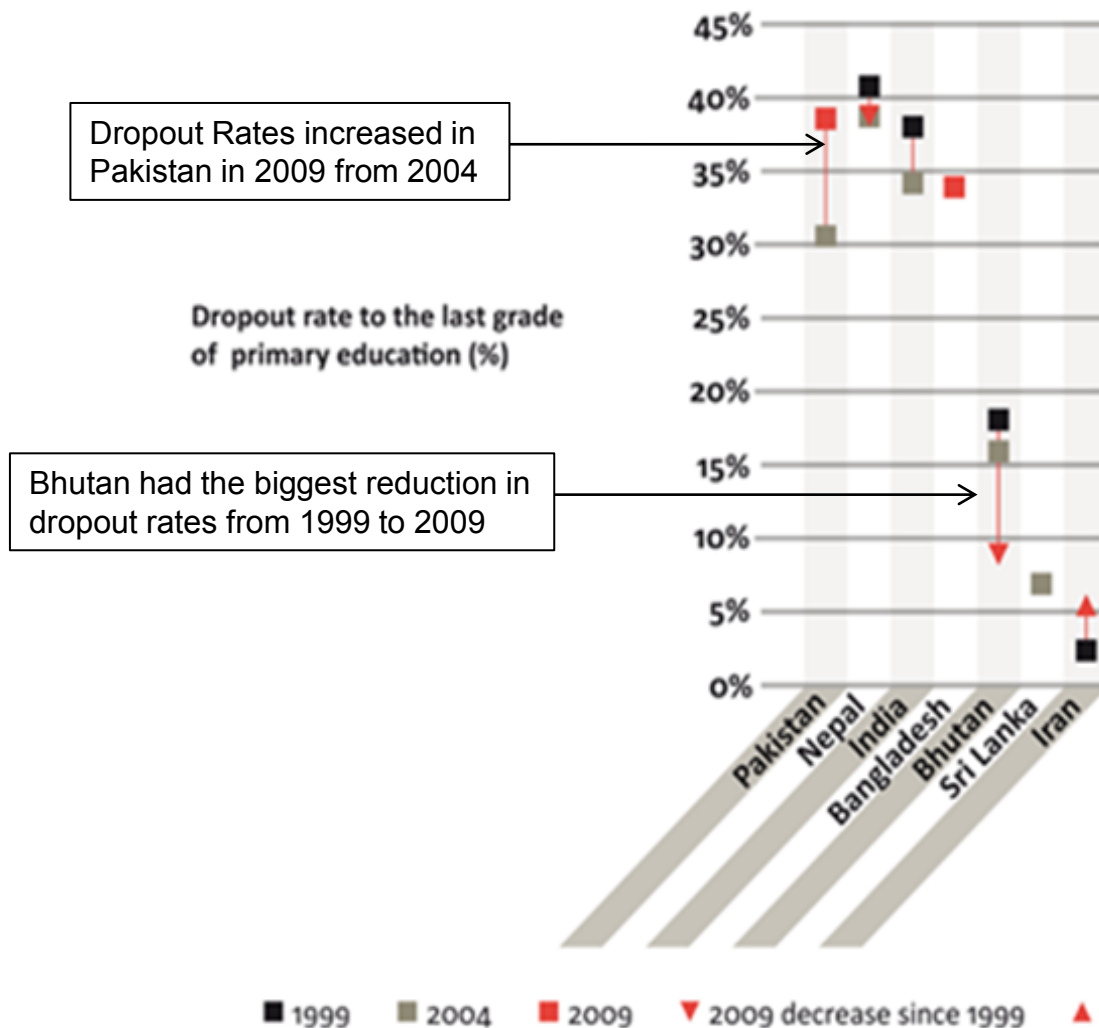
# The difficult journey through primary education

## The example of Pakistan



# Millions of children in South Asia do not complete primary education

Dropout Rates to Last Grade of Primary Education in 1999, 2004, 2009



In 2009:

- 13.54 million children dropped out of primary education
- 9.1 million children repeated a grade



# OOSCI and Administrative (UIS) OOSC Data

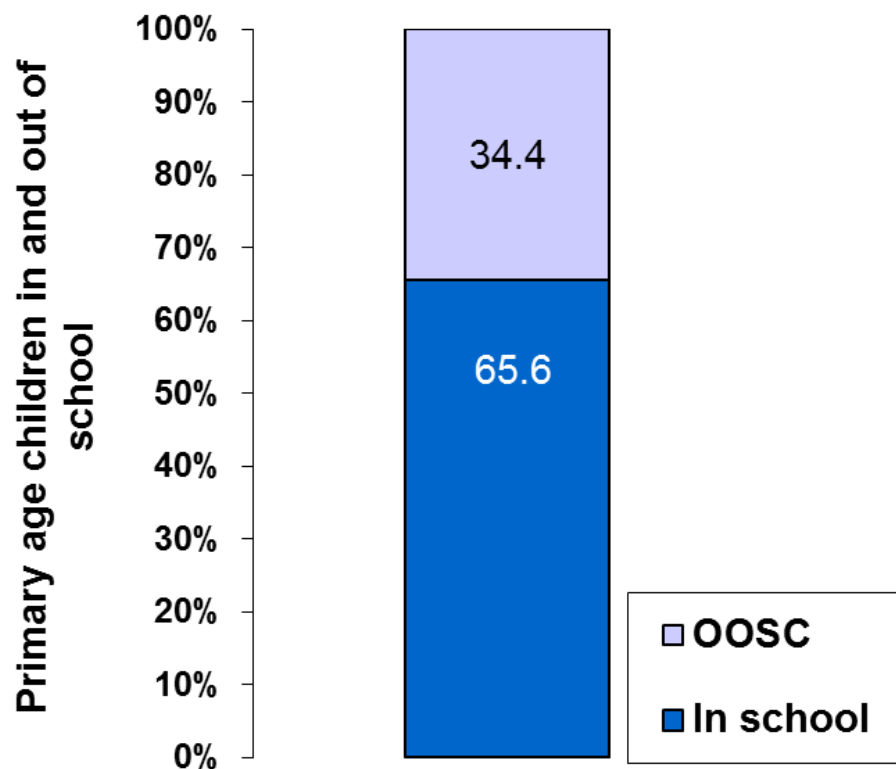
Dimension / Level of Education	OOSCI 4 countries	UIS* South Asia Region
Dimension 1 / primary	23.8 million	13.3 million
Dimension 2/ lower secondary	15.6 million	30.3 million
Total	39.4 million	43.6 million

*\*UIS figures are based on the May 2012 data release covering school year 2010 and covers the whole South and West Asia region which includes 8 South Asian countries plus Iran*

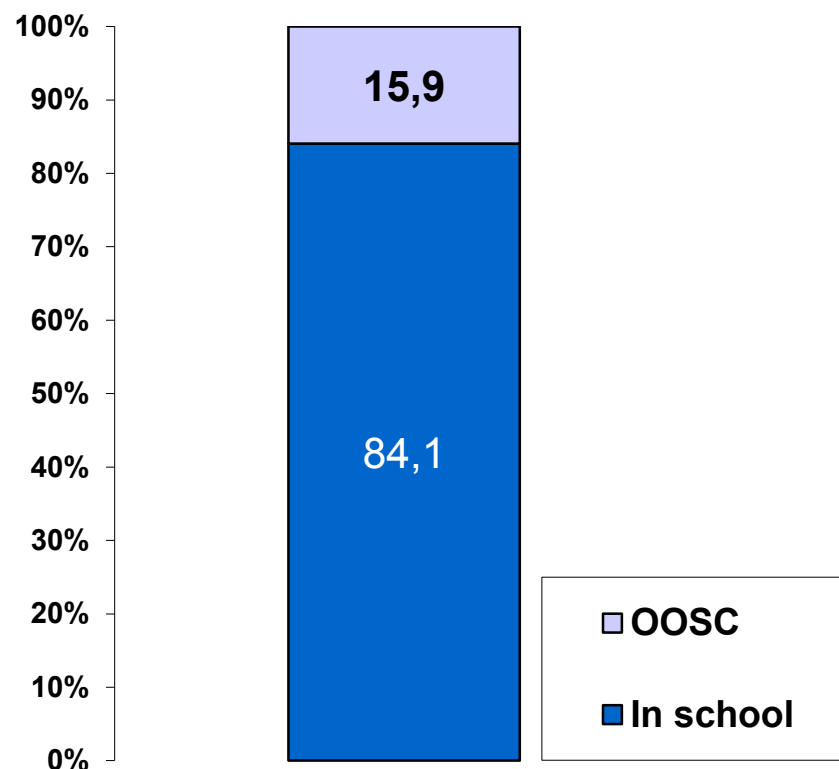
Different data sources, methodologies, number of countries covered, school years covered account for the difference

# Children still excluded from primary education

**Pakistan: Primary aged children in and out of school**

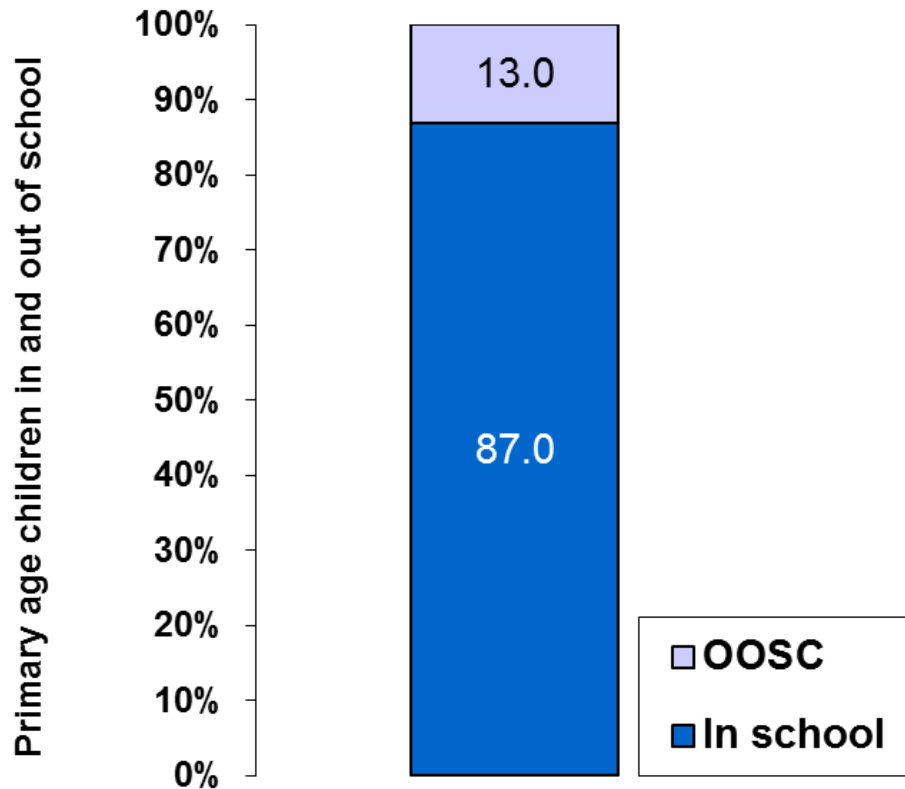


**Bangladesh: Primary aged children in and out of school**

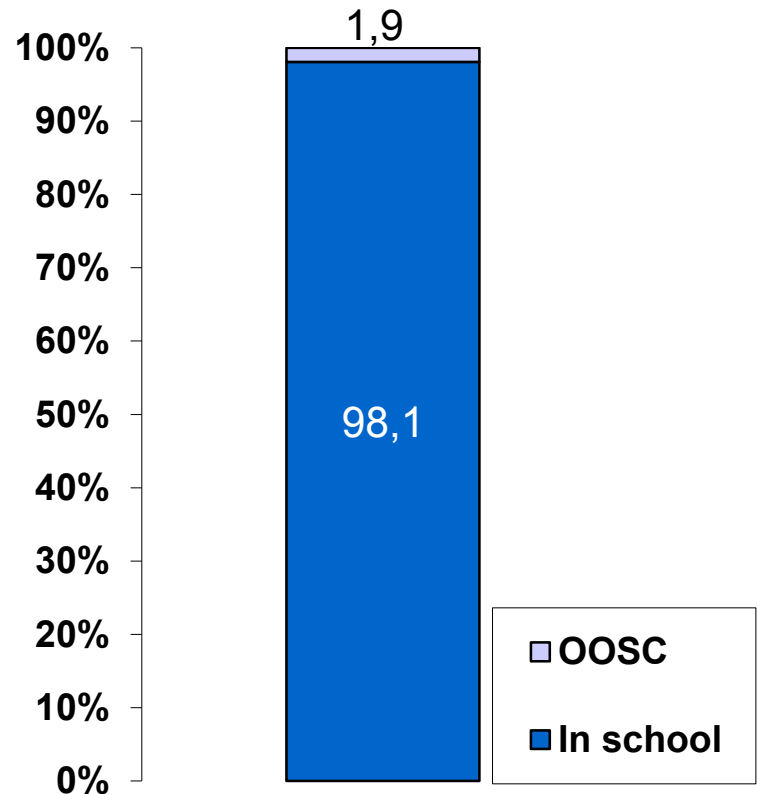


# Children still excluded from primary education

## India: Primary aged children in and out of school



## Sri Lanka: Primary aged children in and out of school





# Profiles of excluded children



# Profiles of Excluded Children



Children from the **poorest households** are more likely to be out of school. If in school, they are likely to drop out to due schooling costs and poverty

# Profiles of Excluded Children



**Girls** particularly from poor families living in remote rural areas are among the most disadvantaged in education

# Profiles of Excluded Children



Children from **ethnic minority groups** are often marginalized in education and society in general

# Profiles of Excluded Children



Children in **rural areas** are more disadvantaged than those living in urban areas



# Profiles of Out-of-School Children

- Children from **poorest households** more likely to be out of school
- **Girls** more excluded in Pakistan and India while retention of older **boys** a challenge in Bangladesh; gender gaps more pronounced in poorest households
- Children in **rural areas** more likely to be excluded; also pockets of urban children with high rates of exclusion (slum dwellers in India, Bangladesh)
- Children in **child labour** more likely to be out of school, particularly older children (disparity highest in Pakistan)
- Children from **ethnic and religious minorities, schedule caste and tribes** often more marginalized



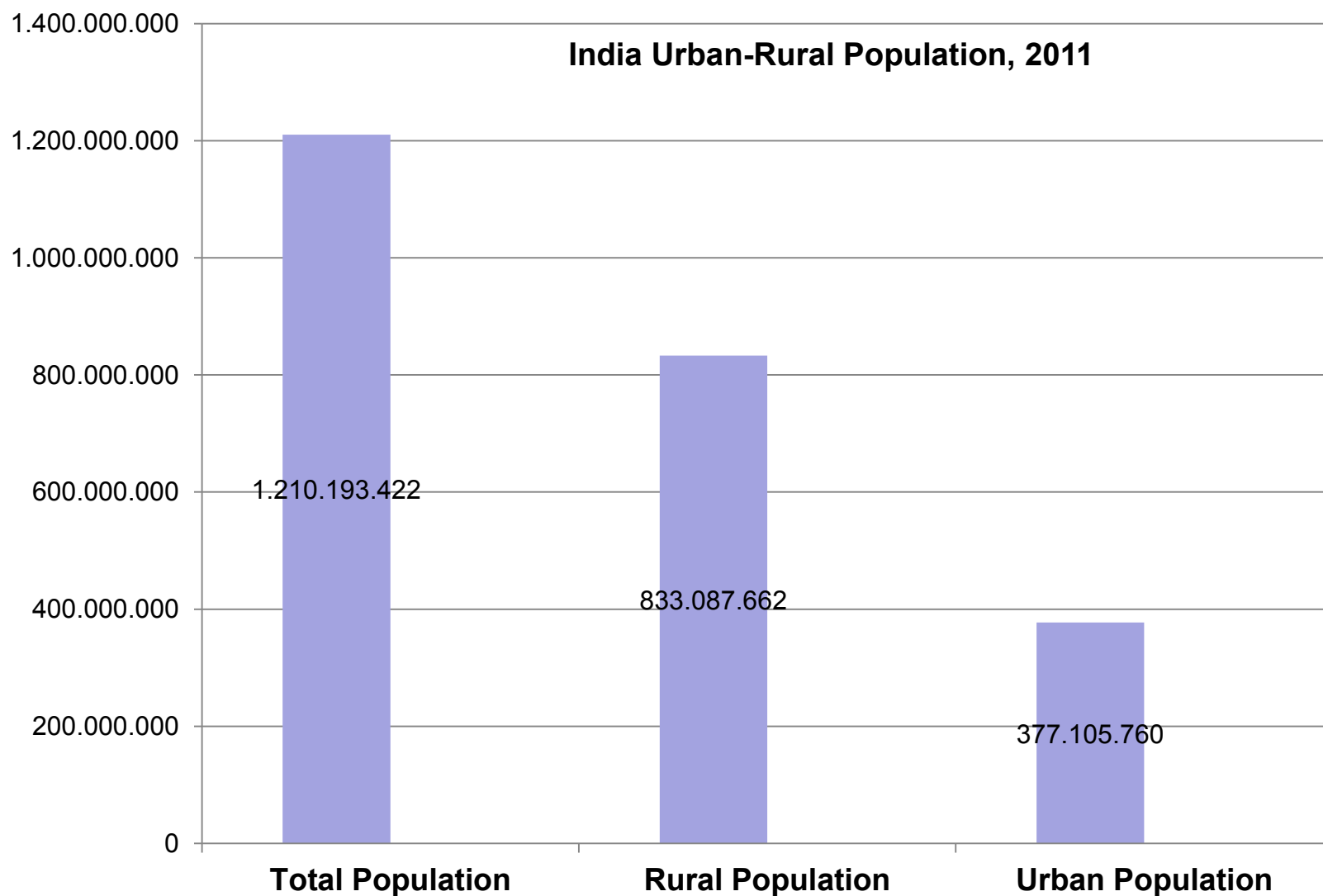
# The urban-rural divide: what the data shows

# Video from Far Western Nepal



[Video from Far Western Nepal](#)

# 6 in 9 persons in India live in rural areas





# 3 in 4 young children (0-6 years old) in India live in rural areas

India has 159 million young children aged 0-6 years old

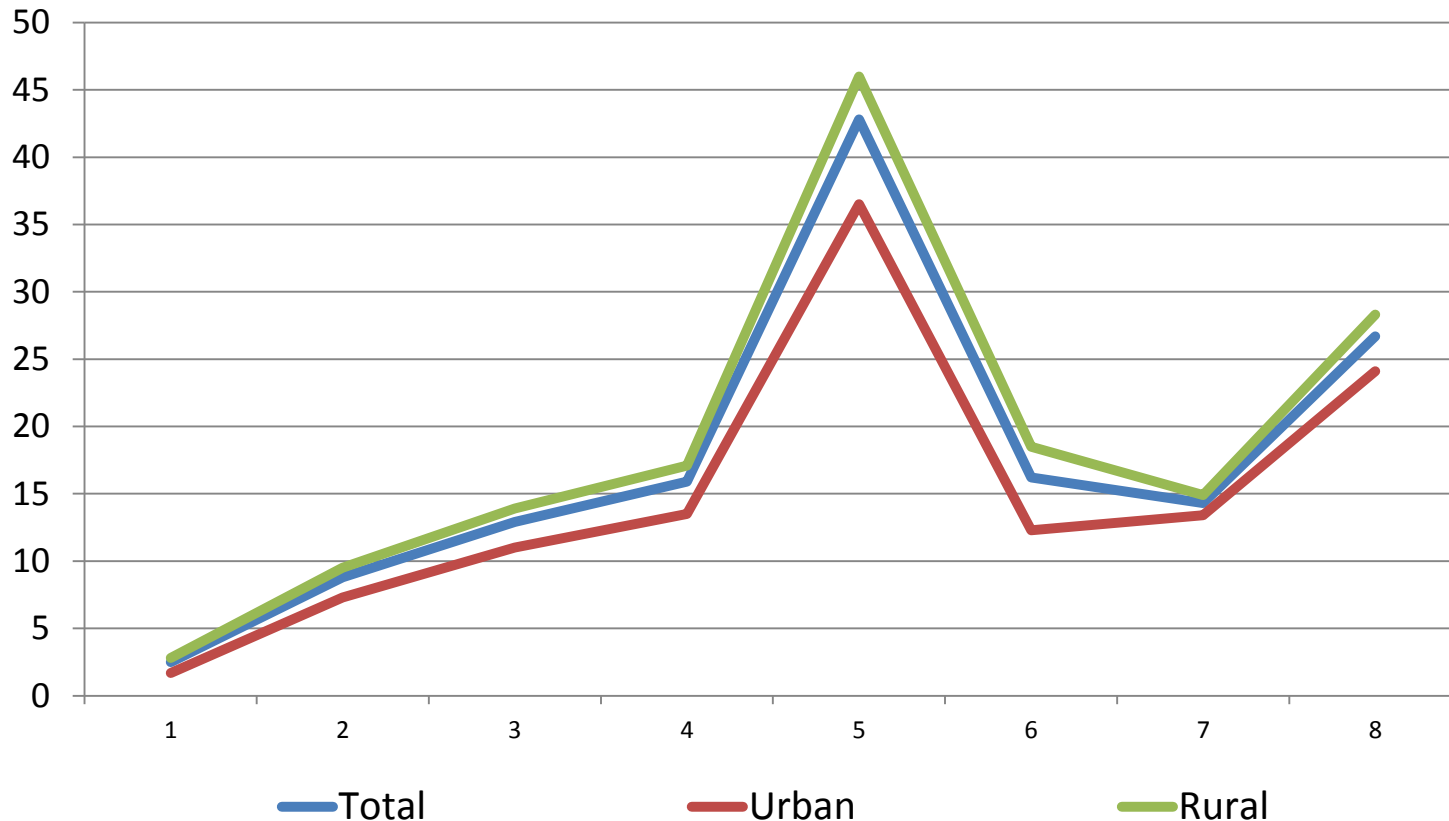
Nearly 75% or **118 million** live in rural areas



© UNICEF/NYHQ2005-2386/Khemka

# Children in rural areas are more likely to drop out

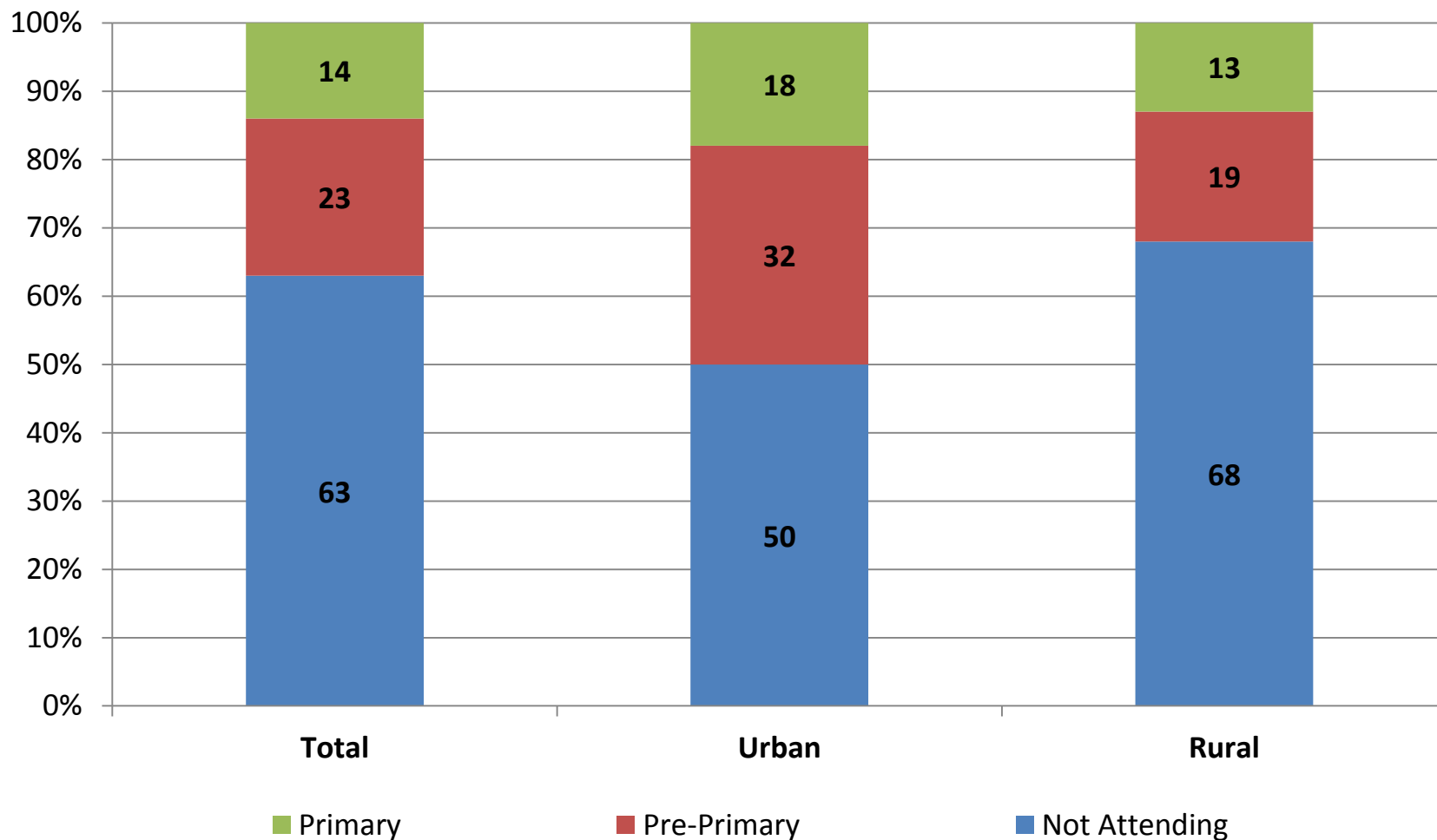
Dropout Rates, by Grade and Location, **Pakistan**



Rural area dropout consistently higher than urban rates

# Non-attendance in pre-primary and primary is higher in rural areas

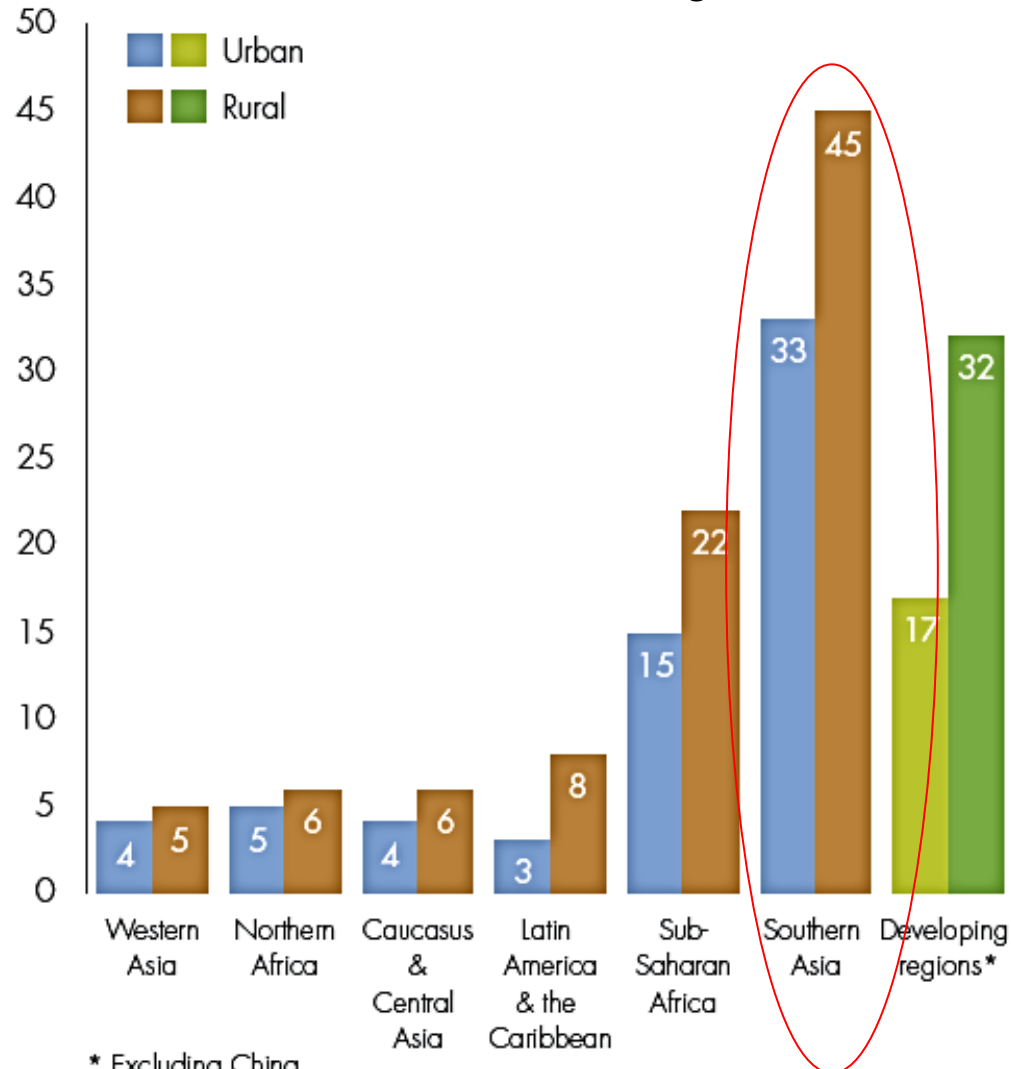
Attendance and non-attendance rates, by level of education and location, **Pakistan**



Source: Pakistan OOSCI Report, data from DHS 2007-08

# Children in rural areas more likely to be underweight

Proportion of under-five children who are underweight, urban and rural, 2006/2010



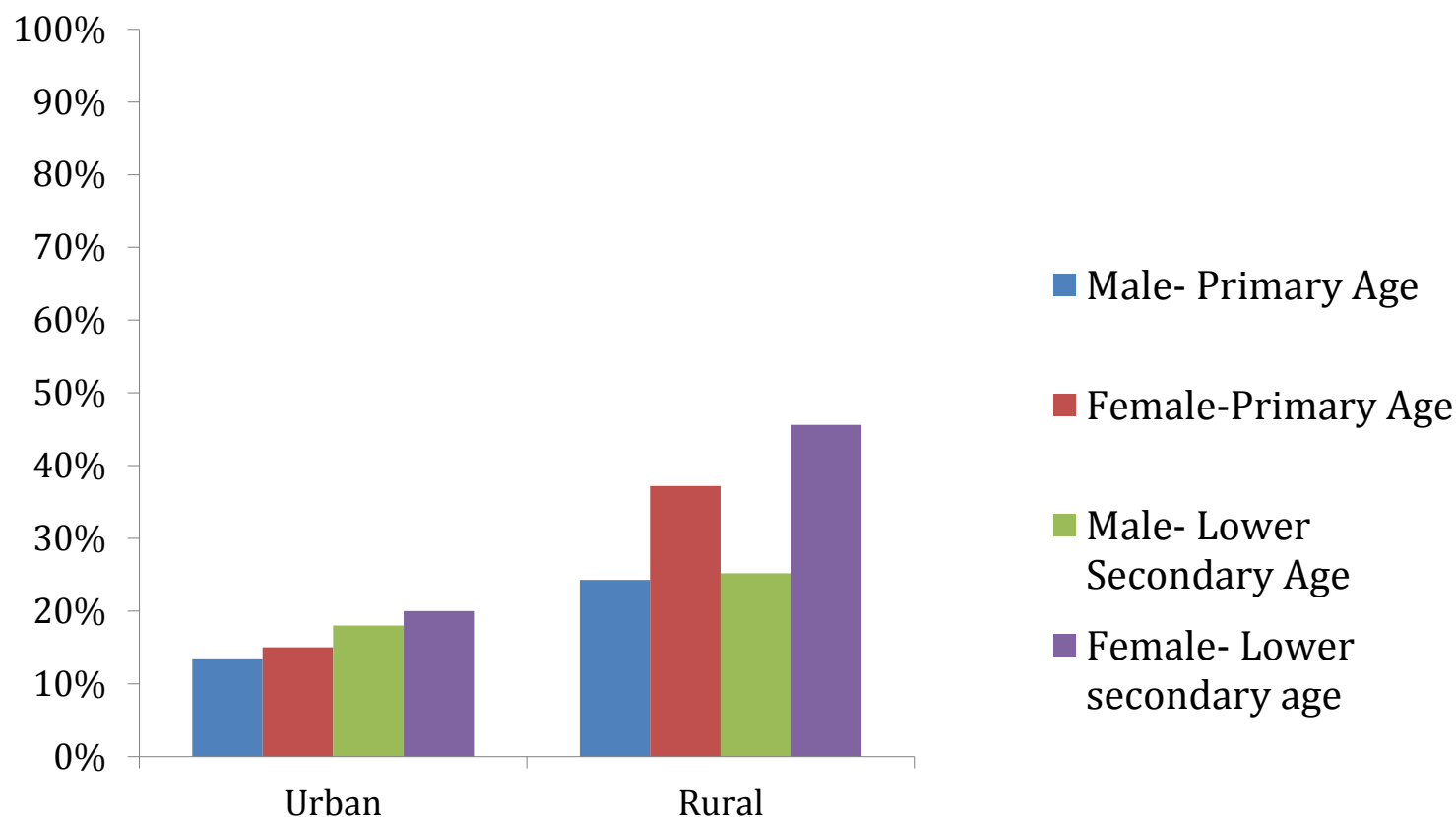


# Multiple Disparities - What the data shows



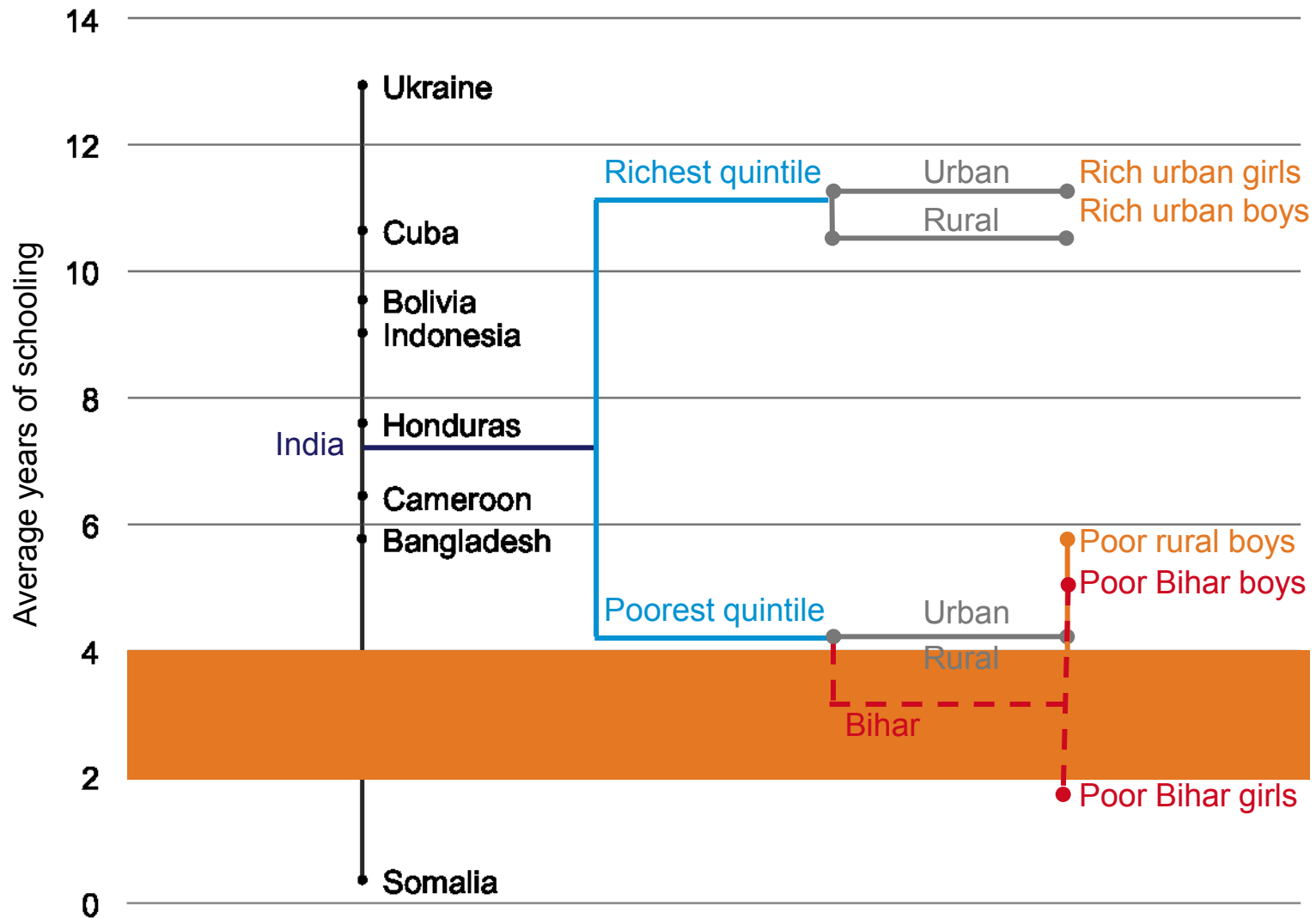
# Girls in rural areas most disadvantaged: Pakistan

Percentage of out-of-school children by gender, level of education and location,  
**Pakistan**



Rural area percentage of OOSC consistently higher than urban area

# Beyond Averages: multiple exclusion, India





© UNICEF/NYHQ1996-0320/Charton

# Current Efforts

# What is being done?

- 1) Systems Strengthening:
  - From projects to SWAPs
  - Equity focused policies
  - Child Friendly Education



# What is being done?

## 2) Engage stakeholders

- Reality check for policies
- UNGEI
- Welcome to school campaigns





## What it means to attend a child-friendly school



Ten-year-old Sivatheepan Kajanika attends a BESP supported school in Trincomalee in the Eastern Province of Sri Lanka. She describes in her own words what she likes about her child-friendly school in Sri Lanka.

<http://www.youtube.com/watch?v=mvVGhLGRXaA&feature=youtu.be>

# What is being done?

## 3) Make an impact on an area

- Convergence districts
- Institutions building
- Schools as Zone of Peace
- Reach out interventions



# School as Zone of Peace, Nepal

- Increased school opening days - 84 to 99 % in targeted schools
- Codes of Conduct and strengthened SMC/PTA
- Over 1200 teachers participated in “Conflict-Free classroom” training
- National steering committee formed



# Complicated dynamics

“As long as there are politics involved education will never come out right.”

- Quote from a student in Terai.





# What is being done?

- 4) Use of data
  - Impact monitoring
  - EMIS
  - Bottleneck monitoring
  - Learning from Innovations





# Conclusion

- Equity focus means to be bold
- Interrupt the multiple factors of exclusion
- Emergency Education
- All strategies, all levels





# Bhutan



- Population 726,000  
Landlocked Himalayan Kingdom  
Only 8% of land is used for human habitation

Map source: UNCS, Europa Technologies. The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

Source: UN Population Division, 2010 *World Population Prospects Volume II*

# School Yard Urban School





# The canteen



# First grade rural school





# First Grade Urban school



# Catchi Class/pre school rural school





# Catchi Class (pre school)



# Thank you

