EFA Global Monitoring Report 2010

Reaching the marginalized

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The EFA GMR at a glance

• Tracks overall progress in meeting EFA goals of countries and also performance of civil society, donors, and international agencies involved in education
• Published annually by an independent team based in UNESCO
• Advisory board of specialists and practitioners from different regions provides guidance on the theme for each report
• Each edition adopts a central theme related to EFA:
  • 2002 - Education for All: Is the World on Track?
  • 2003/04 – Gender and Education for All, the leap to equality
  • 2005 – The Quality Imperative
  • 2006- Literacy for Life
  • 2007 – Strong Foundations: Early Childhood Care and Education
  • 2008 – Education for All: Will we make it?
  • 2009 – Why Governance Matters
  • 2010 – Reaching the Marginalized
The EFA GMR at a glance

- Identifies good practices in EFA areas & emerging challenges
- Aims to inform and to influence education and aid policy
- Report prepared by team of research and policy analysts that draws upon a wide range of expertise
- Data sources:
  - UNESCO Institutes for Statistics (UIS) for data on students, teachers, school performance, adult literacy and education expenditure
  - commissioned studies/ background papers
  - national & household surveys, in particular for the 2010 report
- UIS data covers 204 countries
- UIS data coverage for 2010 report: school year ending 2007 compared to 1999, unless otherwise indicated

Presentation outline

I. Progress and Challenges in meeting each EFA goal – 1999 vs. 2007 data
II. Reaching the Marginalized
III. Financing EFA
IV. Rising to the EFA Challenge: Recommendations
Goal 1 – Early childhood care and education

Progress:
- Enrolment in Pre-Primary continues to rise, globally gross enrolment is now 44% from 33% in 1999; Pacific enrolment is 67%; East Asia, 47%; S&W Asia, 36%

Challenges:
- Pre-primary coverage in many countries still very low
- Child malnutrition affects 178 million children – one in three aged 0-5 years
- Education disadvantage starts in the womb and is linked to gender health disparities (iron and iodine deficiency)
- Timor Leste, Lao PDR, DPR Korea, Cambodia, Viet Nam, Myanmar, Philippines, Afghanistan, Nepal, Bhutan, India, Pakistan and Bangladesh have stunting rates of 30% or more, a sign of malnutrition
Goal 1 – Early childhood care and education

![Graph showing Progress in Pre-Primary Enrolment](image)

More children are getting pre-primary education but coverage still vary in the region, from nearly 100% in Thailand to under 10% in Bhutan.

Goal 2 – Universal primary education

Progress:
- Continued gains with out-of-school numbers down 32% globally in 2007 from 1999, with a 65% drop in Asia-Pacific (but administrative data may overstate progress – there could be many more children out of school)

Challenges:
- Progress is uneven and pace has slowed: out-of-school numbers falling too slowly for 2015 goal
- Getting the millions of out-of-school children into school
- Getting children into school is the first of many hurdles – getting children to complete a full primary cycle is a major challenge
Goal 2: Universal Primary Education

Numbers of out-of-school children are declining
But **56 million** children will still be out of school by 2015

Out-of-school children

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<td>Arab States</td>
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<td>South and West Asia</td>
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Goal 2: Universal Primary Education

The difficult journey through primary education

**The example of Cambodia**

- **Primary school entry age pupils**: 100
- **Net Intake rate**: 82
- **Net cohort survival to grade 5**: 51
- **Net cohort completion rate**: 40

**Primary school hurdles**

For millions of children entering primary school, their journey is often marked by **late entry, dropout and grade repetition**.

- In South & West Asia, 13%-15% of pupils drop out before completing Grade 1
- In Bangladesh, only 55% of children reach the last grade, 62% in Nepal, 66% in India
Goal 3 – Youth and adult skills

Progress:
- The global crisis has pushed skills up the political agenda
- More young people are getting secondary education with 78% gross enrolment in East Asia & Pacific; 52% in S&W Asia in 2007
- Upper secondary enrolment in Thailand at 67% in 2007

Challenges:
- Need to strengthen links between TVET provision and employment, second chance options, and informal sector
- Raising the quality & improving relevance of technical & vocational education
- Vocational education is failing to target those who face the most acute disadvantage

Goal 3 – Youth and adult skills

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<td>Gross Enrolment Ratio in Secondary Education</td>
<td>Gross Enrolment Ratio in Tertiary Education</td>
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<tr>
<td>WORLD</td>
<td>60</td>
<td>66</td>
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<td>Central Asia</td>
<td>85</td>
<td>95</td>
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<td>East Asia</td>
<td>64</td>
<td>77</td>
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<td>Pacific</td>
<td>111</td>
<td>105</td>
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<td>South &amp; West Asia</td>
<td>45</td>
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Participation in secondary education is increasing, but progress is uneven among developing countries and within these countries.
Goal 4: Youth & Adult Literacy

Progress:
• Adult literacy rates continue to rise globally to 84% in 2007 from 76% in 1994
• Number of adult illiterates have been reduced from 869 million to 759 million globally in 2007

Challenges:
• 16% of the world’s adult population (759 million) still lack basic literacy skills
• On current trends, 709 million adults globally would still lack basic literacy skills by 2015 - the EFA target will be missed
• More than half (351 million) of adult illiterates live in South & West Asia and 108 million live in East Asia & Pacific
• 63% of illiterates in South & West Asia are women

Goal 4: Youth & Adult Literacy

No. of Adult Illiterates in millions (Age 15+)

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<td>Indonesia</td>
<td>13.27</td>
<td>21.58</td>
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<td>China</td>
<td>70.58</td>
<td>184.21</td>
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<td>India</td>
<td>269.81</td>
<td>283.85</td>
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<td>Philippines</td>
<td>2.33</td>
<td>3.75</td>
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<td>Viet Nam</td>
<td>4.79</td>
<td>6.03</td>
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<td>Bangladesh</td>
<td>44.46</td>
<td>48.54</td>
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<td>Pakistan</td>
<td>47.06</td>
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<td>Thailand</td>
<td>2.95</td>
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Goals 5 – Gender Equality in Education

Progress:
- Primary education expansion has gone hand-in-hand with greater gender parity: 97 girls are enrolled in primary schools globally, for every 100 boys
- In S&W Asia, 95 girls are enrolled in primary education for every 100 boys, compared to only 84:100 in 1999
- Bangladesh eliminated gender gap in literacy rates for 15-24 year olds
- Thailand achieved parity in primary enrolment but disparity exists in secondary education with 110 girls for every 100 boys

Challenges:
- Growing disadvantage for boys in participation and performance in schools
- Out-of school girls are less likely ever to enroll
- 6 out of 10 adult illiterates worldwide are women; the ratio is expected to be the same, on current trends, in 2015

Goals 5 – Gender Equality in Education

Age ILLITERACY Profile in Selected Countries by Age Group & Sex, 2007

The gender gap in literacy rates is narrowing, but not at the same pace
Goal 6: Quality in Education

Progress:
• Average Pupil/Teacher Ratios have improved but this masks national disparities
• More attention is paid to improving quality of education, globally and in the region

Challenges:
• Gaps in school quality remain enormous between developed and developing countries based on learning achievement tests: many children are leaving school without basic literacy & numeracy skills
• Achievement disparities outweigh enrolment inequalities
• About 8.4 million primary teachers needed worldwide to replace those retiring or leaving

Goal 6: Quality of Education

- Acute teacher shortages still a problem

To achieve UPE by 2015, 18 million new teachers has to be recruited and trained globally

![Graph showing teaching staff in primary school education by region, 2006 and projected 2015.](Source: GMR (2009))
Goal 6: Quality of Education

National pupil/teacher ratios mask large disparities between rich-poor, rural-urban, indigenous and non-indigenous areas.

Pupil/Teacher ratio by State level in India (2005-06)

Source: EFA Mid-Decade Assessment, (2008) India

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Goal 6: Quality of Education

The global quality divide

In Singapore & in the Rep. of Korea, 95% of 8th grade students score above the low benchmark.

400 or less score: have only the most basic knowledge of math.

In Ghana, nearly 90% of 8th grade students score below the low benchmark.

Above the TIMSS high international benchmark.
II. Reaching the marginalized

Marginalization in education

What is it?

- "Clearly remediable injustices around us which we want to eliminate" *The idea of justice*, Amartya Sen

- The Report focuses on:
  1. **Measuring marginalization** – new national data (DME data set)
  2. **Drivers of marginalization** – causes such as poverty, gender, language, location, disability which intersect – and are reinforced by social attitudes
  3. **Remedies** – Policies for reaching and teaching the marginalized
Measuring marginalization – a new tool

- Deprivation and Marginalization in Education (DME) data measures:
  - ‘Education poverty’ – less than 4 years in school
  - ‘Extreme education poverty’ – less than 2 years in school
    - covering 17- to 22-year old population
- DME provides a tool for:
  - disaggregating by group characteristics
  - decomposing the ‘bottom 20%’
- Beyond the numbers of years in school – looking at disparities in learning achievement

The education poverty threshold

In Pakistan, the poorest 20% of households have an education poverty incidence double the national average

And, for girls from the poorest 20% of households, the proportion nearly triples

The gender effect:
Girls from the poorest households who are in education poverty

The wealth effect:
People from the poorest households who are in education poverty

Education poverty
People with less than 4 years of education

Extreme education poverty
People with less than 2 years of education
Overlapping disadvantage influence years in school

**Extreme education poverty**
% with less than 2 years of education
(age 17-22)

- **Nigeria**, poor, Hausa, girls: 25% vs. 97%
- **Kenya**, rural, Somali, girls: 7% vs. 95%
- **Ghana**, northern region, rural, girls: 17% vs. 84%
- **Pakistan**, rural, Sindhi, girls: 41% vs. 72%
- **India**, poor, Uttar Pradesh, girls: 20% vs. 57%

- In Pakistan, 73% or 7 out of 10 rural Sindhi girls (aged 17-22) have less than 2 years of education compared to the country average of 31%

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Getting left behind – drivers of marginalization

**What are the causes?**

- Educational marginalization driven by interacting layers of disadvantage
- Crosscut by poverty and gender

**Five key processes which drive marginalization:**

1. Poverty, vulnerability and child labour
2. Group-based disadvantages
3. Location and livelihoods
4. Disability
5. HIV and AIDS
1. Poverty, vulnerability and child labour
   - 1.4 billion people living on less than US$1.25/day; 40% of people in South Asia fall below this absolute poverty threshold
   - 116 million child labourers globally
   - For these children and households, school fees and other costs remain a major barrier to education, particularly when shocks occur
   - Challenge is to break the negative cycle where poverty begets education disadvantage, which in turn perpetuates poverty

2. Group-based disadvantages
   - Ethnicity, indigenous status, caste, language – linked to cultural identity of the group
   - 221 million children globally with home language not used in school
   - Discrimination, stigmatization and subordination reinforced by children’s school experiences (e.g. caste in India)

Social stigma can undermine test performance

Experimental Impact of the announcement of caste on solving puzzles in India

![Chart showing impact of caste announcement on puzzle-solving performance]
3. Location & livelihoods

- Children living in slums, remote rural areas or conflict-affected zones are typically among the poorest and most vulnerable.
- 900 million slum dwellers with limited affordable provision.
- Remote rural areas – distance to school is a major determinant of participation by ethnic monitors, e.g. Lao PDR.
- Children aged 5-17 comprise around one-third of the global population of forcibly displaced people.
- 25 million children, or over one-third of out-of-school children globally live in conflict-affected countries.

4. Disability

- 150 million disabled school-aged children, plus those living with disabled relatives; Around 4 in 5 children with disabilities live in developing countries.
- Educational marginalization differentiated by type and severity of impairment.

5. HIV and AIDs

- 33 million HIV+, including 2 million children globally.
- Around 15 million children under 18 have been orphaned due to AIDS.
- Stigmatization and institutionalized discrimination, poverty and orphanhood, are major barriers to both access and learning.
Leveling the playing field

The inclusive education triangle

Three broad sets of policies which can combat marginalization

The learning environment

- Allocating teachers equitably
- Developing relevant curriculum
- Recruiting & training teachers from marginalized groups

Accessibility and affordability

- Cutting direct & indirect costs
- Investing in school infrastructure
- Providing targeted financial incentives

Entitlements and opportunities

- Developing poverty reduction strategies
- Tackling early childhood deprivation
- Providing social protection

Reaching the marginalized in Asia-Pacific

- Assessment of EFA progress, focusing on identifying the unenrolled in education and recommendations to address their plight (started in 2006)
- Collaborative work with SEAMEO on reaching the unenrolled
  - 10 projects jointly implemented by countries in Southeast Asia with technical assistance from UNESCO, UNICEF, other partners
  - Education Ministers endorsed projects following a SEAMEO-ASEAN-UNESCO workshop
- Establishing the Forum for Asia Pacific Parliamentarians for Education
- Direct assistance to countries through the Capacity Development for Education For All (CapEFA) funding mechanism and programme approach
- EFA advocacy through TWG on EFA, EFA coordinators meetings, publications, etc.
Reaching the marginalized in Asia-Pacific

Publications on EFA Assessment focusing on reaching the unreached and marginalized in education

III. Financing Education
Overall Donor performance – a mixed record

- **Overall aid** levels rising, but projected **shortfall** against G8 commitment in 2005 to increase total aid to $130B by 2010 from $80B in 2004
- Collective effort data masks **mixed picture**

Aid to basic education – a worrying picture?

- Disbursements are rising, but...
- Aid commitments to basic education fell by 22% in 2007, to US$4.3 billion
Education at risk: the impact of the financial crisis

- ‘Aftershock effects’ - slower economic growth, mounting fiscal pressures and rising poverty levels
- Progress in EFA goals are under threat. Protecting vulnerable populations and ensuring that the momentum is not lost are urgent priorities for governments and donors alike
- UNESCO Study on the Impact of the Financial and Economic Crisis on the Education Sector (Dec. 2009), 12 countries:
  - governments protected education budgets (e.g. Thailand, Mexico) but increases were much weaker than in pre-crisis years
  - Some countries cut budget for education (e.g. Mongolia)
  - Growing reports of rise in absenteeism, school dropouts and increased child labour
- Effects of crisis on development indicators will not be seen until at least 2 years, when data becomes available

Aid and the financial crisis

- **United Kingdom**: maintaining the real value of aid pledges
- **United States**: to double national development assistance to $50B by 2015
- **Sweden**: making cuts to aid budget but to keep spending 1% of GNI on aid
- **Spain**: aims to spend 0.70% of GNI on aid by 2012
- **Italy**: deep cuts in aid, from 0.20% of GNI in 2008 to 0.09% of GNI in 2011
- **Canada**: to double development assistance by 2010
- **France & Germany**: no clear commitments in view of weak economic forecasts
- **Japan**: increased aid budget by 13% in 2009, but still has the lowest aid-to-GNI ratios among OECD countries
The multilateral architecture – needs reform

- The EFA Fast Track Initiative (FTI) has made some important achievements, with
  - good practice (support for national planning)
  - US $491 million disbursed through the Catalytic Fund
- However, faces major challenges
  - Poor disbursement record and low political support
  - No funding from private or philanthropic sources
  - Conflict-affected countries are weakly covered
- Reform of FTI is necessary
  - Lessons based on global health funds
  - Greater political leadership and revitalized agenda in 2010

IV. Rising to the EFA challenge: Recommendations

Rising to the EFA challenge
Rising to the EFA challenge: Recommendations

- Set equity-based targets for all EFA goals and monitor their progress.
- Identify the drivers of marginalization for specific groups and adopt integrated policies that address them.
- Integrate provision by NGOs within national education systems and expand the entitlements of the marginalized.
- Increase resource mobilization and strengthen equity in public spending.
- Honour aid commitments and strengthen the multilateral architecture for aid to education.
- Convene a high-level pledging event linked to the 2010 Millennium Development Goals summit.

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Thank you!

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