Education for All -
or Learning for Some?

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Outline

• Why education
• Monitoring progress
• EFA scorecard mixed
• What is holding back progress
• The regional perspective
• EFA Coordination/Improve efficiency
• The road ahead
Prioritizing Education

No country has ever climbed the human development ladder without steady investment in education.
Why Education?

✓ a basic human right (Article 26, UDHR and other instruments)

✓ a driving force for personal, social and economic development

✓ a foundation for building more inclusive societies
Education

- Contributes to economic growth
- Reduces poverty
- Improves health, nutrition, income and livelihoods
- Promotes citizenship and democratic participation
- Creates choice & opportunities
- Powerful driver for achieving all the Millennium Development Goals (MDGs)
Monitoring Progress
MDG2 Progress

**Worldwide**
- 42 million more children enrolled in primary school
- Since 1999 the # of out-of-school children dropped by 33 million

**South and West Asia (SWA)**
- Universal Primary Enrolment (UPE) rates ↑ by 23% between 1990-2007
- More than halved the # children out of school – a reduction of 21 million

**East Asia and the Pacific**
- An increase in out of school children in the same period

**Sub-Saharan Africa (SSA)**
- UPE rates ↑ by 51% between 1990-2007
Numbers of out-of-school children are declining

- But still 56 million children out of school in 2015, and real numbers could be much higher. 2008 69 million
Despite impressive gains...progress has not been universal!
Status of the 6 EFA goals:

1. Education **disadvantage starts in the womb** - Free maternal and child health care are an education imperative.

2. UPE - Progress is uneven and **pace has slowed** – out-of-school numbers falling too slowly for 2015 goal. Some higher income countries are off track.

3. Skills -nNeed to strengthen links between TVET provision and employment, second chance options, and informal sector.

4. About **796 million adults** lack literacy skills today.

5. **Gender gaps** are narrowing, but there is a parity gap of 6 million

6. Enrollment has not been matched by improvement in **learning outcomes**. In some countries focus on access impacted negatively on quality.
Interdependence of different levels

• ECCE – Cognitive learning formed in first years of life, nutrition/stimulation
• Primary – basic learning abilities, 3Rs critical foundation for learning
• Secondary – life skills, academic and practical
• Higher education and research
• Adult learning and second chance programs
• A system for learning through life
What’s delaying progress?

Marginalization is the single greatest factor preventing the universal achievement of education goals. Quality is lagging behind.
The Quality Imperative

- Successes in increasing access to education, have not been matched by increase in quality

- Debated in all countries: “what kind of education do we want?” & “how can we improve learning outcomes in our schools?”

- Quality education goes beyond individual learning achievements and can lay the foundations for more equitable, just and tolerant societies

- UNESCO is working on a quality assurance framework, as an assessment tool to provide more guidance to Member States in developing their own instruments. Quality assessment should be an integral part of monitoring and evaluation of program implementation
Realities of Exclusion

- In many countries, the difficulty in enrolling hard-to-reach groups will prevent the achievement of universal primary education.
- Inequalities, disparities and multiple combined forms of exclusion persist and are often hidden. Disparities within countries are frequently more pronounced than beyond national borders.
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

Currently US$2.7 billion in aid to basic education for 46 low income countries
What can we learn from this region?

- Strong awareness of education is critical for human resource development
- Seen in the perspective of economic growth and development
- National mobilization based on strong dialogue public – private sector
- Regional/subregional peer review/competition
- Respect of national culture/heritage
- All levels of education important for staying on top in terms of creativity and innovation
EFA Coordination: how it works

“UNESCO will continue its mandated role in co-ordinating EFA partners and maintaining their collaborative momentum”

(The Dakar Framework for Action, 2000)
EFA Coordination: how it works

- Facilitate policy dialogue
- Mobilize technical and financial resources
- Monitor EFA progress
- Advocacy
- Build capacity
EFA Coordination: how it works

1. Global Mechanisms:
   - High Level Group
   - Working Group
   - International Advisory Panel
   - Civil society network CCNGO/EFA
   - GMR
   - EFA-FTI
   - E-9 Initiative

2. Regional Mechanisms and Networks

3. Other Initiatives:
   - Thematic Initiatives (former EFA Flagships)
   - Special partnerships networks
EFA Coordination - Challenges

• Lack of high level commitment to education
• Ensure better flow/link national/regional/global EFA processes
• Lack donor interest/funding
• HLG is not a small and flexible meeting attracting high level participation
5. Proposals to make it more effective

“We call on UNESCO, ..., to propose concrete measures ... to enhance the effectiveness of the High-Level Group, and the underpinning coordination architecture, in order to boost political leadership and mutual accountability.”

Addis Ababa Declaration 2010
5. Proposals to make it more effective

Concrete proposals to enhance the effectiveness of the High-Level Group and the underpinning coordination architecture

- Broad consultation (internal and external)
- Paper on Enhancement of EFA
- Meeting of IAP (10 September)
- Revised Document (22 Sept)
- Consultation with Member States
- Finalise proposals for Director-General’s decision > December 2010)
- WGEFA and HLG 2011 (transition)
- Implement reform
5. Proposals to make it more effective

- Reformed HLG structure
  - Small forum of global leaders >more political impact, global advocacy
  - Informed by regional and national analysis and action
- Working Group on EFA: annual ministerial/partners technical review meeting
- Renewed impetus for 5 “EFA convening agencies”
- Stronger links between coordination at global, regional and national level
- Stronger evidence base: GMR and independent research on input and policy gaps
- Link EFA coordination with other global mechanisms (UN-CEB, thematic initiatives, ECOSOC...)
The Road Ahead

How can we defy the odds to meet Education goals by 2015?
Vision of EFA 1990/2000

1990 Jomtien: The **Vision** - MEETING BASIC LEARNING NEEDS

- Universalizing access and promoting equity;
- Focussing on learning;
- Broadening the means and scope of basic education;
- Enhancing the environment for learning;
- Strengthening partnerships.

2000 Dakar: The Dakar Framework - a collective commitment to **action**.
Governments have an obligation to ensure that EFA goals and targets are reached and sustained. This is a responsibility that will be met most effectively through broad-based partnerships within countries, supported by cooperation with regional and international agencies and institutions.
Vision 2010

2010 Vision/Action = Quality/Equity

Lifelong quality learning for all adapted to 21 century lifeskills

Learning counts – but counting what?
Actions Needed

- Need to put education back at the centre of the development agenda
- EFA is global – not confined to developing countries
- Make stronger **political commitments to primary education** to fill the estimated $16 billion financial gap to achieve EFA goals. Back on G8/G20 agenda
- Greater government resources & international aid
- Better utilization of existing resources
- Aid more strategic and “smart” to deal with bottlenecks that are holding back progress
- Respect national ownership
- Fast Track Initiative strong need for replenishment
- Development of innovative financing mechanisms
Actions Needed cont.

• Build more resilient education systems & social protection measures to guard against threats
  ✓ Capacity-building: skills development
  ✓ Improved governance: participation (e.g. community ownership) & transparency and accountability (e.g. decentralized decision-making)

“Business as usual” will not bring in the most “hard to reach” children”

• Stronger commitment to reducing disparities and inequalities
  ✓ Removal of systemic barriers (inside + outside school)
  ✓ Development of “Second Chance Programs”
  ✓ Better delivery of education programs in countries affected by conflict
NO EASY OR QUICK FIX

• Adopt a more **holistic approach** to education
• A better balanced system, including formal and informal education
• Improve quality of planning and implementation. Better diagnostic and analytical work, improved monitoring and evaluation
• Better integrated in broader political framework
WE KNOW WHAT WORKS- BUT STILL IT IS NOT HAPPENING!

- Political will and commitment
- Financing
- Teachers, teachers, teachers!!!!
  ✓ Recruit and train more teachers to meet UPE target by 2015 (teacher gap estimated at 1.9 million)
  ✓ Address issues of teacher training, status and deployment

- Promote multi-sectorial approach to education
  ✓ Facilitating the linkage of education to other development areas (e.g. health & labour sectors)
- Exchange resources, technology, and knowledge between countries
  ✓ South-South and Triangular Cooperation
THANK YOU!

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