



EDUCATION for All by 2015

REACHING THE MARGINALISED
Reflecting on the Education for All
Global Monitoring Report 2010



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Why Education?

- Education is a fundamental human right (Article 26, UDHR and other instruments)
- Education is a key to personal, social and economic development
- Education is a foundation for building more inclusive societies
- Education is a powerful driver for achieving all the Millennium Development Goals – still difficult to mobilize high level political support for education

Monitoring progress on the Six 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. 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. **Achievement disparities** outweigh enrolment inequalities. In many cases focus on access impacted negatively on quality and learning outcomes

Progress achieved

- *There has been progress...*
- - number of children out of school dropped by 33 million worldwide since 1999.
- - South and West Asia more than halved the number of children out of school – a reduction of 21 million.
- - some countries have achieved extraordinary advances. Benin in 1999 with one of the world's lowest net enrolment ratios, but may now be on track for universal primary education by 2015.
- -share of girls out of school has declined from 58% to 54%, the gender gap in primary education is narrowing in many countries.
- - Between 1985–1994 and 2000–2007, the adult literacy rate increased by 10%, to its current level of 84%.
- - number of adult female literates has increased at a faster pace than that of males.

...but much remains to be done

- - Malnutrition affects around 175 million young children - a health and education emergency.
- - 72 million children out of school in 2007. Business as usual would leave 56 million children out of school in 2015.
- - Around 54% of children out of school are girls. In sub-Saharan Africa, almost 12 million girls may never enroll.
- - In Yemen, nearly 80% of girls out of school are unlikely ever to enroll, compared with 36% of boys.
- - Literacy remains neglected, with about 759 million adults lacking literacy skills today. Two-thirds are women.
- - Millions of children are leaving school without having acquired basic skills. In some countries in sub-Saharan Africa, young adults with five years of education had a 40% probability of being illiterate.
- - Some 1.9 million new teacher posts will be required to meet universal primary education by 2015.

What the international community can do

- - Education financing a global challenge. Many countries have increased their education budgets and international aid for education has risen. Yet we will need an additional US\$16 billion to provide basic education.
- - Ensure that funding for education reaches those on the margins of society who need it most. Too many children, youth and adults are denied an education of quality due to poverty, gender, ethnicity, language, location or disability.
- - Education in countries affected by conflict is particularly vulnerable, undermining prospects for recovery.

What the international community can do (cont)

- - Making education more affordable, bringing learning opportunities closer to those who need them and developing ‘second-chance’ programmes can all help increase access to education. This requires sustained funding.
- - In the context of the global economic and financial crisis, education budgets are coming under increased pressure.
- - Identifying new and innovative ways of mobilizing resources for education and of using our existing resources more effectively is crucial.
- - Exchanging resources, technology, and knowledge between developing countries, South-South Cooperation is key.

Marginalization, Addis Ababa HLG Declaration

- National governments must identify, target and respond to the needs and circumstances of the marginalized in a flexible manner. Good data on marginalized population groups in formal and non-formal education settings, as well as on those who are out of school, must be collected, analysed and used.
- Barriers of cost, distance and discriminative attitudes continue to deter millions of poor and marginalized children from attending school. In addition, child labour, poor health, malnutrition and diseases such as HIV and AIDS, which affect hundreds of millions of poor children across the globe, have been shown to reduce enrolment, increase absenteeism, and diminish cognitive development and learning.
- ..flexible and innovative approaches to the provision of inclusive education should be explored. In this respect, non-state providers such as non-governmental organizations, communities, qualified volunteer,

Marginalization, Addis Ababa HLG Declaration

- Marginalization can be overcome by enhancing the quality and relevance of education, ensuring enabling and inclusive learning environments, and promoting cost-effective interventions that target the educationally disadvantaged.
- **National governments** to invest in more robust and consistent data collection and analysis, including assessments of learning outcomes, to identify educational disadvantage and inform strategic responses.



Impact of the crisis on education

UNESCO has conducted a survey and an early impact assessment of crisis on education financing. Among the findings:

- Governments are making efforts to protect education budgets but face severe fiscal constraints due to declining revenue
- Concern about ability to sustain educational expansion and maintain quality
- Evidence of budget cuts in countries heavily dependent on exports and remittances
- Stimulus packages in some middle-income countries
- Impact on raising poverty on individual households and enrolments starting to be felt
- Risk that donors, especially bilaterals, will not meet their aid commitments

No single solution

- Access and quality has to be seen in the national context –
”no one size fits all”
- Teachers, teachers, teachers!!!!
 - not only numbers and quality, also a question of status
- Holistic sector approach, need a well balanced system, can not solve one level of the system in isolation from the others:
pre-school, primary, secondary, technical and vocational training and higher education, science and research

Making the case for education

- Education is first and foremost financed through domestic resources. Stakeholders need to lobby for adequate allocations
- Press governments to allocate a larger share of national budget to education
- Get more involved in national policy dialogue by strengthening the knowledge base, provide well informed data and research
- Help governments mobilize external financial and technical resources by documenting effective use of funding. From focus on enrollment to learning outcomes. Need strong and vocal support for education from universities

THANK YOU !



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