

# EFA Global Monitoring Report

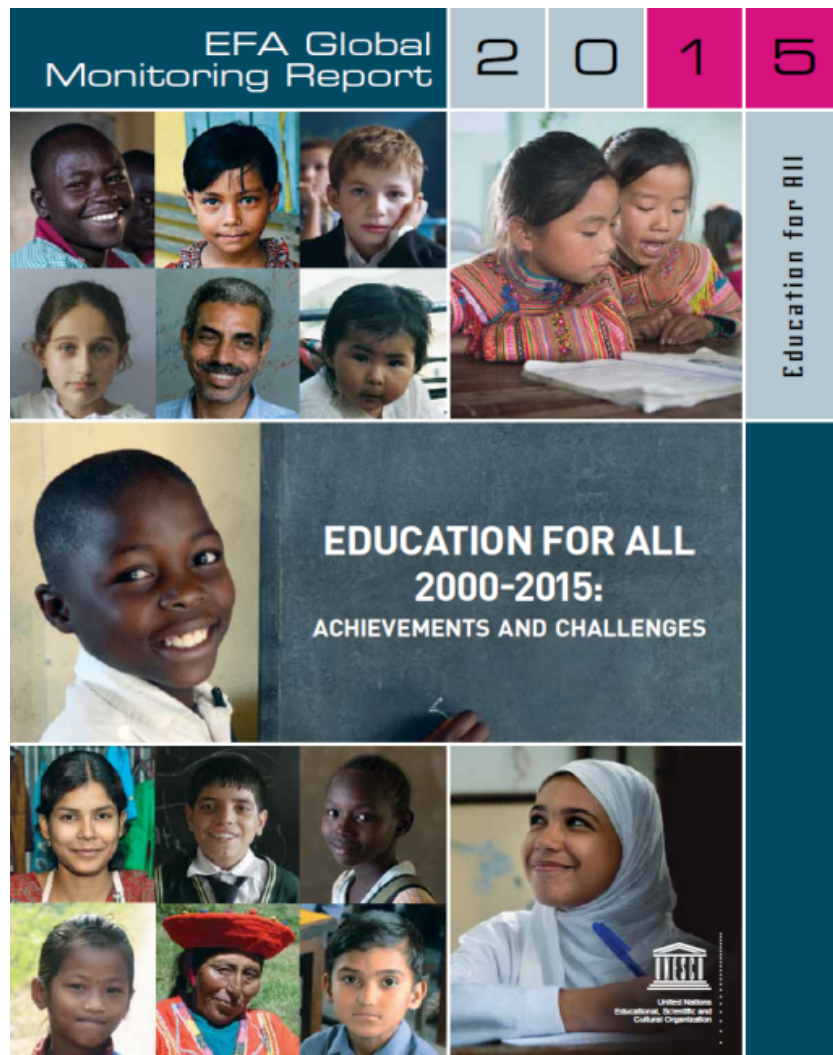
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Education for All



## EDUCATION FOR ALL 2000-2015: Achievements and Challenges

Aaron BENAVIDOT

UK Launch

Convened by UKFIET & BAICE

UCL Institute of Education



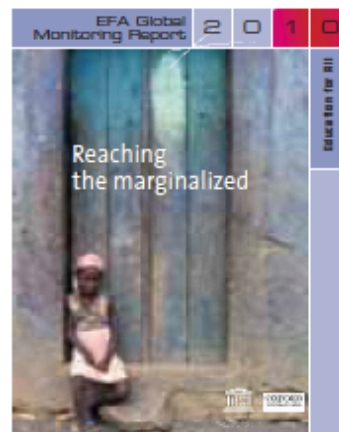
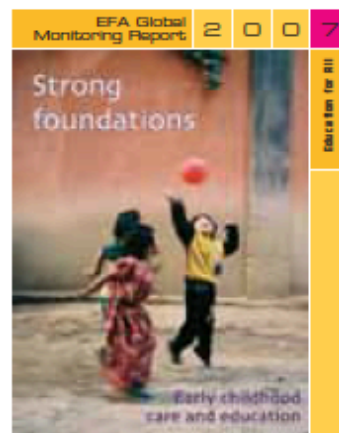
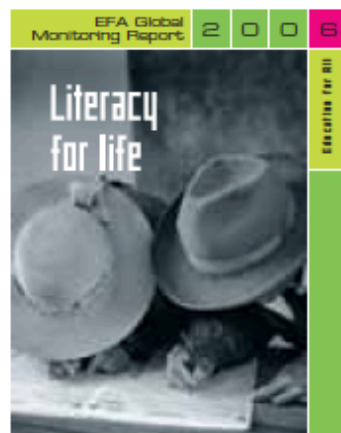
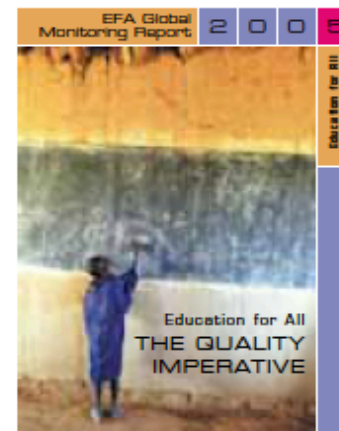
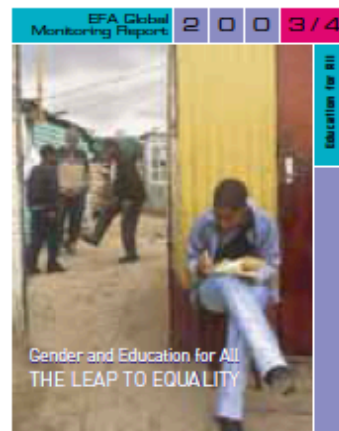
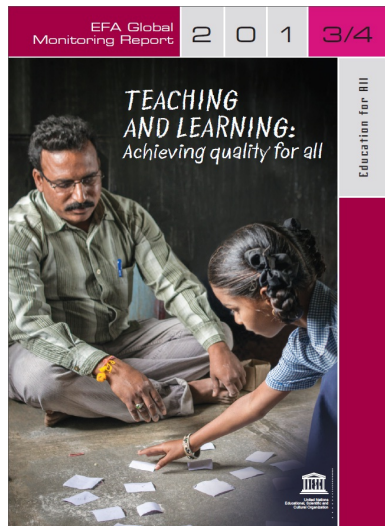
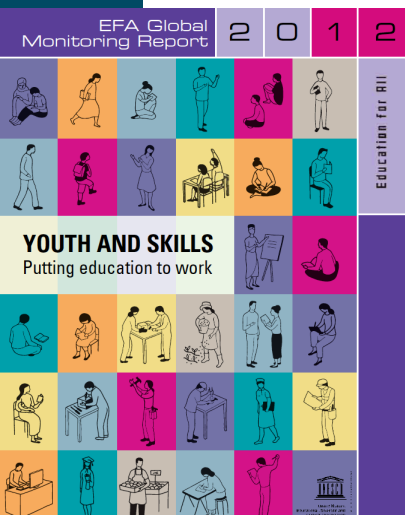
United Nations  
Educational, Scientific and  
Cultural Organization



12<sup>th</sup> and last EFA GMR

In 2016 we will launch 1<sup>st</sup>  
**Global Education  
Monitoring Report**  
(GEM Report)

[en.unesco.org/gem-report](http://en.unesco.org/gem-report)



# Key messages: There is much progress to celebrate

There has been **much education progress** since 2000:

There are **84 million** fewer out of school children and adolescents

**...52 million** of these are girls, reducing disparities

**12 million** more teachers have been recruited and deployed in primary and secondary education

**Two-thirds** more children are enrolled in pre-primary education



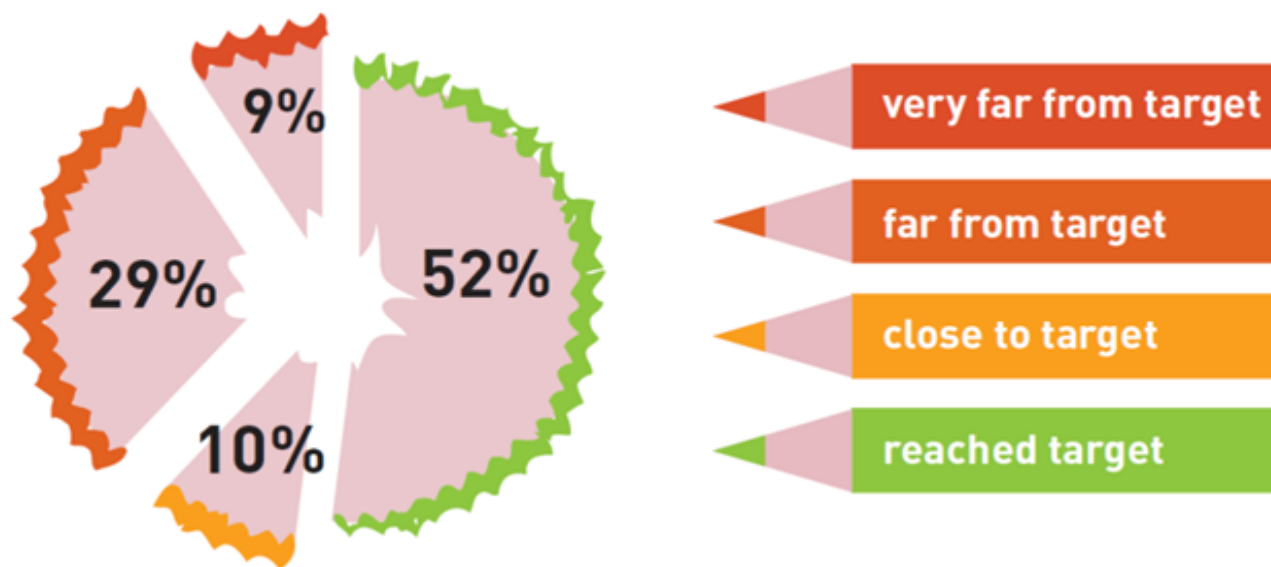
**34 million** more children have gone to school partly due to intensive efforts of EFA supporters and organizations



# Key messages: ...but we did not reach Education for All

Just **a third of countries** have achieved all of the measurable EFA goals

Only **just over half of countries** achieved universal primary enrolment



**121 million** children and adolescents were still out of school in 2012

**A third of countries** did not reach gender parity in primary education;  
**almost a half of countries** did not in secondary

# Key messages: Major inequalities in education remain

Poorest children are:

- **4x more likely** to be out of school; and
- **5x more likely** not to finish primary school than richest children

The proportion of out of school **children in conflict-affected zones** has grown since 2000

Pronounced **learning gaps remain** between the most and least advantaged students



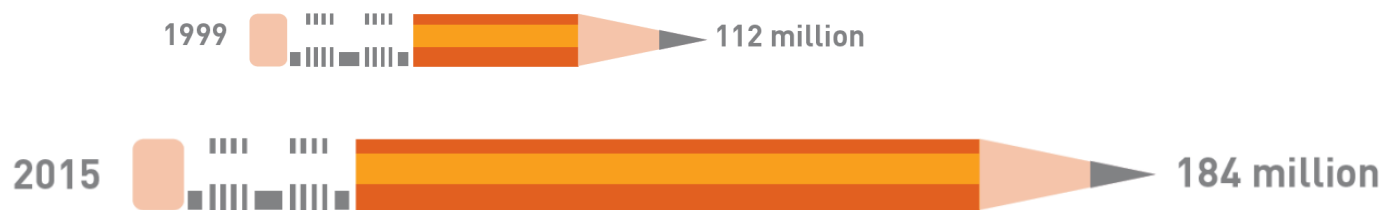
**781 million adults** are denied the right to literacy, **two-thirds** of whom are **women**

# EFA Goal 1: Progress has been made, but inequitable

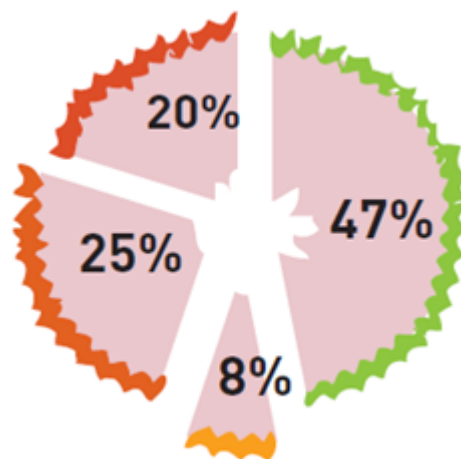
**Mortality dropped by 50%** but 6.3 million still die before the age of five

**Malnutrition fell by 40%** but 1 in 4 children are still short for their age

Global enrolments in pre-primary education have increased by two-thirds since 1999



**Only half of countries** achieved a pre-primary enrolment ratio of 80%...



**...and only 40 countries** have made pre-primary education compulsory

## EFA Goal 1: Lessons learned

**GHANA** achieved universal pre-primary enrolment compared to less than half in 2000: it made enrolment compulsory for two years; abolished fees; trained teachers; and allocated resources to the most disadvantaged children.

**SOUTH AFRICA** increased pre-primary enrolment from 21% in 1999 to 77% in 2012 thanks to one year of free, pre-primary schooling.

**INDONESIA** set up early childhood centres in 65% of all villages and there are plans to expand this initiative.

# EFA Goal 1: Recommendations

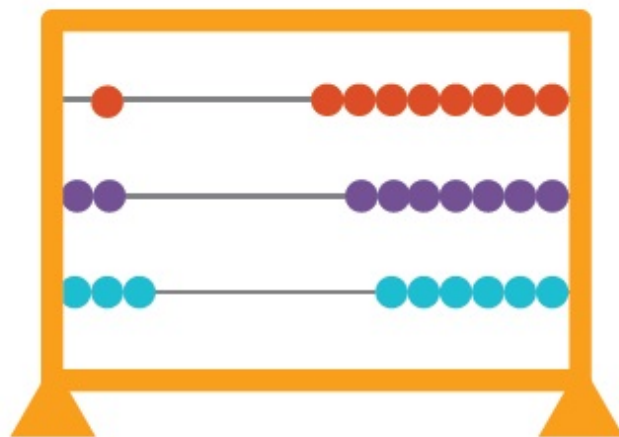
**At least one year of compulsory pre-primary education should be provided as part of an extended basic education cycle.**

## **Governments should also:**

- ✓ Support non-formal and community-based early learning programmes where formal programmes are less feasible.
- ✓ Train staff to stimulate young children cognitively and offer socio-emotional support.
- ✓ Attract more and better caregivers by lifting their status and pay to the level of primary school teachers.



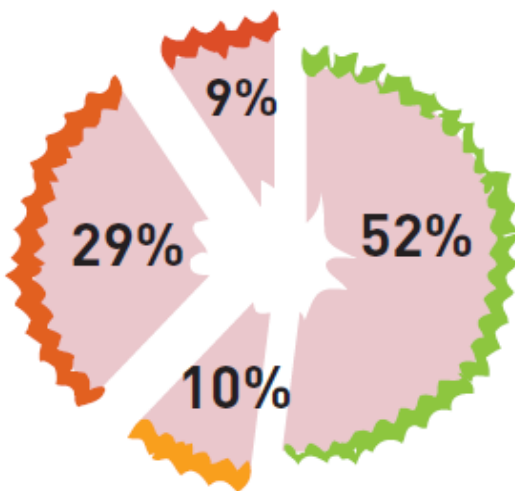
**Make pre-school compulsory**



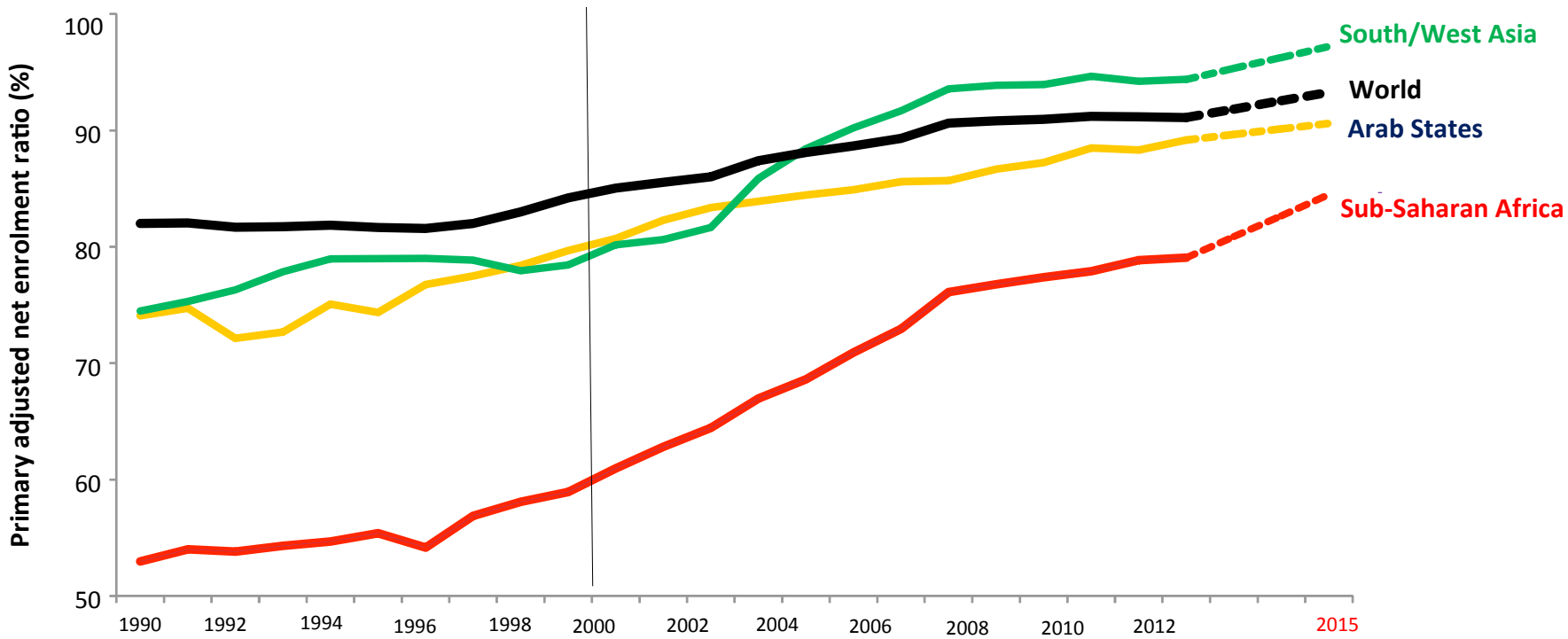


# EFA Goal 2: Just half of countries reached the goal

## Goal 2 Primary education



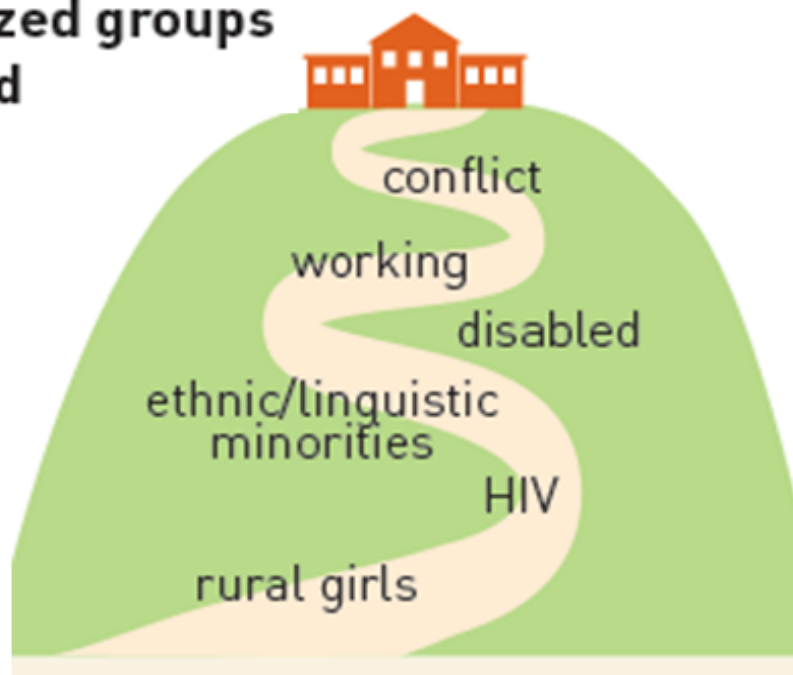
Despite progress, **just over half of countries** have reached universal primary enrolment



Source: UIS database; Bruneorth (2015).

## EFA Goal 2: Inequalities in primary school attainment remain

Marginalized groups  
left behind



**57 million children** are out of primary school in 2015.

**100 million children** will not complete primary school in 2015.

The **gaps** in attainment between the poorer and the richer households **have increased** in some countries.

The **proportion** of out-of-school children in **conflict-affected countries increased from 30% to 36%** from 1999 to 2012.

## EFA Goal 2: Lessons learned

**INDIA** reduced its out of school population from 16 million to just over 1 million: it introduced school feeding programmes; provided free textbooks; recruited female teachers; introduced gender-responsive curricula; and built single-sex toilets.

**BURUNDI, ETHIOPIA, GHANA, KENYA and U.R. TANZANIA** all abolished school fees and increased enrolment in primary education.

**MOZAMBIQUE** tripled the number of schools and increased enrolment by 35 percentage points.

## EFA Goal 2: Recommendations

Both **primary** and lower secondary **education should be compulsory and fee free**. Costs for textbooks, uniforms and transport should be covered so that education is truly free.

### **Governments should also:**

- ✓ Implement intersectoral programmes between education and areas such as health and nutrition.
- ✓ Invest in infrastructure: roads, water, electrification, classrooms, latrines.
- ✓ Develop realistic cash transfer programmes to help poor households meet costs.
- ✓ Prepare contingency plans to meet the needs of children in conflict and emergency situations.

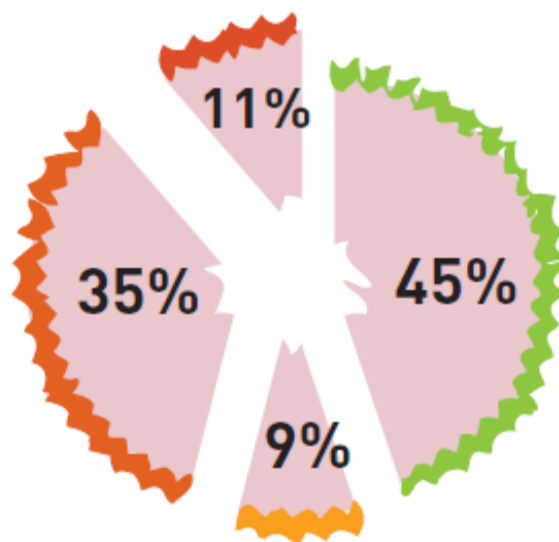


## EFA Goal 3: 63 million adolescents are still out of school

Globally **42 million** more adolescents in lower secondary education since 2000, but 63 million remain out of school

**Under half** of countries achieved universal lower secondary education by 2015, a proxy of skill acquisition

**Goal 3**  
Lower  
secondary  
education



At present only **1 in 3** adolescents complete lower secondary school in low income countries... If current trends continue **only half of adolescents** in these countries will complete lower secondary school **by 2030**



## EFA Goal 3: Lessons learned

**VIETNAM** provides for skill advancement in the workplace and second-chance opportunities linked to the formal education system. Participation in adult education rose from just over half a million in 1999 to almost 10 million in 2008.

**BANGLADESH** provides out of school children with opportunity to participate in second chance programmes, which prepare them for secondary education.

**RWANDA** increased the share of the poorest adolescents who reached the end of primary school and made the transition into lower secondary from 15% in 2000 to 58% in 2010.

## EFA Goal 3: Recommendations

All countries should **identify the skills and competencies to be acquired at each stage of education.**

### **Governments should also:**

- ✓ Ratify and implement international conventions that establish a minimum age for employment in labour force.
- ✓ Encourage young people to study full-time, rather than part-time, in secondary education.
- ✓ Carefully monitor skill acquisition among young adults.



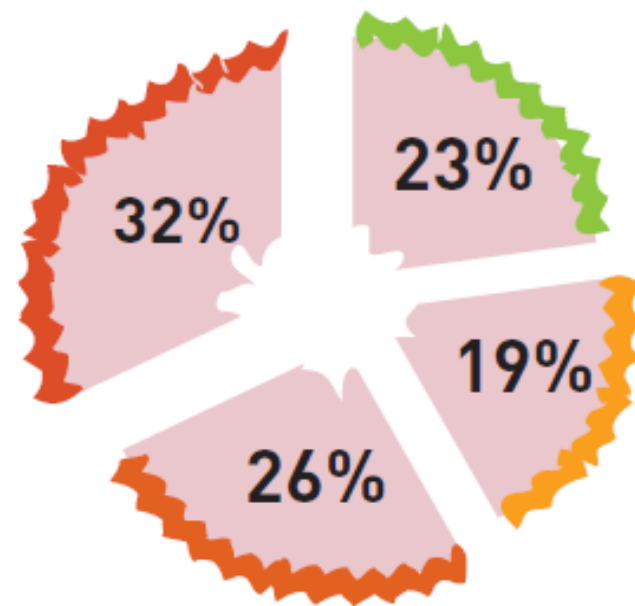
## EFA Goal 4: Very few countries met the EFA literacy target

Progress towards EFA's fourth goal has been slow: the global adult illiteracy rate will have **fallen by only 23%** by 2015, far short of the 50% target

**Only a quarter of countries** reduced their adult illiteracy rates by 50%

**781 million** adults are denied the right to literacy, of which **two-thirds are women**, unchanged since 2000

In Sub-Saharan African **half of all women** cannot read or write to community standards



## EFA Goal 4: Lessons learned

**NEPAL** improved adult literacy rates with effective programmes, including investing US\$35 million in a national literacy campaign.

**MEXICO** developed learning materials in 45 languages to improve access for marginalised groups through mother-tongue resources.

**CAMEROON** developed community level literacy programmes to improve opportunities for small farmers to benefit from market participation.

## EFA Goal 4: Recommendations

Adult literacy campaigns and scaled-up programmes need to be **well resourced and integrated with education plans.**

### **Governments should also:**

- ✓ Work with international partners and civil society to ensure that the right to literacy is realized and that literacy and learning policies are linked with existing development strategies and community priorities.
- ✓ Support mobile phone use and other ICT platforms for literacy retention and skill acquisition.





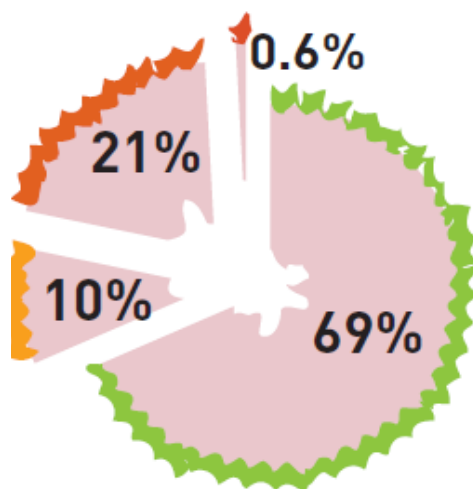
# EFA Goal 5: A goal that should have been achieved in 2005



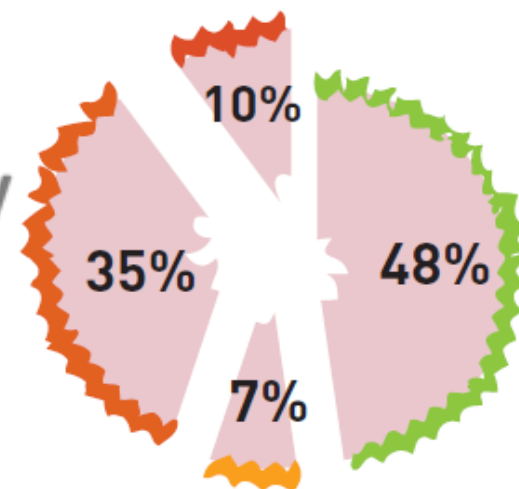
**Strong movement towards gender parity...**

...but almost **a third of countries** did not reach gender parity in primary education; and **a half of countries** did not reach it in secondary education...

## Goal 5 Primary education gender parity



## Goal 5 Secondary education gender parity



...while defining and measuring **gender equality** remains contested

## EFA Goal 5: Lessons learned

**MOROCCO** moved fast towards gender parity in primary education: it integrated a gender perspective into its national education plan; recruited female teachers, built schools in remote rural areas, and addressed equality within the school environment.

**AFGHANISTAN** had clear targets in its national plan on recruiting female teachers to address low levels of girls' enrolment.

**BRAZIL, INDIA and countries in the BALKANS** implemented programmes to work with boys and young men at secondary schools to promote non-violence and reflect on gender norms.

# EFA Goal 5: Recommendations

Gender disparities in education at all levels is just the first step; **establishing gender equality should be given greater emphasis.**

## **Governments should:**

- ✓ Adopt policies that reduce child marriage and early pregnancy.
- ✓ Ensure teacher education improves gender sensitive teaching practices.
- ✓ Make school environments are safe and free from violence.
- ✓ Have curricula which address sexual and reproductive health.



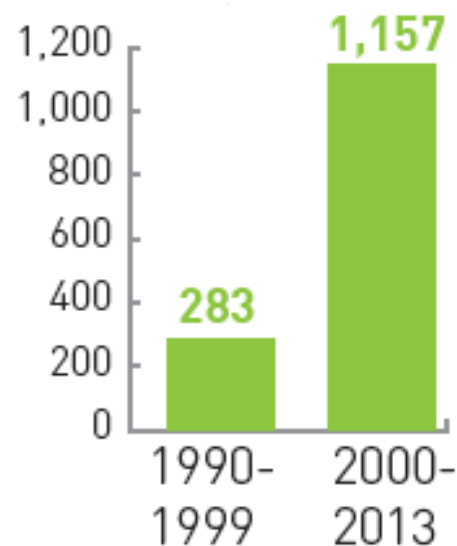
## EFA Goal 6: A shift in discourse towards learning

While many countries made impressive gains in access to education, ensuring good **quality** education is a challenge...

Few examples of concurrent improvements in access and quality. Ghana, Kenya, and Mexico, however, have **increased access and improved learning** over same period

Since 2000, **twice the number of countries** (from 70 to 142) have been monitoring learning outcomes in order to improve education quality

**National assessments**  
to measure learning  
achievement



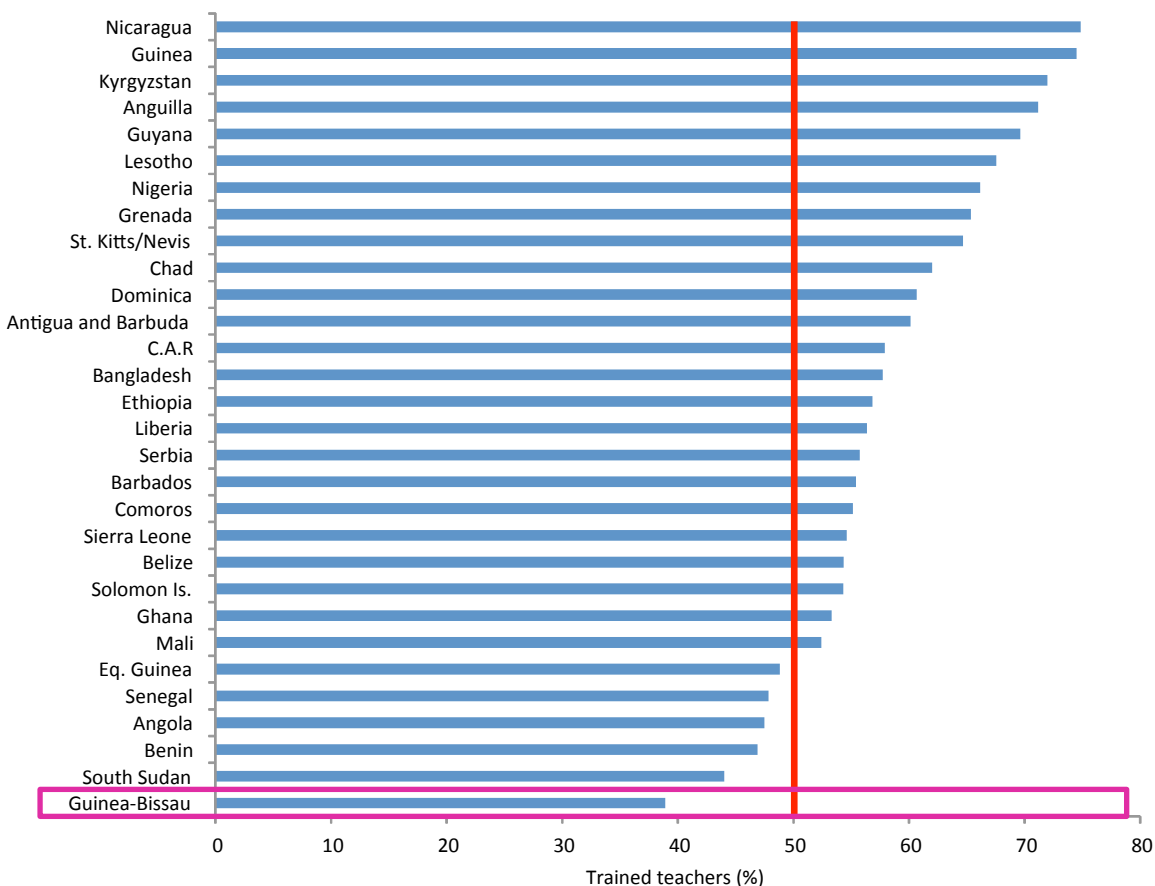
# EFA Goal 6: Trained teachers often still remain in short supply

## EVEN THOUGH:

*In primary education, pupil/teacher ratios have declined in over 80% of countries*

*In lower secondary education, 87 out of 105 countries have a pupil/teacher ratio below 30:1.*

*...In one-third of the 91 countries with data for 2012, less than 75% of primary school teachers were trained according to national standards.*





## EFA Goal 6: Lessons learned

**38 countries in SUB-SAHARAN AFRICA** have implemented policies to use local languages in primary education.

**U.R. TANZANIA** has helped primary school teachers to adapt teaching practices to meet a variety of diverse classroom needs and local contexts.

**CHILE** increased the length of school days to increase achievement in language and mathematics.

# EFA Goal 6: Recommendations

## Governments should:

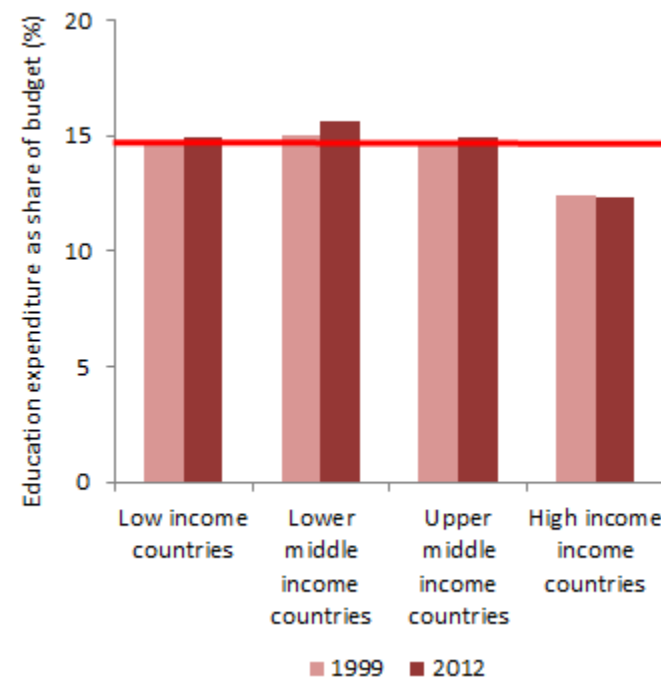
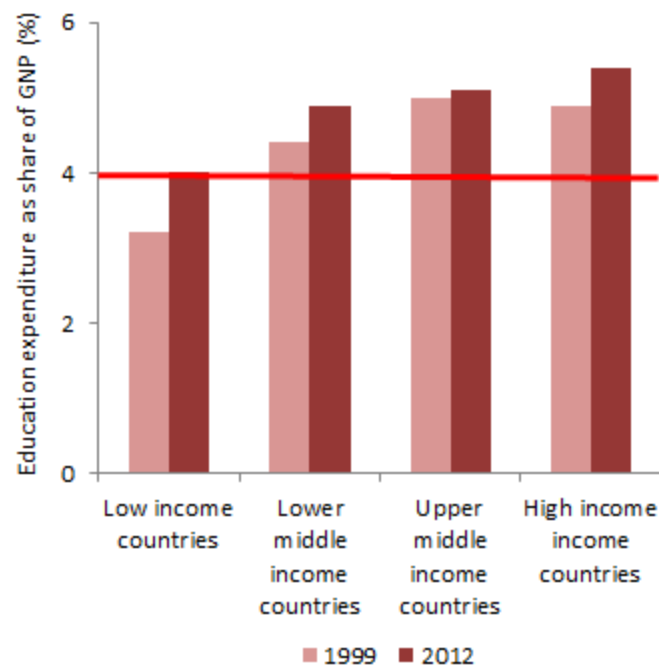
- ✓ Adopt measures to fill the trained teacher gap.
- ✓ Improve the quality, rigor and use of appropriate learning assessments.
- ✓ Ensure sufficient and language appropriate learning materials.
- ✓ Improve bi-lingual and multi-lingual language policies.
- ✓ Move towards a learner-centred pedagogy.
- ✓ Strengthen accountability mechanisms between schools and the communities they serve.



# Domestic finance: Many countries have increased spending

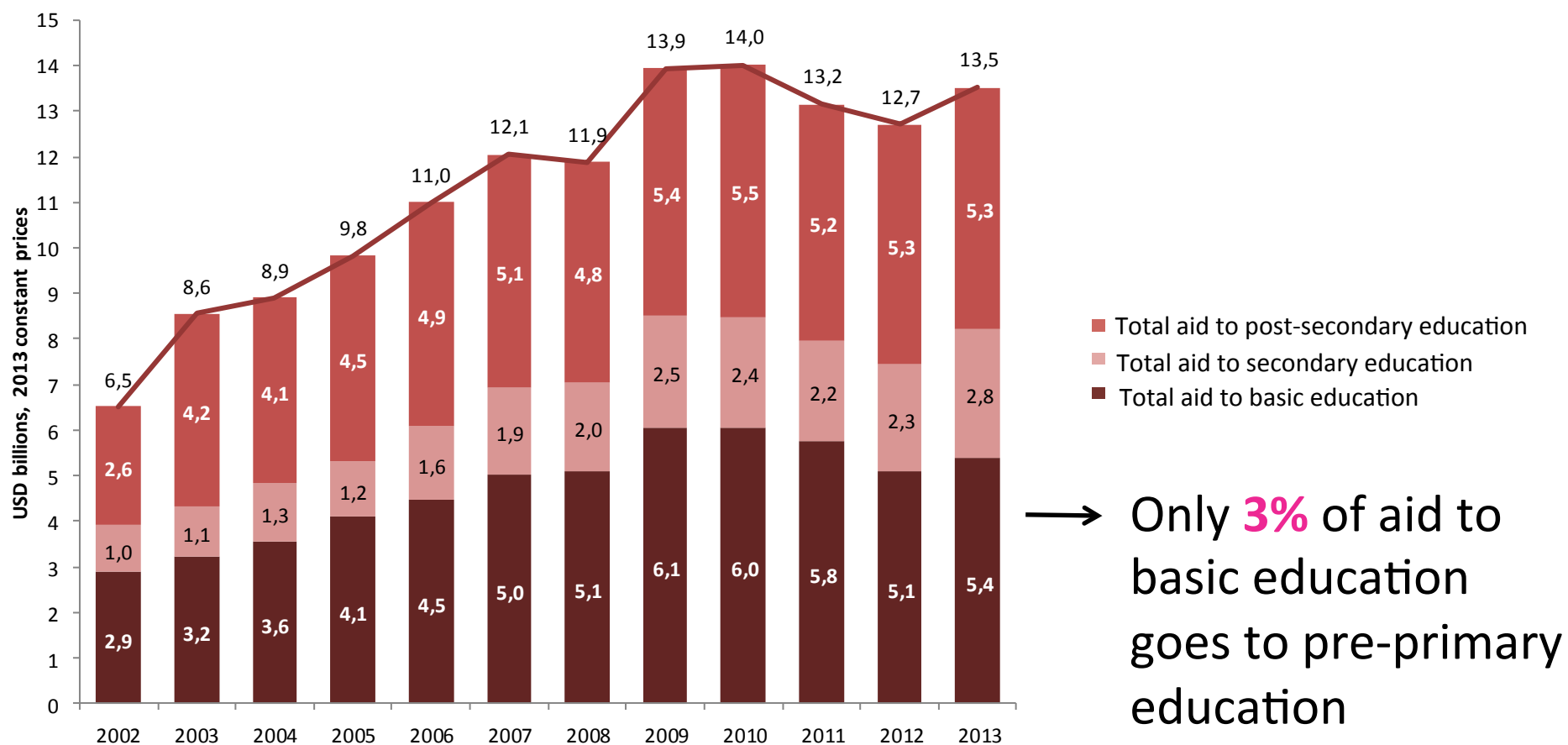
On average, countries **increased their spending** on education...

...but this was mainly the result of more revenue, **not** of prioritization given to education



# International aid: Donors did not keep their promise

Aid to education doubled from 2002 to 2009 but levelled off and fell between 2010 and 2013



# Post-2015 development – Financing our ambitions

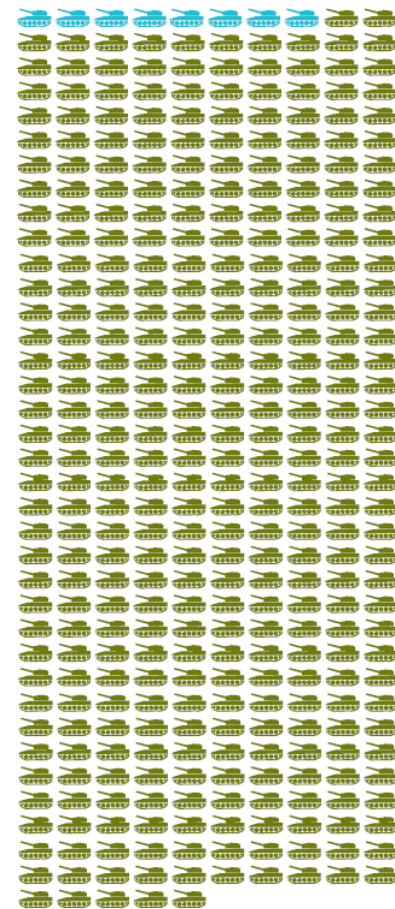
Financing for education has to be significantly **stepped up**:

To achieve universal lower and upper secondary education of good quality in low and lower middle income countries, the average annual **cost will more than double** in the period 2015-2030

Even if countries spend **20% of budget** on education, there remains an **annual financing gap** of:

- **\$22 billion** for universal **lower secondary** completion  
...requiring aid to increase 4 times
- **\$39 billion** for universal **upper secondary** access  
...equivalent to **8 days** of global military spending

But currently there are no education finance targets...

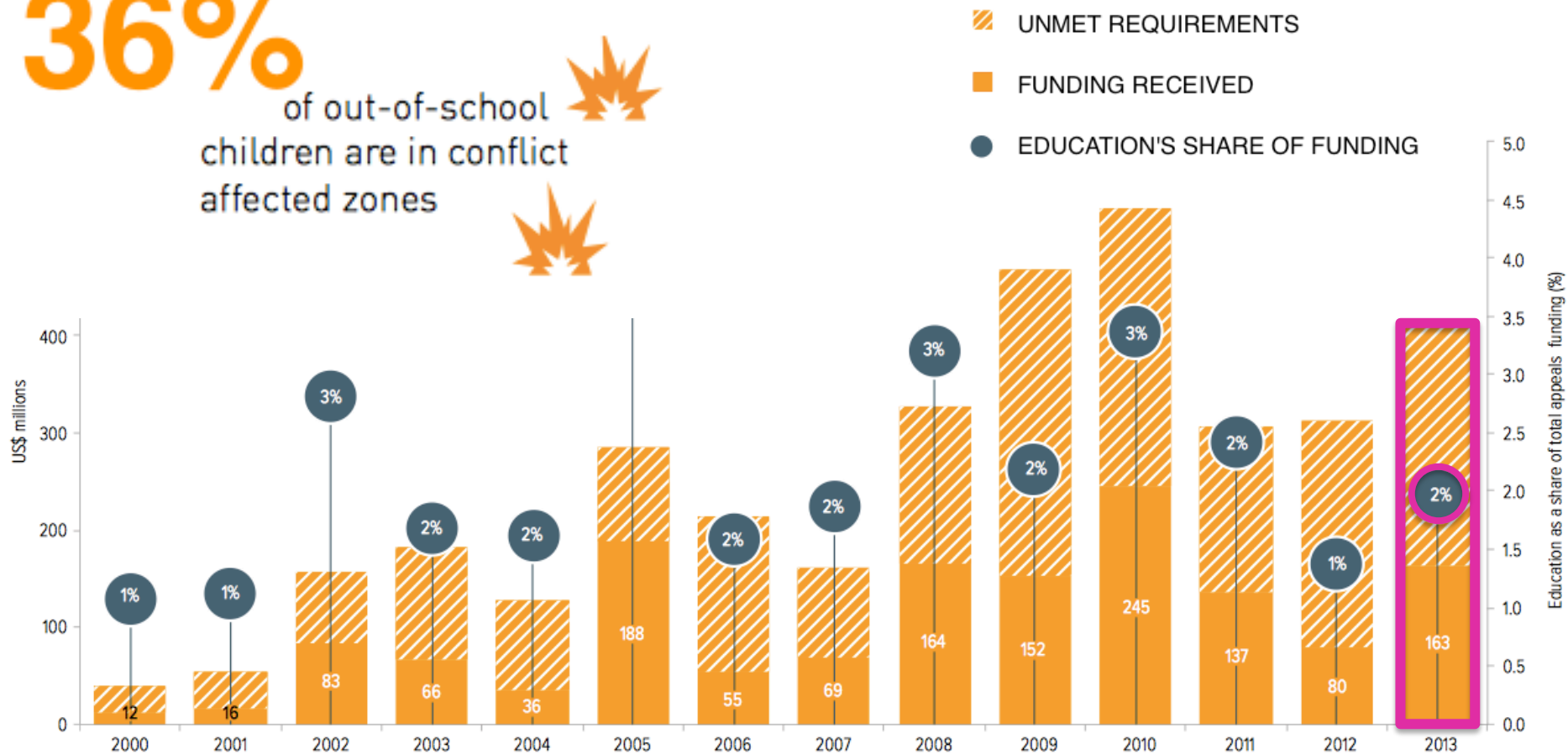




# Humanitarian funding to education peaked in 2010

# 36%

of out-of-school children are in conflict affected zones



In 2013, the education sector received only 40% of the requests it made for humanitarian aid.

Of total funds made available for appeals, **just 2%** was for the education sector

# Our #EduVerdict. What's yours?

1. We did **not** reach Education for All, even the most watched goal of Universal Primary Education.
2. But we made **accelerated progress**, notably in getting millions of children and youth into school, and reducing gender disparities.
3. Those **left behind** are the most **marginalised** and vulnerable.
4. And many millions are still **not learning** the basics, whether in school or not.
5. **Adult education** and learning has been all but **forgotten**.
6. And while country spending has risen, **donor commitments have stalled**.



# Post-2015 development - A global resolution

## Improve education monitoring

- ✓ Close critical data gaps in **learning** outcomes
- ✓ Use disaggregated data from surveys to monitor **equity** and make the marginalized visible
- ✓ Improve transparency of all sources of education **finance**



**Education holds the key to achieving most of the post-2015 goals** from gender equality and healthy families to sustainable consumption and peaceful societies

Sectors should therefore **collaborate** closely at the national and global level to improve synergies

# EFA Global Monitoring Report

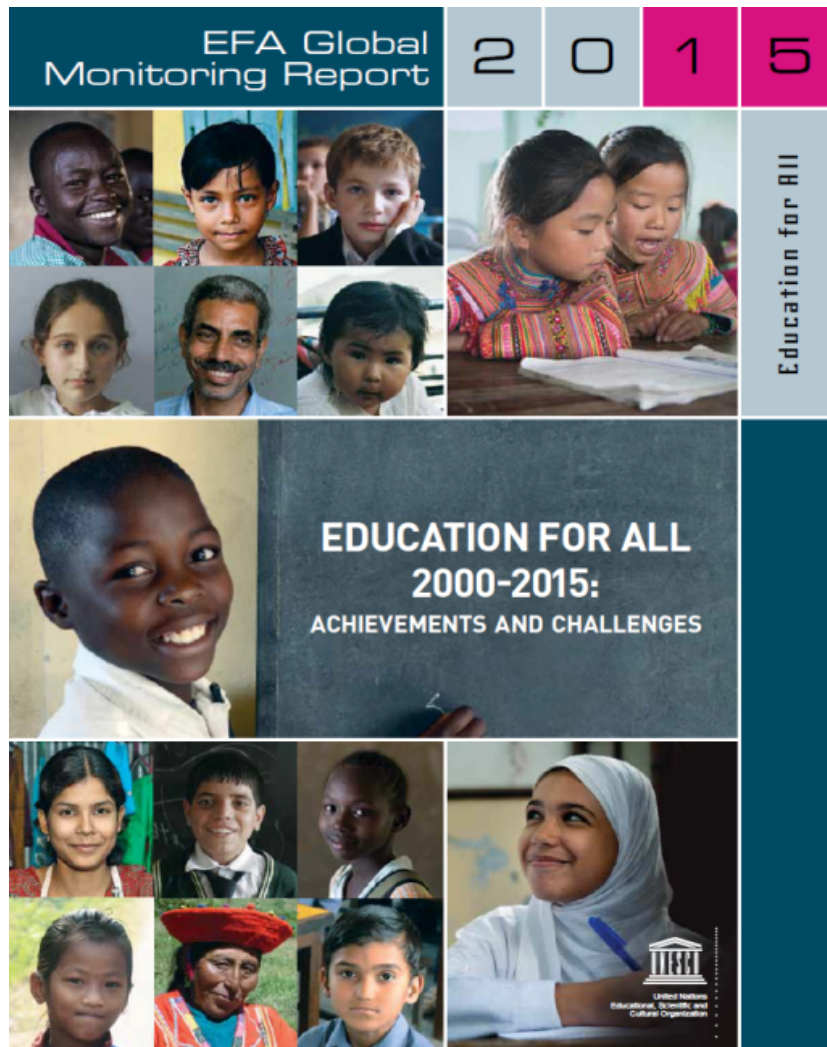
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Education for All



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