

BROOKINGS

QUALITY. INDEPENDENCE. IMPACT.

A Global Compact on Learning: Gender Equality

*IIEP Policy Forum on Gender Equality in Education:
Looking Beyond Parity*

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Significant progress...

but it is an unfinished agenda



- Tens of millions still out of school
- Progress between and within countries has been uneven
- Going to school hasn't necessarily translated into learning

There is a Global Learning Crisis

with 3 dimensions:

- Out-of-school children (never enrolled and dropped out)
- In-school children who are not learning basic skills, such as reading and mathematics
- Primary school completers who do not develop the relevant skills for work and life

Globally, girls are most affected

- Schools & systems haven't coped with growing enrollment
- Girls from poor households have double disadvantage; adolescent girls face greatest risk
- Learning outcomes for girls in conflict-affected countries are among the lowest
- In a few regions, boys falling behind

Gender interventions have not focused on learning

- What are the differential impacts of high-quality education on boys and girls?
- Which approaches might be most beneficial for girls?
- Why do girls outperform boys in higher income countries and underperform them in lower income countries?

Learning: The New Global Agenda

- Right to education = right to learning
- Return to original intent of EFA
- Learning essential to economic and social benefits of education
- Achieving access is dependent on education quality

What works?

The evidence (so far) says...

PRIORITIES

PRIORITY 1

Support quality early childhood development and learning opportunities for girls and boys

PRIORITY 2

Build foundational skills in literacy and numeracy in the lower primary grades

PRIORITY 3

Support transitioning to and completing secondary school and post-primary opportunities that build relevant life and labor skills

Early childhood development



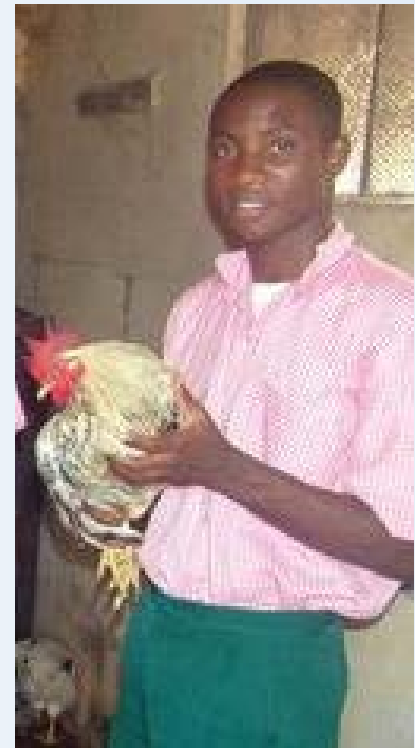
- Extend quality ECD opportunities, particularly to poor and marginalized communities
- Ensure girls and boys start school at an appropriate age

Build foundational skills in lower primary

- Prioritize literacy and numeracy
- Provide mother tongue-based multilingual education

Relevant post-primary education

- Reduce barriers that prevent transition to PPE
- Ensure relevancy of PPE for healthy lives, productive work, and civic participation



Way Forward: Speaking with 1 Voice

Coordinating advocacy efforts



Way Forward: Filling in the gaps

Developing a shared research agenda to fill in data and knowledge gaps



Way Forward: Guiding donors' support



Multi-stakeholder collaboratives established around each priority area

Way Forward: Learning in global development agenda



Goals, targets and benchmarks to shift the focus from access to improved learning opportunities and outcomes

Way Forward: ?

