Achieving Education for All: Progress and Challenges
Nicholas Burnett
Director
EFA Global Monitoring Report Team
MP Forum on EFA
Tokyo
February 8, 2007

Education for All Dakar Goals and Millennium Development Goals

<table>
<thead>
<tr>
<th>EFA Goals</th>
<th>MDGs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eradicate extreme poverty and hunger</td>
<td>1. Eradicate extreme poverty and hunger</td>
</tr>
<tr>
<td>2. Achieve universal primary education</td>
<td>2. Achieve universal primary education</td>
</tr>
<tr>
<td>3. Promote gender equality and empower women</td>
<td>3. Promote gender equality and empower women</td>
</tr>
<tr>
<td>4. Reduce child mortality, and other health goals</td>
<td>4. Reduce child mortality, and other health goals</td>
</tr>
</tbody>
</table>

No country in need should be denied international assistance

About the EFA Report
Evidence and analysis for policy and action in basic education
- Prepared by an independent, multidisciplinary team based at UNESCO Paris
- Funded by eleven bilateral donors and UNESCO
- Charts progress toward the six EFA goals adopted by 164 countries in 2000
- Assess aid to education
- Highlights effective policies and practices to accelerate progress
- Draws attention to emerging challenges
- Five previous reports since 2002:
  - Overall trends
  - Gender parity and equality
  - Quality of education
  - Literacy
  - Early childhood care and education

EFA: Where do we stand?
Out of 125 countries, 47 have achieved the EFA goals.
Countries showing the greatest progress are in the lowest scoring group
Excludes many countries far from goals, e.g. those in conflict

<table>
<thead>
<tr>
<th>Region</th>
<th>Far from EFA (EDI below 0.80)</th>
<th>Intermediate position (EDI between 0.80 and 0.94)</th>
<th>EFA achieved or close (EDI between 0.95 and 1.00)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Saharan Africa</td>
<td>19</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Arab States</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Central Asia</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>East Asia/Pacific</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>South and West Asia</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Latin America/Caribbean</td>
<td>18</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Central Eastern Europe</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>50</td>
<td>47</td>
</tr>
</tbody>
</table>
Strong foundations

"Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children"

Rights
UN Convention on the Rights of the Child

Development
Poverty reduction and the MDG health and education goals

Child born in developing world has 40% chance of living in extreme poverty

Education
Future participation and achievement

Equity
Reducing social inequality

Programmes for the under-3s

Many countries lack programmes addressing health, nutrition, care and education of the under 3s, a critical period in the child’s life

Countries with at least one formal programme for children under 3 in 2005 (%)

Regional trends in pre-primary

A three-fold increase in pre-primary enrolments over 30 years

More than 1 in 3 children now enrolled but huge regional differences

Poverty limits access

- Higher attendance for children from richer households
- Lower attendance among poor who would benefit most
UPE: more and more children are starting school

Sharp increases in Grade 1 access in Sub-Saharan Africa and South and West Asia

Too few pupils complete primary school

Better educational quality – through more trained teachers and more learning materials – is key to improve student learning achievement

77 million children still not in school

- Half in sub-Saharan Africa
- One-third in India, Nigeria, Pakistan, and Ethiopia
- Drop of 20 million since 1999, mainly in South Asia

Who is out-of-school?

Rural, poor, uneducated mother

Out-of-school children by schooling experience
Secondary education under pressure

- Participation increasing, mainly at lower secondary level
- Large gaps between lower and upper secondary in some regions
  - Lower secondary
  - Total secondary
  - Upper secondary

Gross enrolment ratio 2004 (%)

Progress towards gender parity

- About two-thirds of countries out of 181 with data have achieved gender parity in primary education
- Only one-third of countries have achieved parity at the secondary level

Gender parity

Literacy remains elusive

One in five adults – 781 million – lack basic literacy skills
The vast majority live in South and West Asia, sub-Saharan Africa and East Asia

Education finance: A mixed picture

Number of countries where public expenditure on education as % of GNP has:

- Decreased since 1999
- Increased since 1999

Decreased since 1999
- Sub-Saharan Africa
- Arab States
- Central Asia
- East Asia/Pacific
- South/West Asia
- Latin America/Caribbean
- N. America/West. Europe
- Central/Eastern Europe

Increased since 1999
- 7
- 14
- 6
- 8
- 2
- 9
- 17
- 7
- 41
- 65
Policy priorities

Strong political commitment is the starting point

- Act on all EFA goals, recognizing connections between early childhood, primary school and literacy
- Emphasize gender equality, equity and inclusion
- Improve education quality
- Increase public spending on basic education
- Increase international aid to education and focus it better

Universal primary education: better access and better quality

**ACCESS**
- Abolishing school fees
- Income support to poor households
- Incentives and community-based efforts to overcome need for child labour
- Measures to include children with disabilities and special needs

**QUALITY**
- Relevant curriculum
- Mother tongue instruction in early years
- Teacher training reforms and professional development opportunities
- Learning materials and enough instructional time
- Sanitation, safety, health and nutrition

An integrated strategy for girls

**Access – right to education**
- Remove direct (fees) and indirect (e.g. uniforms) fees
- Schools close to home
- Free or cheap transportation; school meals
- Target scholarships to girls, particularly secondary education
- Reduce domestic workload

**Girl friendly schools**
- Basic sanitation and separate toilets
- Protect girls against violence at school
- Facilitate return to school of pregnant girls

**Gender sensitive schooling**
- Eliminate gender bias in teacher attitudes
- More and better trained female teachers
- Gender sensitive curricula

Needed: more trained teachers

- Slight improvement in pupil-teacher ratios in most regions between 1999 and 2004
- Only slight increase in % of trained teachers
- Sub-Saharan Africa needs to increase teacher numbers from 2.4 million in 2004 to 4.0 million by 2015 to reach UPE
- Serious shortages in rural areas
- Too few female teachers in countries with low enrolment of girls
Scaling up literacy programmes

Literacy programmes must be scaled up. They offer personal, social, political and economic benefits and increase children’s chances of going to school.

What matters

National coordination of programme provision
Relevant programmes tailored to learners’ needs
Appropriate language policies
Pay, professional status and training for literacy educators

Literate environments

Print and broadcast media, publications for newly literate
School textbook investment strategy
Public reading rooms and libraries

Aid to basic education: On the increase

Total aid to basic education in low-income countries almost doubled between 2000 and 2004

Japan’s aid to education

- Total Japanese aid of 0.2% of GNI still falls short of the 0.7% of GNI target
- Aid to education has increased by 50% since 2000
- Little priority given to basic education

EFA: The aid gap

Required each year to reach EFA

Aid in 2010 if 2005 pledges met
Contact Information

EFA Global Monitoring Report Team
c/o UNESCO
7, place de Fontenoy
75352 Paris 07
France

efareport@unesco.org
www.efareport.unesco.org