



# Education for All by 2015: Will we make it?

*New York, 29 November 2007*

# The big questions in 2008



- Have national governments followed up on their commitment to EFA?
- Where are the greatest challenges?
- Are donors providing adequate support?
- What requires top policy attention?

# Global trends influence EFA

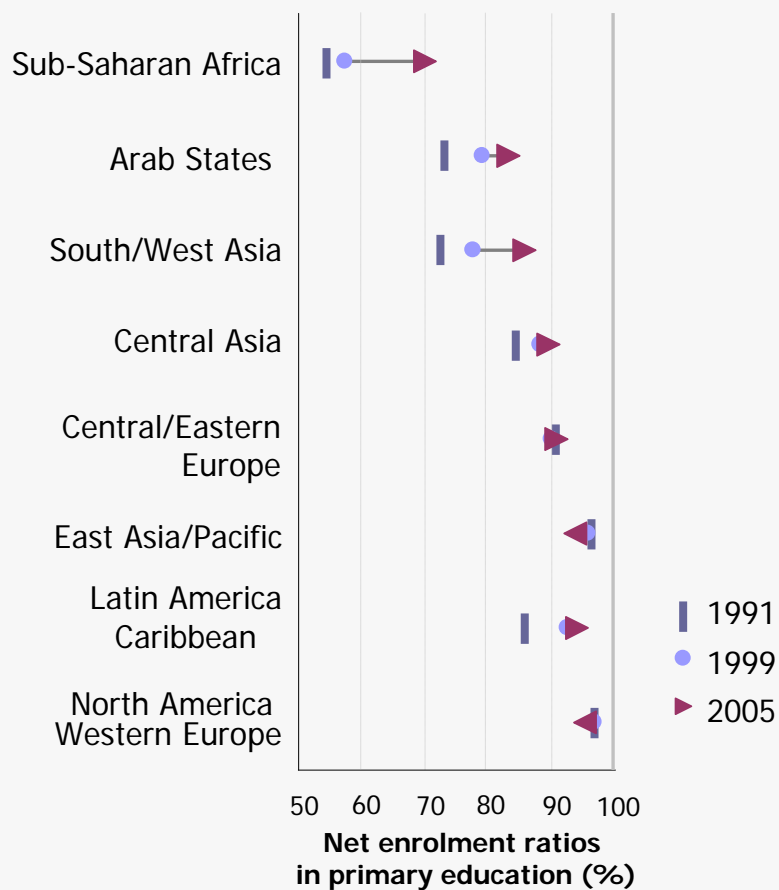


- Sustained economic growth
- Increasing inequalities
- Rapid urbanization
- Health concerns
- Knowledge economies



Major advances since Dakar

# Progress in primary education



**Primary school** enrolment up:

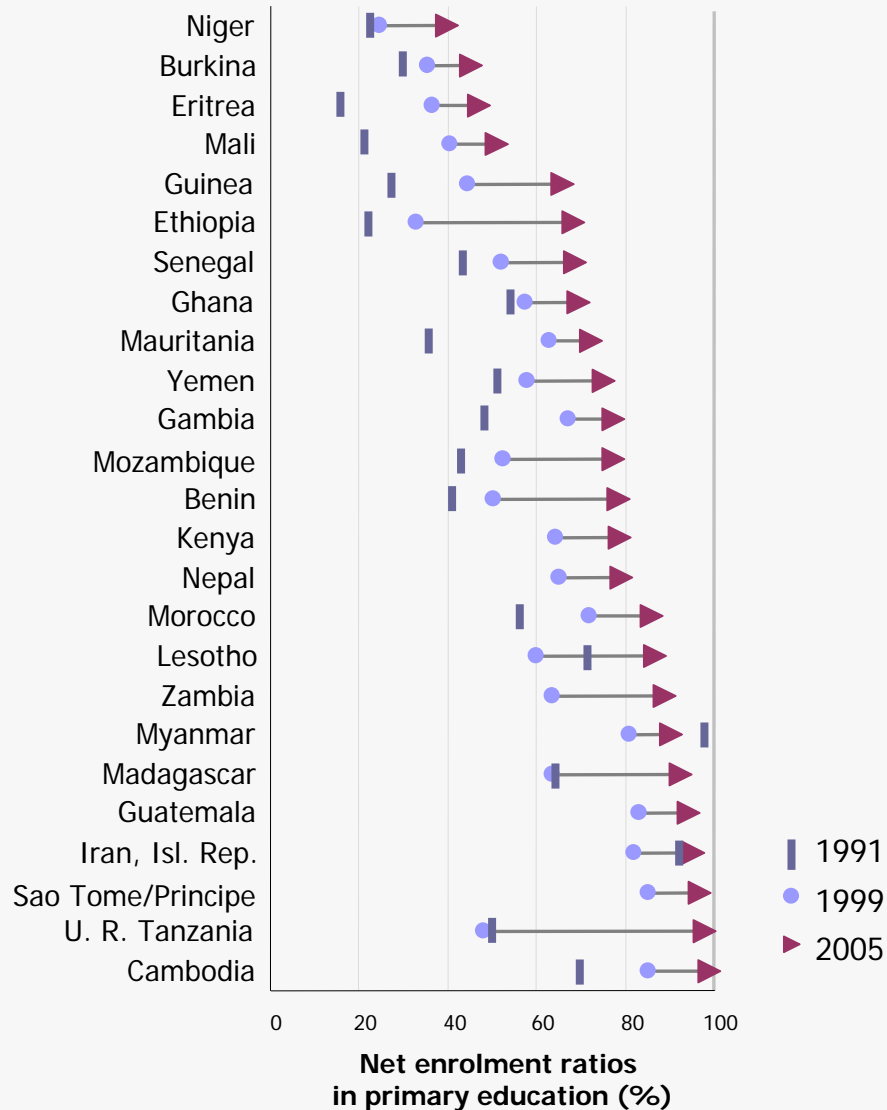
**36%** in sub-Saharan Africa

**22%** in South and West Asia

**11%** in Arab States

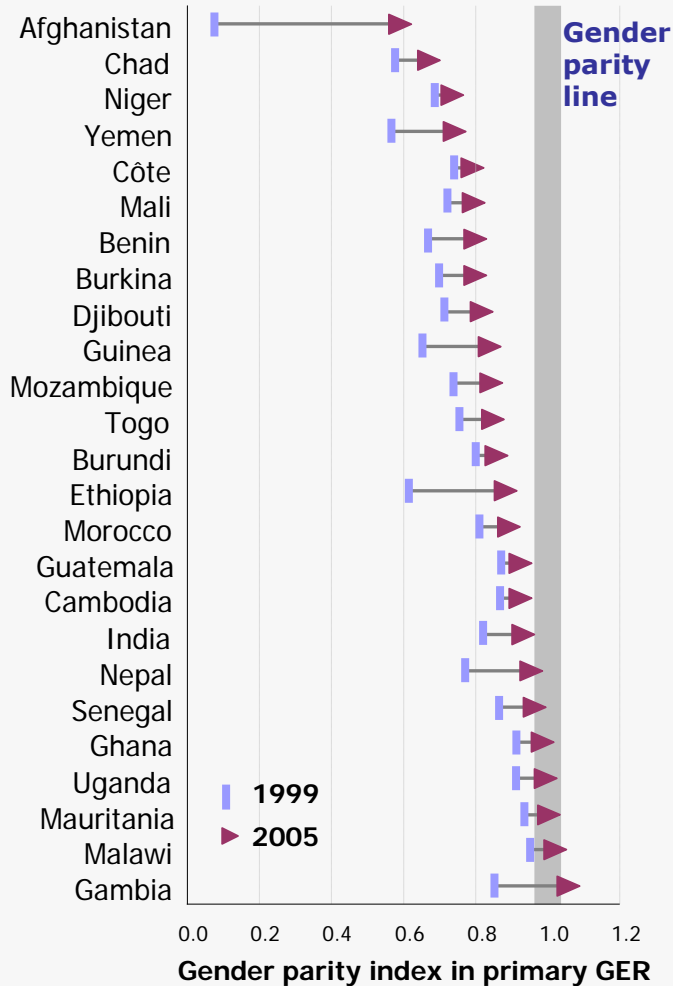
# Rapid expansion of primary education

The 25 countries with the highest NER increases



Significant **acceleration**  
in post-Dakar period  
compared to 1990s

# More girls in primary school



- **17** countries achieved gender parity in **primary** education between 1999 and 2005
- In total **63%** of countries have achieved gender parity at the primary level
- Specific policies to **encourage** girls' schooling have included:
  - Community mobilization
  - Targeting disadvantaged areas
  - Free learning materials
  - Sanitation in schools

# Out-of-school children declining

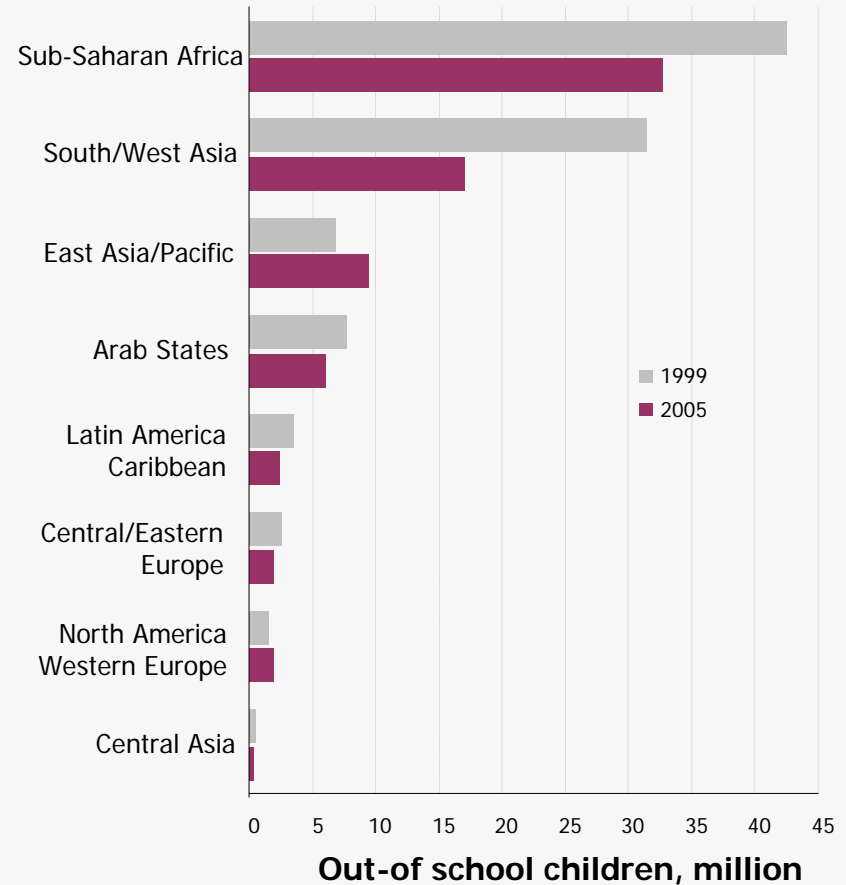
1999: **96** million

2005: **72** million

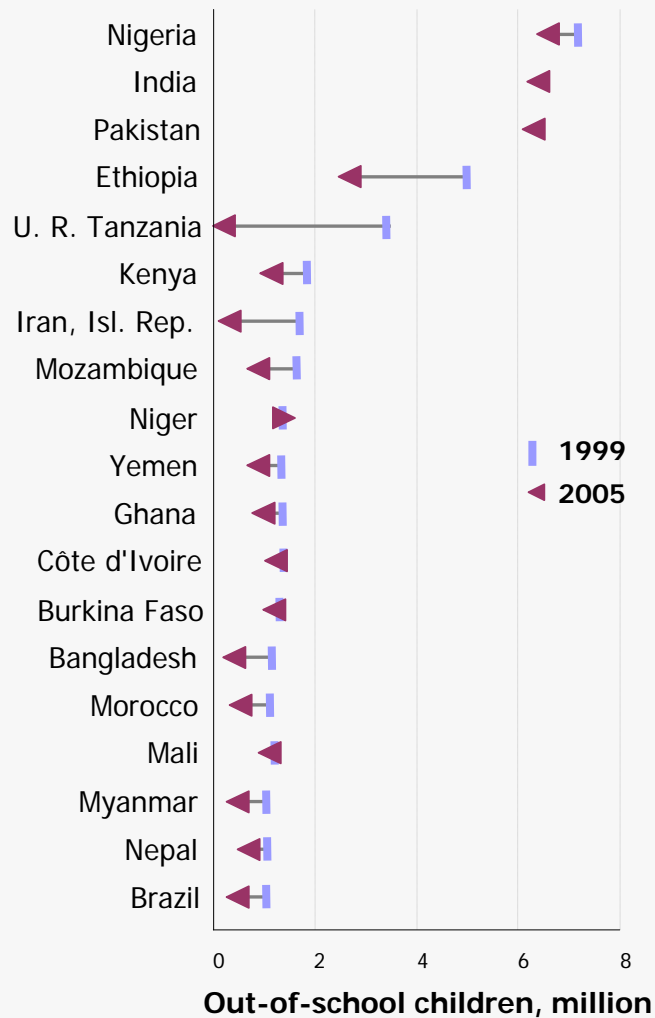


**60%** girls in Arab States

**66%** in South and West Asia

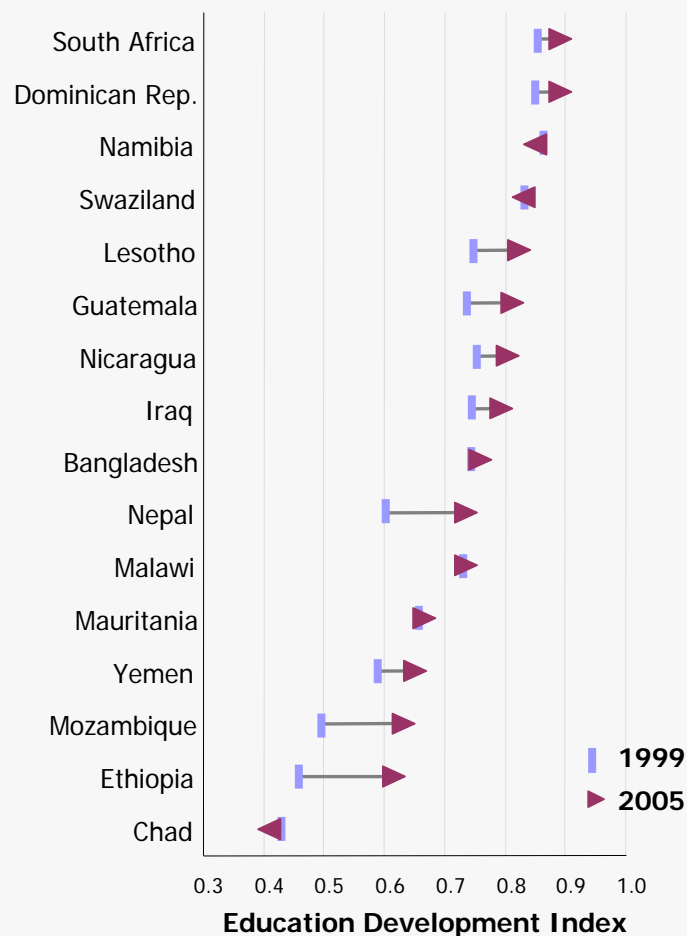


# Out-of-school children: country zoom



Important progress in some countries with more than one million out-of school children in 1999

# EFA Development Index: significant progress in some countries



Out of 129 countries:

**51** high achievers

**53** in intermediate position.

⇒ Index pulled down by low education quality or low adult literacy levels

**25** far from achieving EFA of which:

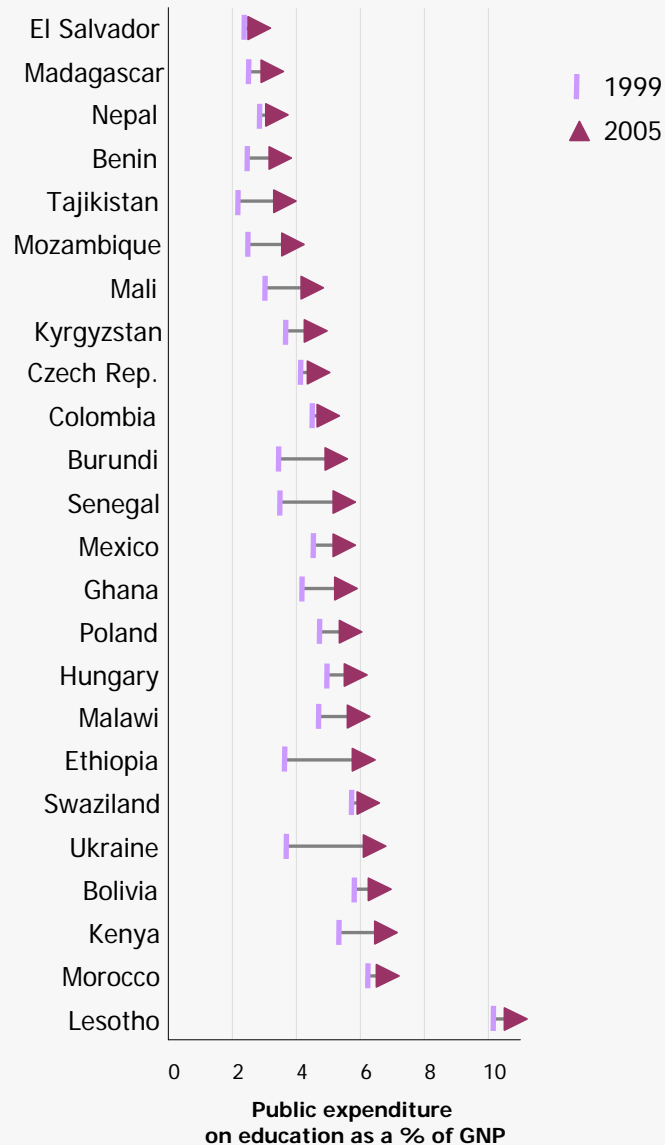
⇒ 16 in sub-Saharan Africa

⇒ 4 Arab States

⇒ 4 in South and West Asia

⇒ 1 in East Asia / Pacific

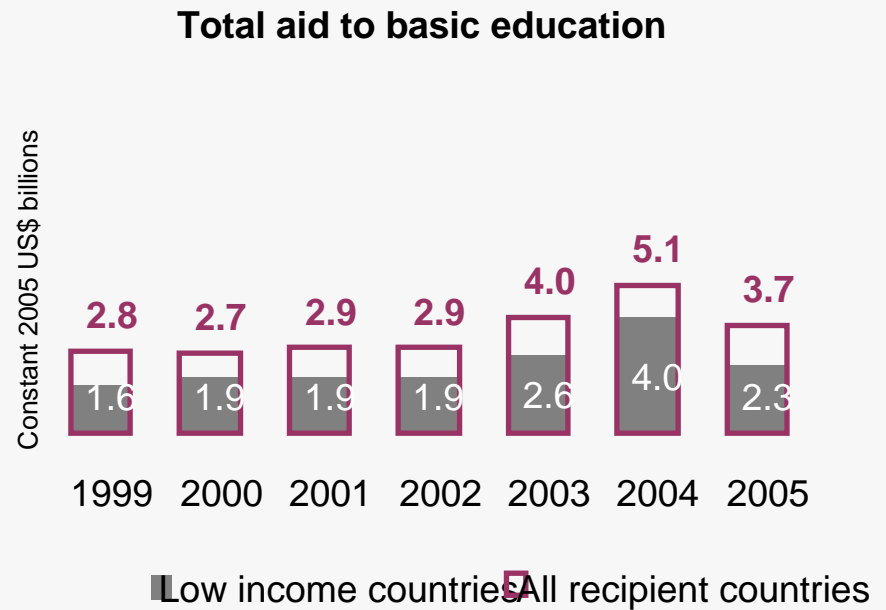
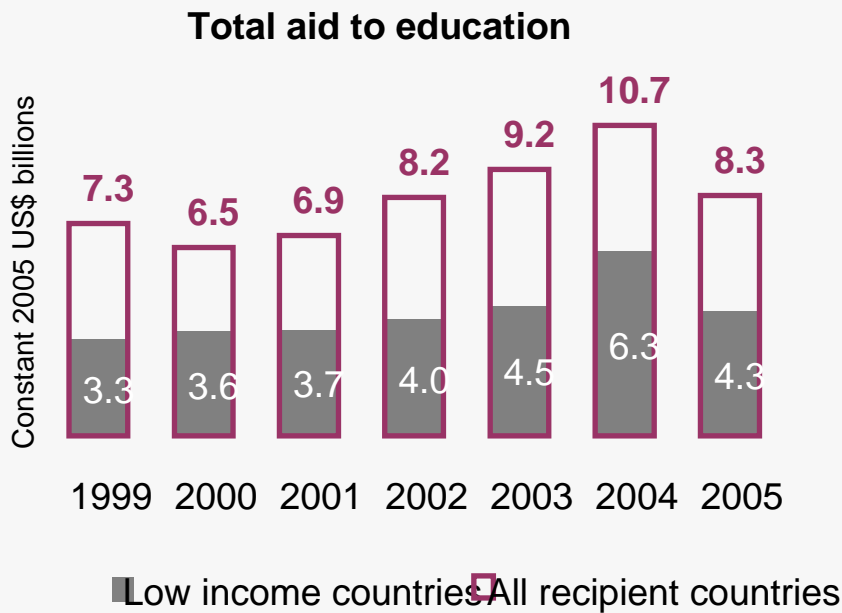
# Increases in national spending on education



- 50 out of 84 countries outside North America and Western Europe increased the share.  
⇒ 18 out of 24 in sub-Saharan Africa
- 5% annual increase in public spending on education in sub-Saharan Africa and South and West Asia
- Countries making significant **progress** towards **UPE** have generally **increased** their spending as a share of GNP

# Aid to education: substantial increases

Aid to basic education doubled between 2000 and 2004, benefiting low-income countries, but declined in 2005



*Total aid includes allocations from budget support and aid to level unspecified*



# Major concerns and prospects

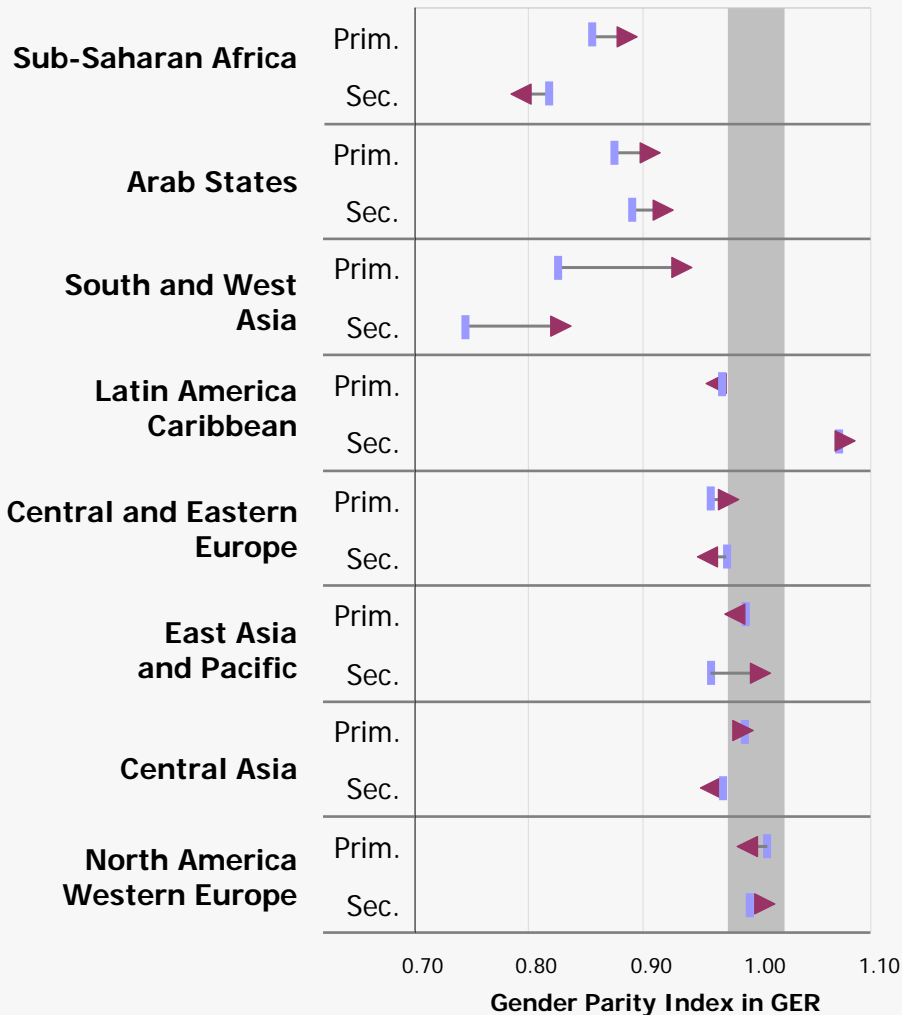
# Early childhood care and education: acting on the benefits

ECCE programmes improve child well-being and prepare children for school but:



- Provision of pre-primary education remains scarce across sub-Saharan Africa and Arab States
- Lack of policies for under 3s
- Programmes are not reaching the poorest and most disadvantaged children

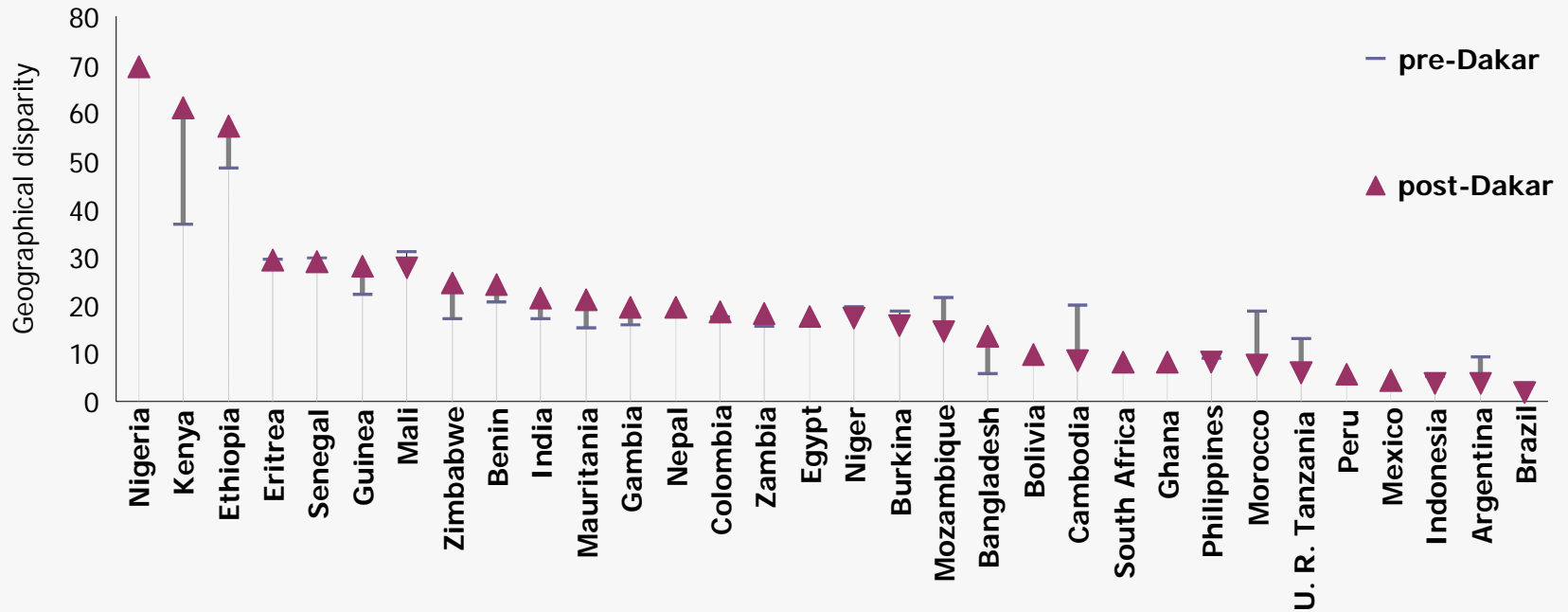
# Gender inequalities prevail



- 63% of countries have achieved gender parity in primary education; 37% in secondary education
- 59 countries have achieved gender parity at both primary and secondary levels
- Gender disparities in secondary education are greater than in primary; they favour girls as often as boys

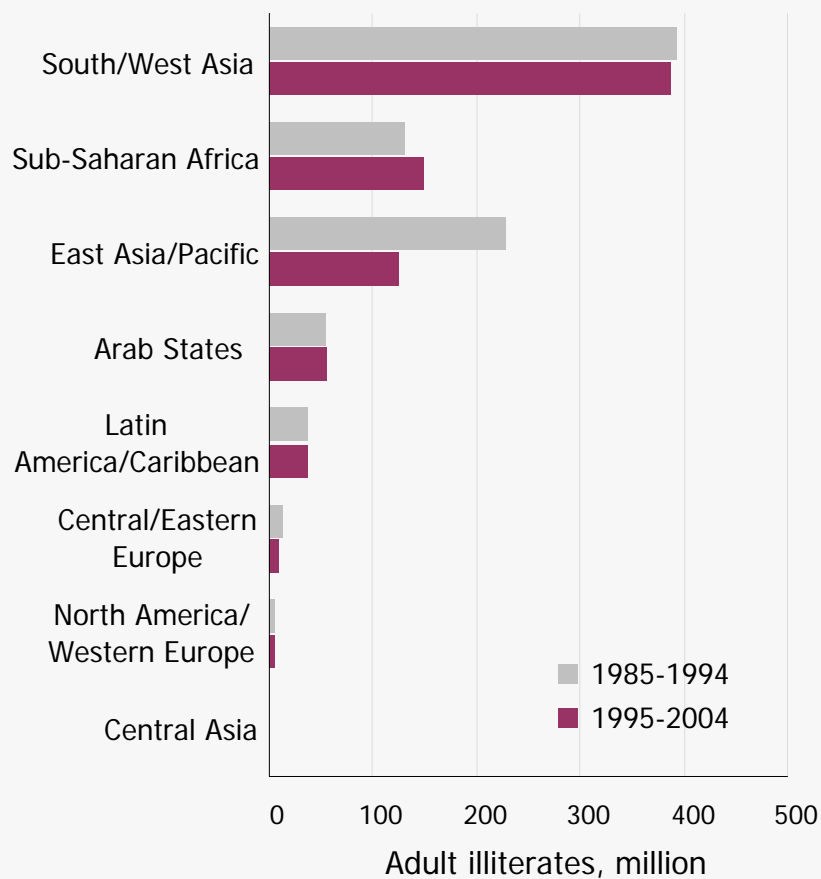
# Geographic disparities

Progress in enrolment has rarely been uniform within countries. Geographic disparities in NER have increased in some countries



# Minimal attention to adult literacy

## 774 million adult illiterates



- Number of illiterate adults increased in sub-Saharan Africa and Arab States
- **75%** adult illiterates live in 15 countries
- **64%** are women
- Direct assessments of literacy skills suggest even greater challenge

# Indications of poor quality

- Survival rate to **last grade** improving but remains low in sub-Saharan Africa (63%) and in South and West Asia (79%)
- International and national learning assessments point to low achievement in core subjects, especially in developing countries
- **Low levels of learning achievement are related to :**
  - ⇒ socio-economic background
  - ⇒ rural residence
  - ⇒ lack of access to books
  - ⇒ insufficient instructional time
  - ⇒ inadequate of physical and material resources

# Teacher shortages

Teaching staff has **not kept pace** with enrolment increases in sub-Saharan Africa and South and West Asia



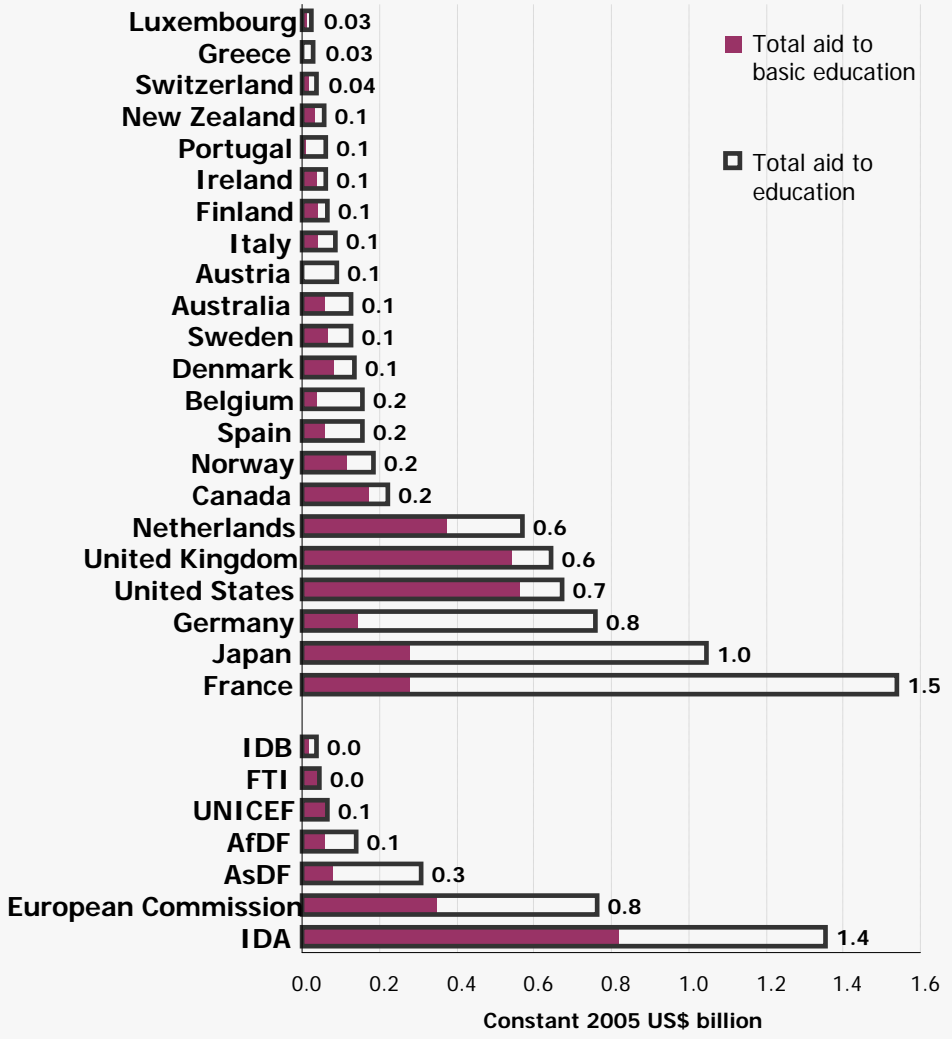
- Pupil/trained teachers ratios above **100** in Afghanistan, Chad, Madagascar, Mozambique and Nepal
- Contract teachers fill gap in francophone sub-Saharan Africa and South and West Asia. They receive lower salaries and less training than civil-servant teachers

➡ **18 million new primary teachers needed by 2015**

# Financial resources remain limited in some countries

- **34 out of 84** countries decreased the share of GNP to education since 1999, including some of those countries furthest from the EFA goals.
- **24 out of 105** countries allocated less than 3% of GNP to education.
- Several countries allocated less than 10% of total government spending to education

# Strong variations in how much donors allocate to the basic level

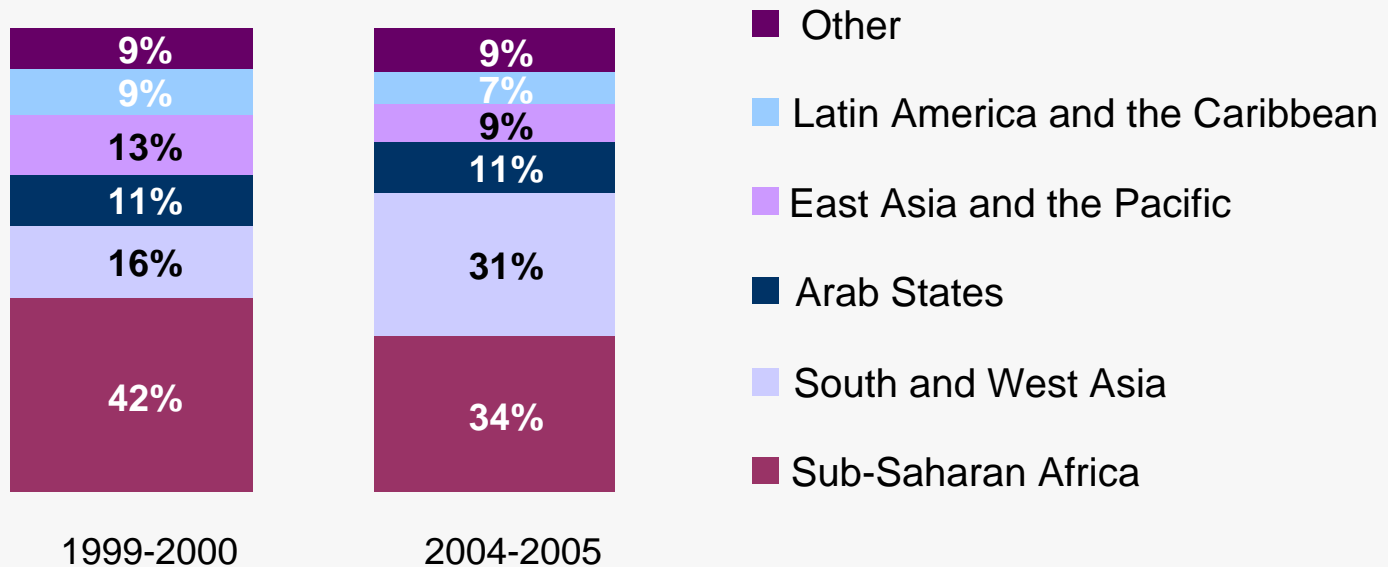


The three largest bilateral donors to education allocate less than one-third to the basic level

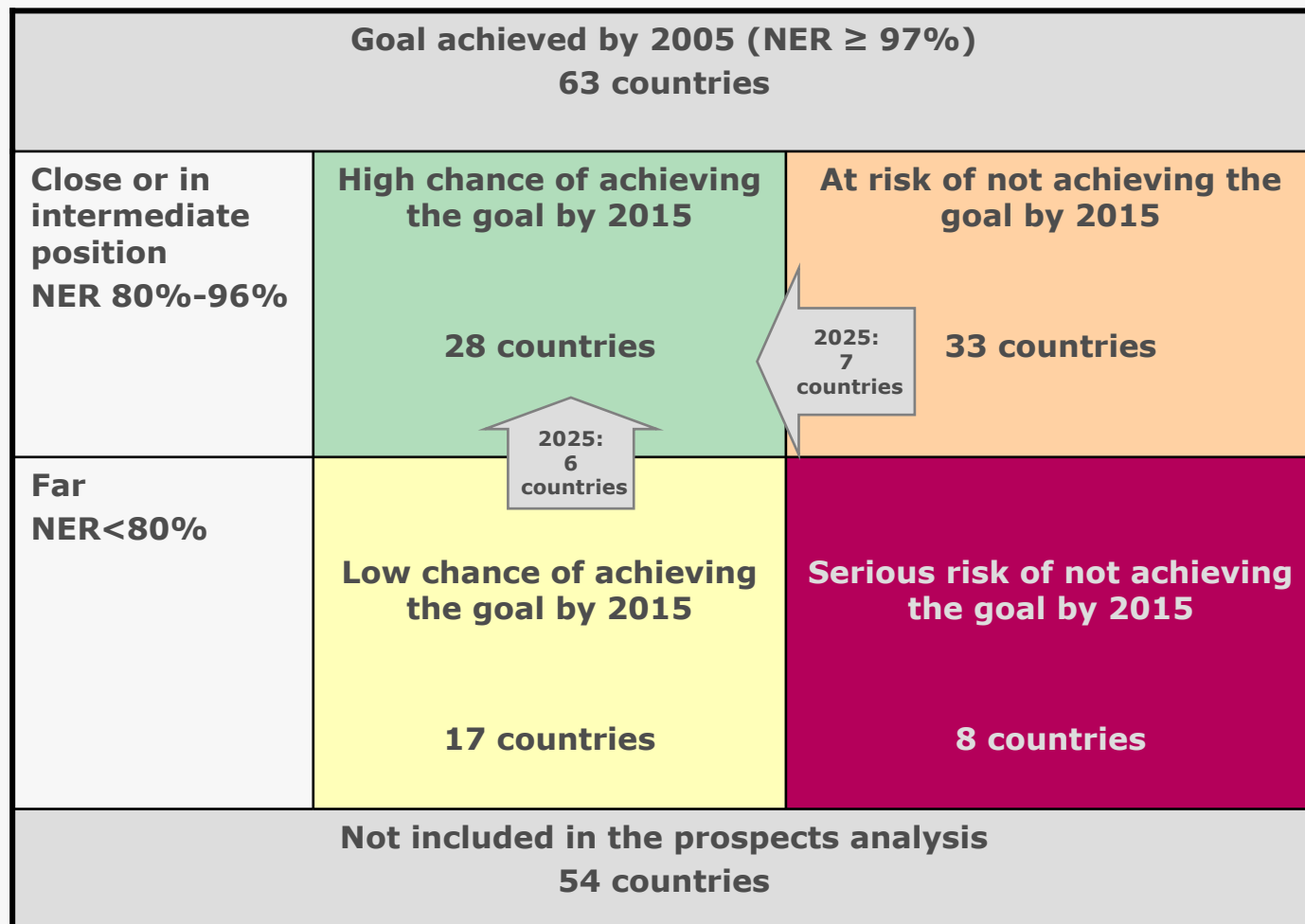
# Reaching the right regions

Sharp increase in South and West Asia's share of aid commitments  
Sub-Saharan Africa's share dropped

## Total aid to basic education



# Prospects for achieving UPE by 2015



# Prospects for achieving adult literacy

<b>Universal literacy achieved (Adult literacy <math>\geq</math> 97%) 26 countries</b>		
<b>Close or in intermediate position (adult literacy rates: 80%-96%)</b>	<b>High chance of achieving the target by 2015</b>  <b>30 countries</b>	<b>At risk of not achieving the target by 2015</b>  <b>28 countries</b>
<b>Far adult literacy rate &lt;80%</b>	<b>Low chance of achieving the target by 2015</b>  <b>18 countries</b>	<b>Serious risk of not achieving the target by 2015</b>  <b>25 countries</b>
<b>Not included in the prospects analysis 76 countries</b>		

# Prospects for achieving gender parity by 2015

- 59 countries out of 172 had achieved gender parity in primary and secondary education by 2005
- 18 countries are projected to achieve it by 2015

Out of 95 countries unlikely to achieve the goal by 2015:

- **14** will not achieve parity in **primary** education
- **52** will not achieve parity in **secondary** education
- **29** will not achieve parity in **both primary and secondary**



# The Way Forward

# Promoting access

To offset the cost of schooling for poor households countries are:

- Targeting poorer regions and population groups  
*Brazil, Burkina Faso*
- Setting up education cash-transfer programmes  
*Latin American countries, Kenya, Turkey*
- Providing scholarships for girls  
*Bangladesh, Cambodia, Pakistan*



Governments are also encouraging access through:

- Flexible models for working children, enforced child labour legislation (218 million children still employed)
- Inclusive education for the disabled
- Bilingual education for children from indigenous communities

# Improving learning

## Four broad policy areas

- **Trained and motivated teachers**

Training models, professional development, incentives to work in underserved areas, policy frameworks for contract teachers
- **Effective teaching and learning strategies**

Active learning, relevant curricula, HIV/AIDS education, importance of acquiring basic skills, better assessments
- **Learning time, materials and textbooks**

Textbook production, unbiased learning content, free distribution to priority areas
- **Healthy and safe learning environment**

Nutrition, health programmes, physical safety

# Attention to early childhood and literacy programmes for youth and adults

Good ECCE programmes offset disadvantage, improve children's well-being and prepare them for primary school. Need for:

- ⇒ Programmes for children under age 3
- ⇒ Multi-sectoral policies
- ⇒ Expansion of pre-primary education
- ⇒ Raising qualifications, better training

Substantial scaling up of learning opportunities for youth and adults:

- ⇒ Setting targets in national plans
- ⇒ Funding arrangements
- ⇒ Partnerships with non-state sector
- ⇒ Strengthen status of non-formal education
- ⇒ Development of literate environments

# Summing up Dakar's impact

1. Effective national policies
2. Domestic spending
3. External aid



Educational development

- Rapid increase in number of children enrolled in primary school in regions farthest from UPE
- Rise in number of countries conducting national learning assessments
- National policies targeting disadvantaged groups and areas
- Measures to expand early childhood care and education
- Increase in national spending on basic education in regions farthest from EFA
- Increase in aid to basic education in low-income countries
- Emergence of the Fast Track Initiative
- More aid to basic education channelled through **programmes** rather than project support

# Five policy priorities

- Inclusion
- Quality
- Literacy
- Capacity Development
- Financing
  - ↳ ■ National commitment to increase education spending
  - Donor focus on:
    - ⇒ low-income countries and fragile states
    - ⇒ ongoing support to countries making progress towards EFA

# Contact information

[www.efareport.unesco.org](http://www.efareport.unesco.org)

[efareport@unesco.org](mailto:efareport@unesco.org)