Global Response

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Figure 13. Highly effective practices to increase access and learning outcomes

- Mother-tongue / bilingual instruction
- Better teaching methods
- Providing remedial education
- Cut waste – double learning time
- Group by ability
- Update teachers on student progress
- Teacher performance incentives
- Preschool (learning effect by grade 5)
- Student performance incentives
- New school in village
- Community-based monitoring
- School feeding
- Computer-assisted learning and materials
- Malaria prevention and control
- Washrooms and water
- Cash transfers
- User fee reduction
- Providing instructional materials
- Micronutrient intervention
- Train school management

- Interventions cost 0-3% of standard (basic) costs
- Other, learning effects
- Teaching quality, learning effects
- Interventions cost 4-9% of standard costs
- Other, access effects
- Interventions cost 10% or more of standard costs

#APMLEWG #APREMC2022
British Council position on English in mother tongue-based multilingual education

An evidence-based approach to our work in English is necessary to arrive at an informed position or relevant issues.

Important research findings show that young students in low- or middle-income countries are taught in their own or a familiar language, rather than English. They are more deeply understood when they are learning English or a more successful academically including in L2 as a subject with benefits to education, economy, and society.

Students have the right to access both the school curriculum in their own or a familiar language which receive quality English language learning experiences.

Teaching in English is best served through strengthening the teaching of English. Therefore, DfID at primary school level in low- or middle-income countries is not beneficial to language learners. It is a policy or practice we support.

Requests for support for English in basic education can be reviewed using the (e-1) principle, focusing on improving the quality of teaching and learning in English.

At primary level, support can be channelled to developing quality teaching and teacher education in English as a subject and to promote equal access to English-language learning opportunities. TEA channelled to disadvantage groups, the poorest or marginalized, rural children, those from ethnic minority, young female learners, etc., presents a particular challenge, which all should seek to meet.
More Than One-Half of Children and Adolescents Are Not Learning Worldwide

Figure 1. Global number of children and adolescents who do not achieve MPLs in reading, by age group, SDG region and sex

Source: UNESCO Institute for Statistics
<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator Description</th>
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<tbody>
<tr>
<td>4.1.1</td>
<td>Proportion of children and young people (a) in Grades 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</td>
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<td>4.1.3</td>
<td>Gross intake ratio to the last grade (primary education, lower secondary education)</td>
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<td>4.1.4</td>
<td>Completion rate (primary education, lower secondary education, upper secondary education)</td>
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<td>4.1.5</td>
<td>Out-of-school rate (primary education, lower secondary education, upper secondary education)</td>
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<td>4.1.6</td>
<td>Percentage of children over-age for grade (primary education, lower secondary education)</td>
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<td>4.5.2</td>
<td>Percentage of students in primary education whose first or home language is the language of instruction</td>
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<td>4.5.3</td>
<td>Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations</td>
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<tr>
<td>4.6.1</td>
<td>Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</td>
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<td>4.6.2</td>
<td>Youth/adult literacy rate</td>
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<td>4.6.3</td>
<td>Teacher attrition rate by education level</td>
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An Overview: from recovery, acceleration, to transformation

Context
- SDG 4 off track - learning crisis to generational catastrophe
- Conventional systems struggling to provide quality and relevant education
- Urgent need to elevate education and take greater action to deliver SDG 4

Objective
Mobilize greater political ambition, commitment and action to reverse the slide on SDG 4, reimagine education, and accelerate progress on education for the remainder of the Decade of Action

Principles
- Inclusive
- Youth-inspired
- Country-led
- Building on existing efforts

Approach
- Thematic Action Tracks
- National consultations
- Public engagement

Summit Action Tracks

Expected Outcomes
- Increased public awareness and demand
- Education Commitments
- SG summary and follow-up

Preparations
- Secretary-General-led
- Special Advisor
- TES Advisory Committee
- UN Task Team
- Summit Secretariat
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<td>DSG briefing with Member States</td>
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<td>SDG4 High Level Steering Committee Sherpas</td>
<td>DSG meeting with UN Principals</td>
<td>1st Meeting of TES Advisory Committee and Public Launch of the Summit Process</td>
<td>Global Education Forum meeting</td>
<td>UNESCO International Conference on Adult Education</td>
<td>ECOSOC High Level Political Forum for Sustainable Development</td>
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Global Action Plan of the International Decade of Indigenous Languages (IDIL.2022-2032)

Output No.*1: Inclusive, equitable, intercultural, quality education and lifelong learning environments and opportunities in Indigenous languages provided in formal, non-formal and informal educational settings

Activity 1.1. Development of education policies, plans and programmes alongside legislation in line with international frameworks as part of implementing Sustainable Development Goal 4 to support mother tongue-based and multilingual education (in the first nine years of basic education and beyond), to foster curriculum development which is comprehensive, gender-responsive, human rights-based, inclusive, linguistically diverse, culturally sensitive, and respectful of Indigenous knowledge and cultures, as well as stimulating intercultural dialogue and participation.

Activity 1.2. Improvement of Indigenous and multilingual education competencies, development of professional standards and skills among teachers, educators and language specialists (such as translators) through initial and in-service training at all levels of education, starting from early childhood care and education (ECCE), embracing a lifelong approach, making use of open and distance learning solutions, elaborating appropriate teaching and learning methodologies, tools and resources, including Open Educational Resources, as well as improvements in digital literacy and research, and encouraging the mainstreaming of Indigenous Peoples’ culture, history and knowledge, within a curriculum free from biases around Indigenous children, youth and adults.

Output No.*3: Favourable conditions established for digital empowerment, freedom of expression, media development, access to information and language technology, alongside artistic creation in Indigenous languages.

Activity 3.1. Capacity building - among Indigenous Peoples, particularly youth, and professional organizations, including those established by Indigenous Peoples themselves - in Media and Information Literacy, Digital and Online Activism and Advocacy, digital skills relevant to the production and dissemination of appropriate content, tools and services respecting the principles of openness, interoperability, reusability, accessibility, and diversity (e.g. Free and Open Source Software, Open Educational Resources, information and web accessibility).
Thank you!