EDUCATION FOR ALL
2000-2015:
Achievements and Challenges

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Key messages: 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 intensive efforts of EFA movement

**Two-thirds** more children are enrolled in pre-primary education
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;
a half of countries did not in secondary education
Key messages: Major inequalities in education remain

The poorest children are 4x more likely to be out of school, and 5x more likely not to complete primary education than the richest.

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

There remain pronounced learning gaps between the most and least advantaged students.

Nearly two-thirds of the 781 million adults lacking minimal literacy skills are women.
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 made, but inequitable

Only half of countries made clear progress in pre-primary education

Goal 1
Pre-primary education

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

1999: 112 million
2015: 184 million
<table>
<thead>
<tr>
<th>Policy Successes since 2000</th>
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<tr>
<td><strong>Laws passed</strong></td>
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<td><strong>Mexico</strong> mandated participation for children aged 4 to 5 years and gross enrolment rose to 101%</td>
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<td><strong>Fees abolished</strong></td>
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<td><strong>South Africa</strong> provides a year of free pre-primary schooling; and the enrolment rate rose from 21% in 1999 to 77% in 2012.</td>
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<td><strong>Visibility increased</strong></td>
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<td><strong>Indonesia</strong> established ECCE centres in 65% of villages in the country</td>
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<td><strong>Incentives made conditional</strong></td>
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<td><strong>In China</strong>, incentives conditional on attendance increased the likelihood children would attend by 20%.</td>
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<td><strong>Parents targeted</strong></td>
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<td><strong>In Thailand</strong>, extensive provision and awareness campaigns boosted ECCE attendance to 93%</td>
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<td><strong>Integrated Care and Education</strong></td>
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<td><strong>India’s Anganwadis</strong> (both government and private) provide health care, nutrition and pre-school and have expanded access (varies by state)</td>
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<td><strong>Quality improved</strong></td>
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<td><strong>Jamaica</strong> has designed a curriculum that is appropriately targeted to the progressive needs of 5 &amp; 6 year olds</td>
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EFA Goal 2: Just half of countries reached the goal

Goal 2
Primary education

This was the most prominent of the EFA goals

Yet, despite progress, just over half of countries have reached universal primary enrolment

Primary adjusted net enrolment ratio (%)

Source: UIS database; Bruneforth (2015).
The gaps in attainment between the poorer and the richer households have increased in some countries.

57 million children are out of primary school in 2015.

100 million children will not complete primary school in 2015.

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

India’s Right to Education Act (2009) has helped push enrollments higher. Source of inspiration in Africa: Burundi, Ethiopia, Ghana, Kenya and U.R. Tanzania all have abolished school fees.

**School construction**

Rural India saw improvement in nearly all aspects of school facilities and infrastructure between 2003 and 2010, including electrification and roads.

**Conditional cash transfer programmes**

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

**School feeding programmes**

Mid day meals and school feeding programs in rural India have strongly increased girls’ enrolment.

**Mainstreaming children with disabilities**

India’s RtE act and SSA programme improved the inclusion of children with disabilities.
EFA Goal 3: 63 million adolescents are still out of school

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

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

If trends continue, universal lower secondary completion will only be achieved towards the end of this century
Only 1 in 3 adolescents finish lower secondary school in low income countries...

...compared to 5 of 6 adolescents in upper middle income countries

Source: EFA Global Monitoring Report team calculations (2015) based on Demographic and Health Surveys, Multiple Indicator Cluster Surveys and other national household surveys.
<table>
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<tr>
<th>EFA Goal 3: Policy successes since 2000</th>
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<tbody>
<tr>
<td>Abolish school fees</td>
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<tr>
<td>Of the 107 low and middle income countries with data, 94 have legislated free lower secondary education</td>
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<td>Assure lower secondary education is compulsory in law</td>
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<td>Two out of three countries where lower secondary education was not compulsory in 2000 changed their legislation by 2012. <strong>India</strong> was one of these countries</td>
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<tr>
<td>Suspend exams at the end of primary school</td>
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<td><strong>Pakistan</strong> discontinued these exams in order to increase transition to lower secondary</td>
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<td>Ratify the ILO Minimum Age Convention</td>
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<td>167 countries have ratified the convention</td>
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<td>Provide second chance programmes</td>
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<td>In <strong>Bangladesh</strong>, BRAC targets out of school children &amp; prepares them for secondary education</td>
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</tbody>
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EFA Goal 4: Very few countries met the EFA literacy target

Progress towards EFA’s fourth goal has been slower than improvements in other goals...

Worldwide the 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%; a further 19% are close to the target.
EFA Goal 4: No movement in reducing gender gaps in literacy

781 million adults lack minimal literacy skills, of which two-thirds are women, a percentage virtually unchanged since Dakar.

In 2015 estimated that 264 million adults in India lack minimum literacy skills, 67% are women; the impact of India’s literacy programme (Saakshar Bharat) gathers strength.

Source: UIS database.
### EFA Goal 4: Policy successes since 2000

| Direct assessments in multilingual contexts | **India’s** literacy program conducts assessments in 13 languages and more than 20 dialects. **Kenya** carried out a literacy survey in 18 languages. Provide better evidence on literacy levels than from self-declarations. |
| Well planned and resourced mass literacy campaigns | **Nepal** invested $35 million in a campaign and achieved huge increase in literacy by 2011. |
| 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**. |
| Mother tongue programmes | **Mexico** developed learning materials in 45 languages to help marginalised groups. |
| Keep literacy programmes relevant | In **Cameroon** farmers learned how literacy skills could help market participation |
EFA Goal 5: A goal that should have been achieved in 2005

There has been strong movement worldwide towards greater gender parity, including in India, but country progress elsewhere has been uneven.

Defining and measuring gender equality remains contested.

A third of countries did not reach gender parity in primary education; a half did not in secondary education.
EFA Goal 5: Policy successes since 2000

**Enabling Environment**
- Policy Reform
  - Burkina Faso and Ethiopia integrated gender perspectives into education plans, with targeted interventions to close gender gaps

**Build Demand**
- Community mobilisation
  - Tajikistan used TV and radio campaigns to promote girls’ education
- Policies reducing pregnancy and child marriage
  - Uganda and Zambia encouraged young men and women to engage in responsible sexual behaviour and pregnancy rates fell

**Improved Facilities**
- Infrastructure, water and sanitation
  - India built more latrines in 2000s, which resulted in increased girls’ enrolment.

**Address Gender Equality**
- Female teachers
  - Afghanistan tripled the number of female teachers; India also hired many more female teachers
- Safe schools
  - Brazil worked with men and boys to promote non-violence and reflect on gender norms
- Gender-sensitive training
  - The Forum for African Women Educationalists carried out gender-sensitive training for over 6600 teachers since 2005
EFA Goal 6: A shift in discourse towards learning

While many countries have made impressive gains in access to education since Dakar, ensuring good quality education has been much more of a challenge.

**YET:** Since 2000, double the number of countries (142) are now monitoring learning outcomes in order to improve education quality. **India** has conducted both government school based assessments as well as citizen led household based assessments of learning.

Ensuring skill acquisition and improving diverse learning outcomes represent a major post-2015 challenge in much of the world, including India.
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: Policy successes since 2000

<table>
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<tr>
<th>Learning assessments</th>
<th>Early grade reading assessments have prompted governments and donors to rethink policies.</th>
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<tr>
<td>Fill the trained teacher gap</td>
<td>Nepal decreased the pupils per trained teacher ratio from 260:1 in 1999 to 28:1 in 2013</td>
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<td>Improve teacher status</td>
<td>Indonesia requires teachers to have a four year degree and be certified.</td>
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<td>Multi-lingual policy</td>
<td>38 countries in <strong>sub-Saharan Africa</strong> now use local languages in primary education</td>
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<td>Instructional time</td>
<td>In Chile, a longer school day resulted in higher achievement in language and mathematics in high-school</td>
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<td>Appropriate learning materials</td>
<td>In Swaziland, the percentage of children with sole use of textbooks rose from 74% to 99%</td>
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<tr>
<td>Learner-centred pedagogy</td>
<td>In Tanzania primary teachers adapted teaching practices to diverse classroom needs</td>
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<tr>
<td>Better education governance</td>
<td>Empowering teachers and communities in Kenya led to improved students’ language and mathematics scores</td>
</tr>
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</table>
Domestic Finance: Many countries have increased spending

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

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

Only 2% of aid to basic education went to pre-primary education

Source: OECD-DAC, 2014
There is a significant finance gap for education

For every child in low and lower middle income countries to benefit from an expanded basic education of good quality by 2030, there is an annual external funding gap of **US$ 22 billion**

This is equivalent to just 4.5 days of military spending
Our #EduVerdict. What’s yours?

1. We did not reach Education for All.
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. While country spending is rising, donors have failed to live up to their commitments.
**Recommendations**

**Pre-primary education**
- Make compulsory at least one year of pre-primary education
- Diversify provision where needed
- Train staff to support children
- Pay caregivers like primary teachers

**Universal primary and lower secondary completion**
- Require attendance of both levels
- Abolish school fees and cover costs
- Develop realistic cash transfer programmes
- Implement inter-sectoral programs
- Plan for conflict and emergency situations
Recommendations

**Youth skills**
✓ Ratify and implement minimum age for employment
✓ Encourage young people to study full-time
✓ Identify skill levels to be acquired at each stage of education

**Adult literacy**
✓ Make literacy acquisition more visible
✓ Link literacy and learning policies with development strategies and community priorities
✓ Support mobile phone use and other ICT platforms
Recommendations

Gender parity and equality:
- Adopt policies that reduce child marriage and early pregnancy
- Eliminate gender disparities in education
- Emphasize gender equality, including through teacher education and safe school environments.

Lifelong learning:
- Expand lifelong learning opportunities
- Specify skills to be attained in formal and non-formal education
- Measure and monitor participation and outcomes in adult education
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 the US$22 billion annual finance gap.
- No finance target exists for education within the sustainable development goals.
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
Coming-out in April!

Reports and summaries in all UN languages:

Summary also in:
- Portuguese
- German
- Persian
- Korean
- Thai
- Japanese
- Laotian
- Bangla
- Urdu
- Nuer, Dinka
- Swahili

A **USB key** will be available with all content produced by the GMR team over the years, including new 2015 content.

**Policy brief** for policy makers, showing how other countries have made progress in EFA

**Additionally**, read our **Regional Overviews**, Global & Regional Press releases, Opinion pieces, sign up for the **World Education Blog**
Coming-out in April!

Our new website will feature:

- UN S.G. video message
- Animated video
- Live tweets via #eduVerdict @EFAReport

There will be over 50 events

Report Cards
Infographics
Data Visualisations
EFA Goal 5: Disadvantages persist and overlap

The poorest girls continue to be most likely never to have attended school
Explaining progress towards EFA: The international context

- Civil society activity
- Gender discrimination
- Armed conflict
- Extreme poverty
- Domestic resource mobilization
- Demographics

Education initiatives and coordination