

Reaching the marginalized

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Progress on the
six EFA goals

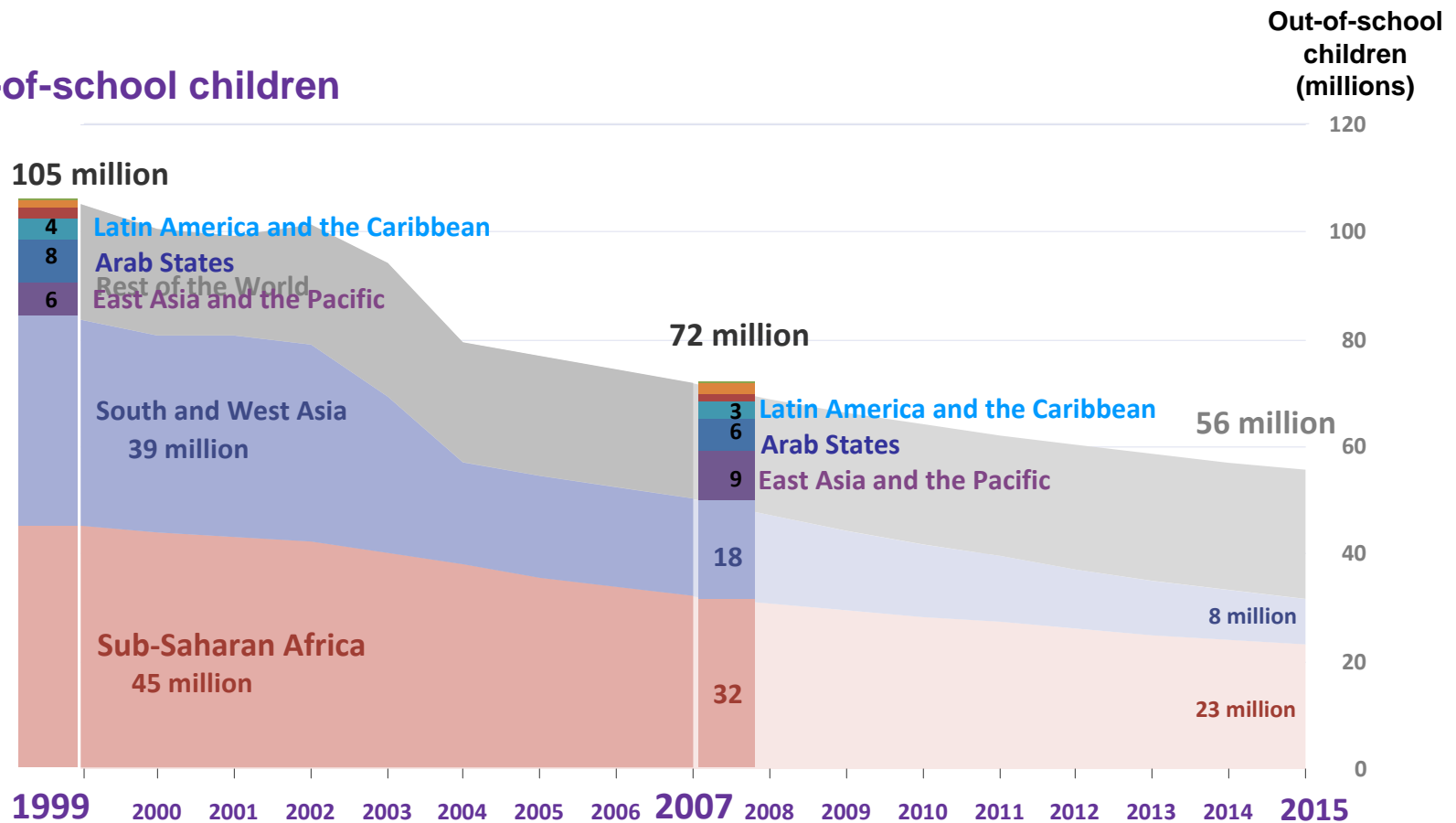
Monitoring progress on the EFA goals

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. **Achievement disparities** outweigh enrolment inequalities.

Numbers of out-of-school children are declining

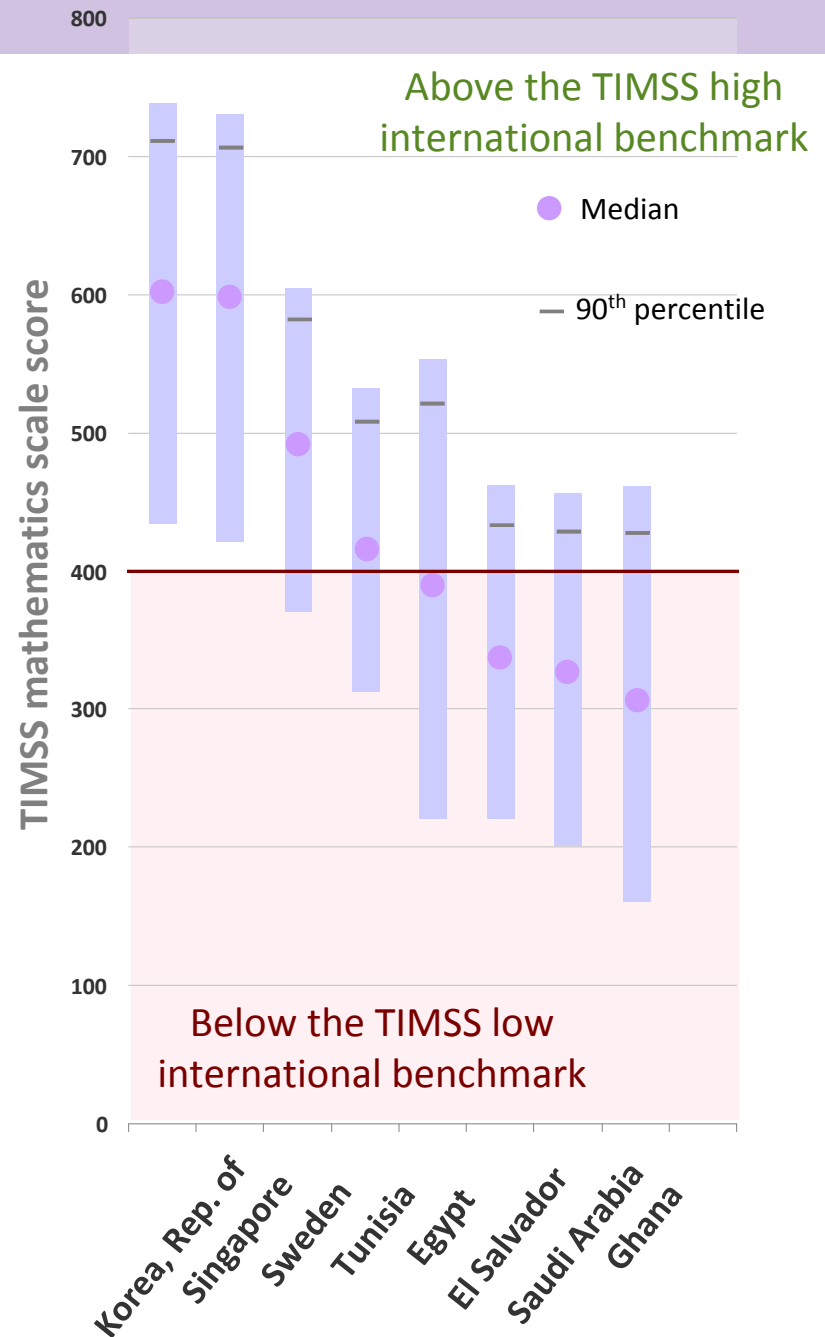
- But still 56 million children out of school in 2015, and real numbers could be much higher

Out-of-school children



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

What is it?

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

Measuring marginalization – a new tool

- Deprivation and Marginalization in Education (DME) data measures:
 - ‘Education poverty’ – less than 4 years at school
 - ‘Extreme education poverty’ – less than 2 years at school
- DME provides a tool for:
 - disaggregating by group characteristics
 - decomposing the ‘bottom 20%’
- Beyond the numbers of years in school – looking at disparities in learning achievement

The education poverty threshold

The gender effect:

Girls from the poorest households who are in education poverty

The wealth effect:

People from the poorest households who are in education poverty

● Education poverty

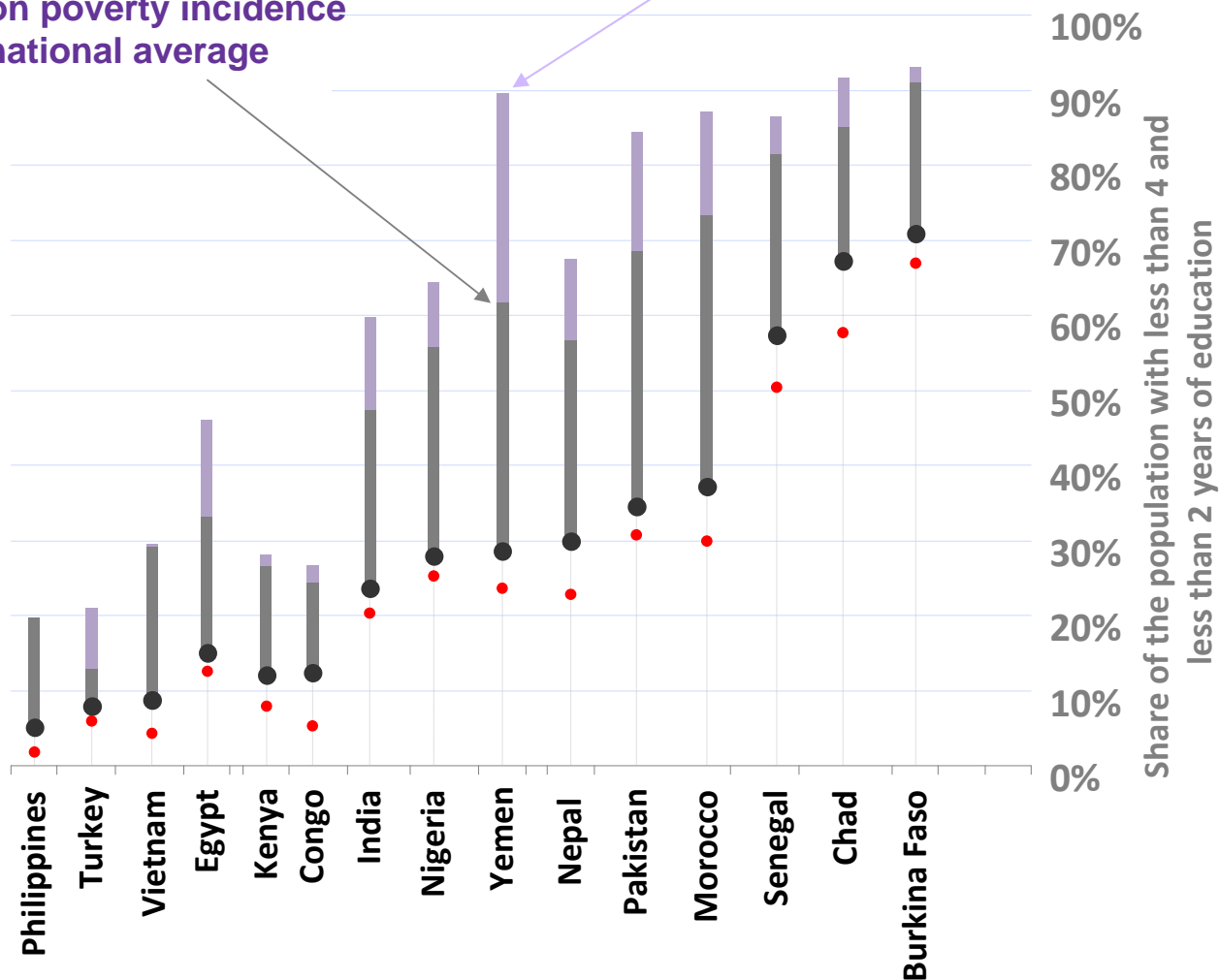
People with less than 4 years of education

● Extreme education poverty

People with less than 2 years of education

And, for girls from the poorest 20% of households, the proportion triples.

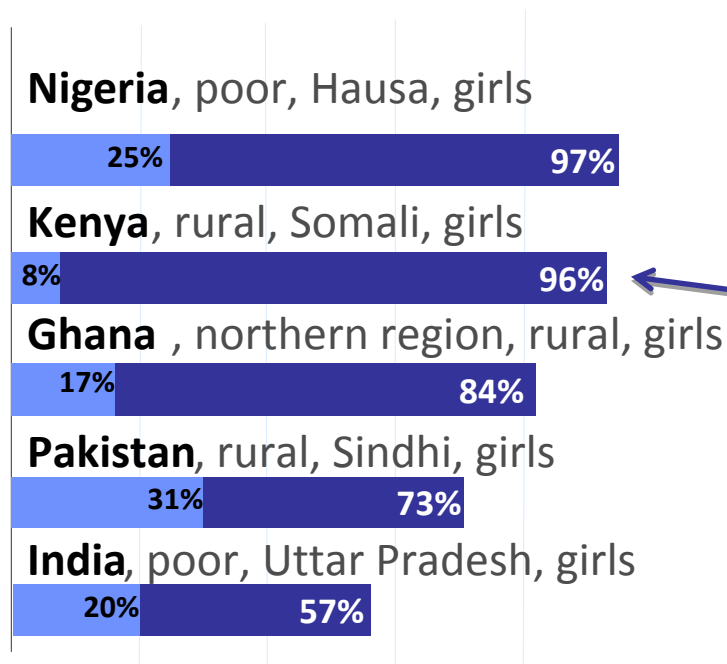
In Yemen, the poorest 20% of households have an education poverty incidence double the national average



Overlapping disadvantage influence years in school

Extreme education poverty

% with less than 2 years of education
(age 17-22)



■ Country average

■ Group average

- In Kenya, 96% of rural Somali girls (aged 17-22) have less than 2 years of education.
- The current primary net attendance rate for Somali girls is only 30%.

Getting left behind – drivers of marginalization

What are the causes?

- Educational marginalization driven by interacting layers of disadvantage

Five key processes which drive marginalization:

1. Poverty, vulnerability and child labour
2. Group-based disadvantages
3. Location and livelihoods
4. Disability
5. HIV and AIDs

Getting left behind – drivers of marginalization

1 . Poverty & child labour

- 1.4 billion people living on less than US \$1.25/day
- 116 million child labourers
- For these children and households, school fees and other costs remain a major barrier to education, particularly when shocks occur

2. Group- based causes

- Ethnicity, indigenous status, caste, language...
- 221 million children with home language not used in school
- Discrimination, stigmatization and subordination reinforced by children's school experiences (eg. caste in India)

Getting left behind – drivers of marginalization

3 . Location & livelihoods

- 900 million **slum dwellers** with limited affordable provision
- Remote **rural areas** – distance, poverty and immobile school systems limits access
- One-third of out-of-school children in countries affected by **armed conflict**; c. 14 million displaced children

4. Disability

- 150 million disabled school-aged children, plus those living with disabled relatives
- Educational marginalization differentiated by type and **severity of impairment**

5. HIV and AIDs

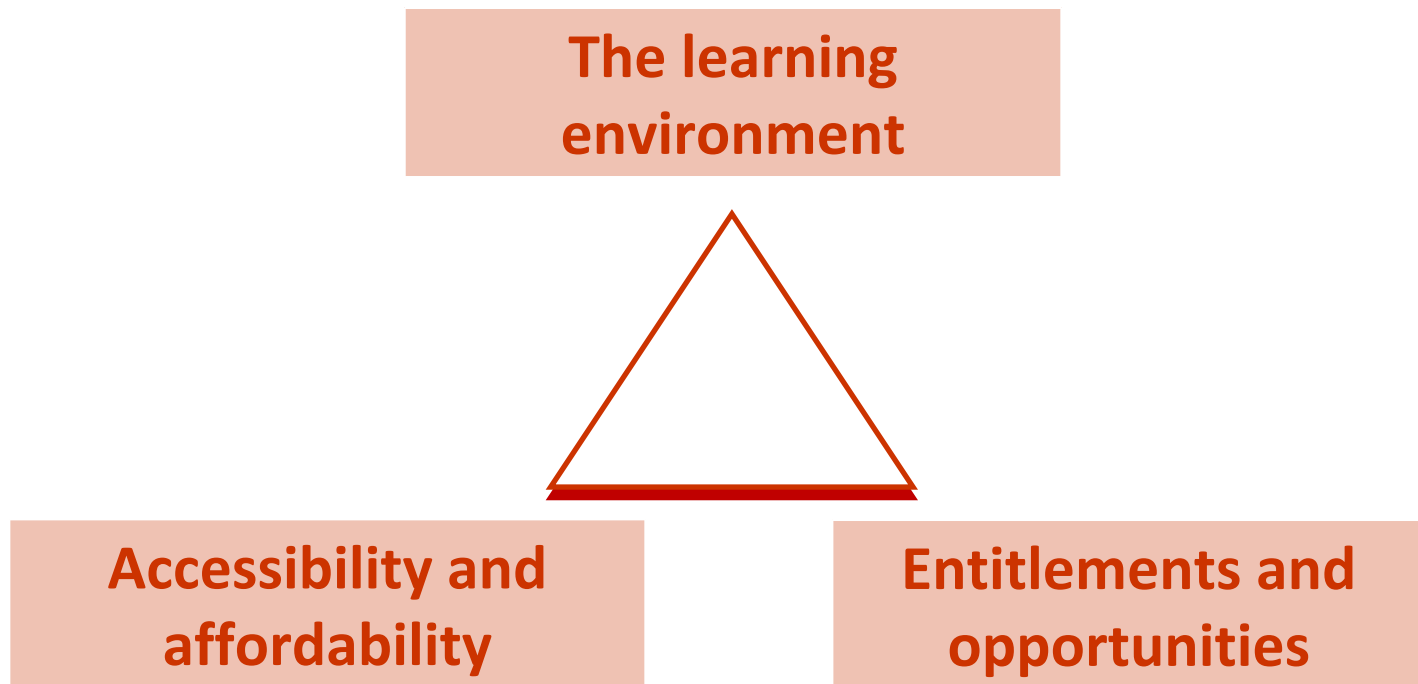
- 33 million HIV+, including **2 million children**
- **Stigmatization** and institutionalized **discrimination**, poverty and orphanhood, are major barriers to both access and learning



Leveling the playing field

The inclusive education triangle

Three broad sets of policies which can combat marginalization

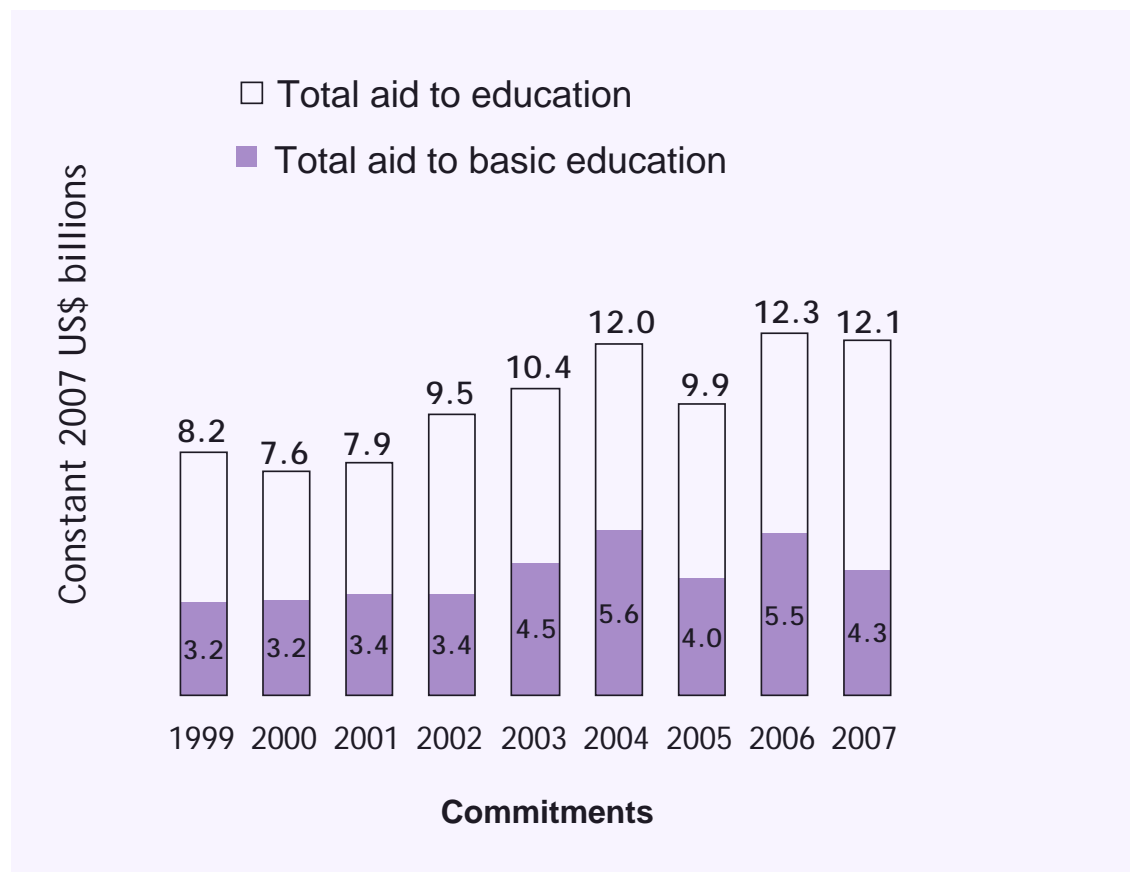




The aid compact:
falling short of
commitments

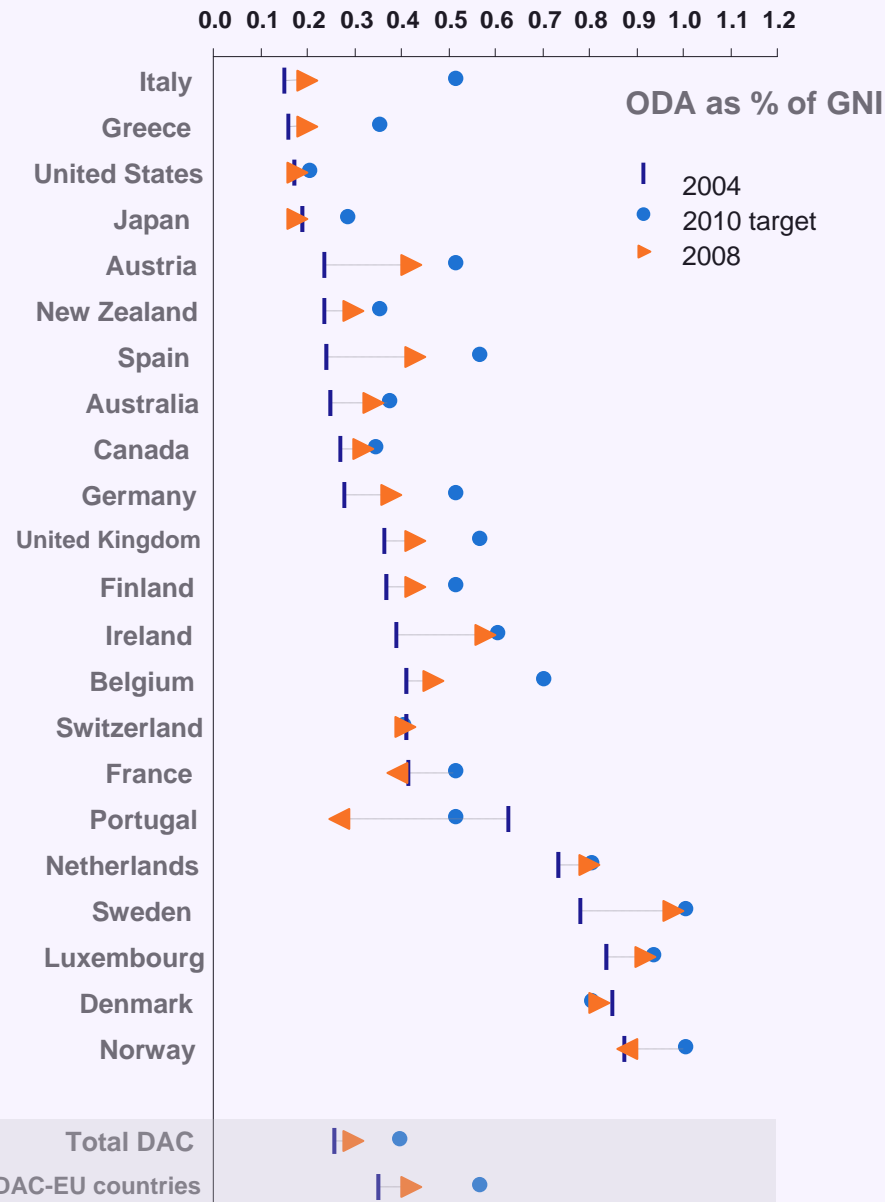
Aid to basic education – a worrying picture?

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



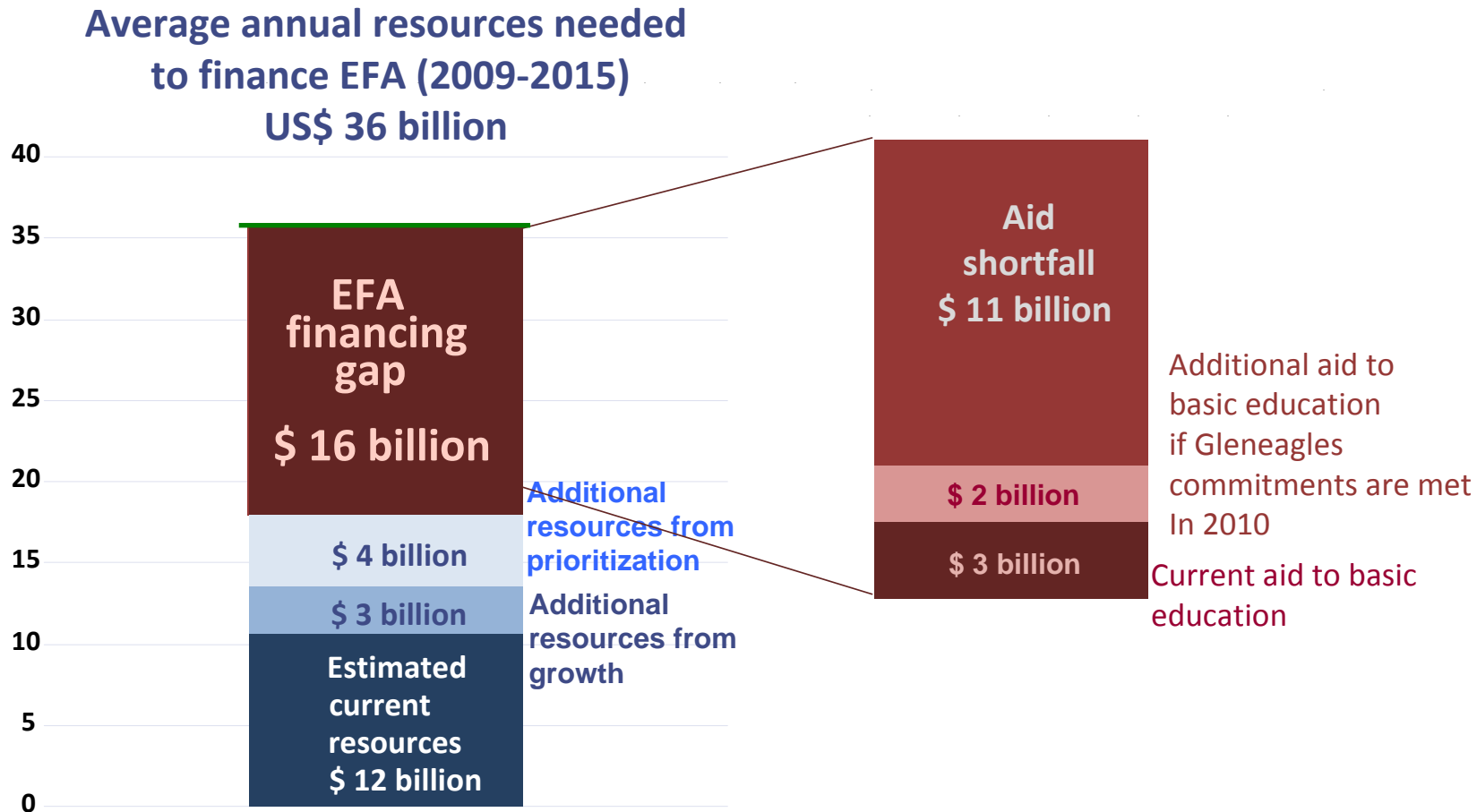
- Currently US\$2.7 billion in aid to basic education for 46 low income countries

Donor performance – a mixed record



- Overall aid levels are rising, but projected **shortfall** against Gleneagles commitment (US \$20 billion deficit on US\$ 50 billion 2010 promise)
- Financial crisis** is a threat to aid budgets
- Collective effort data masks **mixed picture**

The Education for All financing gap



- 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



Rising to the EFA challenge

Conclusions

- Set **equity-based targets** for all EFA goals and monitor their progress.
- Identify the drivers of marginalization for specific groups and adopt **integrated policies** that address them.
- **Integrate provision by NGOs** within national education systems and expand the entitlements of the marginalized.
- Increase **resource mobilization** and strengthen equity in public spending.
- Honour aid commitments and **strengthen** the **multilateral architecture** for aid to education.
- Convene a **high-level pledging event** linked to the 2010 Millennium Development Goals summit.

EFA Global Monitoring Report

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