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# KNOWLEDGE GENERATION AND UPTAKE FROM LEARNING SCIENCES AT UNESCO

# Drivers for knowledge generation: Multiple crises in education worldwide



**771M**

young people and adults lack basic literacy skills,

two thirds of them women



**70%**

of countries worldwide

allocate less than 4% of their GDP to education



**222M**

school-aged children and youth

are affected by crises globally



**50%**

of curriculum documents analyzed in 100 countries

don't mention climate change



**69M**

teachers

must be recruited to achieve universal primary and secondary education by 2030



**244M**

children and youth

are out of school globally



**Less than 40%**

of girls in sub-Saharan Africa

complete lower secondary school



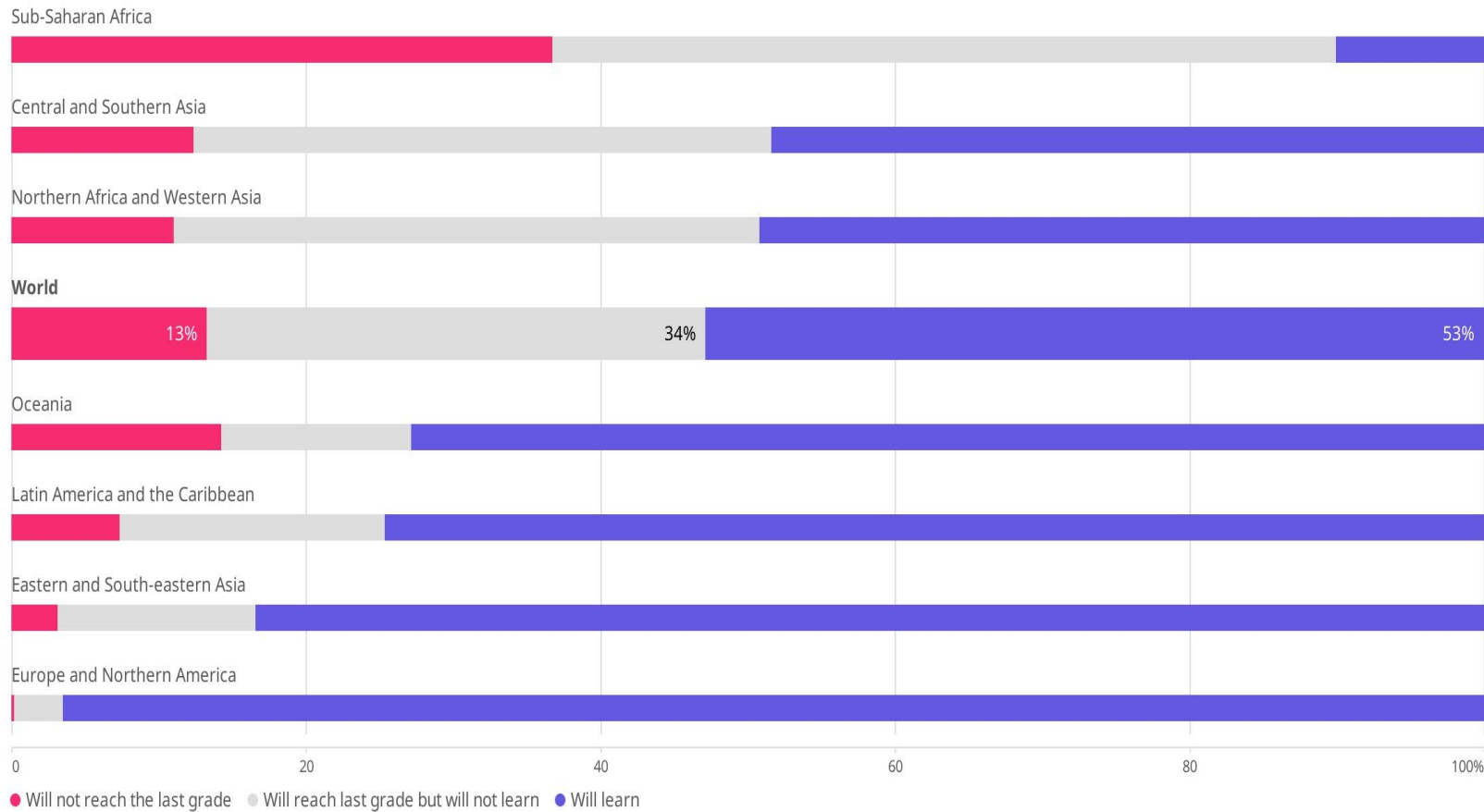
**US\$200 billion**

in additional funding is needed annually

to get the world on track to achieve SDG 4 by 2030

# Drivers for knowledge generation: Global learning crisis

**Most children who do not learn have completed primary education**  
Learning (reaching minimum proficiency) by expected school completion



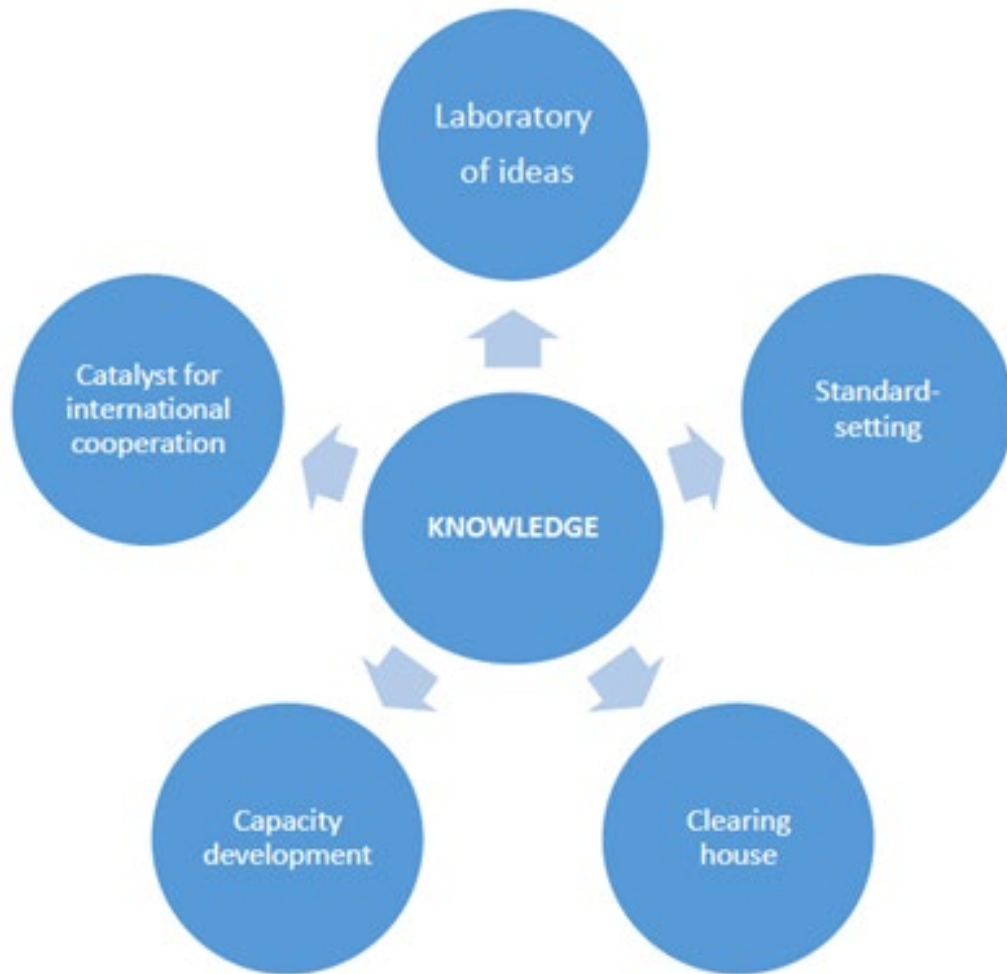
Globally,

**one third**

of children who complete primary school do not reach a minimum proficiency level in reading

Source: GEMR based on UIS data

# 'Five' key functions of UNESCO: UNESCO as a knowledge organisation



## ***Laboratory of ideas***

generating innovative proposals and policy advice in its fields of competence

## ***Clearinghouse***

developing and reinforcing the global agenda through policy analysis, monitoring and benchmarking, and the generation and analysis of benchmark data and statistics

## ***Standard-setter***

setting norms and standards and supporting their implementation

## ***Catalyst for international cooperation***

strengthening international and regional cooperation, and fostering alliances, intellectual, financial and technical cooperation, knowledge-sharing, mobilizing resources and operational partnerships

## ***Capacity-builder***

providing advice for policy development and implementation, and developing institutional and human capacities

# Knowledge generation to fulfill mandated functions – Flagship reports

## Thought leadership - Global education agenda setting

**2015**  
Sustainable  
Development Goals

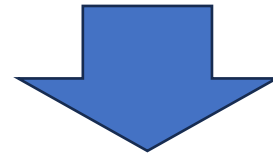
**2021**  
International Commission  
on the Futures of Education  
“Reimagining our futures  
together: a new social  
contract for education”

**2022**  
UN Transforming  
Education Summit

**2016 -**  
Global Education Monitoring (GEM) reports  
(annual or biannual) through 2030

**2022**  
The International  
Science and Evidence  
based Education  
Assessment

**2023**  
SDG 4 High-Level Steering Committee:  
Functional Area 1 on evidence-  
informed policy and practice



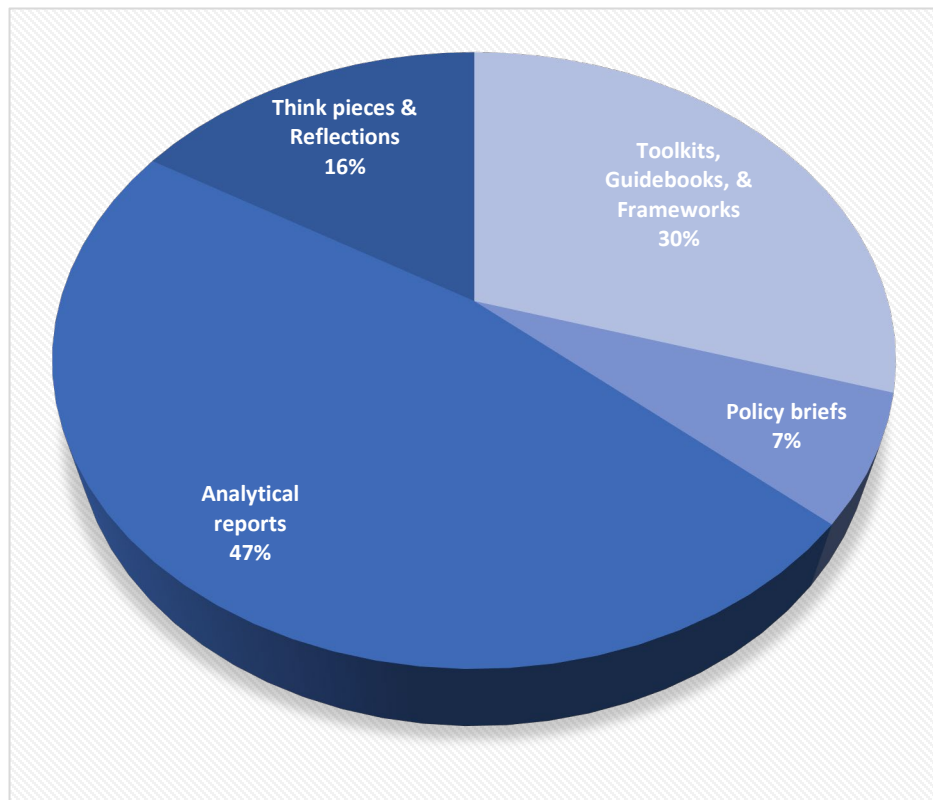
## Policy advice & technical support for policy implementation

# UNESCO programmes and networks on learning sciences

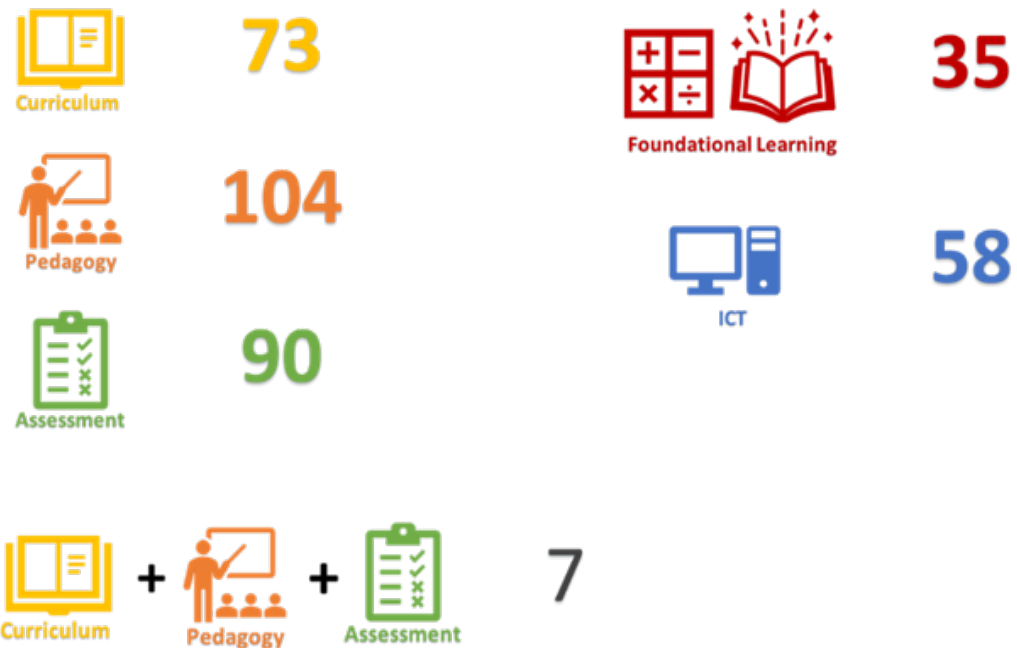
- Research on alignment of curriculum, pedagogy and assessment
- Learning research networks, e.g.
  - ✓ NEQMAP (Network on Education Quality Monitoring in Asia-Pacific)
  - ✓ TALENT (Teaching and Learning: Educators' Network for Transformation aiming to improve learning quality in Africa)
- IBRO/IBE Science of Learning Fellowships  
Fellowships awarded for translating neuroscience research into insights for educators and policymakers
- The UNITWIN/UNESCO Chairs Programme



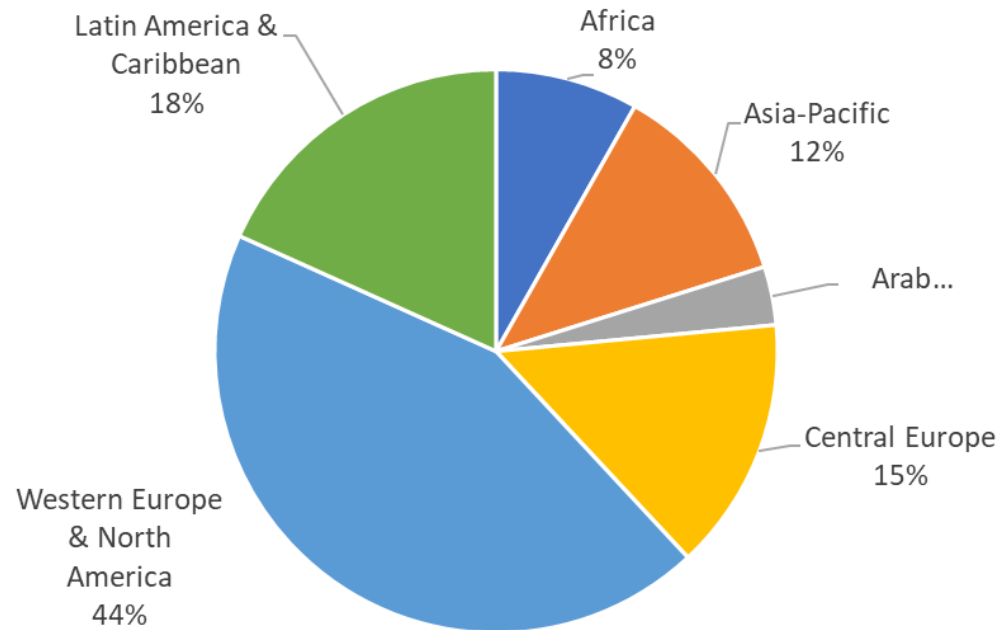
# UNESCO's work on learning: curriculum, pedagogy and assessment



In total 239 resources from 2015 to 2023, out of which



1,000 Chairs and UNITWIN networks. About 25% of these are in education, disaggregated by region:



## Objectives

- International inter-university cooperation and networking
- Platform for institutional capacity-building and knowledge-sharing
- Research, training, and exchange of academics, researchers, graduate students
- Pooling of resources to address pressing global challenges
- Research-practice-policy interface
- Forward thinking and innovative
- Inter-disciplinary and inter-sectoral
- North-South, South-South, North-South-South





In-country “research” translation and implementation, through e.g.

- Education sector analysis (ESA)
- Education policy reviews (EPR)
- Thematic research
- Policy/social dialogues on education
- Comparative analysis
- Happy Schools
- Etc.