The UN Secretary General’s Global Initiative, Education First, launched on September 26, aims to achieve quality, relevant and inclusive education for every child.

The following statistics taken from Education for All Global Monitoring Reports support the evidence-base behind the UN Secretary General’s decision to put Education First.

**ACCESS**

171 million children in developing countries are stunted by malnutrition by the time they reach age 5, which means their ability to learn is likely to be affected**

42% of them live in conflict affected countries*.

61 million children of primary school age are out of school.

71 million adolescents of lower secondary school age are out of school.

$24 billion is needed per year to provide Education for All**

$ invested in education & skills = $$$$$$$$$ in economic growth**

In at least 63 countries, females aged 17 to 22 from the poorest households have spent fewer years in school than others of the same age***

1.8 million children’s lives could have been saved in sub-Saharan Africa in 2008 if their mothers had at least secondary education*

**LEARNING**

250 million children cannot read or count, even if they have spent four years in school**

AT LEAST

*** EFA Global Monitoring Report’s World Inequality Database on Education (WIDE).
To coincide with the publication of the 2012 *EFA Global Monitoring Report*, the Team has developed a new interactive website that shows the scale of education inequality within countries. The World Inequality Database on Education (WIDE) brings together the latest data from Demographic and Health Surveys and Multiple Indicator Cluster Surveys. 

**Wealth disparities widen for countries struggling to enrol children in school**

Population aged 17 to 22 with fewer than two years of education, by wealth, (%)

Selecting three of the regions furthest from achieving EFA – the Arab States, sub-Saharan Africa and South and West Asia – The figure shows that disparities in wealth exist in almost every country with data. By clicking on the dots on the website, the percentages affected appear. In the Niger, the country with the widest disparities, 88% of the poorest young people have less than two years of schooling – that is, they suffer from extreme education poverty – compared with 29% of the richest. Jordan, at the other end of the figure, has the narrowest disparities. Whether rich or poor, only 1% of 17 to 22 year olds are affected by extreme education poverty.
Visitors to the website can compare groups within countries according to various education indicators, and according to the factors that are associated with inequality, including wealth, gender and location. Users can create maps, charts, infographics and tables from the data, and download, print or share them online. The site was designed by InteractiveThings.

Wealth disparities are further aggravated by gender disparities
Population aged 17 to 22 with fewer than two years of education, by wealth and gender, the Niger, Pakistan and Egypt, (%)

On the WIDE site, the user can look in detail at intersecting patterns of disadvantage within selected countries. In the Niger, not only are wealth disparities wide, but they are further aggravated by gender. The poorest young women are the worst affected: 92% are likely to have spent less than two years in school, compared with 22% of richest young men. In Pakistan, a vast gender gap among the poorest leaves eight out of ten young women affected, compared with less than five out of ten young men. While the severity of the problem is not as great in Egypt overall, gender gaps are wide: 36% of poor young women are in extreme education poverty compared with just 2% of the richest young men.
YOUTH AND SKILLS
Putting education to work

The tenth edition of the Education for All Global Monitoring Report shows how vital it is to ensure that all young people have the skills they need to prosper. As the Report reveals, however, across the world there is a lost generation of young people who are leaving school without the skills they need.

Many living in urban poverty or in remote rural communities, and young women in particular, are unemployed or working for low pay. They need to be given a second chance to achieve their potential.

Youth and skills: Putting education to work describes how governments can give young people a better start in life so that they can greet the world of work with confidence.

The Report will be launched on 16 October 2012.

The Education for All Global Monitoring Report aims to inform, influence and sustain genuine commitment towards the six Education for All goals established at the World Education Forum in Dakar, Senegal in 2000. The GMR is an independent Report published by UNESCO.

Press contacts:
(New York) Marisol Sanjines
m.sanjines@unesco.org
+1 646 201 8036

(Paris) Kate Redman
k.redman@unesco.org
+33 6 02 04 93 45

Website: www.efareport.unesco.org
Blog: http://efareport.wordpress.com/
Twitter: @efareport
Facebook: http://facebook.com/efareport