

EFA Global Monitoring Report

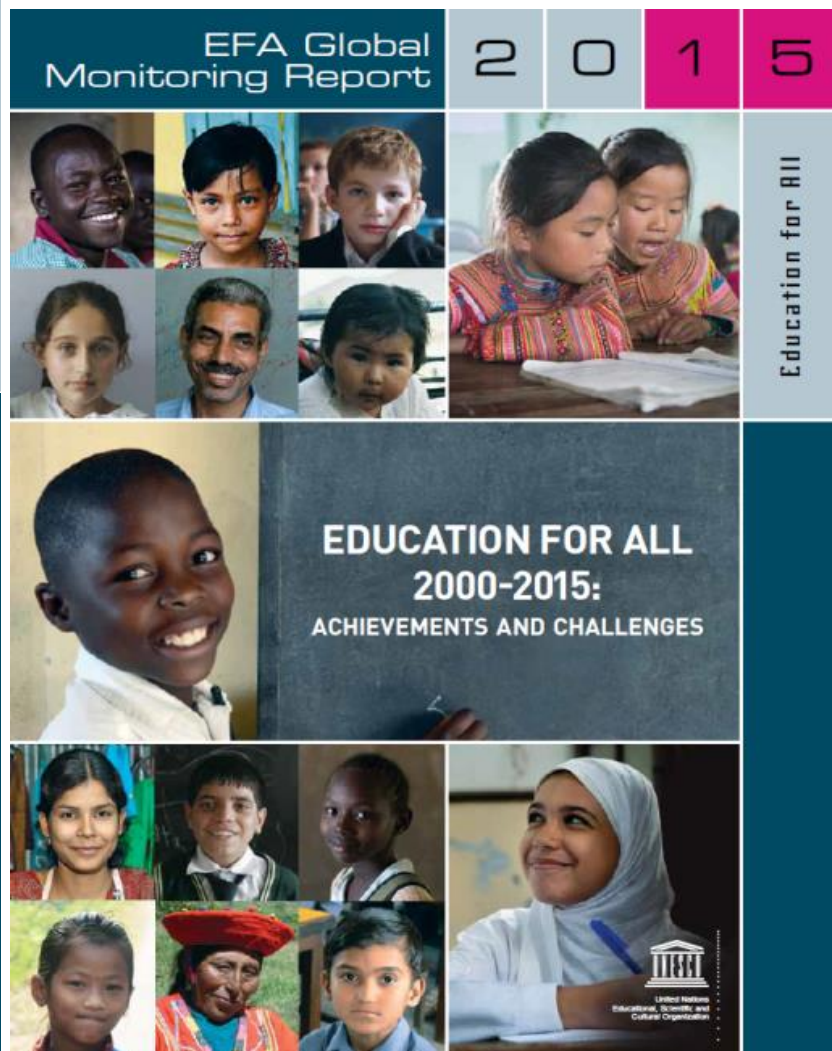
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Education for All



EDUCATION FOR ALL 2000-2015: Achievements and Challenges

Catherine Jere

Launch of the 2015 EFA GMR

Copenhagen, 10th April 2015



There is much 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

34 million more children have gone to school due to efforts of EFA movement

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



...but we did not reach Education for All

Only **a third of countries** achieved all EFA goals with measurable targets

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

Poorest children are:

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



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

Nearly **two-thirds** of the 781 million adults who cannot read **are women**

EFA Goal 1: There are still millions of preventable child deaths

Progress in early childhood care and education was rapid, yet too few vulnerable and marginalized children have gained access.

- **Child mortality rates dropped by nearly 50%** but



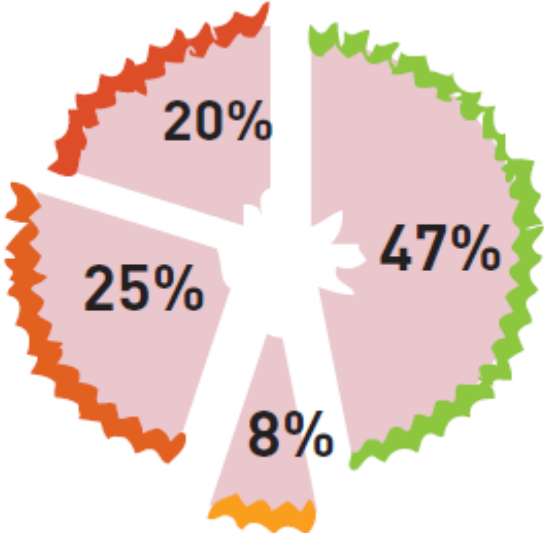
6.3 million

children died before age 5 in 2013

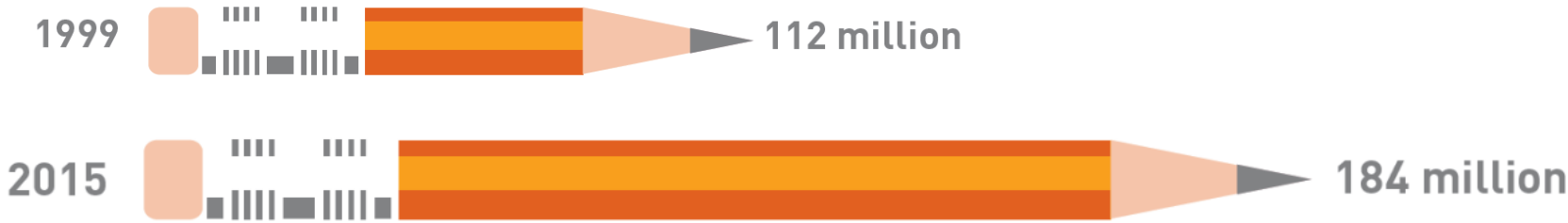
- Global malnutrition fell from 40% in 1990 to 24% in 2013, but **1 in 4 children are still short for their age.**

EFA Goal 1: Progress has been rapid, but uneven across regions

Goal 1 Pre-primary education



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



EFA Goal 1: Policy successes since 2000

Laws passed

Mexico mandated participation for children aged 4 to 5 years and gross enrolment rose to 101%

Fees abolished

South Africa provides a year of free pre-primary schooling; and the enrolment rate rose from 21% in 1999 to 77% in 2012.

Visibility increased

Indonesia established ECCE centres in 65% of villages in the country

Incentives made conditional

In **China**, incentives conditional on attendance increased the likelihood children would attend by 20%.

Parents targeted

In **Thailand**, extensive provision and awareness campaigns boosted ECCE attendance to 93%

Multi-sectoral collaboration

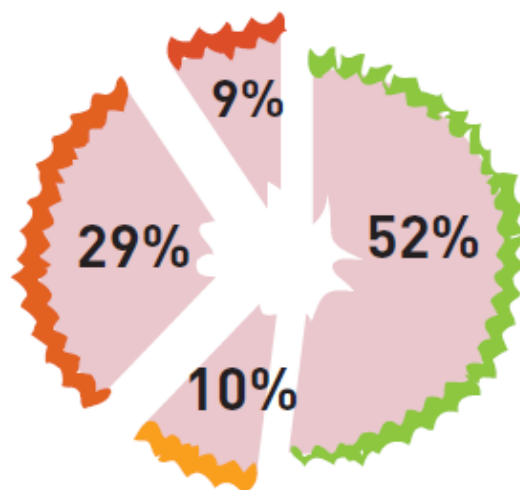
Colombia coordinates between its Ministry for Social Protection and Ministry of Education

Quality improved

Jamaica has designed a curriculum that is appropriately targeted to the progressive needs of 5 & 6 year olds

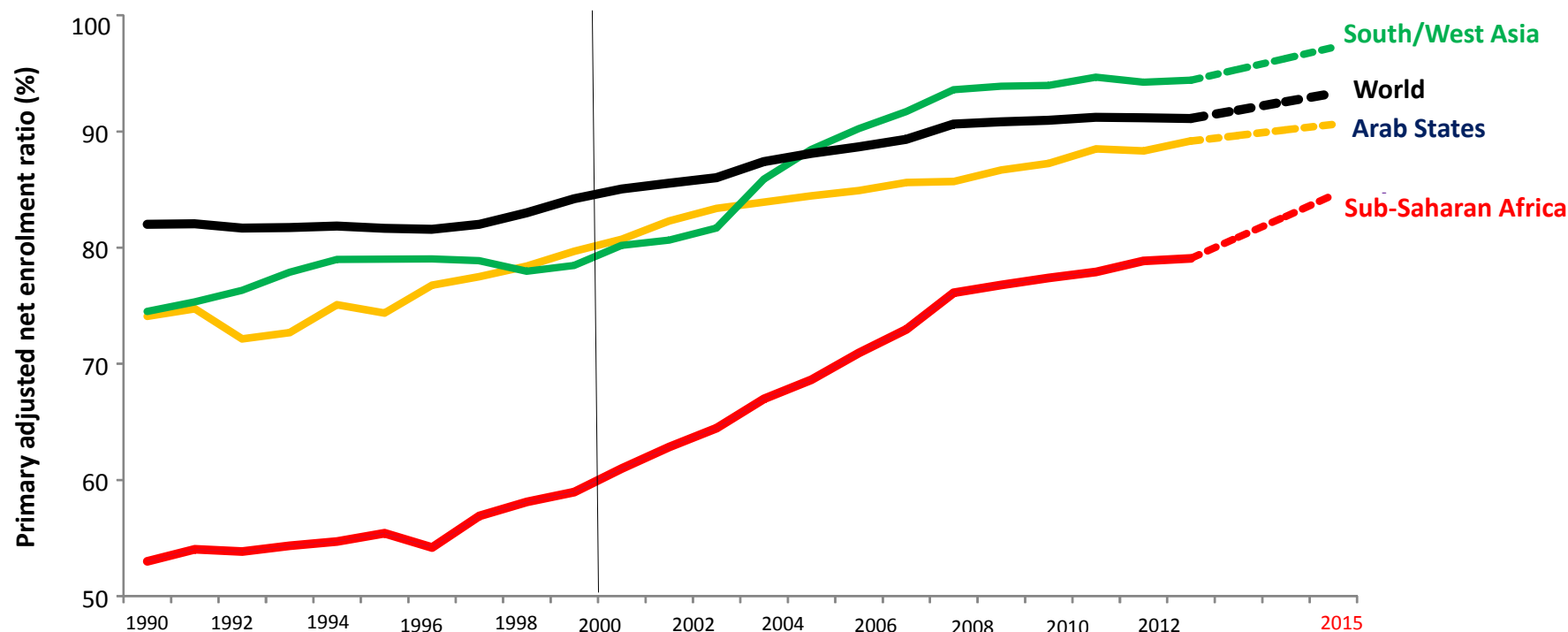
EFA Goal 2: Just over half of countries reached the goal

Goal 2 Primary education



58 million children are out of school

1 in 6 children will not complete primary school in low and middle income countries in 2015

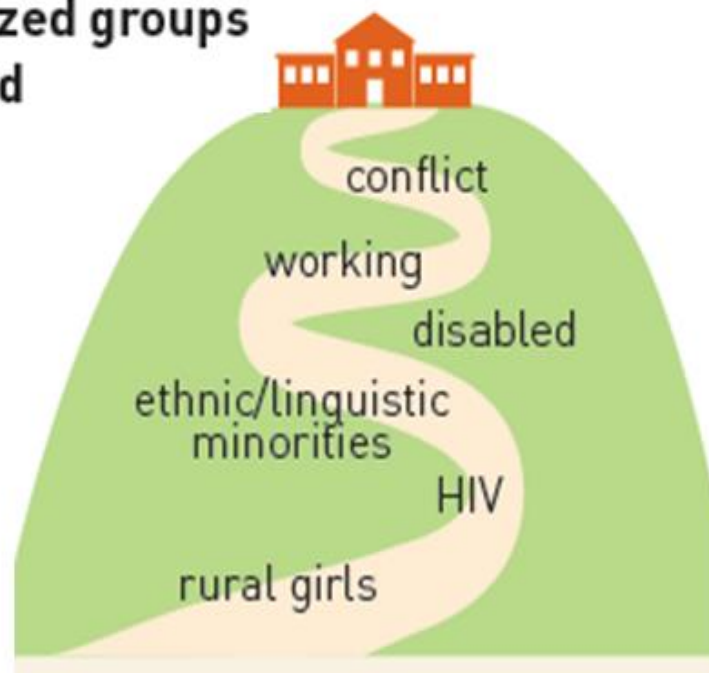


EFA Goal 2: Inequalities in primary school attainment remain

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

...and differences between boys' and girls' attainment are **widest** among the poorest children

**Marginalized groups
left behind**



Out-of-school children in **conflict-affected** countries **increased** from 30% to 36%

EFA Goal 2: Policy successes since 2000

Guaranteeing a free education

Burundi, Ethiopia, Ghana, Kenya and U.R. Tanzania abolished school fees since 2000 and increased enrolment as a result.

School construction

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

Conditional cash transfer programmes

Nicaragua, Mexico and Brazil implemented such programmes and helped close gaps between rich and poor.

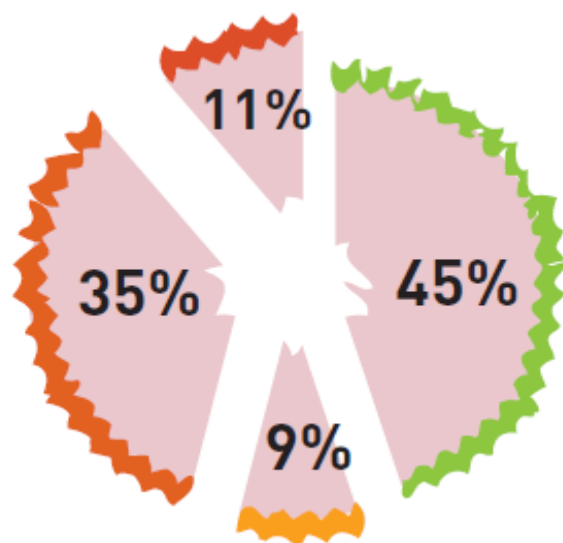
School feeding programmes

In **32 countries in sub-Saharan Africa**, providing on-site meals increased girls' and boys' enrolment by 28% and 22% respectively.

EFA Goal 3: Progress, but not fast enough

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

Goal 3 Lower secondary education

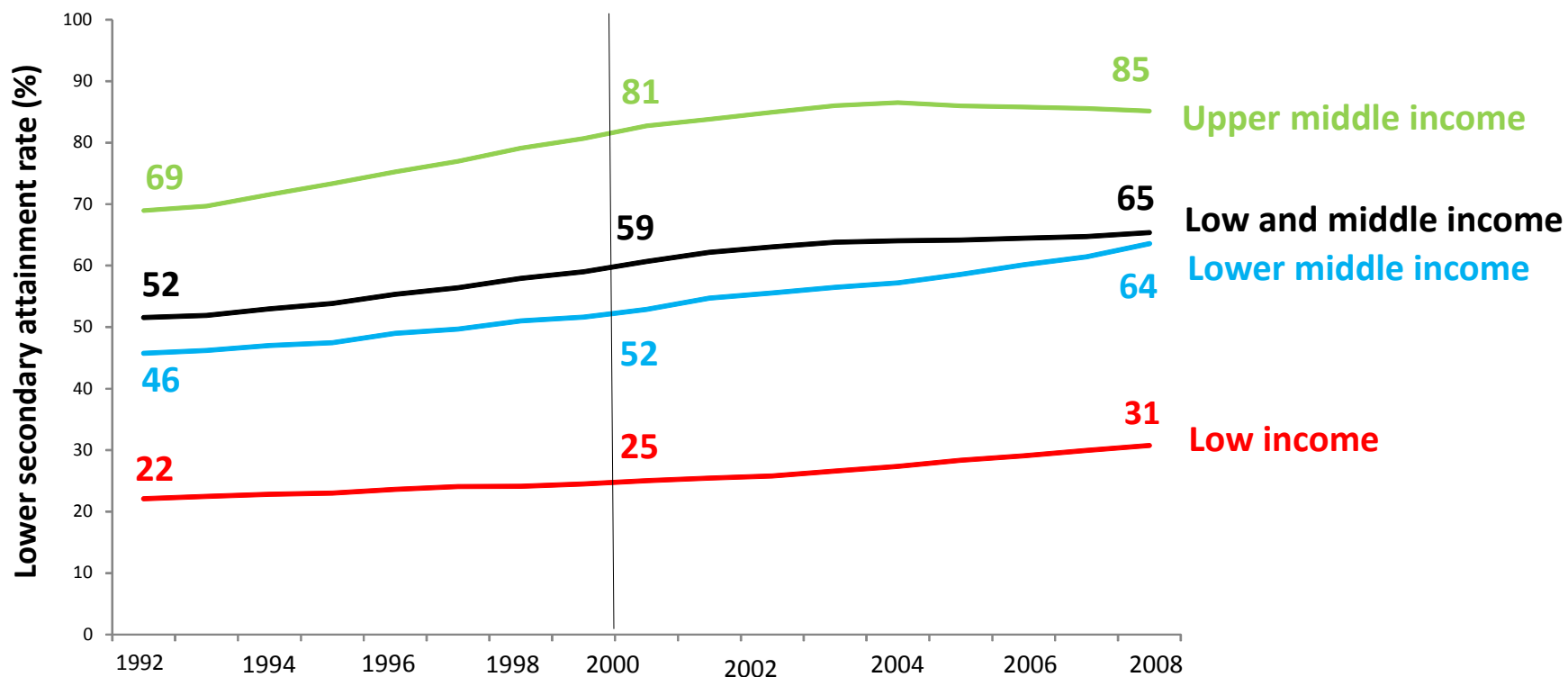


There are **42 million** more adolescents in lower secondary education since 2000...

... but **63 million** adolescents currently **remain out of school**.

EFA Goal 3: ...and too few complete lower secondary school

Only **1 in 3** adolescents complete lower secondary school in low income countries: on these trends, only **1 in 2** will do so by 2030



Source: EFA Global Monitoring Report team calculations (2015) based on Demographic and Health Surveys, Multiple Indicator Cluster Surveys and other national household surveys.

EFA Goal 3: Policy successes since 2000

Abolish school fees

Of the 107 low and middle income countries with data, 94 have legislated free lower secondary education

Assure lower secondary education is compulsory in law

Two out of three countries where lower secondary education was not compulsory in 2000 changed their legislation by 2012

Suspend exams at the end of primary school

Pakistan discontinued these exams in order to increase transition to lower secondary

Ratify the ILO Minimum Age Convention

167 countries have ratified the convention

Provide second-chance and skills development programmes

In **Bangladesh**, BRAC targets out of school children & prepares them for secondary education

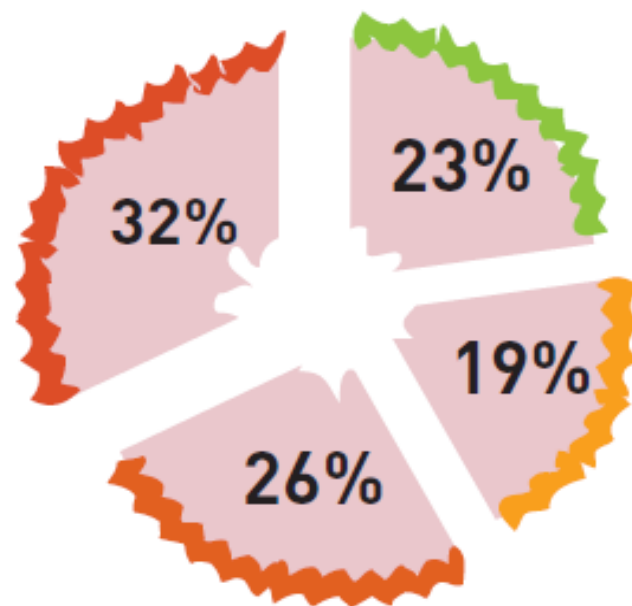
EFA Goal 4: Very few countries met the EFA literacy target

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

The global adult illiteracy rate fell from 18% to **14%** by 2015, far short of the 50% target...

...and most progress is due to more educated children reaching adulthood, not direct interventions aimed at adults.

Half of all women in Sub-Saharan Africa cannot read



EFA Goal 4: Policy successes since 2000

Well planned and resourced mass literacy campaigns

Nepal invested \$35 million in a campaign and achieved huge increase in literacy by 2011.

Mother tongue programmes

Mexico developed learning materials in 45 languages to help marginalised groups.

Keep literacy activities relevant

In **Cameroon** farmers learned how literacy skills could help market participation

Direct assessments

Kenya carried out a literacy survey in 18 languages. It showed far lower literacy levels than from self-declarations.

Measuring literacy skills on a continuum

The Literacy Assessment and Monitoring Program (LAMP) measured literacy on a continuum in five countries, including **Jordan** and **Mongolia**.

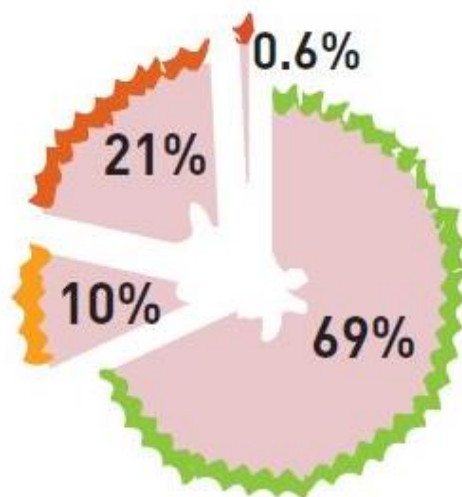
EFA Goal 5: A goal that should have been achieved in 2005



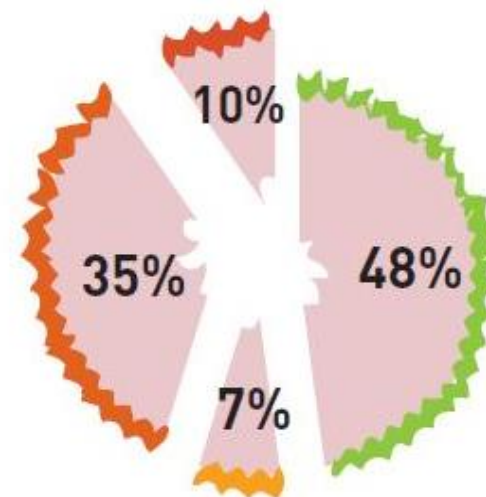
Strong progress worldwide towards gender parity, but country progress has been **uneven and varied**

Defining and measuring **gender equality** has been problematic

Goal 5
Primary
education
gender
parity



Goal 5
Secondary
education
gender
parity

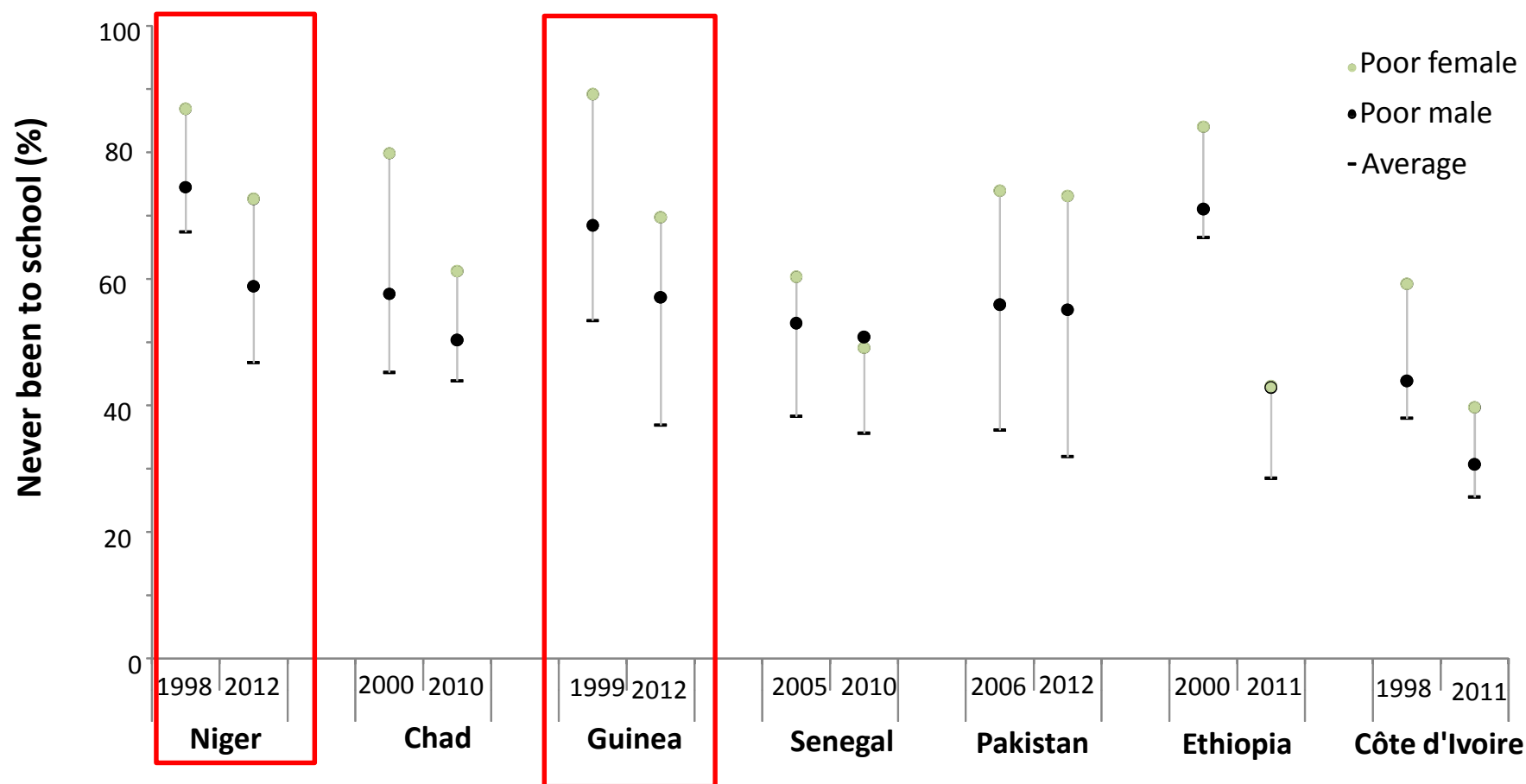


Two thirds of countries have reached gender parity in primary education; just **under half** in secondary education

EFA Goal 5: Disadvantages overlap, reinforce disparities

The **poorest girls** continue to be most likely never to have attended school ...

... in richer countries, **boys** are more likely to **dropout** in secondary education



EFA Goal 5: Policy successes since 2000

Policy Reform	Burkina Faso & Ethiopia integrated gender perspectives into education plans, with targeted interventions for girls’ education
Community mobilisation	Tajikistan used TV and radio campaigns to promote girls’ education
Tackle child marriage /pregnancy	Programmes in Uganda and Zambia encouraged young people to engage in responsible sexual behaviour; pregnancy rates fell
Addressing school costs	In Pakistan a stipends for secondary girls increased enrolment up to 32%; cash transfers in Jamaica support poor boys
More schools, Infrastructure	India built more latrines in 2000s, which resulted in increased girls’ enrolment.
Female teachers	Afghanistan tripled the number of female teachers
Safe schools	In Brazil, teachers and peer educators work with boys to promote non-violence and positive gender relations
Gender sensitive training	The Forum for African Women Educationalists has carried out gender-sensitive training for teachers

EFA Goal 6: A shift in discourse towards learning

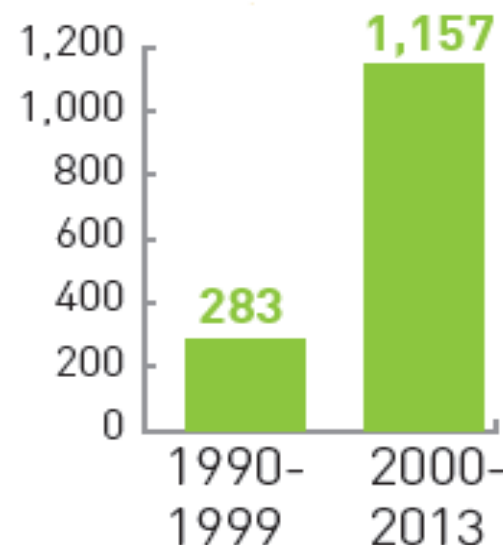
Many countries made impressive gains in access since 2000, but ensuring good quality education has been a challenge

250 million children are without basic literacy skills, over half of whom have spent four years in school

Yet, some countries - Ghana, Kenya, and Mexico - have increased access and improved learning at the same time

Since 2000, twice the number of countries have been monitoring learning outcomes to improve education quality

National assessments
to measure learning
achievement

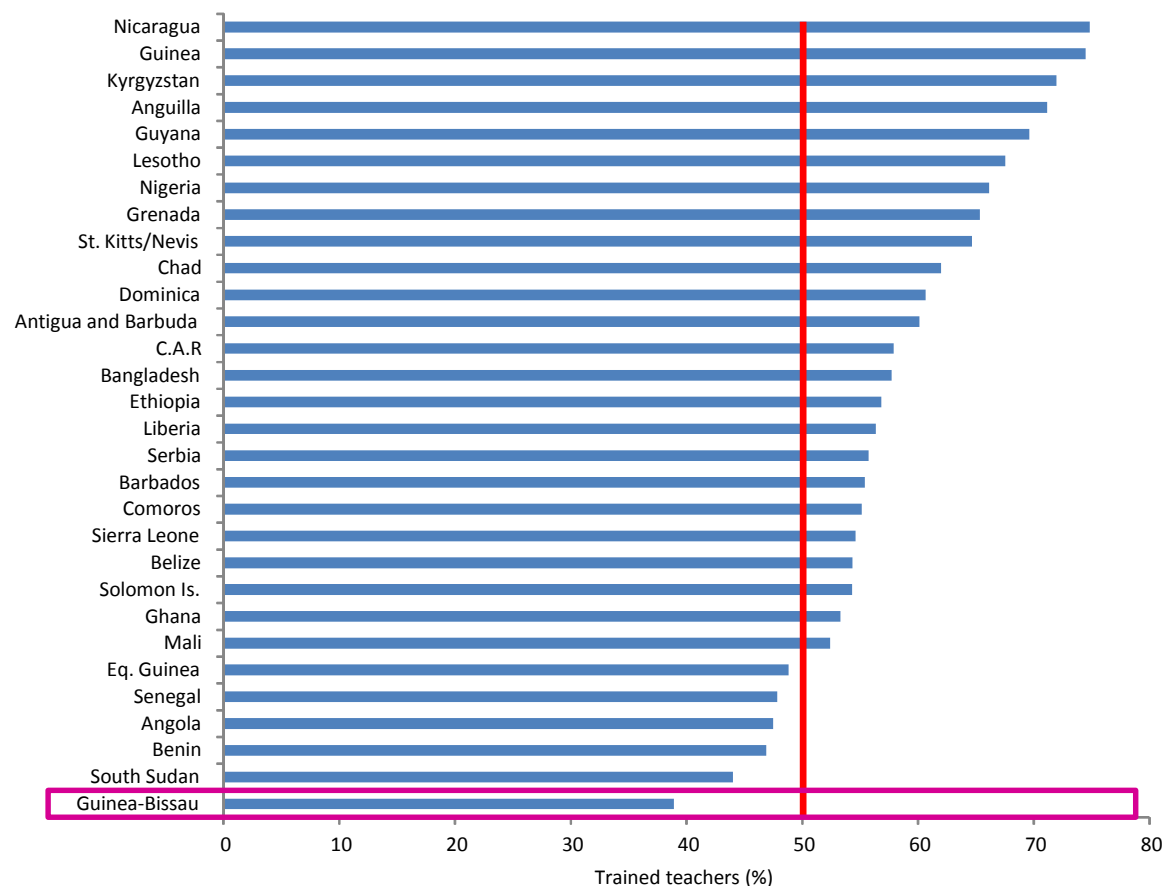


EFA Goal 6: Trained teachers often remain in short supply

Primary education: pupil/teacher ratios have declined in over 80% of countries

Lower secondary education: 87 out of 105 countries have a pupil/teacher ratio below 30:1

In a third of countries less than 75% of primary school teachers were trained according to national standards.



Source: UIS database.

EFA Goal 6: Policy successes since 2000

Learning assessments

Early grade reading assessments have prompted governments and donors to rethink policies.

Fill the trained teacher gap

Nepal decreased the pupils per trained teacher ratio from 260:1 in 1999 to 28:1 in 2013

Improve teacher status

Indonesia requires teachers to have a four year degree and be certified.

Multi-lingual policy

38 countries in **sub-Saharan Africa** now use local languages in primary education

Instructional time

In **Chile**, a longer school day resulted in higher achievement in language and mathematics in secondary school

Learning materials

In **Swaziland**, the percentage of children with sole use of textbooks rose from 74% to 99%

Learner-centred pedagogy

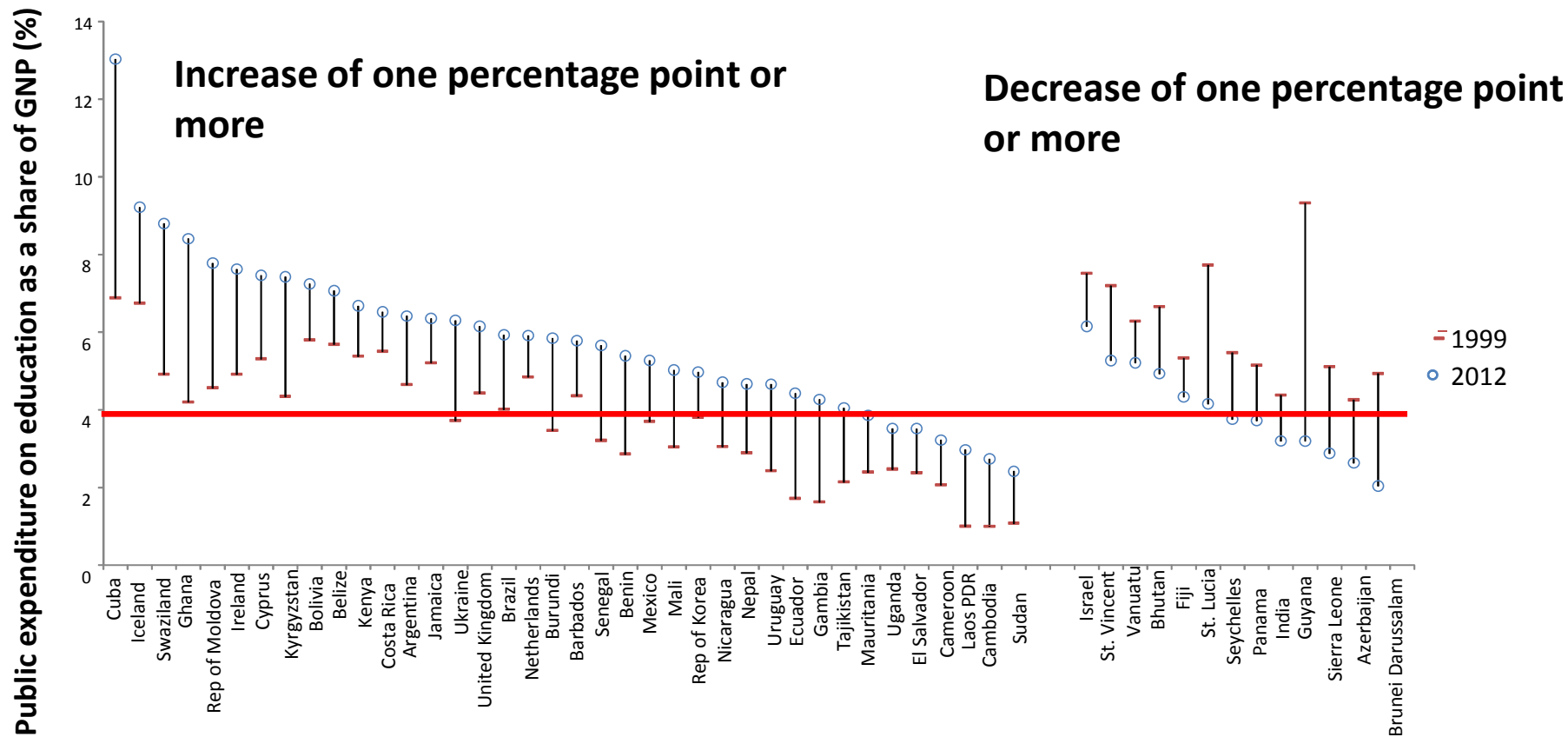
In **Tanzania** primary teachers adapted teaching practices to diverse classroom needs

Better education governance

Empowering teachers and communities in **Kenya** led to improved students' language and mathematics scores

Domestic Finance: Many countries have increased spending

Many low income countries have **increased their spending** on education

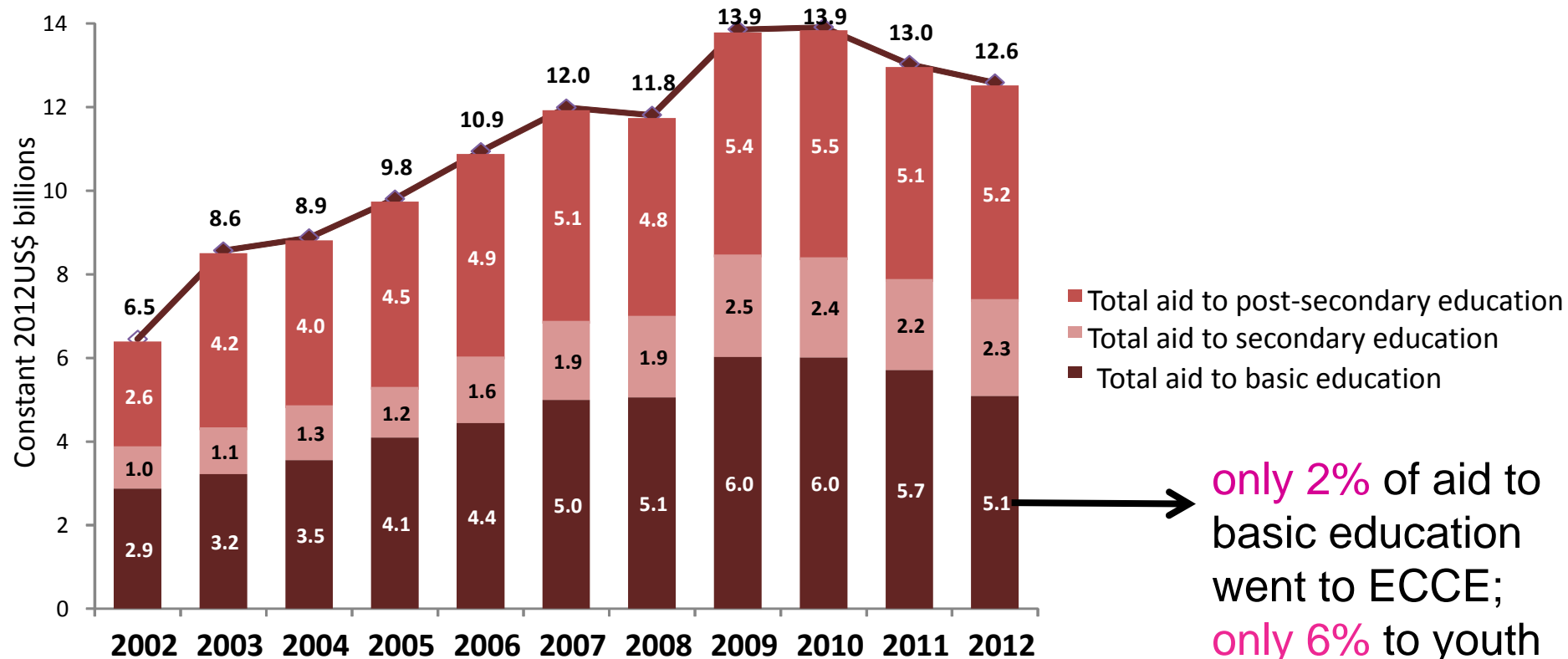


Source: Annex, Statistical Tables 9 (print) and 11 (GMR website); UIS database.

Over half of low income countries spent the minimum recommended amount of **4% of their GNP** on education

International Aid: Donors did not keep their promise

Aid to education fell by US\$1.3 billion between 2010 and 2012



Source: OECD-DAC, 2014

only 2% of aid to basic education went to ECCE; only 6% to youth and adult skills

Our #EduVerdict. What's yours?

1. We did not reach Education for All.
2. But we made accelerated progress, 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. While country spending is rising, donors have failed to live up to their commitments.



Post-2015 development – moving the EFA agenda

- ✓ **Universal pre-primary education:** At least one year of compulsory pre-primary education as part of an extended basic education cycle.
- ✓ **Universal primary and lower secondary completion:** Both levels should be compulsory. Fees should be abolished and related costs covered, with targeted support for disadvantaged children.



Make pre-school compulsory



Education is **still not free** for all

Social protection



(e.g. cash transfers for disadvantaged children)

Post-2015 development – moving the EFA agenda forward

- ✓ **Youth skills:** All countries should implement international conventions that establish a minimum age for employment. Governments should streamline linkages between formal schooling and skills acquisition.
- ✓ **Adult literacy:** Literacy and learning policies should be linked with existing development strategies and community priorities.

Working youth



Post-2015 development – moving the EFA agenda forward

- ✓ **Gender parity and equality:** Countries should adopt relevant policies to eliminate continuing gender disparities in access and completion. Greater emphasis is needed on gender equality in education and its outcomes, linked to girls' and women's empowerment.



- ✓ **Lifelong learning:** Governments must significantly expand continuing, further and adult education, harnessing a variety of modes of delivery



- ✓ **Greater focus on equity and quality**

Post-2015 development - A global resolution

Financing for education has to be significantly stepped up:

- ✓ Governments must ensure that 15-20% of national budgets are spent on education.
- ✓ Donors need to bridge a US\$22 billion annual finance gap.
- ✓ Finance targets for education must be established within the sustainable development goals.



Post-2015 development - A global resolution

Improve education monitoring

- ✓ Close critical data gaps in **learning** outcomes, **skills** & **values**
- ✓ 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 and build for change

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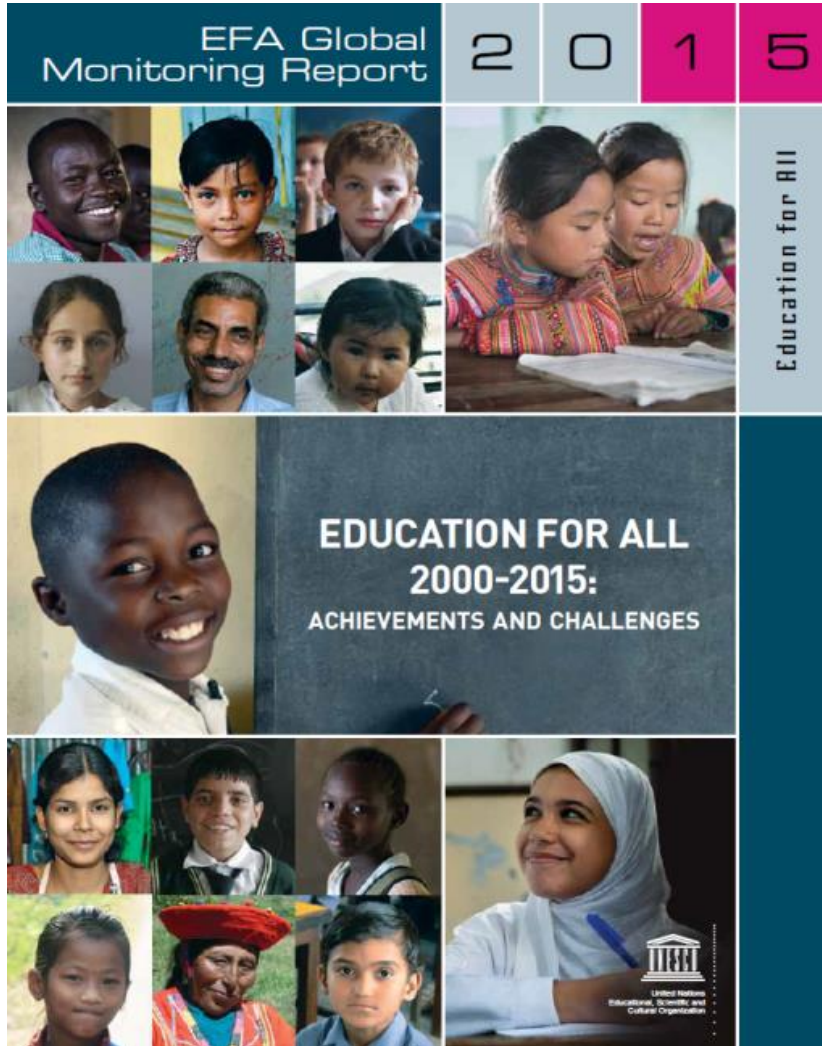
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Education for All



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