

Education

The case for support



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Students raise their chalkboards in a primary class in Coumbacara, a village outside of Kolda in Southern Senegal in March 2014.

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1 | Overview of strategies and results



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On 3 June 2015, schoolchildren carry small banners and flags promoting education and the UNICEF-supported Back to Learning campaign, during the launch of the initiative in Yambio County in Western Equatoria State, South Sudan.

If all students in low-income countries left school with basic reading skills, an estimated 171 million people could be lifted out of poverty, which would be equivalent to a 12 per cent reduction in global poverty.

1 Situational analysis/context

Education is a human right. The Convention on the Rights of the Child and the Universal Declaration of Human Rights recognize the essential role that education plays in human and social development. As stated in Article 26 of the Declaration, “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.” The Convention on the Rights of Persons with Disabilities further stresses the obligations of the state to ensure children with disabilities can enjoy “all human rights and fundamental freedoms on an equal basis with other children” and “ensure an inclusive education system at all levels” (Articles 7 and 24).

Education is also one of the most beneficial investments to support child survival, growth, development and well-being. Research suggests that half of the reduction in the mortality of children under 5 from 1970 to 2009 can be attributed to the increase in the average years of schooling of women of reproductive age. Increased education equity also decreases the likelihood of conflict.

The economic case of investing in education is well established. As shown in the 2015 UNICEF ‘Investment Case for Education and Equity’ report, education contributes to higher income, individual empowerment and decreased poverty levels. Improving the quality of learning contributes to economic growth. The report also includes findings from a World Bank study that, on average, an additional year of education brings a 10 per cent increase in an individual’s earnings. If all students in low-income countries left school with basic reading skills, an estimated 171 million people could be lifted out of poverty, which would be equivalent to a 12 per cent reduction in global poverty. At more than 22 per cent, social and economic rates of return are greatest for investments in primary education but still impressive for secondary (21 per cent) and tertiary (17 per cent).

Since 2000, an additional 50 million children have been enrolled in primary school. The number of girls entering school has increased significantly, with many countries having reached gender parity. However, an estimated 59 million primary-school-aged children (31 million girls) and 65 million lower-secondary



On 19 December 2013, in the Syrian Arab Republic, a teacher helps a boy learn how to use a laptop computer, at a kindergarten in Homs, the capital of Homs Governorate. The school, which is part of the Esnad Project run by Al Inshaat Charity with support from UNICEF, accommodates children aged 3–5 years by operating in two shifts, one in the morning and another in the afternoon.

-school-aged adolescents (32 million girls) are still out of school. Yet, for many of those who do attend school, the quality of education is so poor that they learn very little.

2 Problem statement

Business as usual will not suffice. Progress has stalled. The optimism that characterized early progress – build more schools and they will come – will not reach the poorest children nor children living in conflict, refugees, internally displaced people nor children who face discrimination based on location, gender, disability or ethnicity. Demographic pressure is adding to the challenge. Education systems will need to enrol an additional 619 million children aged 3–15 years by 2030, if all children are to realize their right to basic education. Over half of the out-of-school children are located in fragile or conflict-affected states, and to make matters even more challenging, there has been an increase in attacks on schools and children.

What is even worse is the fact that many of the children who are in school are not learning. The world educational system is facing a learning crisis. It is estimated that 250 million children worldwide do not learn the basics in reading and



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On 26 November 2012, students play in the yard at Kalas Girls Primary School, Amudat Town Council, Amudat District, Uganda. Some girls joined the school after hearing about the 'Back to School' campaign. Many had gone through Female Genital Mutilation and some were already married.

mathematics, even though 130 million of them have reached Grade 4.

There are serious data gaps in education. Many countries do not monitor learning outcomes nor track whether the most marginalized children are being given educational opportunities. Education interventions are not routinely evaluated for impact on learning nor cost effectiveness. Improving data and evidence in the sector is critical to leveraging greater results for children.

Funding for education – domestic budgets and external resources – is insufficient, and does not always reach the children who need it most. Education is predominantly financed through domestic resources, but some low-income countries allocate as little as 10 per cent of their budget to education. In some low-income countries, it is estimated that the poorest children receive up to 18 times less public education financing than the wealthier children. Additionally, due to the economic crisis and the lack of priority given to education by donors, much needed external financing has decreased by 10 per cent since 2009, leaving an estimated funding gap of US\$39 billion a year. Funding for education in humanitarian crises is particularly low.

3 Proposed solutions

One of the major lessons learned over the last decade is that simply expanding education systems is not enough. Solutions need to be data-driven and context-specific. Not all solutions apply equally to all countries. It is also important to note that the majority of education financing comes from domestic resources, so getting improved education results for children means working with governments to make optimal use of those resources.

There needs to be a dual focus of reaching the most vulnerable and improving learning. It is also not enough to limit education interventions to primary education (although in low-income countries, this effort still has the highest returns). Early childhood care and development underpins future cognitive capability, whilst lower secondary education in many countries – especially for girls – has high social and economic benefits. Strategies include:

Increasing investment for basic education and more targeted spending on the children who need it the most. Increased per pupil expenditure for poorer students and incentives for teachers to work in rural areas are examples of best practices.

UNICEF's comparative advantages include:

- **A strong country presence;**
- **Extensive engagement in national and global partnerships;**
- **A continuum of action;**
- **Different sectoral expertise within the organization.**

Strengthening education systems. Using improved data, out-of-school studies and in-depth education sector analyses can identify specific challenges and constraints that countries face. Improving and using learning outcome data is an important first step in tackling the learning crisis. Increasing transparency, community participation and accountability have also a significant impact on improving learning outcomes for children and reducing drop-out rates.

Focusing interventions on the barriers that prevent children from going to school. The abolition of school fees or the provision of cash transfers and/or uniforms can help families cope with the costs of schooling. Working with communities to identify their most vulnerable members and provide them with cash transfers is a good practice to ensure school enrolment and retention. Policies to reduce repetition, promote mother tongue education and tackle discrimination and violence in schools are equally important.

Supporting local solutions. Non-formal education, accelerated learning programmes, nomadic education and community-led education programmes are all examples of education solutions that respond to local needs.

Expanding early childhood and pre-primary education which help young children succeed in school. Once in school, early grade reading has been proven essential to locking down future learning. Low-cost innovations which have demonstrated positive results exist. For instance, child-to-child approaches help develop skills in older children, who are already in school, to work with younger children in their communities to prepare them to successfully start school at the right age.

Investing in data. Critical data gaps hamper progress in education. This includes information on

the situation and environment of the most vulnerable children, particularly children with disabilities. Learning assessment systems at the country level, particularly in pre-primary and the early grades, also need to be strengthened to enable national governments to make better informed decisions. This will, in turn, facilitate the identification of the best interventions to support equity and learning and to target those interventions where they can have maximum impact.

Facilitating continuity of learning in crisis contexts. This includes back-to-school efforts, temporary learning paces, essential supplies and education system recovery and development interventions.

Innovating. Supporting innovations in education is instrumental for getting improved results – for example, using technology to help children with disabilities access teaching and learning materials. This requires scanning, testing and sharing knowledge about promising education remedies that are being tried by local users to solve specific education problems.

4 UNICEF's role

UNICEF aims to support countries to implement the proposed solutions through policy dialogue, technical assistance and evidence-based programme implementation. UNICEF uses its extensive global reach to:

Strengthen capacity at all levels: UNICEF presence at the subregional level, for example, enabled UNICEF to train 47,141 school management committees or parent-teacher associations in 2014 in areas such as planning, management, health and inclusive education. UNICEF technical assistance supports teacher training programmes, learning



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On 27 November 2013, pupils attend a class at Kursa Primary School in Afar Region of Ethiopia.

assessments and guidance and tools to support improved learning outcomes for all children. Working with governments, UNICEF has helped put in place quality standards consistent with child-friendly education, including policies on early learning, mother tongue education, girls' education and inclusive education.

Generate and strengthen data and evidence and use this to advocate for policy change:

Combining UNICEF's presence in country with the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics has resulted in support for over 30 countries to generate country-specific data on the profiles of out-of-school children. This data helps governments allocate financing more equitably and work with communities to address and abandon social norms regarding children with disabilities, girls and other characteristics that drive exclusion from school. UNICEF is also generating evidence on education and peacebuilding through the support of conflict analyses and innovation programmes in 14 conflict-affected countries. UNICEF uses this and other evidence to advocate for increased and sustained funding for education in emergencies.

Support South-South learning and nurture innovation:

UNICEF is working with partners to identify promising local solutions through its global networks and provide support to these innovations in order to incubate, test and take to scale those with the potential to address education problems.

Deliver education services:

UNICEF works with local partners to deliver education services in disadvantaged areas and humanitarian situations, including the approximately 8.6 million children in emergencies reached in 2014. The education services provided often include psychosocial support to children suffering from loss or trauma. UNICEF also supports critical education system strengthening in emergency and transition contexts. For example, in the Ebola crisis response of 2014–2015, UNICEF, along with partners, is helping to train teachers and implement safe school operations protocols.

UNICEF's comparative advantages to fulfil these roles include:

- **A strong country presence**, which allows for close working relationships with ministries

By 2017 UNICEF aims to contribute to:

- **28 million fewer children out of school;**
- **At least 98 per cent of all children completing primary education;**
- **Girls no longer being disadvantaged; i.e., completing completing primary school and continuing their education to secondary school at the same rate as boys.**

of education, at national and subregional levels, and with schools and communities. In May 2015, UNICEF had 627 staff working on education programmes. The majority of staff are deployed at country level, including in fragile and conflict-affected countries or in remote locations where the needs are greatest.

- **Extensive engagement in national and global partnerships.** At the country level, UNICEF creates synergies with national and local governments, civil society, faith-based organizations, other development partners and agencies and programmes of the United Nations. At the global level UNICEF is a board member of the Global Partnership for Education, hosts the United Nations Girls' Education Initiative (UNGEI) and collaborates closely with Educate A Child and the United Nations High Commissioner for Refugees. UNICEF has also co-lead the post-2015 dialogue on education with UNESCO and is co-lead (with Save the Children) of the Education Cluster.
- **A continuum of action** from school to global level means that policy and sector-level engagement is informed by direct experiences with children, teachers and communities. Innovative approaches are tested in the most demanding environments, and the lessons learned are shared with the global community to improve the learning of children everywhere.
- **Different sectoral expertise within the organization** is drawn upon to build inter-sectoral linkages where they are essential to achieving better educational outcomes for children, such as in early childhood development, inclusive education, addressing gender inequalities, promoting WASH in Schools or supporting wider behaviour and social change through Communication for Development (C4D).

5 Areas of focus and expected results

UNICEF's priorities for education are equity – ensuring all children, regardless of their circumstances, have equal opportunities in education; and learning – ensuring that children secure such basic skills as literacy and numeracy and a wider range of social, emotional and cognitive skills necessary. Areas of programmatic focus are: early learning, equity, learning outcomes, education in emergencies and systems strengthening.

UNICEF aims that by 2017 it will contribute to the following results: 28 million fewer children will be out of school; at least 98 per cent of all children will complete primary education; and girls will no longer be disadvantaged, will complete primary school and will continue their education into secondary school at the same rate as boys. UNICEF will support education systems to become more equitable with increasing attendance rates for the poorest children and will become more effective with 75 per cent of countries demonstrating increasing learning outcomes by 2017.

In order to do this, UNICEF will work in the following programme areas:

Early learning – UNICEF will:

- Support 93 countries to put in place early learning curricula, quality standards and safe and protective physical facilities with community participation (2013 baseline: 41 countries).

Equity – with a focus on girls' and inclusive education – UNICEF will:

- Support 62 countries to address the education needs of children with disabilities through suitable laws or policies, learning materials and human and physical resources (2013 baseline: 48 countries).



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On 19 December 2013 in the Syrian Arab Republic, children raise their hands during an Arabic lesson at a kindergarten in Homs, the capital of Homs Governorate. The school, which is part of the Esnad Project run by Al Inshaat Charity with support from UNICEF, accommodates children aged 3–5 years by operating in two shifts, one in the morning and another in the afternoon.

- Support 34 countries to make schools safe for children through nationally defined legal frameworks and associated prevention and response mechanisms addressing school-related gender-based violence (2013 baseline: 29 countries).
- Support 44 countries to include girls' secondary education, in terms of enrolment, retention and completion as a recognized, targeted and budgeted education priority (2014 baseline: 30 countries).

- Help 71 countries establish education policies or sector plans that include multilingual education to allow children to learn in their mother tongue during the early grades (2013 baseline: 47 countries).

Learning outcomes and child-friendly schools – UNICEF will:

- Help 122 countries establish national education quality standards that cover pedagogy, learning environment, school ethos, community involvement, infrastructure and measuring of learning outcomes (2013 baseline: 79 countries).
- Support 102 countries to improve student learning assessment systems (2013 baseline: 56 countries).

Education in emergencies – UNICEF will:

- Support 106 countries to develop or implement up-to-date risk assessments and risk reduction strategies (2013 baseline: 20 countries).
- Reach at least 80 per cent of targeted children aged 3–18 years in humanitarian situations with formal or non-formal basic education, including pre-primary schools or early childhood learning (2013 baseline: 59 per cent).
- Help country cluster or sector coordination mechanisms for education to meet Core Commitments for Children standards for coordination in 100 per cent of countries in humanitarian action (2013 baseline: 91 per cent).

Education – systems strengthening – UNICEF will:

- Support 63 countries to strengthen school management committees, so that they can make decisions regarding school planning, budgeting and governance (2013 baseline: 45 countries).
- Continue and expand (from 18 to 20 initiatives) its global role in co-chairing and contributing to international education initiatives and partnerships, such as the Global Partnership for Education, UNGEI and the global Education Cluster.
- Support 53 countries for education management information systems to feed findings back to communities or school management committees (2013 baseline: 40 countries).
- Support 53 countries to have innovative approaches at scale to improve access to education and learning outcomes for the most disadvantaged and excluded children (2013 baseline: 39 countries).

Evidence generation, cross-cutting programming and advocacy:

Complementing the focused programme areas described above, UNICEF recognizes that progress in education also requires investment in relevant cross-cutting issues and systems. Robust evidence and data are critical to achieve the results outlined in this case for support. National statistics organizations require support from UNICEF in their data collection efforts, including household surveys, as well as support in analysis and use of such data advancing the understanding of correlations between different outcomes and sectors. Some key research and evaluation efforts to strengthen the evidence base for education programming must focus on the cross-cutting needs of particular regions or social groups, rather than on education alone. Focusing on the critical stages of a child's life – in early childhood and the adolescent period – and on cross-cutting issues such as gender, disability and social or ethnic origin emphasizes the need to work on a multi-sectoral basis to enhance results for the most excluded children. Most of the specific programme areas described above will include specific communication for development and/or advocacy efforts, but progress in education also requires cross-cutting C4D and advocacy, such as efforts to strengthen community dialogue, catalyse child participation in community decision-making or to increase the overall focus on children in national budgeting.

6

Key assumptions, risks and mitigation measures

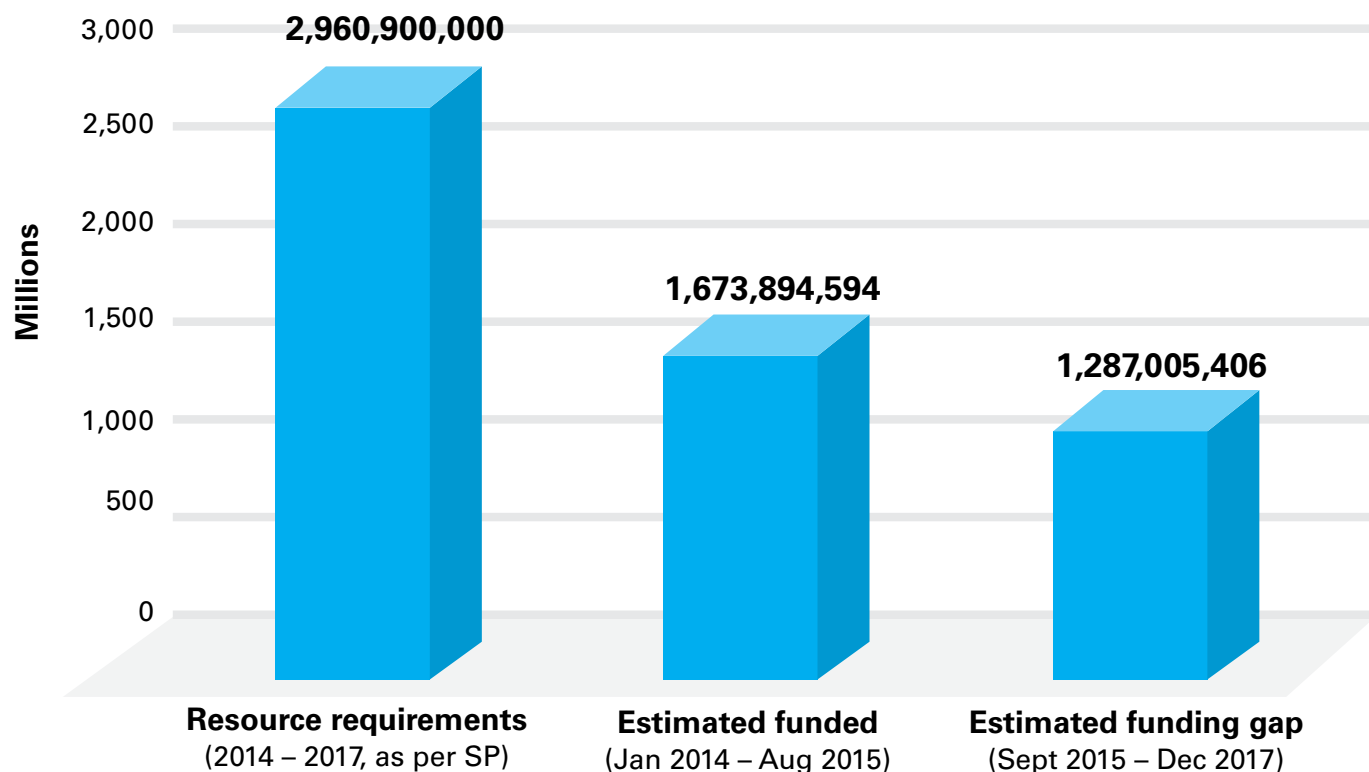
A major assumption is that the political environment for education remains favourable, specifically that national political support for addressing inequity and improving learning outcomes remains strong. Globally it is assumed that the current system of coordination and partnership will remain. Mitigation measures will include working with partners to continue advocating for strong global and national political support for education, to strengthen the measurement of learning outcomes and generating evidence on how assessment of learning outcomes can be used to improve the quality of education.

Over the past decade, most low- and middle-income countries increased their funding for education, as a share of both their economies and their government expenditure. However, some low-income countries continue to allocate low levels of their budgets to education, and in many cases, education financing needs to be better targeted to those who need it most. External financing for education has stagnated or even reversed, over the past several years, meaning that there currently exists an estimated funding gap of US\$39 billion a year. The major risk is that this gap will widen in the coming years. UNICEF's advocacy efforts will focus on the economic, societal and individual benefits of education, including highlighting the gains linked to increased primary education in recent years and the potential associated with the new areas of emphasis, such as early learning, while continuing to highlight the increased efficiency of focusing resources on the most disadvantaged children.

UNICEF as an organization and all the partner governments with which it works have a finite maximum capacity. There is a risk that this capacity may be overwhelmed if there is a large number of simultaneous humanitarian crises. UNICEF will mitigate this risk by continuing to work on system strengthening in relation to resilience and disaster and conflict risk preparedness, so that national systems are better able to prepare for and respond to humanitarian situations with increasingly less external support. A related assumption is that there exists a minimum level of national capacity that can be supported in providing quality education to all children. UNICEF will focus capacity-building efforts on those areas that are most crucial and are in most need of support, such as technical skills on data analysis and use in planning for all situations, including emergencies. ■

2 | Resource requirements 2015–2017

Overall funding gap for UNICEF education programming, 2014–2017 (in US\$):



Details of funding gap by programme area 2015–2017 (in US\$):

	2015	2016	2017	Total
Education	214,500,901	536,252,253	536,252,253	1,287,005,406
Early learning	20,869,918	52,174,795	52,174,795	125,219,509
Equity, focus on girls and inclusive education	31,103,245	77,758,112	77,758,112	186,619,468
Learning and child-friendly schools	54,696,730	136,741,825	136,741,825	328,180,380
Education in emergencies	24,874,279	62,185,698	62,185,698	149,245,675
Education general (systems strengthening)	61,506,639	153,766,598	153,766,598	369,039,834
Evidence, advocacy and cross-cutting	21,450,090	53,625,225	53,625,225	128,700,541

3 | Background and additional information



On 15 June 2006, a girl shows her work to the teacher, during a class at Comboni Primary School in Rumbek, the capital of Lakes State, in Southern Sudan. UNICEF is providing exercise books and other educational supplies to the school, which is run by the Comboni Missionaries.

Example of relevant case studies (from 2014 Annual Results Report Education; open PDF from www.unicef.org/publicpartnerships/files/2014_Annual_Results_Report_Education.pdf):

1. "Increasing access to ECD Information for Parents in rural areas of China"
2. "Monitoring of Results for Equity System (MoRES) in Togo"
3. "Building rights-based education reforms: strengthen equity and comprehensive learning for all in Chile"
4. "Operating safe schools in Ebola virus disease-affected communities in Guinea, Liberia and Sierra Leone"
5. "Makani – My Space in Jordan"
6. "Making Children Count in Kenya"

Key resources:

- [Fixing the Broken Promise of Education for All](http://www.allinschool.org/wp-content/uploads/2014/08/GLOBAL-report-Full-print-version-for-website.pdf) (UNICEF/UNESCO, January 2015); open PDF from www.allinschool.org/wp-content/uploads/2014/08/GLOBAL-report-Full-print-version-for-website.pdf. The report draws on government-backed national studies from a diverse group of countries participating in the Global Initiative on Out-of-School Children. It provides insights into the multiple barriers that continue to come between children and their fundamental right to an education and emphasizes the critical need for good data to inform the educational policies that are needed to address these barriers.
- [The Investment Case for Education and Equity](http://www.unicef.org/publications/files/Investment_Case_for_Education_and_Equity_FINAL.pdf) (UNICEF, January 2015); open PDF from www.unicef.org/publications/files/Investment_Case_for_Education_and_Equity_FINAL.pdf. The report explains the global education crisis and outlines solutions. It calls for an increase in funding for education and investments that are more equitable and efficient.



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On 10 April 2014, pupils attend the 1st grade class at Oda Aneso Primary School. There are 152 students in the class due to lack of classrooms and teachers.

- [Issue Brief: Equitable and Inclusive Quality Education and Lifelong Learning for All](#) (UNICEF, November 2014); open PDF from www.unicef.org/post2015/files/Educaion_2pager_FINAL_web.pdf. Part of a series of post-2015 issue briefs that articulate UNICEF's key asks for children in the post-2015 Development Agenda.
- Strategic Plan 2014–2017 Education Profiles and “How To Read Strategic Plan Education Profiles” Guide (UNICEF, 2014); open from www.unicef.org/education/bege_61625.html and www.unicef.org/education/files/Strategic_Plan_2014-2017_How_to_Read_Education_Profiles.pdf. The Strategic Plan 2014–2017 education profiles at country, regional and global levels was finalized in September 2014. This document includes country office, regional office and global profiles, as well as a prototype of a thematic profile (of the indicator on inclusive education covering children with disabilities). The document will help countries and regions in management and strategic planning.
- Education Sector Analysis Methodological Guidelines (Volume 1: English); open PDF from [www.unicef.org/education/Education_Sector_Analysis_Methodological_Guidelines_\(Volume_1\)-_English_NEW.pdf](http://www.unicef.org/education/Education_Sector_Analysis_Methodological_Guidelines_(Volume_1)-_English_NEW.pdf); French, open PDF from [www.unicef.org/education/Education_Sector_Analysis_Methodological_Guidelines_\(Volume_1\)-_French_NEW.pdf](http://www.unicef.org/education/Education_Sector_Analysis_Methodological_Guidelines_(Volume_1)-_French_NEW.pdf); Volume 2: English, open PDF from [www.unicef.org/education/files/vol2eng\(2\).pdf](http://www.unicef.org/education/files/vol2eng(2).pdf); French, open PDF from [www.unicef.org/education/files/vol2fr\(2\).pdf](http://www.unicef.org/education/files/vol2fr(2).pdf). (UNICEF, UNESCO, World Bank and Global Partnership for Education, September 2014). This guideline aims to provide the tools necessary to analyse a country's education sector and presents methodologies for the analysis of policy issues with the aim of strengthening the knowledge required for the development of more equitable and efficient education sector plans. The second volume covers four specific sub-sectors: early childhood development, higher education, literacy and non-formal education, and technical and vocational education and training.

- [Child Rights Education Toolkit: Rooting Child Rights in Early Childhood Education, Primary and Secondary Schools , First Edition](#) (UNICEF, 2014); open PDF from <www.unicef.org/crc/files/UNICEF_CRE_Toolkit_FINAL_web_version170414.pdf>. The toolkit explains the relevance of child rights education to UNICEF's mission and the ways in which education can take place in a range of contexts, including with professionals, caregivers, the corporate sector, the media and children's groups. It contains a range of practical tools, checklists, mapping exercises, project examples and evidence of the benefits of high quality child rights education.
- [Background Paper: Child Labour and Out-of-School Children: Evidence from 25 Developing Countries](#) (Understanding Children's Work Programme, 2014); open PDF from <allinschool.org/wp-content/uploads/2015/01/OOSC-2014-Child-labour-final.pdf>. This paper explores the linkages between the child labour and its relation to out-of-school children (OOSC).
- [Background Paper: Demographic and Socioeconomic Determinants of School Attendance – An Analysis of Household Survey Data](#) (UNICEF, 2014); open PDF from <allinschool.org/wp-content/uploads/2015/01/OOSC-2014-Socioeconomic-determinants-final.pdf>. Analysis of education data from household surveys that helps divulge the detailed profile of out-of-school children, and form a basis of more in-depth investigation of barriers and bottlenecks to children's school participation.

Other helpful resources:

Out-of-School Children Initiative (OOSCI)

- All in School, The Global Initiative on Out-of-School Children website: open from <www.allinschool.org>
- All in School reports and multimedia materials: open from <www.allinschool.org/resources>

Investment Case for Education and Equity

- Whiteboard animation video; open from <www.youtube.com/watch?v=3_AQ7f4ZTBI>.
- Let us Learn webpage: open from <www.unicef.org/education/bege_70396.html>.
- Learning for Peace website: open from <www.learningforpeace.unicef.org>.

Global Education First Initiative

- Website; open from <www.globaleducationfirst.org/index.html>.
- Resources; open from <www.globaleducationfirst.org/resources.html>.

United Nations Girls' Education Initiative

- Website; open from <www.ungei.org>.
- Resources; open from <www.ungei.org/resources/index.html>.

Education and the post-2015 Agenda

- Web Portal; open from <www.worldwewant2015.org/education2015.pdf>.

Selected UNICEF multimedia and human interest stories:

- “In Ebola-hit Sierra Leone solar radios help extend education,” April 2015; open from blogs.unicef.org/blog/in-ebola-hit-sierra-leone-solar-radios-help-extend-education/.
- “Children leading the way on mine risk education in Cambodia,” March 2015; open from blogs.unicef.org/blog/children-leading-the-way-on-mine-risk-education-in-cambodia/.
- “Girls’ education: an unusual music video but a familiar tale,” February 2015; open from blogs.unicef.org/blog/girls-education-an-unusual-music-video-but-a-familiar-tale/.
- “Haiti: Climbing towards education for all, step by step,” February 2015; open from blogs.unicef.org/blog/haiti-climbing-towards-education-for-all-step-by-step/.
- “Education: the most powerful investment in our future,” January 2015; open from blogs.unicef.org/blog/education-the-most-powerful-investment-in-our-future/.
- “Data is critical to achieving universal primary and secondary education,” January 2015; open from www.efareport.wordpress.com/2015/01/19/data-is-critical-to-achieving-universal-primary-and-secondary-education.
- “Poorest students receive up to 18 times less public education resources than the wealthiest, says UNICEF,” January 2015; open from www.unicef.org/media/media_78743.html.
- “Adolescents twice as likely to be out of school as children of primary school age, say UNESCO and UNICEF,” January 2015; open from www.unicef.org/media/media_78721.html.
- “New Year in Syria offers little chance of children’s education as schools remain targets of conflict,” January 2015; open from www.unicef.org/media/media_78365.html.

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