Population, education and sustainable development: A review of pertinent programmes

Expert Group Meeting on the special theme of the 56th session of the Commission on Population and Development

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Outline

1. Introduction

2. Review of programmes that promote universal access to education **(including CSE)**

3. Review of international quality assurance programmes

4. Review of programmes that promote adult learning and life long learning

Introduction

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Interventions for Improving Access to Education and Learning Outcomes

Household level interventions - aim to reduce or remove financial household level barriers to education; provide incentives and motivation for households to invest time and resources in the education of their children. Interventions include:

Interventions reducing costs: Unconditional Cash Transfers (UCTs) and Conditional Cash Transfers (CCTs).

Interventions providing information to parents - aim to improve schooling outcomes by changing parents' behaviour in some way. The information may detail the performance of children, for instance through the provision of report cards. It may also include information about the overall performance of the school so that parents may question the results and demand better performance from teachers. Dissemination of information about the economic benefits of schooling typically involves providing information to either parents or the students about the future potential returns to schooling.

School level interventions – take place at the school aim to improve the quality of the teaching and learning environment. They include interventions providing physical or human resource inputs, or that change how teaching is delivered, or how schools are managed.

Investing in teachers by employing, training and retaining teachers can allow schools to reduce class sizes, improve the quality of instruction and offer more targeted tuition for children that are falling behind. In **India**, one intervention provided training for secondary school graduates to teach students in government schools who were lagging behind their peers in the core competencies (Banerjee et al., 2007).

Pedagogy interventions - include all those that aim to adapt or improve educational content or the methods by which it is taught, including curriculum reforms, innovative or specialised methods such as computer-assisted learning or multi-grade teaching.

System-level interventions - include school-based management interventions, community based monitoring interventions, public private partnerships and private provision of

Summary of Interventions for Improving Access to Education and learning outcomes

Systematic reviews of 238 studies conducted in 52 LMICS suggest that:

Increasing participation

- *Cash transfer programmes* have the most substantial and consistent beneficial effects on school participation.

- Other interventions that may be promising for improving school participation outcomes include *community-based monitoring, low-cost private schools, new schools and infrastructure and school feeding.*

Improving learning outcomes

x   *Structured pedagogy programmes have the largest and most consistent positive average effects on learning outcomes.* These interventions typically include development of new content focused on a particular topic, materials for students and teachers, and short-term training courses for teachers in delivering the new content.

x   Other interventions that may be pm9f01 Tcn-0.00.0t04eTc 0..370 Td(pm9f01 Tcv)-4.3 (e)1-2.7j.002 Tw 4.0670 Td(fo)-4388r)TJ0.0

Comprehensive sexuality education

CSE - is a rights-based and gender-transformative approach, whether in school or outside of school.

- **It is most effective when taught over several years by integrating age-appropriate**

Programme for International Student Assessment (PISA)

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Interventions for quality assurance

Adult education and life long learning

Adult education and life long learning

o The idea of lifelong learning is deeply rooted in all cultures. It is becoming increasingly relevant in today's fast-changing world, where social, economic and political norms are constantly being redefined.

o Studies have shown that lifelong learners are better equipped to adapt to changes in their environments.

o Lifelong learning and the learning society therefore have a vital role to play in empowering citizens and effecting a transition to sustainable societies.

o To **complement and supplement formal schooling**, broad and flexible lifelong learning opportunities should be provided through non-formal pathways with adequate resources and mechanisms and through stimulating informal learning, including through use of ICT.

The ASEAN Lifelong Learning Agenda

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Recognition, Validation and Accreditation (RVA) of non-formal and informal learning – a pillar for any lifelong learning policy

o **UNSECO RVA country profiles**

South Africa developed a *National Policy of*

"Recognition of prior learning" as a driver of opportunity in RSA

- As part of the education and training system, **RPL plays an important role in increasing employability, reskilling and bridging the inequality divide in South Africa**.

- SAQA identifies two components of RPL: (1) access and (2) credit (SAQA, 2013).

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Challenges and solutions to successful RPL implementation in RSA

- The barriers to the implementation of RPL are both *conceptual* and *practical*.

   Conceptual barriers refer to

UNESCO's Global Network of Learning Cities

- While national governments are largely responsible for creating strategies for building learning societies, **lasting change requires commitment at the local level.**

  UNESCO's Global Network of Learning Cities is an international policy-oriented network providing inspiration, know-how and best practice https://uil.unesco.org/lifelong-learning/learning-cities

  Supports the achievement of all 17 SDGs), in particular SDG 4('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable').

  Supports and improves the practice of lifelong learning in the world's cities by promoting policy