On current trends, millions of children will still be out of school by 2015 — the target date for universal primary education

**Primary Net Enrollment Ratios, 1999-2006**

In 2006, 75 million children were not in school worldwide; 55% were girls and 8.99 million were in East Asia.

The challenge is to get children into school and through a full cycle of primary education

**Primary Net Enrollment Ratios and Survival Last Grade of Primary Education**

To achieve universal primary education, countries must increase enrollment and completion.

**East Asia: Selected Education Indicators**

[Table of data related to education in East Asia]
On current trends, 770 million adults will still lack basic literacy skills in 2015.

Actual literacy and illiteracy rates in East Asia (2000 - 2006) and projected rates (2015)

Of 776 million illiterate adults worldwide in 2006, 111 million lived in East Asia and almost two thirds were women.

Children from the richest households are in school, while the poor lag behind

Primary Net Attendance Rates by Wealth Quintile, Selected Countries and Most Recent Year

Progress towards the EFA goal is being undermined by a lack of political will to tackle persistent inequalities based on income, gender, location, ethnicity, language, disability, and other markers for disadvantage. Unless governments act to reduce disparities through effective policy reforms, the EFA promise will be broken.

—UNESCO Global Monitoring Report

Overall EFA achievement is significant, but inequalities within countries remain

Policy Recommendations to Overcoming Inequality in Education

1. Commit to reducing disparities based on wealth, location, ethnicity, gender and other indicators of disadvantage.
2. Support political leadership to reach education targets and tackle inequality.
3. Strengthen policies for reducing poverty and deep social inequalities.
4. Raise quality standards in education.
5. Increase national education spending.
6. Put equity at the centre of financing strategies.
7. Ensure that decentralization has an in-built commitment to equity.
8. Recognize that school competition, choice, and public-private partnerships have their limits.
9. Strengthen the recruitment, deployment and motivation of teachers.

“Good governance in education is not an abstract concept. It is about ensuring that children have access to well-funded schools that are responsive to local needs and employ trained, motivated teachers.”