Where do we stand on EFA and the key development gaps?

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Towards EFA 2015 and Beyond - Shaping a New Vision of Education
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I. Background
Global EFA Movement: Jomtien to Dakar to 2015

- World Conference on EFA 1990, Jomtien, Thailand
- Start of global EFA movement
  - EFA Goals and targets set
  - Lead agency: UNESCO
- Mid-Decade Assessment (1996)


EFA 2000 Assessment
World Education Forum
2000, Dakar, Senegal;
Millennium Declaration (MDGs)

- EFA 2015
- MDGs 2015
- EFA 2000 Assessment
- Asia-Pacific Mid-Decade Assessment (2006-8)
- Stock taking
  - Target re-set
  - National Action Plans prepared
  - New global architecture/review mechanism for EFA
EFA in a lifelong perspective

- The EFA initiative is a matrix of cross-cutting goals that provide for **lifelong education programmes** with a focus on quantity ("all"), equality and quality
- The EFA goals call for the provision of quality education for all stages of the life cycle

<table>
<thead>
<tr>
<th>Goal &amp; target group</th>
<th>Goal 5: gender parity and equality</th>
<th>Goal 6 Quality: quality of inputs, process, outputs &amp; outcomes</th>
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<tbody>
<tr>
<td>Goal 1 ECCE: young children</td>
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<td>Goal 2 UPE: school-age children</td>
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<td>Goal 3 Skills: Youth &amp; Adults</td>
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<td>Goal 4 Literacy: adults</td>
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The Education MDGs and the Six EFA Goals

MDG 2:
All children, complete a full course of primary education by 2015

MDG 3:
Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education on later than 2015

1. Expand Early Childhood Care and Education
2. Achieve Universal Primary/Basic Education (UPE)
3. Provide Life Skills and Lifelong Learning
4. Improve Literacy Rates
5. Achieve Gender Parity and Equality in Education
6. Provide Quality Education

Education is key to achieving all the MDGs
II. Progress and Development Gaps
EFA Goal 1: Early Childhood Care and Education

Learning begins at birth
Regional averages and gross enrolment ratio in pre-primary education, 1999 (or 2000), 2005 and latest data


Note: Ranked by data for 2009.
Number of pupils per teacher in pre-primary education, 2000 and 2009

Students per teacher

2000  2009

Kyrgyzstan  Mongolia  Tajikistan  Central Asia  Kazakhstan  Uzbekistan  Japan  Cambodia  China  Malaysia  Brunei Darussalam  East Asia and the Pacific  Lao PDR  Myanmar  Viet Nam  Macao, China  Republic of Korea  Nauru  Cook Islands  Hong Kong SAR of China  Samoa  Vanuatu  Indonesia  New Zealand  Maldives  World

Central Asia  East Asia and the Pacific  South and West Asia

- National average
- Poorest 20%
- Richest 20%

Note: Data are for the most recent year available during the period specified.
Infant mortality rates declined in Asia-Pacific - reduced by over one third, from its 1990 level of 63 deaths per 1,000 live births to 38 in 2009, slightly better than the world average of 43.

Compared to two decades ago, a child born in Asia-Pacific today, is more likely to be alive, to celebrate his/her 5th birthday.

Between 2000 and 2009 the number of children enrolled in pre-primary education increased.

Policies, guidelines and frameworks in place

- **East Asia and Pacific**: Brunei Darussalam, Cambodia, Indonesia, Lao People’s Democratic Republic, Malaysia, Philippines, Singapore, Thailand, Timor-Leste, Vanuatu and Viet Nam;
- **Central Asia**: Mongolia;
- **South Asia**: Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.
EFA Goal 1: Challenges

- Under-5 mortality rates remain high in South and West Asia (52% and 62% respectively), compared to other sub-regions.
- Number of pupils per teacher decreased in a many countries between 2000 and 2009.
- Gender inequality persists and mixed in Asia-Pacific.
- Wealth and education of parents determine if a child has access to ECCE programmes or not.
EFA Goal 1: Summary

- Systematic documentation of gaps and equity issues for the expansion of ECCE
- Need consensus on the scope and the holistic nature of ECCE and quantitative end targets.
- Holistic, integrated services that address all aspects of development during EC
- ‘One-stop’ platform of evidence for decision makers (regional, national and subnational trends)
Significant but uneven progress towards UPE throughout Asia-Pacific

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Progress in participation in primary education (ANER), by sub-region, 2000 and 2009

Primary Education: Net enrolment ratios per country

In 2010, 4.2 billion people lived in Asia-Pacific, 61% of the world’s population.

\[ 390.1 \text{ MIL} \] (2009)

2.2% increase in total primary enrolment

\[ 381.6 \text{ MIL} \] (2000)

The population growth rate in Asia-Pacific declined from 1.5% in the early 1990s to 1.0% in 2010 due to declining birth rates over the last two decades.

Source: EDN 2 and ESCAP Statistical Yearbook 2011
Out-of-school breakdown by sub-region

- **647,000** Central Asia
- **49.4 million** East Asia and Pacific
- **21.2 million** South and West Asia

Total number of out-of-school children and adolescents

- World: 141 million
- Asia-Pacific: About 72 million

*Over half of the world’s out-of-school population live in Asia-Pacific*

Source: 2011 Global Monitoring Report
Progress has been uneven across countries – and unequal within them

- 52 million more children in school since 1999, improved school retention
- Additional 39 million enrolled in South and West Asia
- 9 countries have already achieved universal participation in primary education, 11 on the way if past trend in adjust NER continues.
- Improved transition rate from primary to general secondary education during the post-Dakar period (In 2007, around 99% of primary school students graduated in Central Asia, 91% of students in East Asia and the Pacific and 86% in South and West Asia moved on to general secondary education)
EFA Goal 2: Challenges

- Large number of out-of-school children in all sub-regions, particularly E9 countries
- High rates of repetition (especially boys), children dropping out of, or being pushed-out by the education system persist.
- Unsatisfactory survival rates to the last grade of the primary cycle, Cambodia (54%),
- Low completion rates extremely low in Bangladesh and Pakistan (61%)
Overall, the region is on track to achieve UPE, but challenges remain.

Drop out rates high, boys at a disadvantage, low retention and completion rates.

In 2009, at least 72 million children were out of school, of which 54% were girls.

Public expenditure on education still below the threshold of GDP in most countries of the region.

Current projections estimate that 56 million children will still be out of school in 2015.

Beyond UPE…what’s the bigger picture?
Ensuring that the needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
Secondary Education: Gross enrolment ratios, sub-region, 1999 and 2008

Secondary Education: Gross enrolment ratios, by country, 1999 and 2008

Percentage of female enrolment in TVET, 2009

Note: Data for 2009 or latest available data.
## Employment status, by sex and subregion, 2008

<table>
<thead>
<tr>
<th>Region</th>
<th>Unemployment rate</th>
<th>Labour force participation rate</th>
<th>Vulnerable employment shares (estimates)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>East Asia</td>
<td>4.9</td>
<td>3.6</td>
<td>79.3</td>
</tr>
<tr>
<td>South-East Asia and the Pacific</td>
<td>5.2</td>
<td>5.5</td>
<td>81.7</td>
</tr>
<tr>
<td>South Asia</td>
<td>4.5</td>
<td>5.6</td>
<td>81.5</td>
</tr>
<tr>
<td>World</td>
<td>5.6</td>
<td>6.1</td>
<td>77.7</td>
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</table>

Secondary enrolment increased from 239 million students (1998) to 300 million (2008). More than 57% of the world total.

This increase indicates an average growth of 2.6% every year.

More improvement and emphasis on TVET in national education policies due to expanding economic development in the region as well as changes in labour markets.

Formal and non-formal curricula now reflecting more livelihood and life skills components.
Wide variation in access to secondary education across the region – low secondary NER of 27% in Afghanistan to a high secondary NER of 98% in Japan.

In 2008, the average NER was only 43% in low-income countries, compared to the 94% average in high-income countries.

Gender inequalities persist, more girls at a disadvantage at secondary level compared to primary level.

6 out of 9 South Asian countries indicated low enrolment rates for girls and low GPIs at the secondary level.
Gender inequalities in secondary education

- **Socio-cultural factors**: patriarchal societies and practices such as early marriage, early pregnancy, poor material health;

- **Household financial constraints**: need for girls to provide domestic work, perception that girls’ education lack value and poor quality education on offer

- **Schooling conditions**: distance to school, lack of sanitary facilities, lack of female teachers may dissuade parents
Secondary enrolment has increased by 61 million from 1998 to 2008.

TVET has seen improvements and emphasized in national policies.

Formal and non-formal curricula now reflecting more livelihood and life skills components.

Demand for secondary and tertiary education is growing – but large global inequalities exist;
• 74 million adolescents out of school
• Weak linkages between education and employment
• Rich countries – reforms needed to enhance efficiency and equity
An illiterate woman and a letter writer in India

EFA Goal 4: Youth and Adult Literacy
Illiteracy in numbers

- 127 million illiterate youth in the World
- 69 million illiterate youth in Asia-Pacific
- 65 million illiterate youth in South and West Asia

The illiterate youth population eventually swell the ranks of illiterate adults.

Source: EDN 4 2012
Asia-Pacific: 513 million illiterate adults

Of this figure, 2 in 3 or 65% are women

India: 283 million
China: 65 million
Pakistan: 50 million
Bangladesh: 50 million
Indonesia: 13 million

460 million illiterate adults
60% of the world total

Source: EDN 4, 2012
Progress towards EFA literacy goal in selected Asian and Pacific countries, 2005–2009 (adult literacy rates)

Note: * Data collected by UIS–AIMS (see Annex 3).
Adult literacy rate, by wealth index, 2006 and 2008

Urban-rural disparity in literacy for selected Asian and Pacific countries, 2000–2009

Sources:
Youth literacy rates are considerably higher than adult literacy rates - evidence that efforts towards UPE are paying off.

The youth literacy rate of the world is very close to the threshold of 90%. This is the level where literacy can be self-sustained.

Positive impact of efforts to achieve universal primary education during the past decade in most countries. These can be observed in the literacy data for youth aged 15–24 years old.

Adult illiterate population decreased in most parts of the world between 2000 and 2009.
Overwhelming number of illiterate youth and adults in the region. South and West Asia as a subregion alone had nearly 411 million illiterate adults in 2009, which was more than half (51.8%) of the world total. Of this figure 261 million were women.

Lack of innovative approaches to reach illiterate groups in Asia-Pacific such as the use of mother tongue and a greater range of ICT approaches.

Literacy disparities persist among population sub-groups (women, girls, people in rural/remote areas, the poor, disadvantaged, ethnic/linguistic minorities, migrants and people with disabilities).

Efforts to reduce illiteracy outstripped by rapid population growth and inability to enrol young children into schooling.
EFA Goal 4: Summary

- Adult literacy remains one of the most neglected of the six EFA goals.

- To reduce the illiterate population to the EFA target size, each country must adopt strategies that prioritize literacy action that singles out the main illiterate population groups, such as women, girls, youth, persons of working age, those living in poor or remote areas, ethnic or linguistic minorities, lower castes and migrant workers.

- To accelerate the spread of adult literacy, governments must consistently upgrade girls’ access to quality primary schooling, expand literacy programmes for adult women and ensure an environment conducive to lifelong learning (by increasing the scope of local libraries and community learning centres, for example).
EFA Goal 5: Gender Parity and Equality

Community Box Library, People's Institution from the Begunbari slum in Bangladesh
# EFA Goal 5: GPI

Goal achieved (GPI 0.97 to 1.03)

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<thead>
<tr>
<th>Primary education (gender parity index for net enrolment ratio)</th>
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<td>17. New Zealand (2008)</td>
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<td>22. Solomon Islands (2007)</td>
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<table>
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<tr>
<th>Secondary education (gender parity index for net enrolment ratio)</th>
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<td>8. Timor-Leste (2005)</td>
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## EFA Goal 5: GPI

<table>
<thead>
<tr>
<th>Close to goal (GPI 0.95 to 0.96)</th>
<th>Close to the goal (GPI 1.04 to 1.05)</th>
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<tbody>
<tr>
<td><strong>In favour of boys/men</strong></td>
<td><strong>In favour of girls/women</strong></td>
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<td><strong>Primary education (gender parity index for adjusted net enrolment ratio)</strong></td>
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<td><strong>Secondary education (gender parity index for adjusted net enrolment ratio)</strong></td>
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<td>4. Macao, China (2009)</td>
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<td>5. Republic of Korea (2009)</td>
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## EFA Goal 5: GPI

| Far from the goal  (GPI below 0.80) | Intermediate  
(GPI 0.80 to 0.94) | Intermediate  
(GPI 1.06 to 1.21) |
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### Primary education (gender parity index for net enrolment ratio)

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<tr>
<th>Country</th>
<th>Year</th>
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<td>Afghanistan</td>
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<td>Lao PDR</td>
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<td>Niue</td>
<td>2005</td>
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<td>Papua New Guinea</td>
<td>2005</td>
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<td>Pakistan</td>
<td>2009</td>
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<td>Nauru</td>
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### Secondary education (gender parity index for net enrolment ratio)

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<th>Country</th>
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<td>Nepal</td>
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<td>Solomon Islands</td>
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<td>Tajikistan</td>
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<td>China</td>
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<td>Cook Islands</td>
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<td>Fiji</td>
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<td>Kiribati</td>
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<td>Malaysia</td>
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<td>Mongolia</td>
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<td>Maldives</td>
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<td>Micronesia</td>
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<td>Niue</td>
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<td>Philippines</td>
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<td>Thailand</td>
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<td>Samoa</td>
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<td>Tonga</td>
<td>2004</td>
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<td>Vanuatu</td>
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Progress in Gender Parity: GPIs in Gross Enrolment Ratios (GER) in all levels of education

Source: UNESCO Institute for Statistics Database, December 2010
Trends in GPI for subregional average GER in primary education, 2000–2009


Many countries in Asia-Pacific, have reached gender parity in accessing and completing pre-school and primary school, even across ethnic groups, place of residence and income levels.

East Asia and the Pacific increased number of girls are in school at the secondary and tertiary levels.
Gender disparities in enrolment are greater at the secondary than at the primary level of education.

Boys becoming more and more the unschooled and the under-achieving in South-East Asia.

Outcomes of girls in terms of learning achievement are often lower than that for boys.

Education system career tracks and textbooks still gender-biased in Asia-Pacific.

Need safer, more girl-friendly schools; less biased curricula and materials; and stronger advocacy for girls’ education.
Educational programmes need to target vulnerable and marginalized groups through comprehensive approaches.

Efforts by governments must step up efforts to monitor and address gender stereotyping in teaching and learning materials and the teaching workforce.

Regional trend towards urbanization calls better monitoring of formal education attainment among the urban poor, slum dwellers and migrants in order to achieve gender parity in education.
EFA Goal 6: Quality Education

Education Quality should not be limited to only a few.
Average scores for reading, math and science, Asia-Pacific region, selected countries/economies, 2009

Note: OECD refers to Taiwan Province of China as Chinese Taipei. Source: OECD, 2010b.
Secondary school achievement in PISA 2009 Mathematics and Reading tests

Source: OECD, PISA 2009 Database
School life expectancy, by region, 1991 and 2008

School Life Expectancy by country, 1991 and 2008

EFA Goal 6: Achievements

- General trend to upgrade quality of education in Asia-Pacific.

- Over past decade, Asia-Pacific region stepped up commitments to ensure availability of school resources including qualified teachers, textbooks, ICT, etc.

- Recognition of the need for a comprehensive approach to improve education quality and greater school accountability for student achievement.
EFA Goal 6: Challenges

- Lack of consensus on the definition of quality edition: “what kind of education do we want?” & “how can we improve learning outcomes in our schools?”
- Insufficient quantitative measures and learning and teaching assessments in Asia-Pacific.
- Successes in increasing access to education, have not been matched by increase in quality.
- Curriculum, textbooks and pedagogy fail to reflect diversity of language in the region.
- Recommended annual hours of instruction (850-1,000) unmet by Asian countries
- Poor performance in international achievement tests in developing countries of Asia-Pacific.
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.
Substantial achievements in the EFA goals in the last 20 years, particularly in getting more children into primary school gender parity.

Political commitment and action needed to achieve EFA

More must be done: With 3.5 years left to 2015, the EFA goals may not be met unless the remaining challenges are overcome.
1. **EFA Acceleration** (supporting countries to identify EFA solutions)

i. A sharper focus on addressing marginalization

ii. Giving priority to successful early learning

iii. Improving quality through teachers and ensuring that learning takes place in classrooms.

iv. Recognition of the significance of pre- and post-basic education and improvement of transitions in education

v. Accelerating on-going education reforms including improvement of education governance, finance and partnerships

The current decade offers a unique opportunity to use growing prosperity in the region to address inequality before disparities become too unbridgeable.
2. Data, monitoring, evaluation and assessment
   (regional review of EFA)

By 2015, governments in the region need to make a statement on where they stand in EFA, what they have achieved and what more needs to be done. To do so, the following areas must be considered:

i. Improving data quality and minimizing data inflation
ii. Establishing/institutionalizing efficient, stable and sustainable statistical mechanisms
iii. Recognition of importance of inter-sectoral and inter-ministerial collaboration on collection and sharing of key development statistics.
iv. Ensuring adequate and relevant capacity development at the country-level on EFA monitoring.
3. **Toward sustainable education** (looking beyond 2015)

The Asia-Pacific region together with the rest of the world must look into emerging patterns and trends in, across and beyond education, to determine the next steps after 2015. As countries move forward and are starting to recognize the importance of the sustainable approaches to education, the following aspects should be considered:

i. Enhancing the sustainability of education through holistic approaches
ii. Ensuring sufficient funds and aid to education
iii. Maintaining and improving the quality of education through use of traditional and new technologies
iv. Development of a knowledge base on key emerging development and educational trends and their implications for policy and practice
V. Conclusion

- **EFA is Unfinished**
  Progresses were remarked and more efforts are necessary for accessibility and learning results

- **Inclusive and Human Rights Based Approaches**
  For vulnerable groups, such as girls and women, refugees, the poor etc.

- **Political Commitment, Leadership and Investment**
  Actions of leaders, proper distributions of budgets, and innovative fund mobilizations
Thank you!

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