



Education for All by 2015: increasing the momentum

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Education for All Global Monitoring Report

Brussels, 2 May 2007



Education for All is development

- **A human right**

1948 Universal Declaration on Human rights: free and compulsory elementary education

1990 UN Convention on the Rights of the Child: most widely ratified human rights treaty

- **Capabilities**

Expands people's freedoms and choices

- **Economic growth and poverty reduction**

Increases productivity

- **Social development and health**

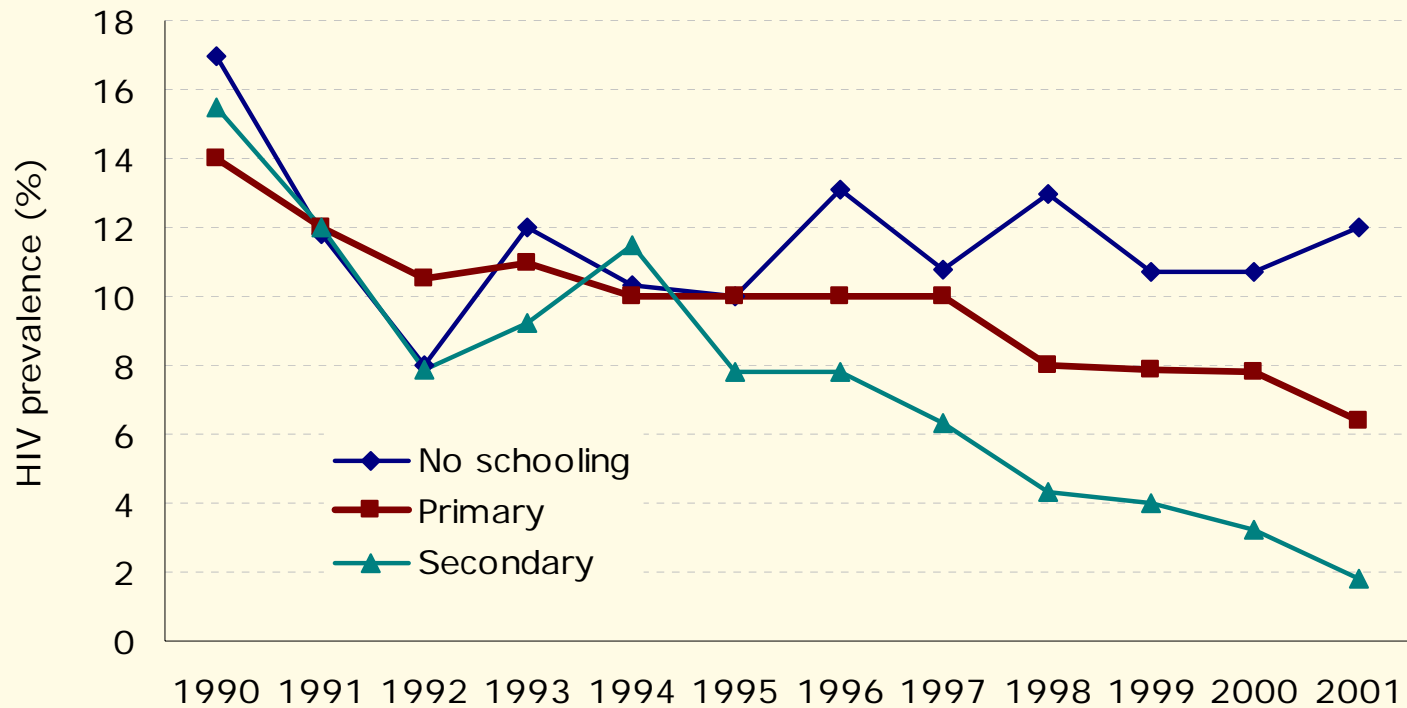
Reduces fertility; delays age of marriage; slows down population growth; provides social vaccine against HIV/AIDS; improves child health through educating women

- **Social cohesion and equity**

Basic education for all levels the playing field

Early learning programmes give most disadvantaged children a fair start

Education and HIV/AIDS: More schooling leads to less vulnerability



HIV prevalence in rural Uganda (%)
by education category, 1990-2001 (individuals aged 18-29)

Education for All Dakar Goals and Millennium Development Goals

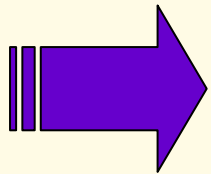
EFA Goals

1. Expand and improve comprehensive early childhood care and education
2. Universal primary education by 2015
3. Learning and life skills programmes for youth and adults
4. 50% increase in adult literacy rates by 2015
5. Gender parity by 2005 and gender equality by 2015
6. Improving quality of education

MDGs

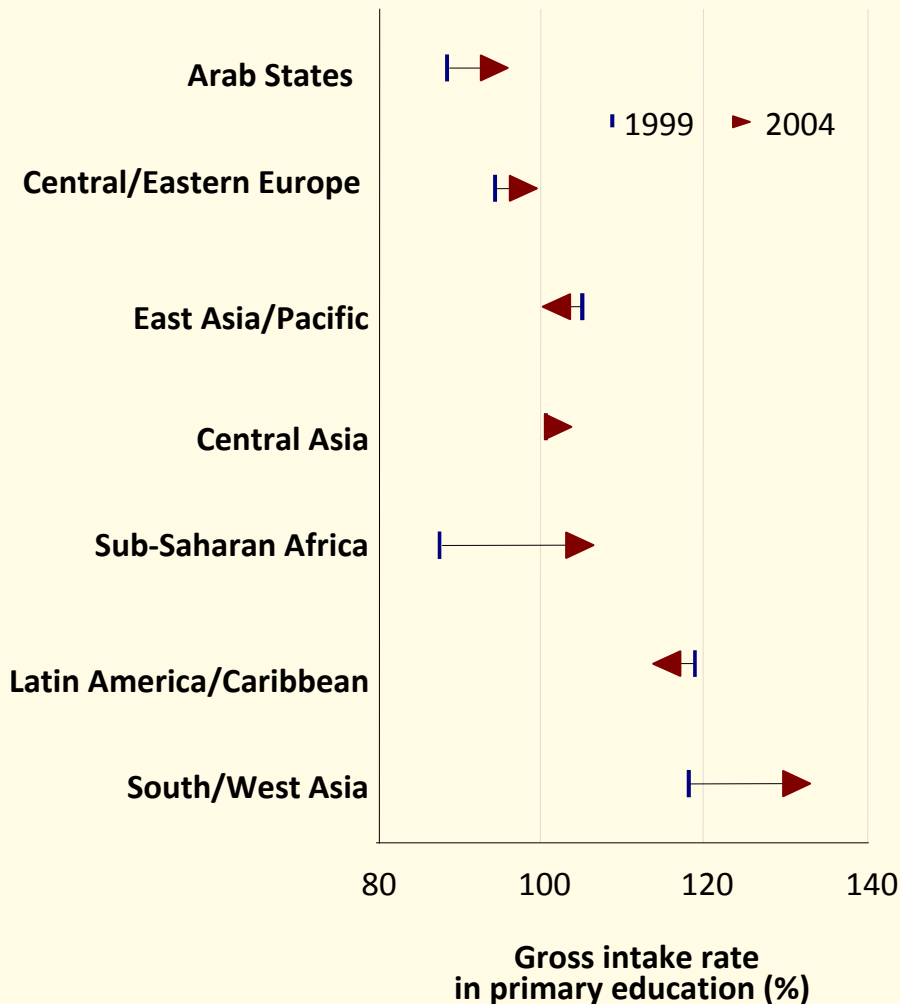
1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Develop global partnership for development

No country in need should be denied international assistance



Where do we stand?

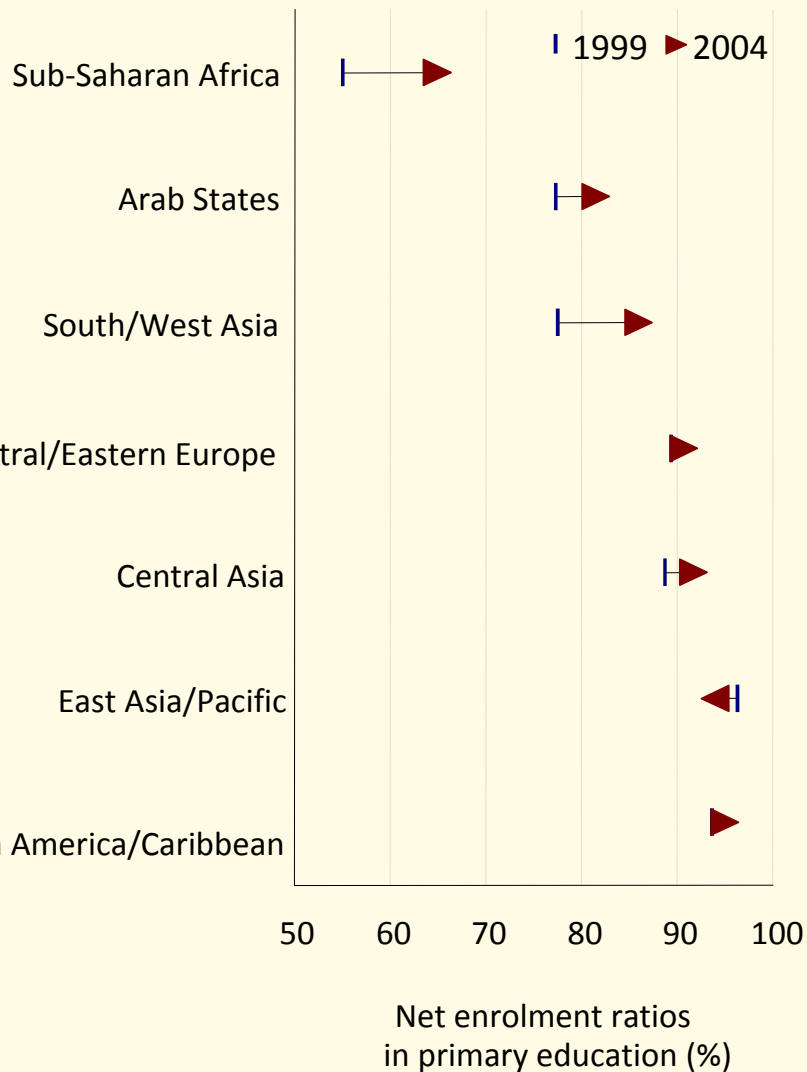
More children starting school



Sharp increase in Grade 1 access since 1999 in:

- Sub-Saharan Africa (19%)
- South and West Asia (11%)
- Only 6% in the Arab States

Primary school participation on the rise



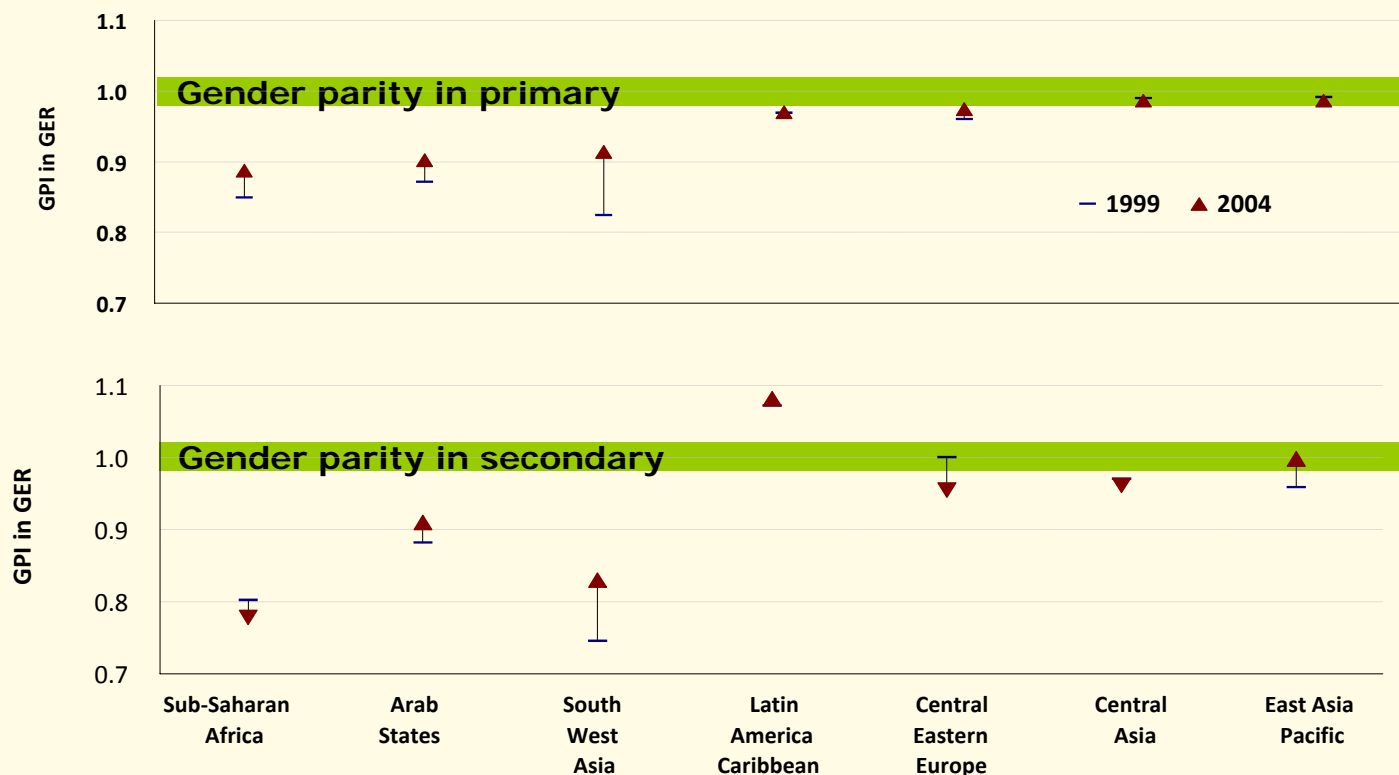
Increase for almost all countries with ratios below 85% in 1999

At least 66 countries (with data) at risk of not achieving UPE by 2015

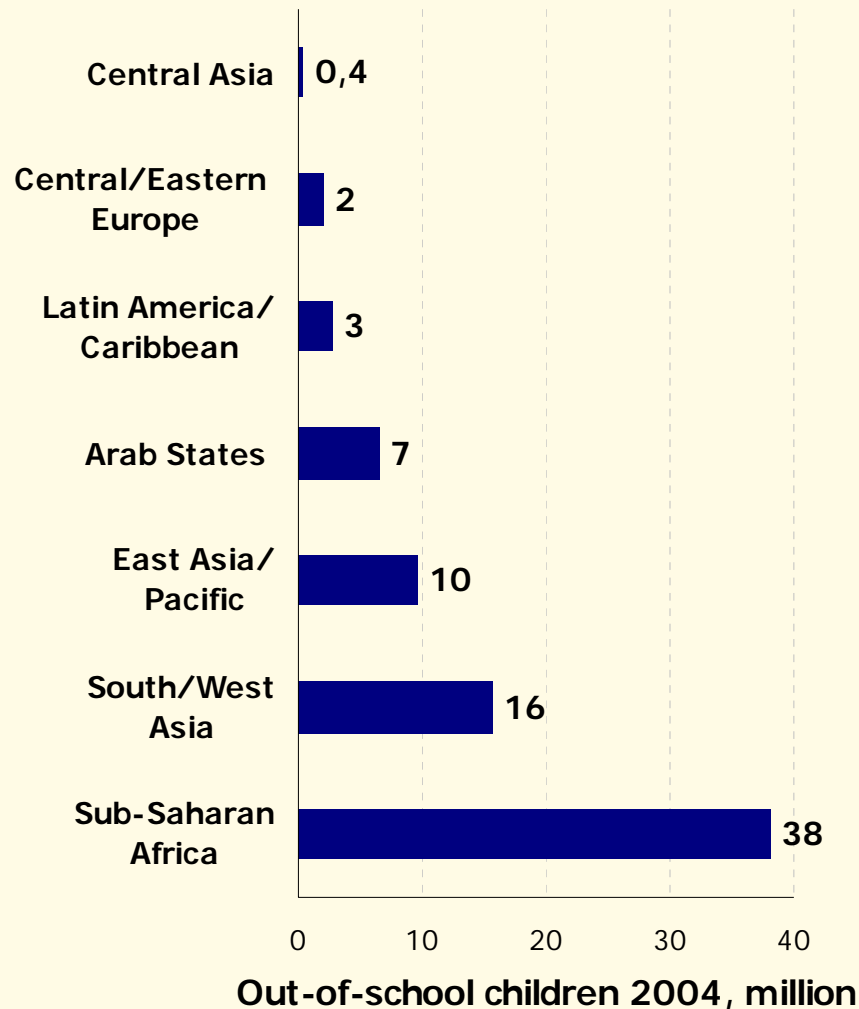
Girls benefit but 2005 gender parity target missed

Gender parity in primary achieved in about two-thirds of countries out of 181 with data, in only one-third at secondary (out of 177 with data)

Disparities at expense of girls persist in countries with lowest enrolment ratios



77 million children still out of school

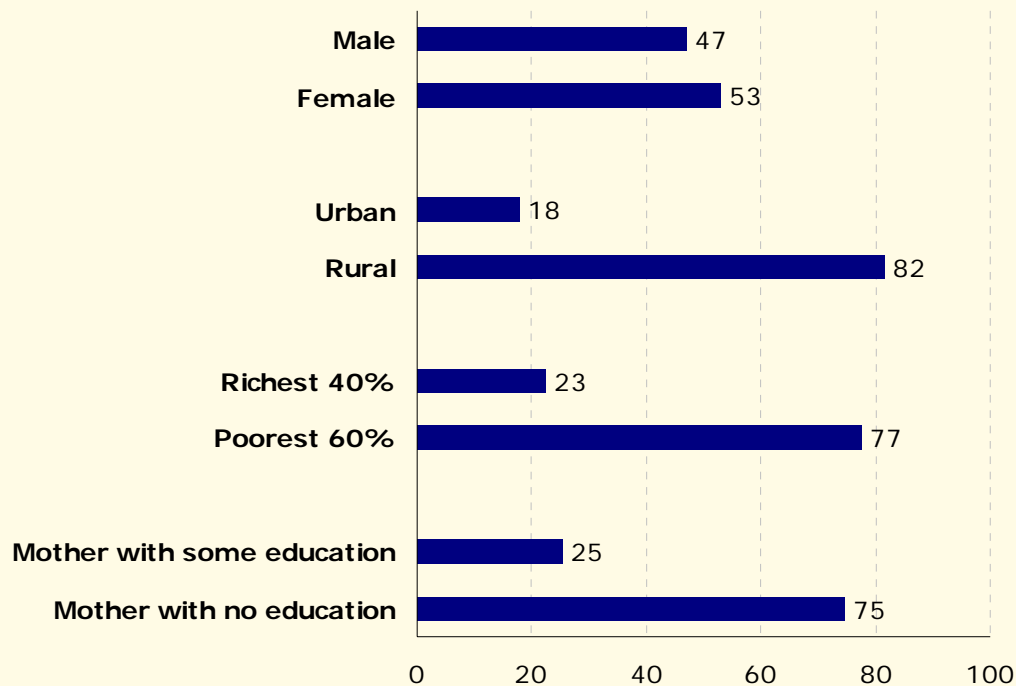


- Half live in sub-Saharan Africa
- Drop of 20 million since 1999, mainly in South Asia
- 60% never enroll, 31% enroll late, 9% enroll but drop out
- Poverty, rural residence and uneducated mother characterize out of school children

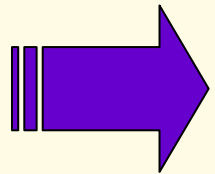
Who is out-of-school?

Rural, poor, uneducated mother

Direct costs to households remain a significant barrier to primary school access



Distribution of out-of-school children (percentage) 2001

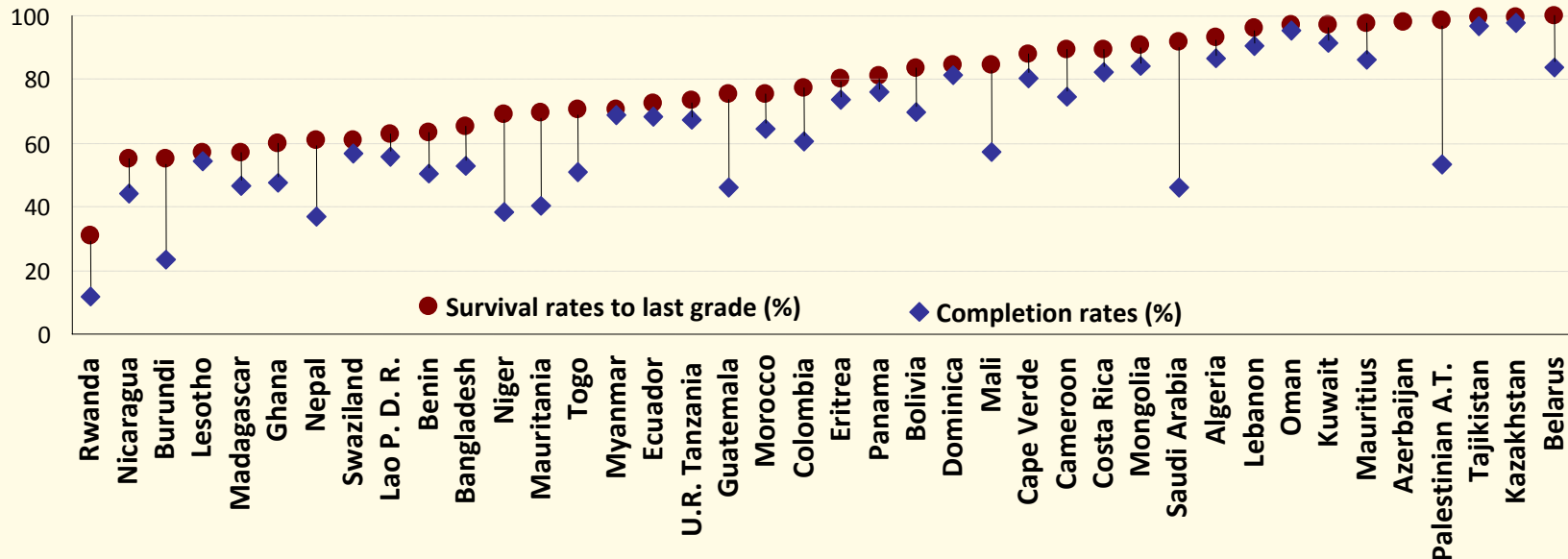


Why a broader EFA vision is vital

Poor quality: too few pupils complete primary school

Too few students reach last grade, even less complete it

Low learning achievement and tough selection policies for secondary



Urgently needed: more trained teachers

- Only slight improvement in pupil-teacher ratios between 1999 and 2004
- Only slight increase in % of trained teachers since 1999
- Sub-Saharan Africa needs to recruit at least **1.6** million more teachers to reach UPE by 2015
- Too few female teachers in countries with low enrolment of girls, serious shortages in rural areas



School fee abolition reinforces urgency of paying serious attention to the teaching profession

Inclusive policies

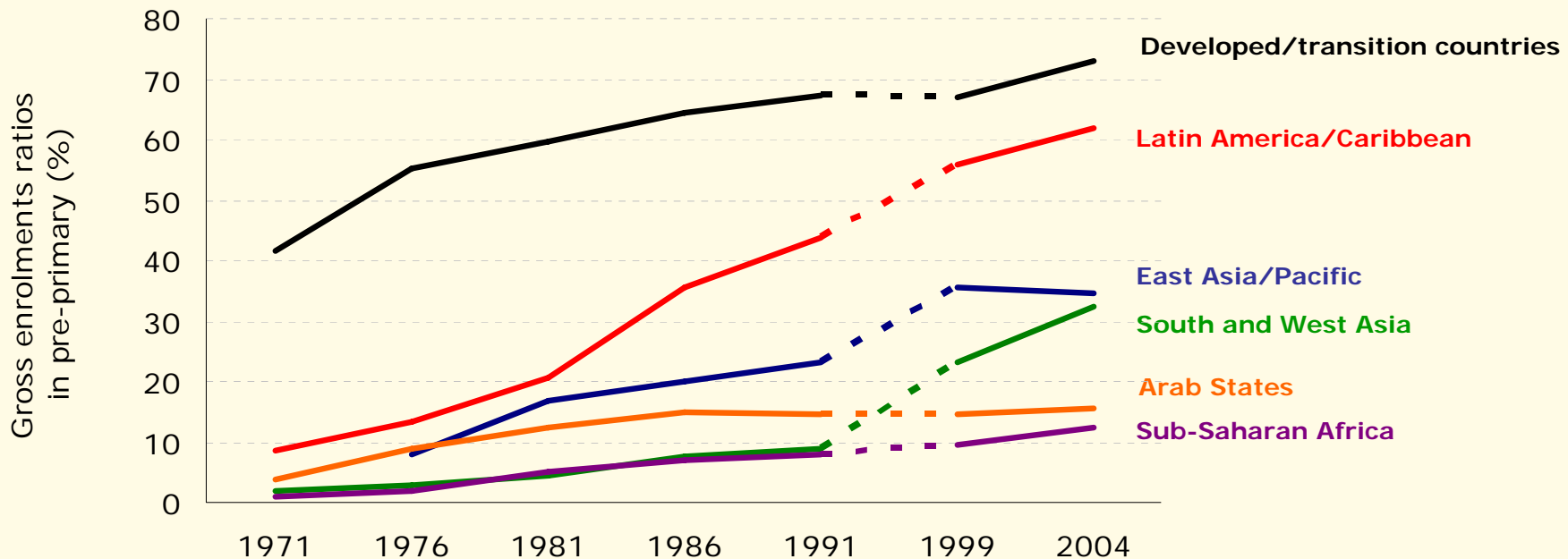
Does education policy encourage inclusion and equity?

- CHILD LABOURERS
-around 218 million child labourers
- DISABLED LEARNERS
-some 650 million people live with disabilities
- HIV/AIDS ORPHANS
- INDIGENOUS POPULATIONS
- ETHNIC and LINGUISTIC MINORITIES
- CHILDREN and ADULTS IN CONFLICT and POST-CONFLICT SITUATIONS

Learning starts before primary

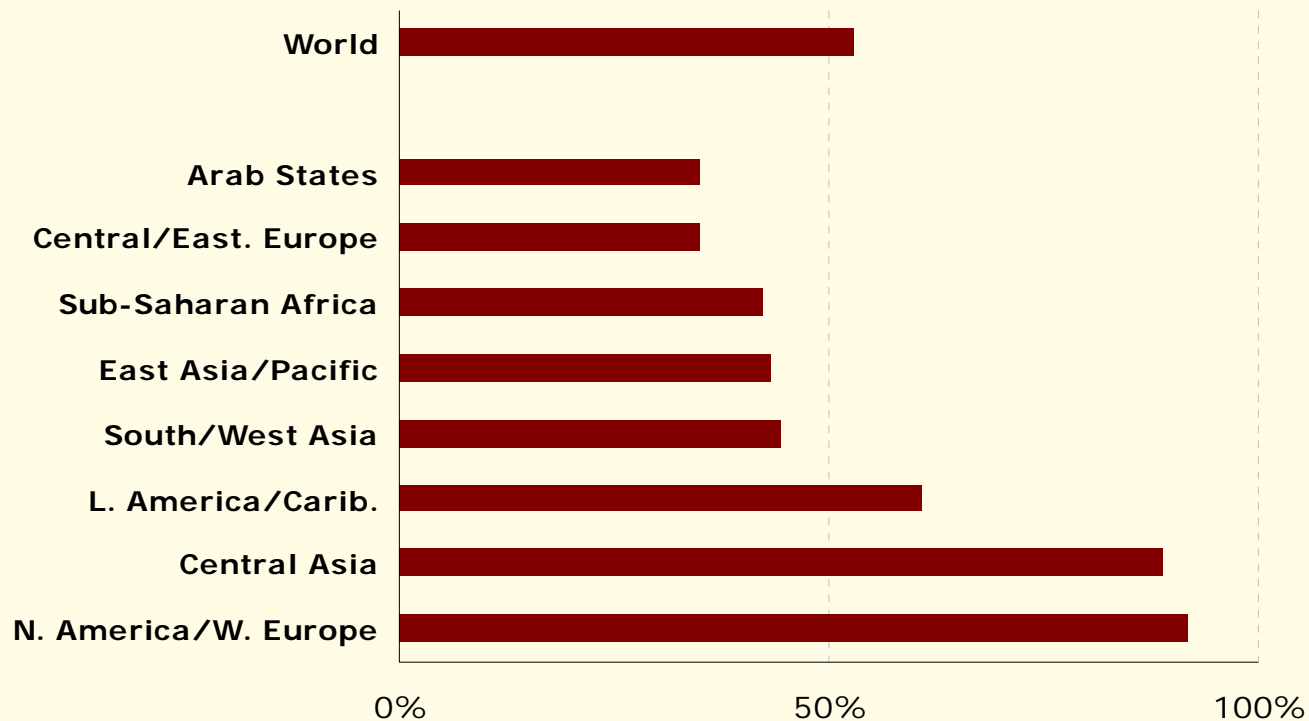
A three-fold increase in pre-primary enrolments over 30 years

Impact on access, retention and achievement in primary school, especially for disadvantaged children



Programmes for the under-3s

Many countries lack programmes addressing health, nutrition, care and education of the under 3s, a critical period in the child's life



Countries with at least one formal
programme for children under 3 in 2005
(%)

One in five adults is not literate

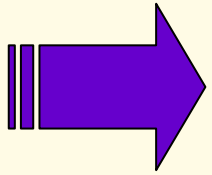


781 million: **10** times the number of out of school children

Two-thirds are women

The vast majority live in South and West Asia, sub-Saharan Africa and East Asia

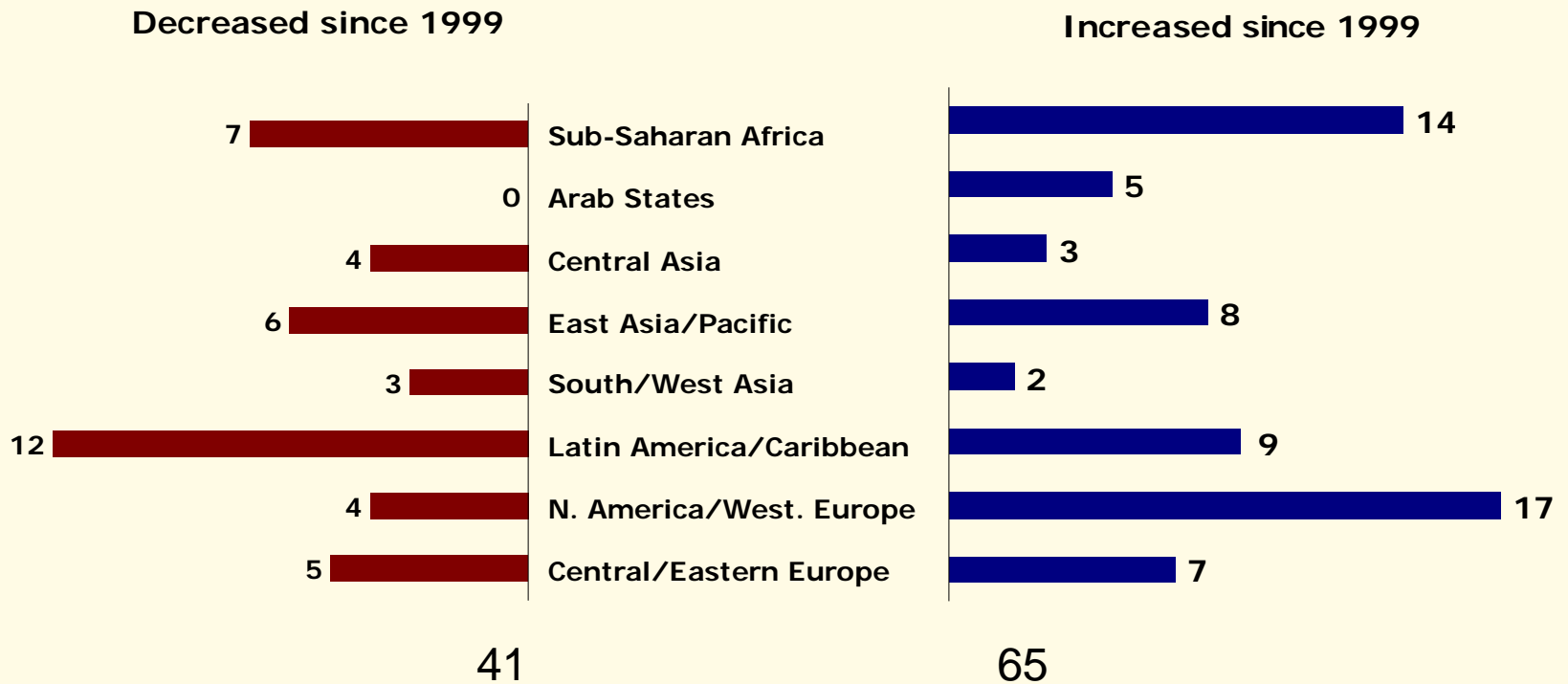
Educated mother more likely to send her children to school



More, better and faster
financing for basic education

National financing of education

Number of countries where public expenditure on education as % of GNP has:



The global aid picture for low-income countries

Required each year to reach EFA



Committed in 2005

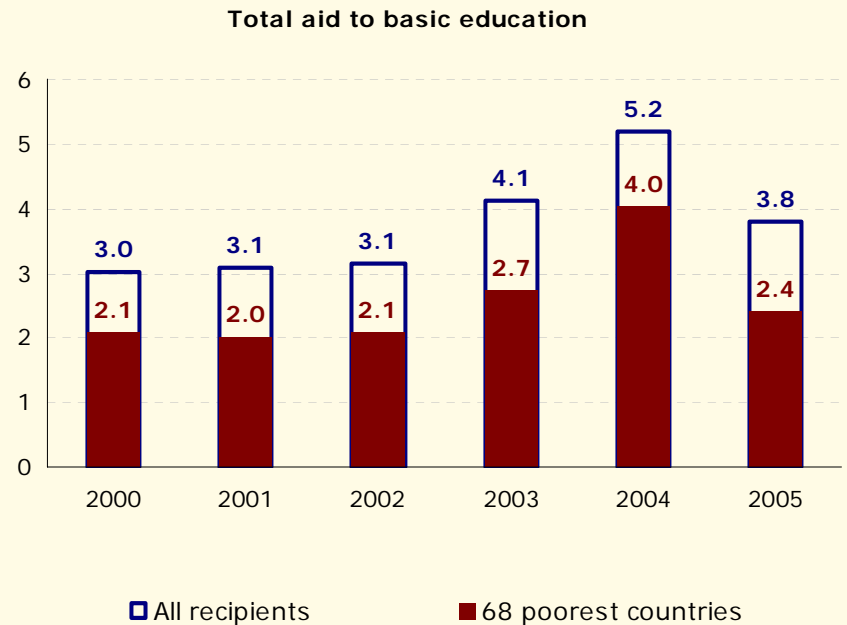
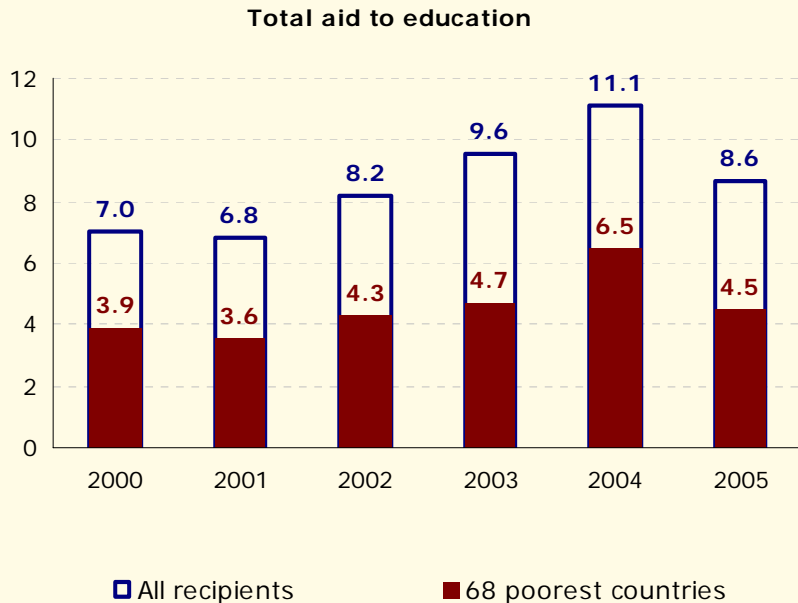


Aid in 2010 if 2005 pledges met



Constant 2005 US\$ billions

Aid to education: hiatus or decline?



Commitments, constant 2005 US\$ billions

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

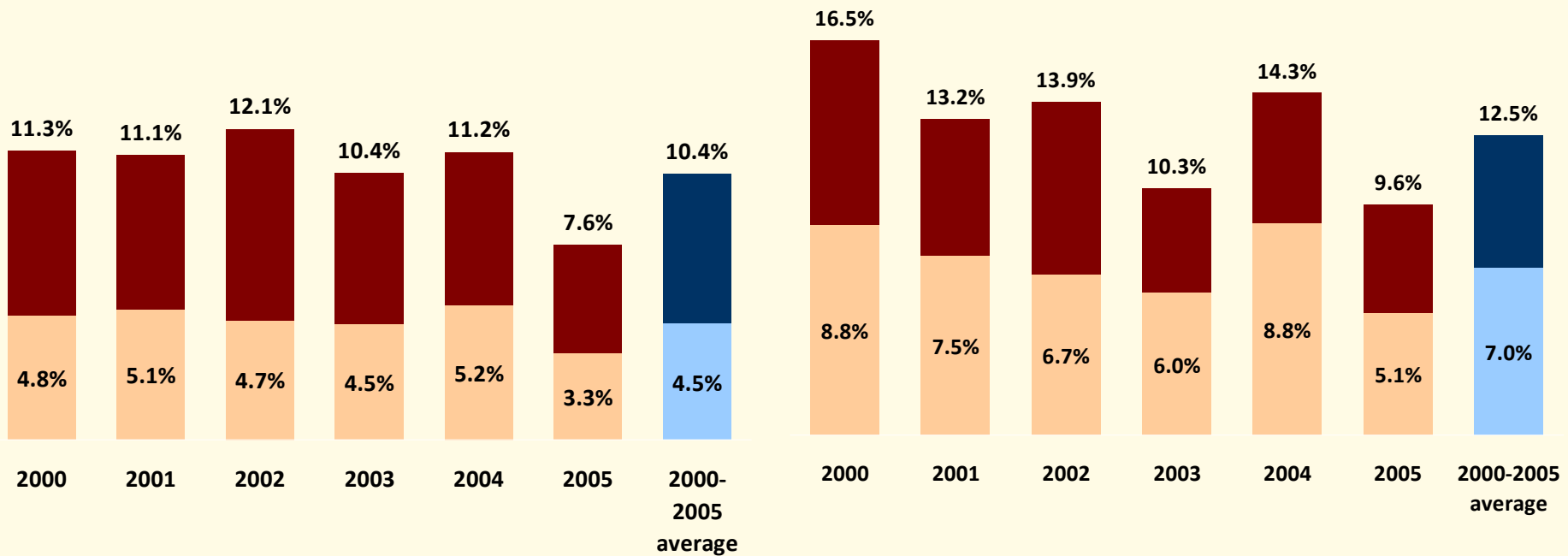
Education's share of total ODA

Education's share of total ODA declined in 2005

Share of aid to basic education in poorest countries has declined each year since 2000 (except 2004)

All recipients

68 poorest countries

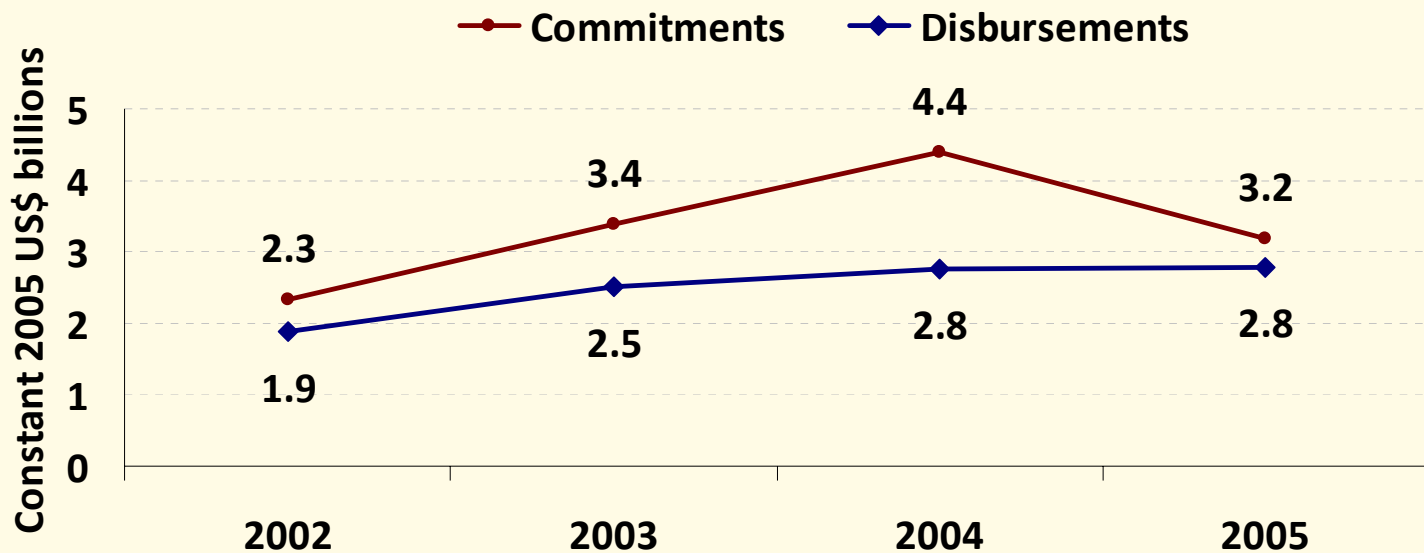


■ Total aid to education as % of total ODA
■ Total aid to basic education as % of total ODA

Can a fall in disbursements be avoided?

Falling commitments will eventually have a repercussion on disbursements

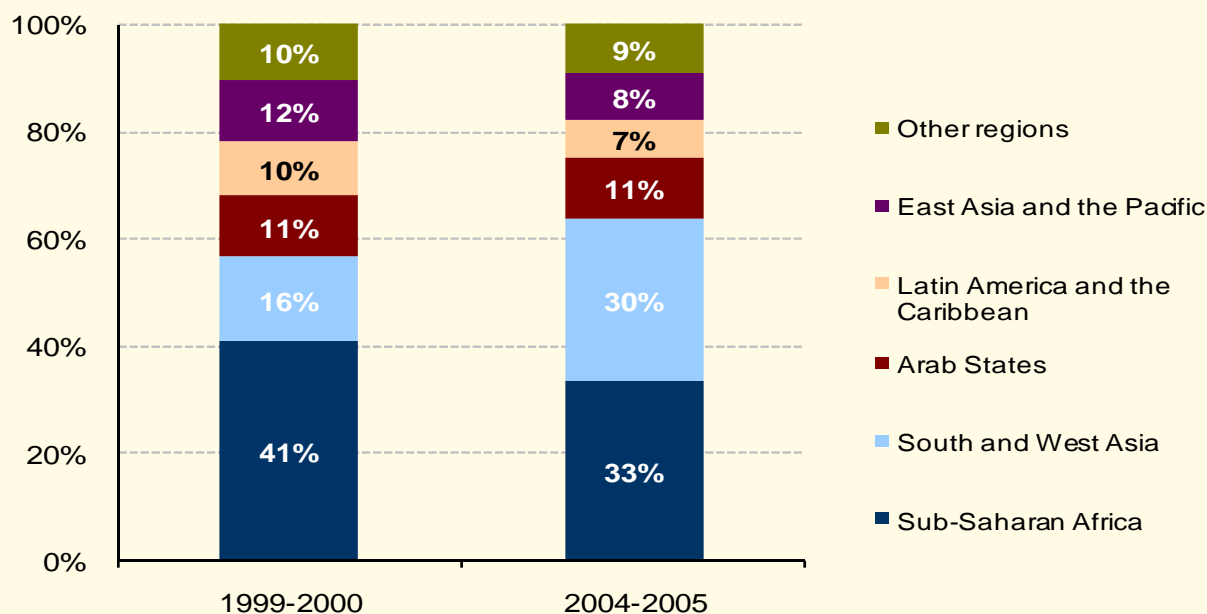
*Total aid to basic education
DAC Countries + EC + IDA*



Is aid reaching the right regions?

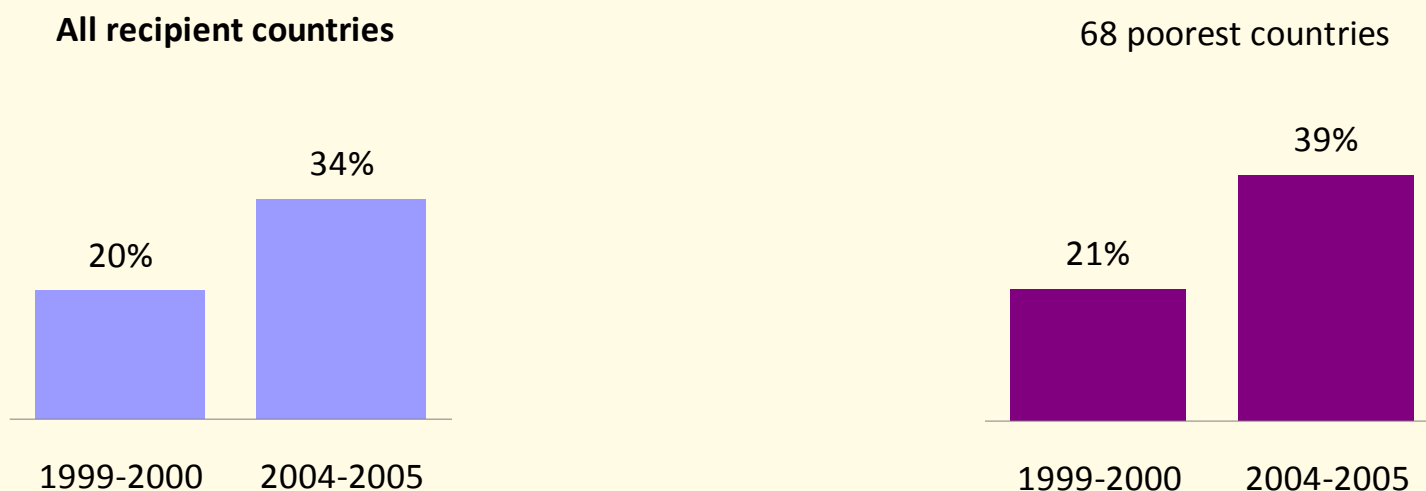
Sharp increase in South and West Asia's share of aid commitments
Sub-Saharan Africa's share dropped

Total aid to basic education, commitments



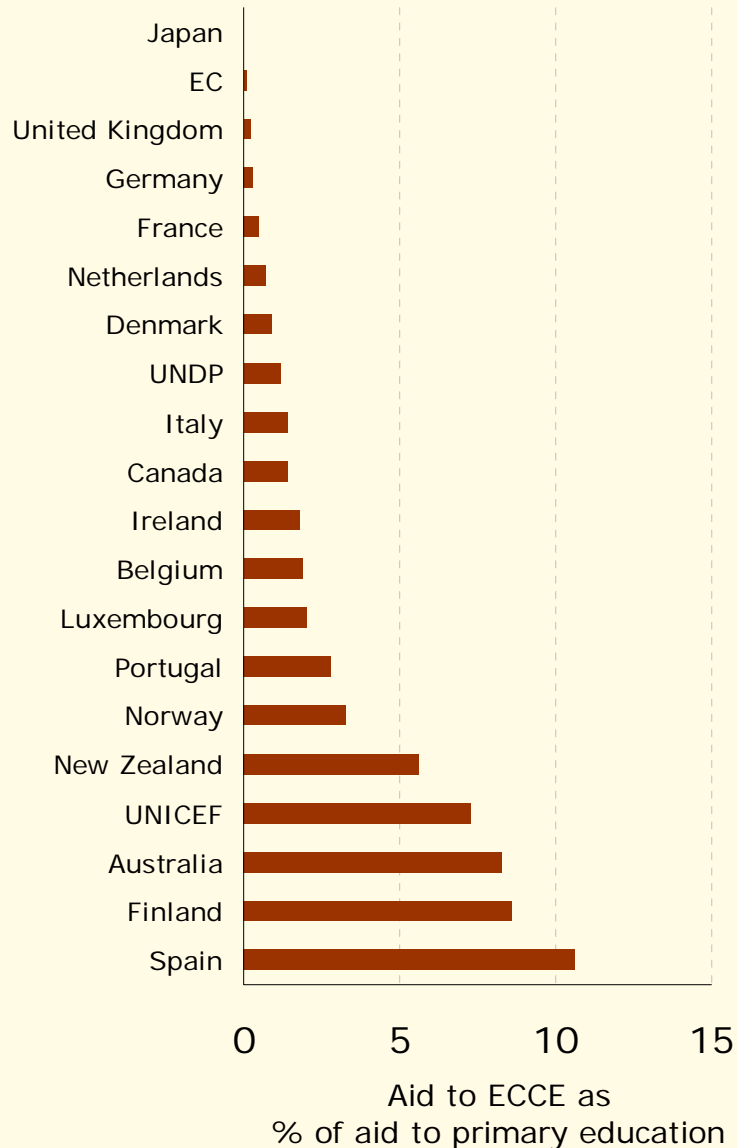
A positive shift toward programme support

Donors are increasingly channelling aid to basic education through programme rather project support



Share of sector programme in direct aid to basic education

ECCE: A low priority for donors



Almost all donors allocate to pre-primary less than 10% of what they give to primary

Bilateral donors give priority to centre-based programmes for children from age 3

Literacy is also a low priority for donors

Few agencies include explicit reference to literacy in their aid policies

Agency	Amount (US\$millions)	Period
Japan	18.3	1995-2004
Norway	5.1	1999-2003
World Bank	11.1	1995-2003
Asian Development Bank	10	2001-2003
UNICEF	2.8	1995-2003
UNESCO	2.8 regular budget 5.0 extrabudgetary resources	2000-2005 1999-2003

Aid to basic education: the main recipients

Seven African countries among the top 15 recipients

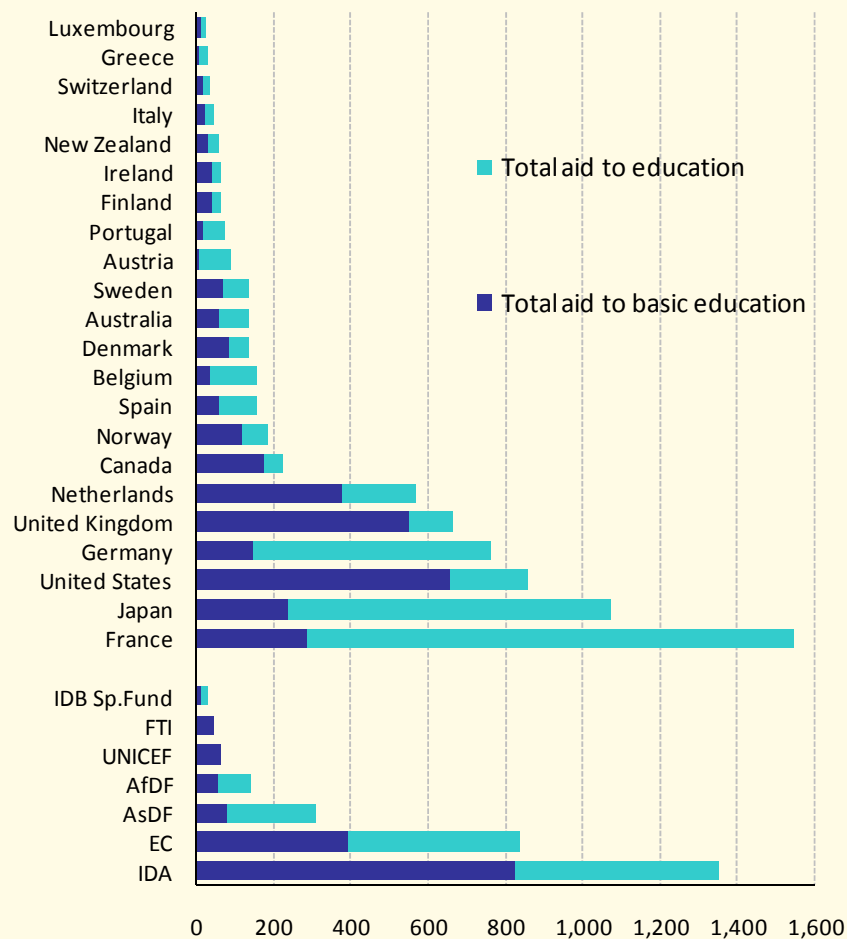
	Total aid to basic education Commitments Constant 2005 US\$ millions	
	Cumulative 2000-2005	As a share of total
India	1764	7.0%
Bangladesh	1340	5.3%
United Republic of Tanzania	868	3.4%
Pakistan	790	3.1%
Indonesia	638	2.5%
Mozambique	622	2.5%
Viet Nam	580	2.3%
Uganda	512	2.0%
Burkina Faso	486	1.9%
Zambia	474	1.9%
Mali	463	1.8%
Egypt	462	1.8%
Afghanistan	422	1.7%
Ethiopia	421	1.7%
Yemen	405	1.6%
Sub total	10,245	45.8%
Total	22,353	100.0%

Number of bilateral donors to education in poorest recipient countries

Number of donors	Total number of countries	Examples
12	1	U. R. Tanzania
11	2	Ethiopia, Mozambique
10	1	Mali
9	3	Bangladesh, Burkina Faso, Zambia
8	2	Pakistan, Uganda
7	2	Indonesia, Nicaragua, Senegal
6	5	Afghanistan, Benin, D. R. Congo, Rwanda, Viet Nam
5	4	Angola, Kenya, Niger, Sudan
4	8	Eritrea, Ghana, Guinea, India, Malawi, Nepal, Timor Leste, Yemen
3	8	Bhutan, Burundi, Cambodia, Cameroon, Chad, Haiti, Laos, Vanuatu
2	11	Cape Verde, Djibouti, Georgia, Lesotho, Madagascar, Mauritania, Mongolia, Nigeria, Papua New Guinea, Somalia, Togo
1	14	Central African Republic, Congo, Cote d'Ivoire, Guinea Bissau, Guyana, Kiribati, Liberia, Moldova, Myanmar, Sao Tome and Principe, Solomon Islands, Sri Lanka, Tajikistan, Tonga
0	11	Armenia, Azerbaijan, Comoros, Gambia, Kyrgyzstan, Maldives, Sierra Leone, St Lucia, St Vincent/Grenadines, Uzbekistan, Zimbabwe

Source: FTI survey of 72 countries (2005).

Sharp contrasts in donors' education priorities

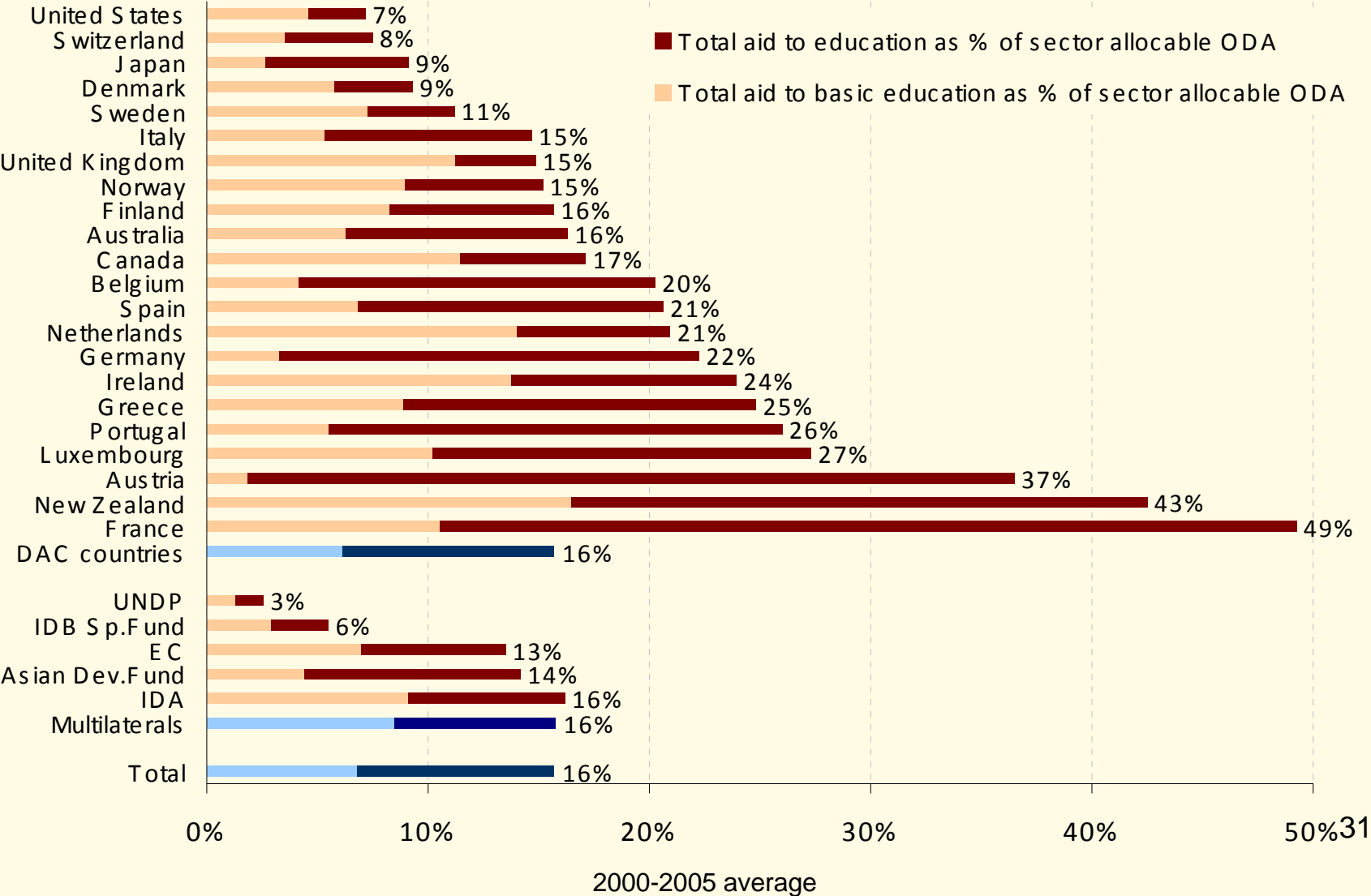


Commitments, constant 2005 US\$ millions
2004-2005 average

Five donors contribute 62% of all aid to basic education

Several donors give high priority to education, but not to the basic level

A wide range in priority put on education



The Fast Track Initiative: a global EFA finance compact?

- Twenty-nine country plans have been endorsed, and a further 17 are expected by the end of 2007
- As of end 2006, US\$130 million had been disbursed to 14 countries
- Total donor contributions amount to almost US\$430 million; a further US\$330 million pledged to end 2007
- The Netherlands, the European Commission and the United Kingdom are responsible for 91% of future pledges

Summing up

Reaching EFA

1. Sharp rise in primary enrolments especially in regions farthest from goals
2. 77 million children still out of school
3. Girls missing out especially where enrolment ratios low
4. Too many children not reaching end of primary; too few teachers to reach UPE
5. Early childhood missing link in education
6. Adult literacy receives minimal attention

The aid picture

1. Public spending on education as share of GNP down in 41 countries
2. Large aid gap to reach EFA
3. Decline in total aid to education and basic education in 2005
4. Higher share of education aid to budget support
5. Low-income countries receiving smaller share of basic education aid
6. Africa's share of total aid to education declining

Report Information

- Annual report on the world's commitment to provide a basic education to all children, youth and adults by 2015.
- Financed by eleven bilateral donors and UNESCO, the Report is prepared by an independent research team.
- Five reports published since 2002, translated into at least six languages (overall EFA, quality, gender, literacy, early childhood)
- **2008 overall progress** report to be released in early December 2007

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