



Education for All Global Monitoring Report 2007





Achieving Education for All: Progress and Challenges

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Education for All Dakar Goals and Millennium Development Goals

EFA Goals	MDGs
1. Expand and improve comprehensive early childhood care and education	1. Eradicate extreme poverty and hunger
2. Universal primary education by 2015	2. Achieve universal primary education
3. Learning and life skills programmes for youth and adults	3. Promote gender equality and empower women
4. 50% increase in adult literacy rates by 2015	4. Reduce child mortality, and other health goals
5. Gender parity by 2005 and gender equality by 2015	
6. Improving quality of education	

No country in need should be denied international assistance 2

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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
- Assesses 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

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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

	Far from EFA (EDI below 0.80)	Intermediate position (EDI between 0.80 and 0.94)	EFA achieved or close (EDI between 0.95 and 1.00)
Sub-Saharan Africa	19	8	1
Arab States	4	11	1
Central Asia		2	4
East Asia/Pacific	2	6	3
South and West Asia	3	1	
N. America /West. Europe		2	17
Latin America/Caribbean		18	6
Central/Eastern Europe		2	15
Total	28	50	47

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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

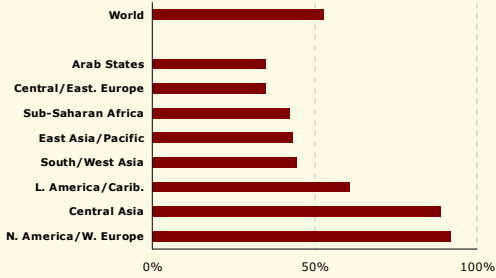
Equity
Reducing social inequality

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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



Region	Percentage of countries with at least one formal programme
World	50%
Arab States	~35%
Central/East. Europe	~35%
Sub-Saharan Africa	~35%
East Asia/Pacific	~45%
South/West Asia	~45%
L. America/Carib.	~60%
Central Asia	~85%
N. America/W. Europe	~95%

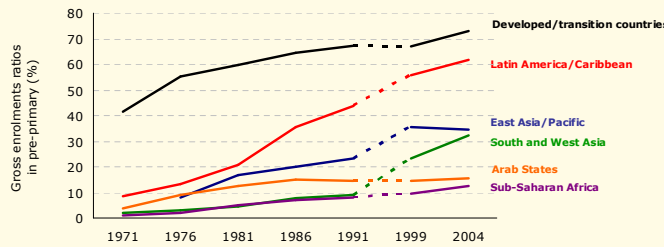
Countries with at least one formal programme for children under 3 in 2005 (%)

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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



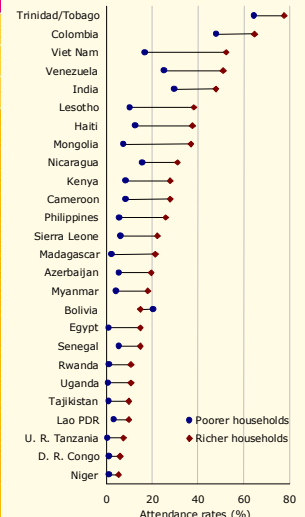
Year	Developed/transition countries	Latin America/Caribbean	East Asia/Pacific	South and West Asia	Arab States	Sub-Saharan Africa
1971	~45	~10	~5	~5	~5	~5
1976	~55	~15	~10	~10	~10	~10
1981	~60	~25	~15	~15	~15	~15
1986	~65	~40	~20	~20	~20	~20
1991	~68	~50	~25	~25	~25	~25
1999	~70	~55	~35	~35	~35	~35
2004	~75	~60	~40	~40	~40	~40

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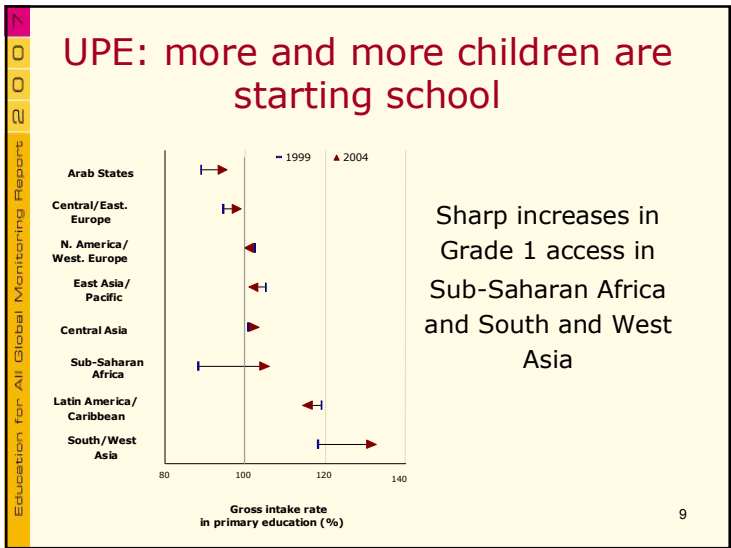
Poverty limits access

- Higher attendance for children from richer households
- Lower attendance among poor who would benefit most

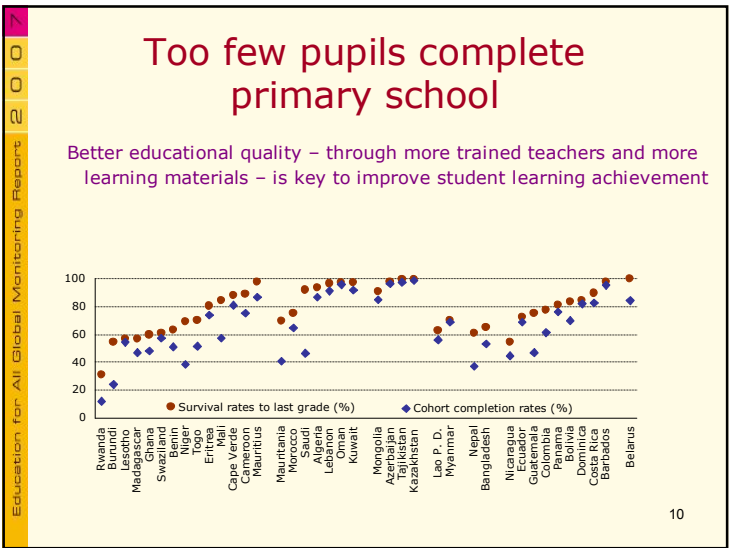


Country	Poorer households (%)	Richer households (%)
Trinidad/Tobago	~65	~65
Colombia	~45	~65
Viet Nam	~25	~65
Venezuela	~25	~65
India	~25	~65
Lesotho	~15	~45
Haiti	~15	~45
Mongolia	~15	~45
Nicaragua	~15	~45
Kenya	~15	~45
Cameroon	~15	~45
Philippines	~15	~45
Sierra Leone	~15	~45
Madagascar	~15	~45
Azerbaijan	~15	~45
Myanmar	~15	~45
Bolivia	~15	~45
Egypt	~15	~45
Senegal	~15	~45
Rwanda	~15	~45
Uganda	~15	~45
Tajikistan	~15	~45
Lao PDR	~15	~45
U. R. Tanzania	~15	~45
D. R. Congo	~15	~45
Niger	~15	~45

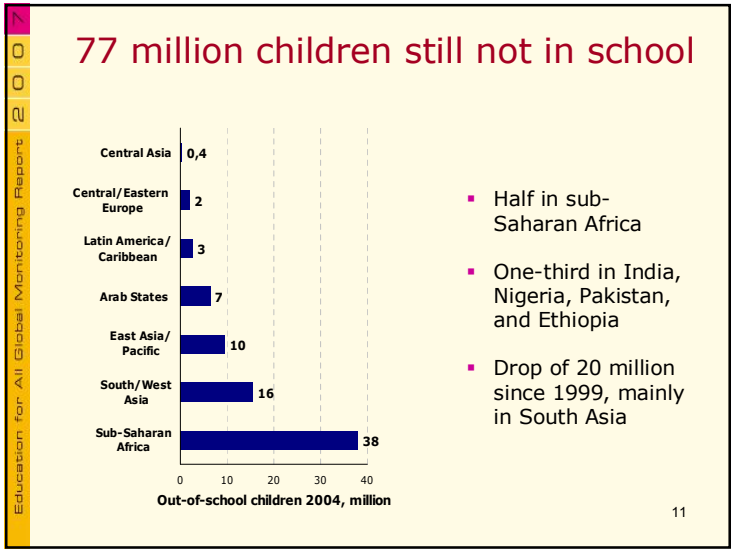
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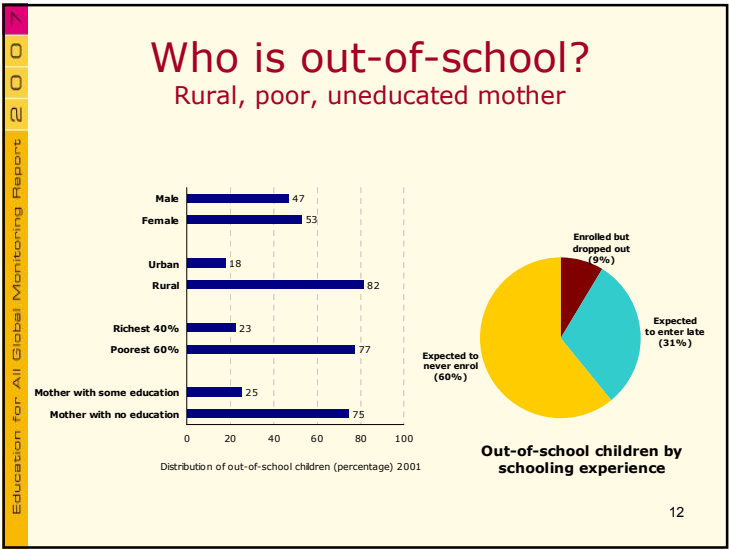
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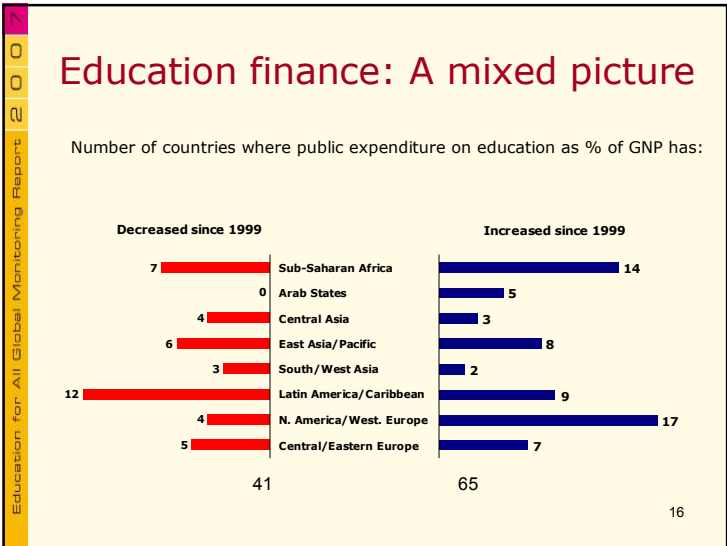
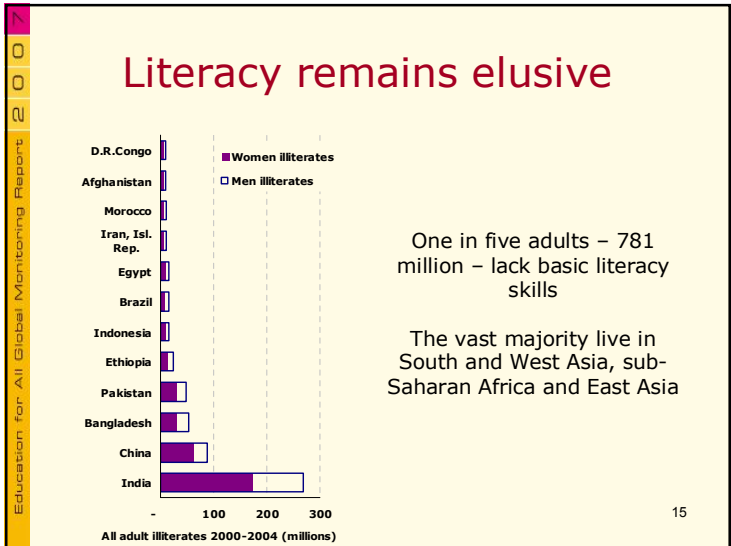
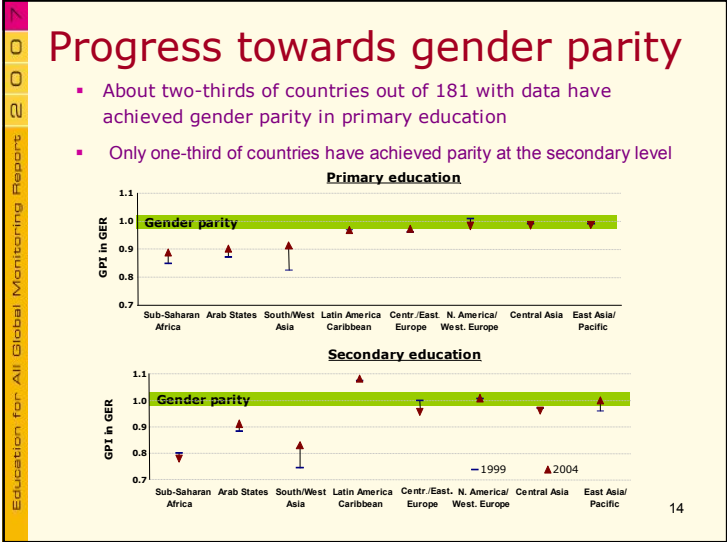
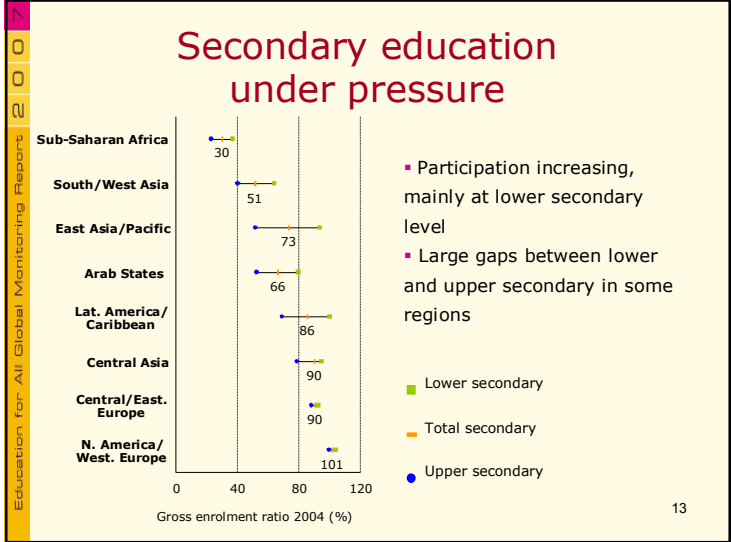
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Policy priorities

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

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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

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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

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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

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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

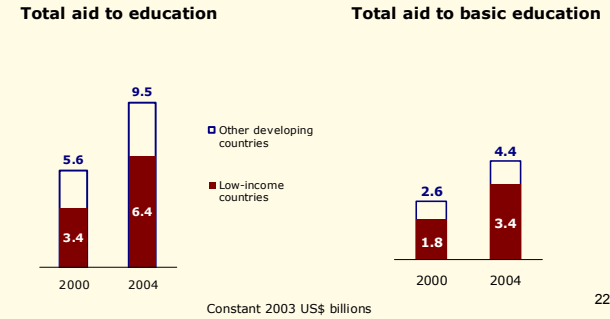
- National coordination of programme provision
- Relevant programmes tailored to learners' needs
- Appropriate language policies
- Pay, professional status and training for literacy educators

Literate environments

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

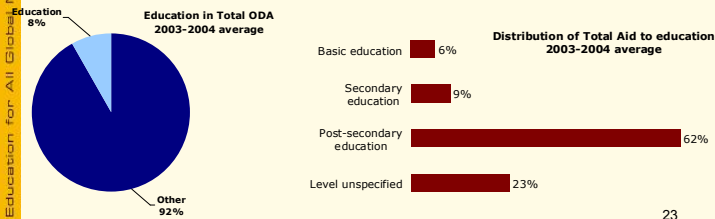
Aid to basic education: On the increase

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



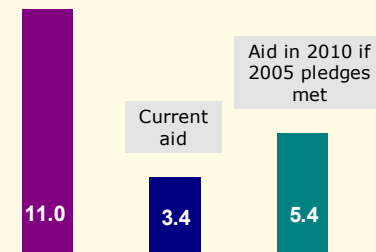
Japan's aid to education

- 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



Constant 2003 US\$ billions

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