FINANCING EDUCATION 2030: REVISITING THE ROLE OF CIVIL SOCIETY

Reality of Education in Eastern Europe: Albania, Georgia, Moldova
Content of the presentation

▪ Children and young people in Eastern Europe: case of Albania, Georgia and Moldova

▪ Emerging political, security, economic and social challenges in the region that effect education?

▪ Gaps between countries in EE region concerning education indicators for 2030?

▪ Steps taken in the region to plan for the achievement of 2030 (National strategies & plans, Voluntary National Reviews for 2030)?
Children and young people in Eastern Europe: case of Albania, Georgia and Moldova

- Population: Albania: 3.2 million, Georgia: 3.7, Moldova 3.5;
- At least 1/3 of population are children. All three countries have negative population rates and the number of children per family is decreasing considerably;
- All the countries, because of the Soviet Union influence, share some similar traits, including child poverty, lack of strong education systems, corruption and lack of investments in education;
Education systems: Albania, Georgia and Moldova

- **Albania**: 12 years / GDP Expenditure for education: 2.9% and 9% of the national budget.

- **Georgia**: 12 years / GDP Expenditure for education: 3.1%. and 13% of the national budget

- **Moldova**: 12 years / GDP Expenditure for education: 6.5 % and 16.9 % from total of the national public budget.
Emerging challenges in the region that influence public education
ALBANIA
ALBANIA: Emerging issues effecting education

- Albania has made progress towards decreasing school dropout and increasing school attendance rates for compulsory basic education;
- 1 in 3 children in the country are in constant danger of abandoning their education due to poverty and difficult living conditions;
- About 64% of children with disabilities and about 1/3 of Roma children can not attend compulsory education due to physical conditions of schools or excessive economic poverty;
- Less than one third of Roma children enrolled in compulsory education complete it;
ALBANIA: Emerging issues effecting education

- Albania has a good legal framework for pre-university education. It makes possible a fair distribution across the country for all levels or needs of children.

- Public policies support the achievement of inclusive and quality education for all children without discrimination (Pre-university Education Strategy).

- The architecture of pre-university education has been strengthened and improved over the years, focusing on increasing the capacity and competencies for both students and teachers.

- The state budget for public education remains very low. From 5% of GDP promised by the government in 2013 and 2017, the budget for education in 2018 only reached 2.9% of GDP.
Chart 1: Number of students enrolled in all levels of the pre-university education in Albania (2004-2017)

- Arsimi Parashkollor (AP) Pre-primary education
- Arsimi Bazë (AB) Basic Education
- Gjimnaz Gymnasium
- Arsimi Profesional Professional Education
GEORGIA
GEORGIA: Emerging issues effecting education

- Collapse of all state institutions in the early 1990s left the country’s education system in ruins.

- Judging by the 2013 level of salaries in the education sector, the system hasn’t even started to recover, despite a succession of reforms and money spent on teacher training, schools, curricula and textbooks, computerization and infrastructure.

- One of the key problems in the country is poverty.

- Lack of investment in human capital has the potential to lock poor “dynasties” in a vicious circle. Moreover, if such numbers reach a critical threshold the whole country may be trapped in poverty.

- Education, and the quality of public education for the poor in particular, is the only solution to breaking the vicious circle of poverty and inequality.
MOLDOVA
MOLDOVA: Emerging issues effecting education

- Although the share of investment in education increases, the competitiveness of the economy remains low. The last two decades have been marked by economic recession, demographic decline, emigration and, more recently, the effects of the 2008-2009 financial crisis.

- Given the fact that the school population halved compared to 1990 and the number of schools dropped by 14.6%. Small children's access to education increases at a sustained pace, but existing kindergarten network covers only a fraction of the demand. The discrepancy between enrollment rate in urban and rural environments is maintained.

- In the last five years, the education system has undergone several restructuring processes, including: a) the optimization of the educational units, b) the deinstitutionalisation, c) the development and implementation of the inclusive education policies.

- Education has made significant progress. Three major challenges remain: (a) number of young people enrolled in primary and secondary education decreased steadily over the past decade; (b) equal access to education is seriously thwarted by disparities between rural and urban areas, as well as between the richest and poorest income inequality; (c) Equity is at its worst for ethnic minorities and marginalized groups – young people from rural areas, poor households and Roma minorities face significant barriers in accessing basic education.
Gaps between countries in EE region concerning education indicators for 2030?

▪ SDG4 up to a certain point has been set as a national priority;

▪ However there is few information available in relation to the planning and implementation of the education indicators for 2030;

▪ National budgets are not planned accordingly and based in the indicators of achievement of SDG4;
What steps are the countries taking to plan for the achievement of 2030?
ALBANIA

- Intergovernmental Commission on SDG’s implementation established in 2017.
- MAPS mission (UN & WORLD BANK) just completed a major Review for Albania as of this month!
- Government has finally agreed to prioritise SDGs in all its policies. A major Review is underway!
- Albania to Report (Volunteer Reporting) next year. At the end of April 2018 the Government shall make public the first every report!
- SDG 4 has not been set as a priority! Yet the Ministry of Education has in place a National Strategy for Pre-University Education that sets major indicators for monitoring and achievement that are related to SDG4.
GEORGIA

- Intergovernmental commission, led by the Administration of the Government of Georgia (AOG) was established in 2016 and with that, the nationalization process has started.

- Among some other goals, SDG 4 is a priority!

- There have been numerous high-level discussion sessions / round tables / conferences with all the relevant stakeholders including CSOs.

- The Coalition is currently working on updating the country nationalization document, the so-called SDG Matrix, specifically for SDG 4.

- The coalition is a member of the working group on SDG 4 – Quality Education.

- The Country Nationalization Document is planned to be approved in June-July.
In June 2016, the National Coordination Council for Sustainable Development was established.

On 19 July 2017, representatives of the Ministry of Labor, Social Protection and Family had a meeting with the joint UN and World Bank delegation on a mission in Moldova on 17-21 July, to identify areas of intervention and to develop a roadmap for the adaptation of the Sustainable Development Agenda 2030 to the national context of our country.

The Government started the process of adapting the SDG Agenda 2030 to the national context. The Moldova 2030 Strategy is due to be drafted by the Government by December 2017.

On 21 March 2018, the process of developing the National Development Strategy "Moldova 2030" started in the fields of education, research and innovation.

Objective 4 provides for inclusive and universal education, as well as the training of young people and adults for better employment in the labor market. The aim is to increase access to education for all, including vulnerable groups such as people with disabilities, and to provide quality education at every level: from early childhood development to higher education.
CHILDREN WITH DISABILITY
CHILDREN WITH DISABILITY: Albania, Georgia, Moldova

- **ALBANIA:** Total number of children with special needs that shall be attending pre-university education is approx. 18,000. However, more 64% of children do not attend it! There is no specific funds dedicated to education of children with disability! Budget of 2018 is paying only for 600 assistant teachers across the country. In 2018, 3321 CwD attending schools, out of which 467 attend a special education institution.

- **GEORGIA:** Implementing inclusive education has started since 2006. Today, more than 1000 schools are involved in it. Every school has a special teacher, equipped with the necessary skills. Total number of children with special needs is almost 7000. 62% of them are in the capital and only 38% in the rest of the country. About 67% of schools are not adapted to special needs; 20% only have ramps; and 13% are lightly adapted. Unfortunately, there is no data on the number of children with the special needs in the country. The system only counts the ones who are enrolled in schools.

- **MOLDOVA:** The number of pupils enrolled in the special education in the year 2016/17 constituted 860 persons. At the same time, the number of children with special needs and disabilities, integrated in the ordinary schools, was 10,134 people.
THANK YOU!