

Highlights

Toward Universal Learning What Every Child Should Learn (Report No. 1 Of 3 Learning Metrics Task Force)

**UNESCO Institute for Statistics and Center for Universal
Education at the Brookings Institution, February 2013.**

This is a joint publication of the UNESCO Institute for Statistics and the Center for Universal Education at the Brookings Institution.

Link: <http://www.uis.unesco.org/Education/Documents/lmtf-rpt1-toward-universal-learning-execsum.pdf>

Toward Universal Learning: What Every Child Should Learn is the first in a series of three reports from the Learning Metrics Task Force (LMTF). The UNESCO Institute for Statistics and the Center for Universal Education at Brookings have joined efforts to convene the Learning Metrics Task Force. The overarching objective of the project is to catalyze a shift in the global conversation on education from a focus on access to access plus learning.

WHEN AND WHERE CHILDREN LEARN

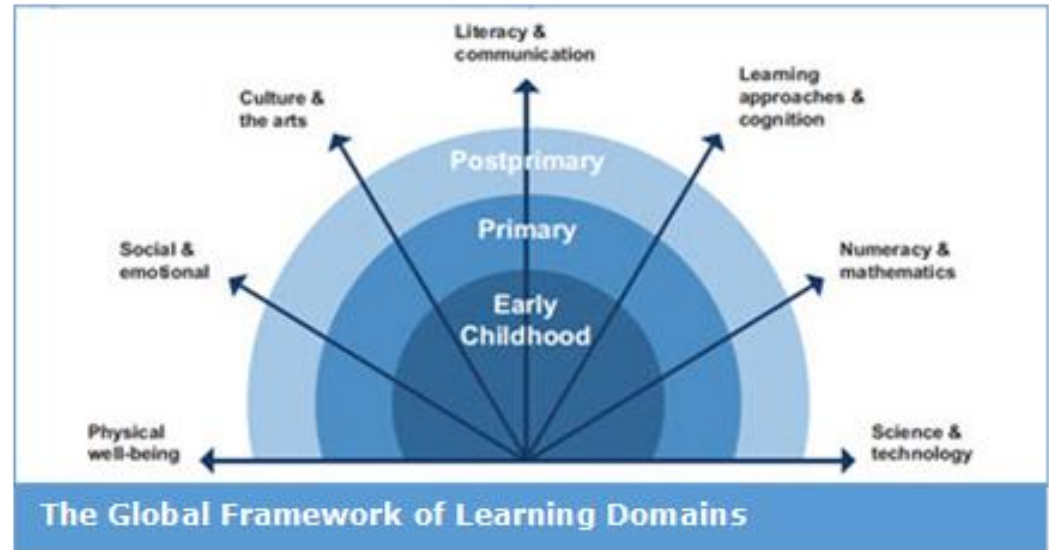
Early Childhood: Globally, 164 million children are enrolled in preschool programs, and the pre- primary gross enrolment ratio (GER) is 48 percent (UNESCO 2012). However, access to pre- primary programs is unevenly distributed — in low-income countries the GER for pre- primary is only 15 percent.

Primary: Partly as a result of the push for universal primary education, the majority (89 percent) of primary age children are now enrolled in school (UNESCO 2012). Still, there are nearly 61 million out-of-school children of primary-school age, a number that has stagnated since 2008 (UNESCO 2012).

Post primary:, For children in low-income countries, only 59 percent make it to the last year of primary school, and 72 percent of those students successfully transition to secondary school (UIS 2012).

CONSIDERATIONS RELATED TO EQUITY

Children with Disabilities: An estimated 15 to 20 percent of students worldwide have special learning needs, and children with disabilities are less likely to enrol in and complete school than their nondisabled peers (World Health Organization and World Bank 2011).



Gender: Gender may be more important in discussing the determinants of learning in the classroom than in making choices about outcome measures.

Learning in Conflict and Emergency Contexts: A high-quality education in emergency situations can provide physical, psychosocial and cognitive protection that can sustain and save lives {Inter-Agency Network for Education in Emergencies (INEE) 2010}.

COUNTRIES DEMONSTRATING LOW LEVELS OF LEARNING

There is an argument that any learning goals proposed as part of the post-2015 development agenda should be “based on feasibility, not wishful thinking.”

REMAINING ISSUES

- Countries with universal or near-universal enrolment may compile accurate assessments of learning through schools, while countries with lower levels of enrolment may need an alternative strategy for learning assessment, such as household surveys.
- Some argue that an age-based model would keep governments accountable for the learning of all children, whether or not they are enrolled in school.
- Others argue that the varying ages at which children begin school globally would make grade levels a fairer way of measuring learning, especially in any internationally comparable way.

CONCLUSION : *The human right to education cannot be achieved simply by ensuring children attend school; they must also be learning while they are there. Setting goals and measuring progress have the potential to accelerate learning at the global level and building consensus around these goals and measures for learning is a crucial step toward ensuring a worldwide focus on access plus learning.*

Read the full report at the official website:

<http://www.uis.unesco.org/Education/Documents/lmtf-rpt1-toward-universal-learning-execsum.pdf>