EDUCATION FOR ALL
2000-2015:
Achievements and Challenges

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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

**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 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 education
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

Nearly **two-thirds** of the 781 million adults with minimal literacy skills **are women**
EFA Goal 1: Progress in ECCE but from a very low base

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

Child mortality rates dropped **by nearly 50%** since 1990 but **6.3 million** children (under 5) died in 2013.

**Malnutrition** fell from 40% in 1990 **to 24%** in 2013, but **1 in 4 children** are still stunted for their age.

**Pre-primary education enrolment** rose from 33% **to 58%** in 2015 but **less than half of countries** will reach at least 80%.
<table>
<thead>
<tr>
<th>Policy Successes since 2000</th>
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<tbody>
<tr>
<td>Laws passed</td>
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<tr>
<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>Fees abolished</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>Visibility increased</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>Incentives made conditional</td>
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<td>In <strong>China</strong>, incentives conditional on attendance increased the likelihood children would attend by 20%.</td>
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<td>Parents targeted</td>
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<td>In <strong>Thailand</strong>, extensive provision and awareness campaigns boosted ECCE attendance to 93%</td>
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<td>Integrated Care and Education</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>Quality improved</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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Goal 2
Primary education

This was the most prominent and well funded of the EFA goals. Yet, despite progress, just over half of countries have reached universal primary enrolment.

Source: UIS database; Bruneforth (2015).
The gaps in education attainment between children from poorer and 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.

57 million children are out of primary school in 2015.

1 in 6 children will not complete primary school in low and middle income countries in 2015.
**EFA Goal 2: Policy successes since 2000**

- **Guaranteeing a free education**
  - Burundi, Ethiopia, Ghana, Kenya and U.R. Tanzania all abolished school fees and increased enrolment as a result.

- **School construction**
  - Mozambique tripled the number of schools and increased enrolment by 35 percentage points.
  - Rural India saw improvement in nearly all aspects of school facilities and infrastructure between 2003 and 2010, including electrification and roads.

- **Conditional cash transfer programs**
  - Nicaragua, Mexico and Brazil implemented such programmes and helped close gaps between rich and poor.

- **School feeding programs**
  - Mid day meals and school feeding programs in many African countries and in India have strongly increased girls’ enrolment.
EFA Goal 3: 63 million adolescents are still out of school

Globally **42 million** more adolescents enrolled 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

But only **2 in 3** adolescents **complete** lower secondary education in low and middle income countries;

On this trend **only half of adolescents** in low income countries will **complete lower secondary education** by **2030**
EFA Goal 3: Policy successes since 2000

- Abolish school fees
- Assure lower secondary education is compulsory in law
- Suspend high stakes exams at the end of primary school
- Ratify the ILO Minimum Age Convention
- Provide second chance programmes

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

**Two out of three countries** where lower secondary education was not compulsory in 2000 changed their legislation by 2012. **India** was one of these countries

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

167 countries have ratified the minimum work age convention, but it needs to be enforced

In **Bangladesh**, BRAC targets out of school children & prepares them for secondary education
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.
781 million adults lack minimal literacy skills, of which two-thirds are women, a percentage virtually unchanged since Dakar.

In 2015 264 million adults in India (one third of global total) cannot read or write in an official language

Half of all women in Sub-Saharan Africa denied right to literacy
EFA Goal 4: Policy successes since 2000

Direct assessments

Kenya’s 2006 survey was administered in 18 languages. It showed far lower literacy levels than from self-declarations.

Mother tongue programs

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

Measure literacy skills on a continuum

The STEP initiative measures literacy on a continuum among adults in urban areas in 8 countries: Armenia, Bolivia, Colombia, Georgia, Ghana, Lao PDR, Sri Lanka, Vietnam

Well planned and resourced mass literacy campaigns

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

Keep literacy programs relevant

In Cameroon farmers learned how literacy skills could help market participation
Despite strong movement towards gender parity...

...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...

...while defining and measuring gender equality remains contested
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

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

...even if some countries such as Ghana, Kenya, and Mexico have increased access and improved learning at the same time.

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

In a third of countries less than 75% of primary school teachers were trained according to national standards.
EFA Goal 6: Policy successes since 2000

- **Learning assessments**: Early grade reading assessments have prompted governments and donors to rethink policies in early grades.
- **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 high-school.
- **Appropriate 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 increased their spending on education

...but half of low income countries spent less than 4% of GNP on education

Source: Annex, Statistical Tables 9 (print) and 11 (GMR website); UIS database.
International aid to education fell by US$1.3 billion between 2010 and 2012.

Only 2% of aid to basic education goes to pre-primary education.

Source: OECD-DAC, 2014
In 2013, the education sector received **only 40%** of the requests it made for humanitarian aid.

Of total funds made available for humanitarian appeals, **just 2%** was for education.
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
This is 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, donor commitments have stalled.
Explaining progress towards EFA: The international context

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

Education initiatives and coordination
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
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**.
- Currently, 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 more just and peaceful societies

Sectors should therefore **collaborate** closely at the national and global level to improve synergies
en.unesco.org/gem-report/

Register for the World Education Blog:
efareport.wordpress.com

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

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