



United Nations  
Educational, Scientific and  
Cultural Organization

United Kingdom  
National Commission for UNESCO



# REACHING THE MARGINALIZED

## Launching the 2010 GMR

Colloquium organised at the Institute of Education,  
University of London

With the support of:





United Nations  
Educational, Scientific and  
Cultural Organization

United Kingdom  
National Commission for UNESCO



## REACHING THE MARGINALISED

A critical reflection on the EFA Global Monitoring Report (GMR) 2010

Monday 8<sup>TH</sup> March 2010

The Jeffery Hall, Institute of Education, 20 Bedford Way, London WC1H 0AL

9.30	Registration and Coffee/Tea
10.30	<p><b>Welcome and conference overview</b> <b>Chair:</b> <i>Prof. Seamus Hegarty, Chair, EFA Working Group, UK National Commission for UNESCO</i></p> <p><i>Dr Mary Stiasny, Institute of Education; Board of Directors and Education Committee, UK National Commission for UNESCO</i></p>
10.45	<p><b>Session One: The Global Monitoring Report 2010: Key Issues and major findings</b> <b>Chair:</b> <i>Prof. Seamus Hegarty, Chair, EFA Working Group, UK National Commission for UNESCO</i></p> <p><b>Presenter:</b> <i>Dr Kevin Watkins, Director, GMR Team</i> <b>Respondent:</b> <i>Prof. David Hulme, Director, Chronic Poverty Research, University of Manchester</i> <b>Respondent:</b> <i>Jo Bourne, Acting Head of Profession, Education, Department for International Development (DFID)</i></p> <p>Questions and answers.</p>
12.00	<p><b>Session Two: The Global Monitoring Report 2010: Overcoming Education Marginalisation</b> <b>Chair:</b> <i>Dr Mary Stiasny, Institute of Education; Board of Directors and Education Committee, UK National Commission for UNESCO</i></p> <p><b>First Presenter:</b> <i>Dr Pauline Rose, Senior Policy Analyst, GMR Team</i> <b>Second Presenter:</b> <i>Prof. Geeta Kingdon, Chair, Education, Economics and International Development, Institute of Education (IOE)</i> <b>Third Presenter:</b> <i>Akanksha Marphatia, Senior Education Policy &amp; Research Coordinator, ActionAid International</i></p> <p>Questions and answers.</p>

13.00- 13.45	Lunch
13.45 – 15.15	<p><b>Session Three: Six thematic breakout groups</b> (2 groups for each theme)</p> <p><b>Overcoming marginalisation and schooling</b>  <i>Group 1 Chair: Prof. Leon Tikly</i>  <i>Group 2 Chair: Freda Wolfenden</i></p> <p><b>Developing a more comprehensive approach to overcoming marginalisation</b>  <i>Group 3 Chair: Dr Sheila Aikman</i>  <i>Group 4 Chair: Dr Caroline Dyer</i></p> <p><b>Reaching the marginalised: The role of aid</b>  <i>Group 5 Chair: Dr Yusuf Sayed</i>  <i>Group 6 Chair: Helen Pinnock</i></p>
15.15	Tea and coffee
15.45	<p><b>Session Four: Reaching the Marginalised in Mexico &amp; Mongolia</b>  <b>Chair:</b> <i>Prof. Hugh, Lauder University of Bath; Chair, UKFIET</i></p> <p><b>Presenter:</b> <i>Lauren Child MBE, UNESCO Artist for Peace</i></p>
16.10	<p><b>Session Five: Feedback from the six thematic groups</b>  <b>Chair:</b> <i>Prof. Hugh Lauder, University of Bath; Chair, UKFIET</i></p>
16.40	<p><b>Session Six: Ways forward and Final Reflections</b>  <b>Chair:</b> <i>Prof. Hugh Lauder, University of Bath; Chair, UKFIET</i></p> <p><i>Prof. Kevin Watkins, Director of the GMR Team</i></p> <p><i>Peter Colenso, Head of the Human Development Group, Policy &amp; Research Division, Department for International Development (DFID)</i></p>

The Colloquium is sponsored by the Department for International Development (DFID) and hosted with the support of the Institute of Education (IOE).



## Speakers' Profiles

**Sheila Aikman** teaches on education and international development at Masters level. Her research background is in intercultural and basic education, - formal, non-formal and indigenous knowledge and learning systems, gender equality and multi-grade teaching. She has an MA and a PhD in Education and International Development from the Institute of Education, University of London, also an MA in Archaeology from the University of Edinburgh and a PGCE from the (now) Oxford Brookes University. She has also held a Spencer Post-doctoral Fellowship with the National Academy of Education, USA. Sheila has worked with local and international indigenous NGOs in Latin America and carried out long term ethnography in the Peruvian Amazon. Before joining the School of International Development in 2008 Sheila was for 6 years the Education Policy Adviser with Oxfam GB, responsible for support to and the strategic development of Oxfam GB's International Education Programme and collaborative research in Sub-Saharan Africa, Asia and Latin America. She also co-directed DFID-funded projects: 'Beyond Access' for gender equality in education, and the Commonwealth Education Fund for civil society advocacy for Education for All in 16 low income countries in Sub-Saharan Africa and South Asia. She has also carried out consultancy work for a wide range of government and non-government organisations.

**Jo Bourne** is Acting Head of Profession at the Education Department for International Development. Jo joined DFID in 1997 following completion of her MA in Education and International Development. Initially based in Zimbabwe she managed the design of DFID's support for education in Malawi. From 2000 – 2002 Jo worked for the European Commission, leading the local donor group and implementing the EC's education sector wide approach. As DFID's Senior Education Adviser in Rwanda from 2003 - 2007 she supported the Government of Rwanda to improve basic education and led the donor group in scaling up financial resources to the sector. Jo spent time as Deputy Head of the DFID Rwanda office, also covering Burundi, then Acting Head, before returning to the UK in September 2007 to take up a Senior Education Advisory position in DFID's Policy Division. She is now Head of Profession for Education. Prior to joining DFID Jo was a teacher in the UK and China, and a volunteer teacher trainer in China.

**Lauren Child** is one of the most renowned and talented author/illustrators working today. Her first books were published in 1999 and she won the prestigious Kate Greenaway Medal in 2000 for *I Will Not Ever Never Eat a Tomato*, the first of her *Charlie and Lola* picture books. She was chosen in 2002 to be the artist to represent World Book Day. Lauren Child's third Clarice Bean novel *Clarice Bean, Don't Look Now* was published in 2006 and has sold over 500,000 copies. In October 2005, the BBC launched a 78-part animated series of *Charlie and Lola*. The series has won four BAFTAS and is viewed by millions of children in more than 34 countries. Lauren Child's books are translated in over 30 languages. In June 2008, Lauren Child's book, *That Pesky Rat*, went on sale with combined profits from both author and publisher, Hachette Children's Books, given over to UNESCO's Programme for the Education of Children in Need. Lauren Child was particularly motivated by the UNESCO Programme's innovative and artistic schemes to encourage the education of marginalised children. A campaign, My Life Is A Story, was launched in parallel, with UNESCO, to gather the unheard life stories of excluded children in deprived areas of the world. In December 2008 Lauren Child was named a UNESCO Artist for Peace. She was awarded an MBE for her services to literature in 2010. Lauren Child's website is [www.milkmonitor.com](http://www.milkmonitor.com). See also [www.mylifeisastory.org](http://www.mylifeisastory.org).

**Peter Colenso** is Head of the Human Development Group in DFID's Policy & Research Division. The Human Development Group covers Education, Health and HIV/AIDS. Formerly Head of Profession for Education in DFID, Peter has also worked as an Education Specialist for the World Bank and for NGOs.

**Caroline Dyer** joined the University of Leeds in 2004 as a specialist in development practice, particularly as applied to community development and education. The majority of her work has been ethnographic and focused on India – she has migrated with nomads, researched adult literacy, and worked with teacher educators on professional development. As Director of postgraduate taught degrees in POLIS, Caroline is closely involved with the international community of students at the University of Leeds. She is also Deputy Chair of the UK Forum for International Education and Training, and a consultant for development organisations such as the EU and ILO. A linguist by training, Caroline's major research interest is education in development, with a particular focus on inclusion of mobile and less visible communities. She is interested in language and literacy and working children and has researched these interests in India, in Yemen, and in the UK.

**Seamus Hegarty** is Chair of the EFA Working Group and a member of the Education Committee of the UK National Commission for UNESCO. He is Chairman of the International Association for the Evaluation of Educational Achievement (IEA) and visiting professor at four universities. He served as Director of the National Foundation for Educational Research for twelve years until his retirement in 2005. He is founder editor of the European Journal of Special Needs Education, now in its 23rd year. He has written or co-authored more than 20 books and numerous papers. He has advised UNESCO and other international bodies on special needs issues for close on 30 years and served as Principal Academic Adviser for the Salamanca World Conference. He sits on the Irish National Council for Special Education where he holds the research and communications portfolio.

**David Hulme** is Professor of Development Studies at the University of Manchester and Executive Director of the Brooks World Poverty Institute and the Chronic Poverty Research Centre. His recent publications include *Poverty Dynamics: Inter-disciplinary Perspectives* (2009, Oxford University Press with T Addison and R Kanbur), *Social Protection for the Poor and Poorest: Risks, Needs and Rights* (2008, Palgrave with A. Barrientos), *The Challenge of Global Inequality* (2006, Palgrave with A Greig and M Turner) a Special Issue of the *Journal of Development Studies* (2006) on 'Cross-disciplinary Research on Poverty and Inequality' and many articles in leading journals. His research interests include rural development; poverty analysis and poverty reduction strategies; finance for the poor and sociology of development.

**Geeta Kingdon** is Professor and Chair of Education Economics and International Development at the Institute of Education, London University, and was until recently a Research Fellow at the Department of Economics, University of Oxford. Her interests in Development Economics centre on Economics of Education, Labour Economics and the Economics of Happiness, mostly in countries of South Asia and Africa. Her current research interests centre on statistical analysis of school effectiveness, teacher incentives, impact evaluation of education policy interventions, and the political economy of education. She has also extensively researched the labour market impact of education and skills in developing countries as well as gender differences in within-

household allocation. She is on the Editorial Board of several academic journals and does advisory work for both national governments and for bilateral and international donor agencies.

**Hugh Lauder** is Professor of Education and Political Economy at the University of Bath (1996-to present). He has studied at The University of London, (The Institute of Education), and gained his Doctorate at the University of Canterbury (NZ). He was formerly Dean of Education at Victoria University of Wellington. He specialises in the relationship of education to the economy and has for over 10 years worked on national skill strategies and more recently on the global skill strategies of multinational companies. His books include: Brown, P, Lauder, H, Ashton, D (2010) *The Global Auction: The Broken Promises of Opportunities, Jobs and Rewards*, Oxford University Press, New York (forthcoming); Lauder, H, Brown, P, Dillabough J-A and Halsey, A.H. (eds.) (2006) *Education, Globalization and Social Change*, Oxford, Oxford University Press He is a Visiting Professor at the Institute of Education and a member of the ESRC Virtual College.

**Akanksha A. Marphatia** is the Senior Policy & Research Coordinator in ActionAid's International Education Team. In addition to guiding the overall research portfolio which includes a partnership with the Institute of Education, Akanksha has led collaborative research involving multi-stakeholder teams around parental roles and teacher quality. She has also managed their research in 21 countries on the impact of IMF macroeconomic policies on education finance, especially teachers. Before joining ActionAid, Akanksha worked with research institutes, a number of UN agencies and Governments through West and East Africa on gender, education and finance issues.

**Helen Pinnock** has worked for Save the Children since 2003. She is currently the global representative for Save the Children UK on inclusive education, education in middle income states, minority ethnic education, language issues and disability in education. She provides technical support to Save the Children education programmes, focusing on equity and exclusion issues and on strengthening community education management. Helen also produces practice materials and policy research publications around inclusive education strategies, participatory school management, mother tongue based multilingual education, and inclusive education in emergencies. On behalf of Save the Children She is convenor of the Interagency Network on Education in Emergencies' Inclusive Education and Disability Task Team. Helen is also a member of the UNESCO-IBE Community of Practice, the Global Campaign for Education, the International Multilingual Education Network, the Enabling Education Network and the International Disability and Development Coalition.

**Pauline Rose** is a senior policy analyst. She joined the GMR team in April 2008 on leave from the University of Sussex. Her research, from a socio-economic development perspective, relates to educational policy and practice from a variety of perspectives, including financing and governance, democratisation, and the role of international aid in shaping the education agenda. This work focuses on concerns for out-of-school children with respect to poverty and gender in particular, and she has published extensively in these areas. Pauline has worked in a number of large multi-site collaborative research projects in sub-Saharan Africa and South Asia, funded by multi- and bi-lateral agencies and NGOs, as well as the UK Economic and Social Research Council. She holds a BA in Arabic and Economics and an MSc in Development Economics from the School of

Oriental and African Studies. Her PhD, from the University of Sussex, examined the implications of Malawi's school fee abolition for household, government and international financing of education.

**Yusuf Sayed** is a member of the EFA Working Group of the UK National Commission for UNESCO. He is an education policy specialist with a career in international education and development research. Based at the University of Sussex, he is also a Senior Research Fellow at the Human Sciences Research Council, South Africa. Previously Yusuf was Senior Policy Analyst at the EFA Global Monitoring Report, UNESCO, Team Leader for Education and Skills and the Department for International Development UK, and Head of Department of Comparative Education at the University of the Western Cape, South Africa. Dr Sayed's research focuses on education policy formulation and implementation as it relates to concerns of equity, social justice, and transformation. He has researched, authored and edited numerous books and published extensively in the field, focusing on education exclusion and inclusion; education governance and the role of the state; equity, financing and education; quality and teacher education. Dr Sayed's current research interest focuses on the effects of fee charging in education and education quality as it relates to issues of equity, rights and justice

**Mary Stiasny** is Assistant Director at the Institute of Education, University of London. She joined the Institute from the British Council to take up the post of Assistant Director, with responsibility for Learning and Teaching and oversight of the International Strategy, in July 2007. Mary began her working life as a secondary school teacher of Social Sciences at Holland Park School. She joined Goldsmiths College in 1975 as a Lecturer in Sociology with responsibility for the Social Sciences subject specialism on the PGCE programme. In 1992 she moved within Goldsmiths to the Department of Education as Director of the Secondary PGCE, and subsequently Deputy Head of Department. She joined Oxford Brookes University as Deputy Head of School, followed by 5 years at the University of Greenwich as Head of the School of Education and Training. Mary subsequently spent almost four years at the British Council as Director of Education and Training for the Council. She has written and spoken extensively about internationalism in education, taking the lead for the UK in working with the education sector recruiting overseas students, developing partnerships and enabling staff and students to develop an international outlook. Mary is a member of the Education Committee as well as a member of the Board of the UK National Commission for UNESCO.

**Leon Tikly** is a Professor in Education at the University of Bristol and is currently Director of the DFID funded Research Programme Consortium on Implementing Education Quality in Low Income Countries (EdQual). He has previously worked as a science teacher in London and Tanzania, as a policy researcher in South Africa and as a lecturer and researcher in the field of international and comparative education at the universities of Birmingham and Bristol. His specific research interests include the quality of education in low income countries, globalisation and education in Africa, leadership for change in disadvantaged settings and the achievement of black and minority ethnic learners in the UK.

**Kevin Watkins** is Director of the EFA Global Monitoring Report. Kevin Watkins took up his post with the GMR team in January 2008. He was previously Director and lead author of the UNDP's Human Development Reports and, until 2004, Head of Research at Oxfam. In 2000 he served on the drafting committee of the Dakar Framework for Action. He holds a BA in Politics and Social Science from Durham University and a

doctorate from Oxford University on modern Indian history, and is currently a Senior Visiting Research Fellow with the Global Economic Governance (CEG) programme, University College, Oxford University.

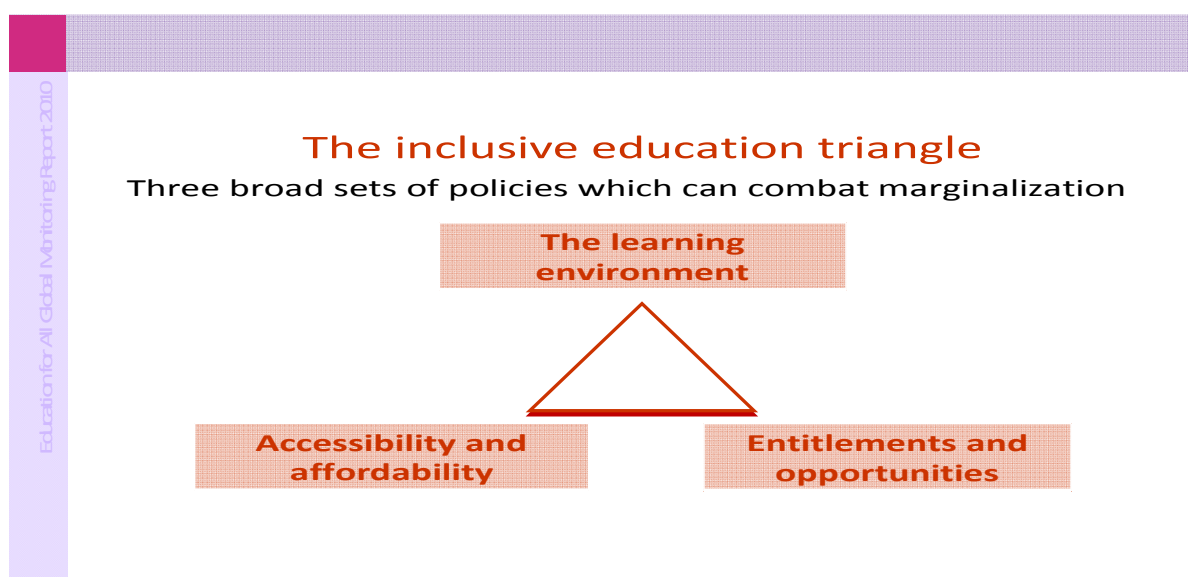
**Freda Wolfenden** is project director for TESSA – Teacher Education in Sub Saharan Africa – a large research and development project involving 18 institutions and lead by the Open University UK. TESSA is exploring the use of Open Educational Resources to improve the quality of, and access to, teacher education in 9 countries in Sub Saharan Africa. Freda is a Senior Lecturer in Education and Development in The Open University's Faculty of Education and Language Studies where she is also Director of the Masters in Education programme. Freda began her working life as a secondary school science teacher, holding a variety of management positions in London secondary schools. After a period teaching abroad she became involved in innovative projects to develop the use of new technologies to support learning in schools. Since joining the OU she has been involved in a number of programmes and projects concerned with teacher education including leading TeachandLearn.net (The Open University online CPD programme for teachers). Her current research interest focuses around different forms of teacher education, including the use of new technologies, Open Educational Resources and media.

## Thematic Focus Groups

Colloquium attendees will be asked to sign up to participate in a group discussion. There will be six groups each with a facilitator and a rapporteur. Three themes have been selected for debate; each related to the focus of the 2010 GMR – marginalization. Each of the themes will be discussed by two groups.

### **Group Discussion 1: Overcoming marginalisation and schooling**

The GMR 2010 promotes the idea of an *inclusive education triangle* comprising three levels of action or *key ingredients for overcoming marginalization* (Ch. 3 pp.187-188):



1. **Improving accessibility and affordability:** *Proximity of schools to communities is an obvious condition for participation in education, especially for young girls, as gender disparities in many countries widen with distance. Schools also need to be affordable. ... Public policy can ensure that children are not disadvantaged by the location or physical accessibility of classrooms or by cost barriers to education.*
2. **The learning environment:** *Strategies to combat marginalization need to ensure that schools serving the poor attract skilled teachers who can teach in an appropriate language with cultural sensitivity and that sufficient and relevant teaching materials are available.*
3. **Entitlements and opportunities:** *.... Mitigating the impact of poverty on education requires measures that increase and stabilize the incomes and food security of poor households. Legal provisions can set standards and equip people with rights that unlock opportunities for education .... public spending can help counteract the disadvantages associated with poverty. ... political mobilization by the marginalized, or by civil society more widely, is often a powerful catalyst for change.*

This menu for action highlights complex relationships between addressing inequity, initiating change and implementing education reforms. Do the GMR proposals - many of

which have been advocated before - address the marginalization of the most disadvantaged to, in, and through schooling in meaningful ways?

**Group questions:**

1. Is the inclusive educational triangle a useful conceptual framework and policy tool in addressing marginalization? What are its strengths and weaknesses?
2. To what extent does the range of options identified overcome the education disadvantages of the marginalized?

**Group Discussion 2: Developing a more comprehensive approach to overcoming marginalisation**

The GMR 2010 places much emphasis on reaching the marginalised. The concluding chapter (p.271) states that:

*Reaching the sections of society and the regions that are being left behind is the right thing to do on ethical grounds – and it is the sensible thing to do for governments committed to the Dakar goals. It is the right thing to do because the Education for All goals are for everyone and they are rooted in a commitment to social justice and human rights. And it is sensible because strengthening commitment to equity and inclusion is the most efficient way to accelerate progress towards the 2015 targets. To put it bluntly, the targets will not be reached in many countries unless governments direct their attention – and resources – towards the most disadvantaged sections of society.*

Yet there are persistent inequities that certain groups face, in particular youths and adults. At the same time, the international education agenda has been dominated by a focus on schooling and UPE, marginalising a more rich and comprehensive agenda which has, at its heart, education opportunities for all and at all levels of the system. In particular issues of skills, skills development, secondary and higher education, continue to be undertreated in policy analysis and are crowded out by more narrow school focused concerns. This thematic group will focus on looking at a more comprehensive approach to tackling marginalisation in, to, and through education. It pays particular attention to youths and adults, to literacy, skills development, secondary, and higher education, aspects that sometimes lie relatively neglected in education and EFA discourse.

**Group questions:**

1. What can the international community do to better support national governments to '*direct their attention – and resources – towards the most disadvantaged sections of society*'
2. What should national governments do to develop a comprehensive education plan that includes post-basic education, skills development, and the needs of youth and adults more broadly?

### **Group Discussion 3: Reaching the Marginalized-The Role of Aid**

The 2010 EFA Global Monitoring Report sets out ten-step plan for overcoming marginalisation. Three of these steps are aid related:

- **Step 6: Honour aid commitments: convene a pledging conference:** *Accelerated progress towards the Education for All goals requires donors to honour their overall aid commitments ... and step up their commitment to basic education... Taking into account the additional financing needs of reaching the marginalized, the global gap is around US\$16 billion, with sub-Saharan Africa accounting for two thirds of the gap... In many low income countries, the economic slowdown has created intense fiscal pressures. There is a danger that these pressures will result in lower levels of public spending on education, or even budget cuts. ... It is vital that donors move urgently to close the financing gap... An Education for All pledging conference should be convened in 2010...*
- **Step 7: Improve Aid Effectiveness: with a strengthened focus on equity and conflict-affected countries:** *While there have been improvement, aid often comes with unnecessarily high transaction costs associated with poor coordination, failure to use national systems and a preference for working through projects. Increases in aid levels need to be accompanied by a shift in priorities towards greater support for basic education in low income-countries. Several donors need to review the balance of their support for different levels of education and scale up aid to countries affected by conflict*
- **Step 8: Strengthen the multilateral architecture for aid to education:** *International aid for education needs a stronger multilateral framework for cooperation, which would increase financial resource mobilisation and keep education at the centre of the international development agenda. The current structure, the EFA Fast Track Initiative requires fundamental reforms... Effective multilateralism in education will require wider institutional changes.*

In addition, **Step 10** states that at *the international level, civil society organisations [must] ensure that the voices of the marginalized are heard in inter-governmental forums. They can also hold aid donors and governments to account for pledges made at Dakar.*

Since its inception in 2002, the EFA Global Monitoring Report has sought to hold donors to education to account. It has argued consistently for more aid, better aid and stronger frameworks for international action. Many of the aid related messages in the 2010 report are by not new; nor are they necessarily peculiar to education. But this doesn't lessen the force of their arguments. And as the GMR makes clear, the impact of major global challenges, including the global recession, the impact on aid budgets of climate change and responding to the fall-out from emergency and conflict may, together, restrict aid financing for education. In addition, there is evidence of low income countries looking increasingly for assistance for post-basic education in an effort to boost their skills and knowledge base.

### **Group Questions:**

1. How can aid pledges and promises to achieve the MDG and EFA goals for education be kept when there are new and competing calls on aid budgets in a period of global recession? What strategies have a chance of making a difference in donor countries and internationally?
2. Will more effective aid really make a significant difference? Indeed, is aid still a primary pathway for the achievement of EFA? Or is there a greater chance that private investment and economic growth will be more effective in delivering the right to education?
3. Are global initiatives and funds a necessary and effective way of helping to advance EFA?



## Reaching the marginalized

Kevin Watkins

London,  
8 March 2010



## Education at risk: the impact of the financial crisis

- 'Aftermath effects' - slower economic growth, mounting fiscal pressures and rising poverty levels will hamper progress
  - potential loss of US\$4.6 bn/year for sub-Saharan Africa in 2009/10
  - per student loss of 10% at primary level
- Increased aid vital for creating fiscal space – globalizing the American Recovery and Re-investment Act
- International recovery efforts are failing the poorest countries
  - front-loading and repackaging rather than new financing
  - over-reliance on IMF and under-reliance on IDA
- Urgent need for 'real time' budget monitoring and review of financing effects

Education for All Global Monitoring Report 2010



## Progress on the six EFA goals

## Monitoring progress on the EFA goals

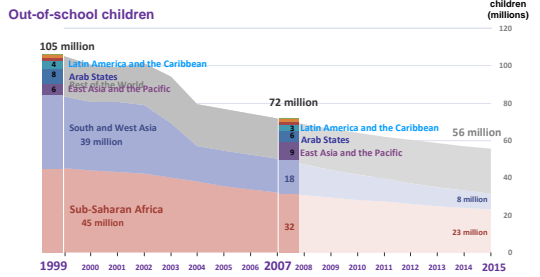
1. Education disadvantage starts in the womb - Free maternal and child health care are an education imperative.
2. UPE - Progress is uneven and pace has slowed – out-of-school numbers falling too slowly for 2015 goal. Some higher income countries are off track (Turkey/Philippines).
3. Need to strengthen links between TVET provision and employment, second chance options, and informal sector.
4. About 759 million adults lack literacy skills today.
5. Gender gaps are narrowing, but there is a parity gap of 6 million
6. Quality concerns - achievement disparities outweigh enrolment inequalities.

Education for All Global Monitoring Report 2010

Education for All Global Monitoring Report 2010

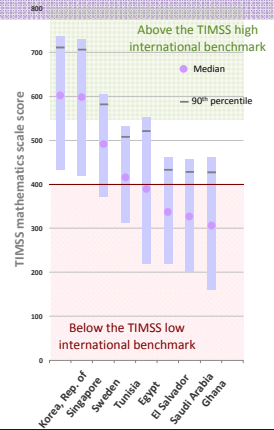
## Out-of-school numbers – declining too slowly

- Current projections - 56 million children out of school in 2015, and real numbers could be much higher



## The quality challenge

- Global inequalities in access are reinforced by **learning inequalities**
- Median achievement** in many developing countries is below international 'low performance' absolute learning benchmarks
- Absolute levels of achievement** are also low in many poor countries



Reaching the marginalized

## Marginalization in education

### What is it?

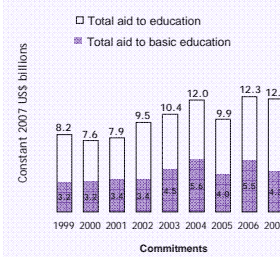
- "Clearly remediable injustices around us which we want to eliminate" *The idea of justice, Amartya Sen*
- The Report focuses on:
  - Measuring marginalization** – new national data (DME data set)
  - Drivers of marginalization** – causes such as poverty, gender, language, location, disability which intersect – and are reinforced by social attitudes
  - Remedies** – Integrated policies for reaching and teaching the marginalized



The aid compact: falling short of commitments

### Aid to basic education – a worrying picture?

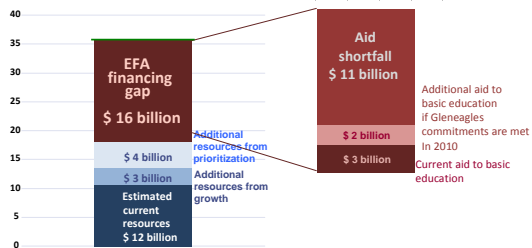
- Disbursements are rising, but...
- Aid commitments to basic education fell by 22% in 2007, to US\$4.3 billion



- Currently US\$2.7 billion in aid to basic education for 46 low income countries

### The Education for All financing gap

Average annual resources needed to finance EFA (2009-2015)  
US\$ 36 billion




- The EFA financing gap = 2% of bank rescue effort in the US and UK

### The multilateral architecture – needs reform

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

Education for All Global Monitoring Report 2010



Rising to the EFA challenge

Looking ahead – national governments

- Put marginalization at the heart of the EFA agenda - **equity-based targets and monitoring**
- Develop integrated strategies that go beyond the school (e.g. education-health-social protection)
- Strengthen the focus on **quality and teacher support**
- Increase **resource mobilization for education** and strengthen equity in public spending
- Turn political spotlight on ‘forgotten goals’ – literacy and early childhood

Education for All Global Monitoring Report 2010

The international partnership

- Close the financing gap – bilateral aid, new donors, innovative finance
- Respond to fiscal pressures – front-load concessional support through IDA (and FTI?)
- Focus on conflict affected countries
- Strengthen the multilateral architecture

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