

## United Nations Statistical Commission

### Fifty-third session

Item 3 (k) of the provisional agenda

#### Items for discussion and decision: education statistics

#### Document E/CN.3/2022/15 – Report of the Institute for Statistics of the United Nations Educational, Scientific and Cultural Organization (UIS) on education statistics

##### *Statement provided by:*

Tunisia

##### *Statement:*

Tunisia would like to express on behalf of the Africa Group a contribution to the subject matter

With the continued growth of the population below the age of 15 years in Africa, Africa needs to ensure that this demographic growth is coupled with education. Africa's share of the world's population aged 3 to 24, will increase from 17 % in 2000 to 28 % in 2030. Unfortunately, this growing youthful population will not be catered for with the current educational system. African countries that already have some of the highest out-of-school rates in the world, and some of the lowest learning outcomes, must also deal with growing

However, UNESCO notes that currently millions of children and young people were not on track to develop the relevant skills they need to learn effectively, transition smoothly into getting a job or starting a business, or otherwise contribute to their communities. Inequities (including those associated with poverty, gender, disability, migration status, ethno-linguistic status, and other socioeconomic conditions) that have long kept millions of children from accessing equitable and inclusive quality education further intensified and became exposed by the pandemic.

According to UNESCO "The disruption in learning caused by the COVID-19 pandemic – in which over 1 billion students globally stopped going to school at some point – has only exacerbated the global learning crisis. In Africa South of the Sahara, with an overall learning poverty rate of 87 per cent, unless improvement accelerates dramatically from pre-COVID patterns, the region will fall well short of eliminating learning poverty by 2030. At the current rate of improvement, in 2030 about 43 per cent of children globally will still be learning-poor".

Africa position:

- Endorses the work conducted by the Institute and the Global Education Monitoring Report team, in which they invited countries to submit national benchmarks for selected Goal 4 indicators;
- Notes the potential of the benchmarking approach with regard to identifying data gaps and to encourage Member States to collect the relevant education statistics;
- Notes the potential of the benchmarking approach to promoting interregional and intraregional statistical cooperation in education;
- Support the update and revision mechanisms proposed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) for keeping the benchmarks relevant and to report back to the Commission in this regard in 2024.

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