

# REPORT CARD 2000–2015

## GOAL 1 Early childhood care and education

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Global score\*

\*of 148 countries with data

very far from goal



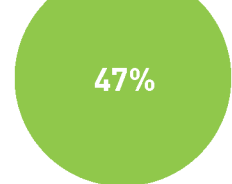
far from goal



close to goal



reached goal



Successes



Child mortality

↓39%

2000



2015



Pre-primary enrolment

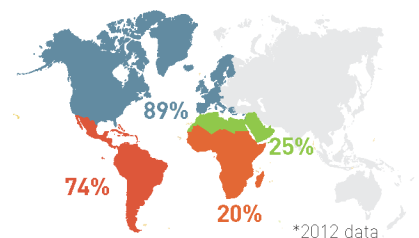
184 million

children enrolled (2012)

Compulsory pre-primary education

in 40 countries by 2014

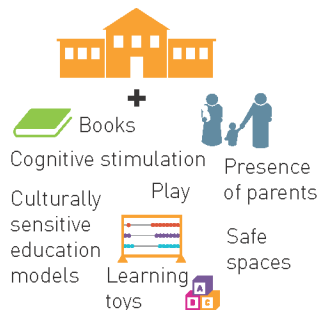
% going to pre-primary school\*



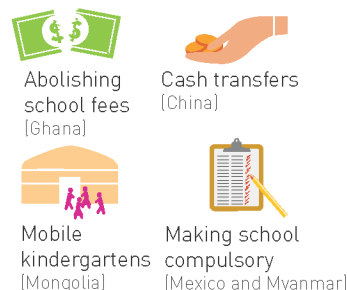
Efforts made



Evolved understanding of early childhood needs



Different methods to increase access



Increased demand



Persistent challenges



Child mortality



6.3 million

children died before age 5 in 2013

Pre-primary enrolment

In one-fifth of countries fewer than 30% of children will be enrolled by 2015



Low quality

More trained teachers and carers are needed



Uneven progress

Child mortality

A child in sub-Saharan Africa is over 15x more likely to die before their 5th birthday than a child in a developed region



Location

Children in rural areas are 2x as likely as those in urban areas never to go to school than in 2000 [Togo, Chad and Lao PD]



Wealth



The gap between rich and poor attending school is 2x bigger than in 2000 [Niger, Togo, the C.A.R., Bosnia/Herzegovina and Mongolia]

Private pre-schools

Children enrolled in private pre-school is increasing



Recommendations for post-2015

1. Pre-primary education must be expanded to include all children, especially the most marginalized
2. Better data on all types of early childhood care and education needed
3. At least one year of compulsory pre-primary education is needed for all children

More focus required

# REPORT CARD 2000–2015

## GOAL 2 Universal primary education

Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to, and complete, free and compulsory education of good quality

### Global score\*

\*of 140 countries with data

very far from goal

9%

far from goal

29%

close to goal

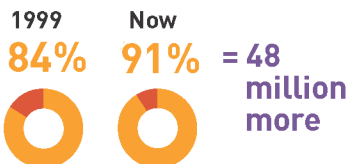
10%

reached goal

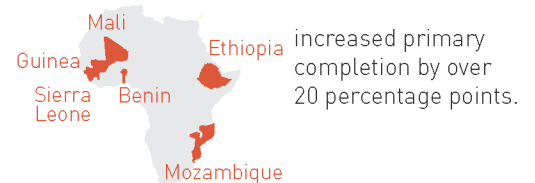
52%

### Successes

#### Primary school children enrolled



#### Primary school completion



### Efforts made

#### Abolishing school fees



#### Social protection



(e.g. cash transfers for disadvantaged children)

#### Schools, water, electricity and health infrastructure



### Persistent challenges

#### Out of school

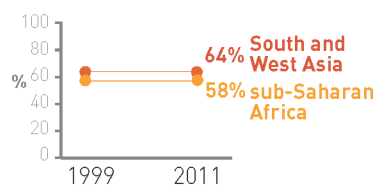


**58 million** children are still out of school  
Of these, **25 million** will never go to school

#### Not finishing school

**34 million** leave school early every year

The % of those reaching the last grade in school has not improved



#### Barriers

**36%** of out-of-school children are in conflict affected zones

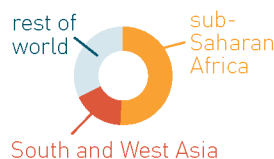


Low quality education

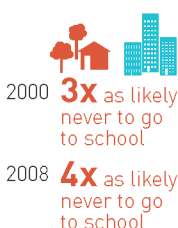
**\$\$\$** Education is **still not free** for all

### Uneven progress

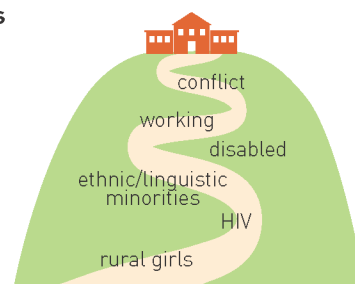
#### Regional out-of-school children



#### Rural/urban lower middle income countries



#### Marginalized groups left behind



#### The poorest are the worst off

**5x** less likely to complete school than the richest in 2010



### Recommendations for post-2015

1. Marginalization must be addressed if we are to achieve universal primary education

2. Better data must be obtained to track the progress of the most disadvantaged

*Room for improvement*

# REPORT CARD 2000–2015

## GOAL 3 Skills and lower secondary education

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

### Global score\*

\*of 75 countries with data

very far from goal

11%

far from goal

35%

close to goal

9%

reached goal

45%

### Successes

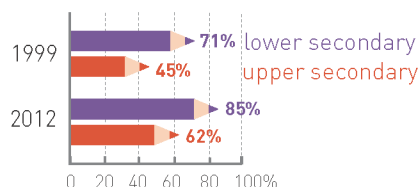
#### Enrolment

↑27% globally

More than doubled in sub-Saharan Africa



#### Gross enrolment ratio increased



#### Out-of-school adolescents declined



### Efforts made

#### Lower secondary school



94

countries made it free

Some included it into basic education

27

countries made it compulsory since 2000

Many suspended high-stakes entry exams

#### Development of direct assessments of skills



#### Better understanding of HIV/AIDS since 2000



### Persistent challenges

#### Out-of-school adolescents



63 million in 2012

#### Lower secondary completion



1/3 of adolescents in low and middle income countries will not have completed lower secondary school in 2015

#### Skill



Lack of clarity for types of skills

#### Working youth

Number has not decreased



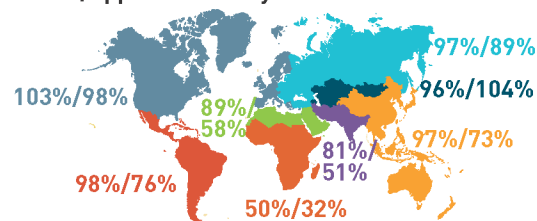
#### Second chance education

Chronic need for greater access



### Uneven progress

#### Lower/upper secondary enrolment



#### Wealth



Since 2000, the gap hardly changed between rich and poor transitioning from lower to upper secondary school

#### Location



Only a few countries substantially reduced rural-urban inequality in access to lower secondary school (notably Viet Nam, Nepal and Indonesia)

### Recommendations for post-2015

1. Lower secondary education must be universalized
2. Second chance learning programmes must be expanded
3. Better definition of skills and corresponding data post-2015 are needed

Opportunities to improve

# REPORT CARD 2000–2015

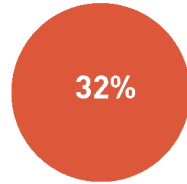
## GOAL 4 Adult literacy and education

Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

### Global score\*

\*of 73 countries with data

very far from goal



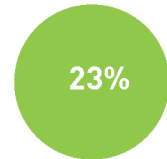
far from goal



close to goal



reached goal

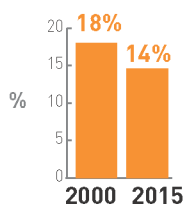


### Successes



#### Adult illiteracy rate

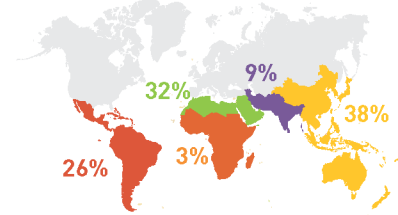
Global trends



Central Asia and Central and Eastern Europe are expected to have **halved** their illiteracy rates by 2015



Since 2000, the adult illiteracy rate fell by:



### Efforts made



More campaigns and global commitment



Higher demand for literacy



Literacy assessments

2000

Subjective

Are you literate?

Y ☐

N ☐

Now

Direct

Read this sentence and sign your name



### Persistent challenges



At least

**781 million**

adults do not have basic literacy skills



Women will make up

**64%** of illiterate adults in 2015



– no change since 2000

Progress in adult literacy is mostly due to educated young people reaching adulthood



### Opportunities

Better data collection



New technology



Better understanding of literacy skills as a scale



Better understanding of literacy's impact on health, democracy, empowerment



### Recommendations for post-2015

1. Data are needed to reflect emerging agreements that literacy skills are not black and white but exist on a scale
2. Countries should specify a level of functional literacy, in line with international agreements, that all adults should attain

*Need a rethink*

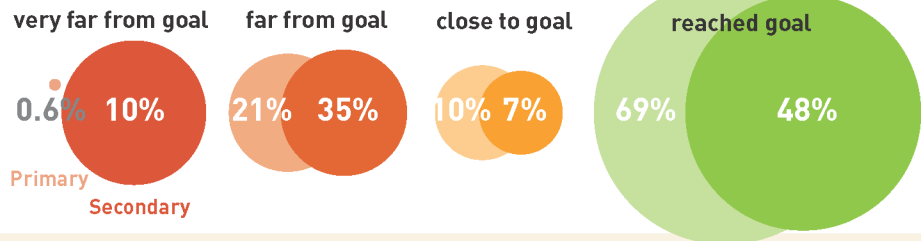
# REPORT CARD 2000–2015

## GOAL 5 Gender parity and equality

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

### Global score\*

\*of 170 countries with data for primary and 157 countries with data for secondary



### Successes



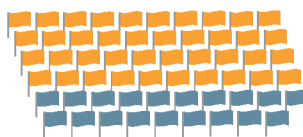
#### Gender disparities in secondary education are lessening



Countries with less than **90 girls** enrolled for every **100 boys** =

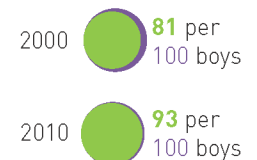
**30** → **19**  
1999 → now  
[out of 133 countries]

#### Guaranteeing rights



**40** of the **59** member states that responded make explicit reference to guaranteeing women's right to education

#### Girls completing lower secondary education



### Efforts made



#### Advocacy for girls' education



at national and international levels

#### Stipend schemes



have increased numbers of girls enrolling in some countries

#### More female teachers



[60% of these were new teachers]

### Persistent challenges



#### Child marriage and pregnancy

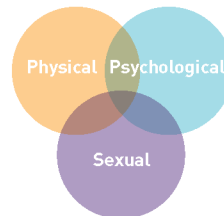


#### Teacher training



in gender-sensitive approaches need to be scaled up

#### School-related gender-based violence



#### Gender equality

Difficulties in defining and measuring



### Uneven progress

#### Poorest girls still least likely to enrol



In **Pakistan** fewer than **70 girls** for every **100 boys** have ever attended school

#### Underperformance

of girls in maths



and boys in reading

#### Gender disparities at expense of boys

in secondary education in Latin America and the Caribbean and in some poorer countries [especially Bangladesh, Myanmar and Rwanda]



### Recommendations for post-2015

1. Schools should be safe, inclusive and gender-sensitive, with teaching and learning that empowers students and promotes positive gender relations

2. Resources must be targeted at those communities where gender disparities are more prevalent

*More effort needed*

# REPORT CARD 2000–2015

## GOAL 6 Quality of education

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

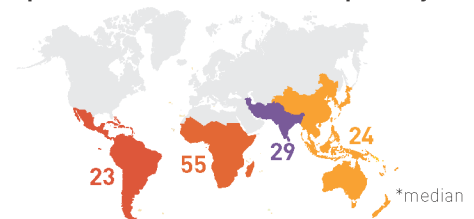
### Global score\*

\*of countries with data

#### Pupil to teacher ratio at primary level



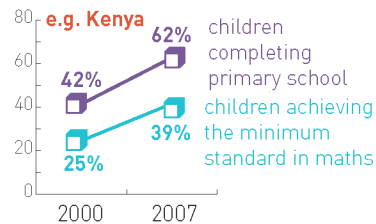
#### Pupil to trained teacher ratio at primary level



### Successes

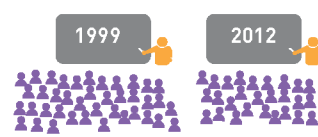
#### Access and learning

No trade-off needed



#### Pupil/teacher ratios

At primary education level, pupil/teacher ratios declined in 121 of 146 countries

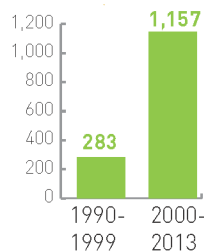


Congo and Mali reduced their pupil/teacher ratio by 10 pupils per teacher, while doubling enrolment



### Efforts made

#### National assessments to measure learning achievement



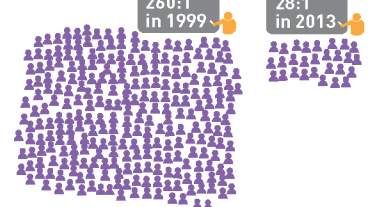
#### Targeted social protection programmes



in Mexico, for both children and adults, aimed at disadvantaged families, helped improve learning outcomes

#### Policy to upgrade teacher training

in Nepal led to decrease in pupil/teacher ratio in primary school



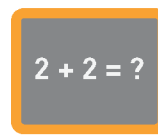
### Persistent challenges

#### Trained teacher shortages

In 2012, in one-third of countries



#### Learning deficits start early



Many children are not learning the basics

#### Material shortages



of textbooks and teaching materials, as well as classroom furniture

### Uneven progress

#### Trained teachers



in Angola, Benin, Equatorial Guinea, Guinea-Bissau, Senegal and South Sudan

#### Multilingual education



needs to be sustained to improve learning

#### Urban-rural gaps



improving in 8 Latin American countries, but 6 still lag behind in learning

### Recommendations for post-2015

1. More and better trained teachers, improved learning materials and relevant curriculum are needed

2. Learning assessments to support good quality education and equitable learning outcomes are needed

*Must try harder*



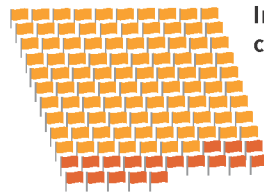
# REPORT CARD 2000–2015

## FINANCE

Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in education

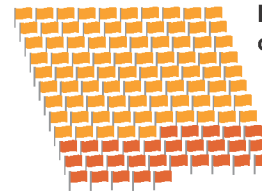
### Global score\*

\*of countries with data



In 1999, of 116 countries with data

18 spent 6% or more of GNP on education



In 2012, of 142 countries with data

39 spent 6% or more of GNP on education

### Successes



#### Increased spending on education

by many governments, especially poorer ones (e.g. Brazil, Ethiopia, Nepal)



#### Strong civil society involvement has led to successes

e.g. more efficient textbook distribution in the Philippines led to savings of **US\$1.84 million**



#### Prioritizing education spending

**64%** of countries have achieved this alongside robust levels of economic growth



### Efforts made



#### Transparency and accountability

Civil society organizations have helped emphasize their importance



#### Increased spending

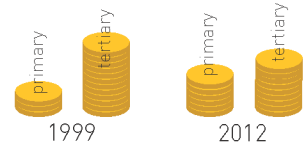
in **38** countries



by **1%** or more of national income (1999–2012)

#### Narrowing spending gap

per student between primary and tertiary levels has been achieved in 30 countries



### Persistent challenges



#### Cost of learning materials

In 12 African countries, learning and teaching materials made up **56%** of household budget



#### Government and donor funding



Other than on primary education, a large share is spent on non-EFA areas of education

#### Humanitarian appeals

In 2013, of the total funds made available for all humanitarian appeals, just **2%** was for **education**



### Opportunities

#### Delivery of resources

needs to be more equitable and efficient



#### More effective delivery of aid



#### Non-traditional financing

in funding under-resourced areas of education (e.g. private investment, corporate sponsorship, etc.)



### Recommendations for post-2015

1. Neglected areas of education, such as pre-primary, second chance and adult literacy, must be prioritized by governments and donors.
2. Better diagnostic tools to understand how spending is disbursed are needed

*More commitment needed*