

Highlights

EFA Global Monitoring Report 2015 EDUCATION FOR ALL 2000-2015: ACHIEVEMENTS AND CHALLENGES

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The 2015 EFA Global Monitoring Report provides a complete assessment of progress towards the Education for All goals established in 2000 at the World Education Forum in Dakar, Senegal. The report takes stock of whether the world achieved the EFA goals and whether EFA partners upheld their commitments. It also explains possible determinants of the pace of progress and identifies key lessons for shaping a post-2015 global education agenda.

Taking stock of progress towards EFA

Goal 1 – Early childhood care and education

- 6.3 million children under the age of 5 died in 2013 from causes that are mostly preventable.
- Globally, one in four children are still short for their age – a sign of chronic deficiency in essential nutrients.
- In 2012, 184 million children were enrolled in pre-primary education worldwide, an increase of nearly two-thirds since 1999.

Goal 2 – Universal primary education

- The primary school net enrolment ratio was 84% in 1999 and is estimated to reach 93% in 2015.
- Net enrolment ratios improved significantly, rising at least 20 percentage points from 1999 to 2012 in 17 countries, 11 of which were in sub-Saharan Africa.
- Nearly 58 million children were out of school in 2012, and progress in reducing this number has stalled.

Goal 3 – Youth and adult skills

- The lower secondary gross enrolment ratio increased from 71% in 1999 to 85% in 2012.
- A majority of the 94 low and middle income countries with information have legislated free lower secondary education since 1999.

Goal 4 – Adult literacy

- The rate of illiteracy dropped slightly, from 18% in 2000 to an estimated 14% in 2015, which means the Dakar target of halving illiteracy was not achieved.
- Only 17 out of the 73 countries with a literacy rate below 95% in 2000 had halved their illiteracy rate by 2015.
- All 43 countries where fewer than 90 women for every 100 men were literate in 2000 have moved towards parity, but none of them will have reached it by 2015.

Goal 5 – Gender equality

- At the primary level, 69% of the countries with data are expected to have reached gender parity by 2015.
- Progress is slower in secondary education, with 48% projected to be at gender parity in 2015.
- Amongst out-of-school children, girls are more likely than boys never to enrol in school (48% compared with 37%), while boys are more likely to leave school (26% compared with 20%).

Goal 6 – Quality of education

- Pupil/teacher ratios declined in 83% of the 146 countries with data at the primary education level. In one-third of the countries with data, however, less than 75% of primary school teachers are trained up to national standards.
- At the lower secondary education level, 87 of the 105 countries with data have a pupil/ teacher ratio below 30:1.
- In 1990, 12 learning assessments were conducted according to national standards, but by 2013 the number had increased to 101.

Financing education

- Between 1999 and 2012, 38 countries increased their spending by 1 percentage point or more of national income.
- Education is not a priority in many national budgets. As a share of government spending, expenditure on education has changed little since 1999 and at 13.7% in 2012, falls short of the recommended 15% to 20% target.
- Governments and donors have neglected to fund EFA goals outside of primary education. As a result, pre-primary education and adult literacy, in particular, remain underfunded.
- Donors have largely failed on their commitment to deliver aid more effectively, achieving just 1 of 13 aid effectiveness targets. Effective international coordination and distribution of aid to education have been almost entirely absent.

Conclusion

- Since 2000, diverse types of knowledge, evidence and expertise have been communicated and used.
- Since 2000, there has been no shortage of national education plans and they have **strengthened national EFA policy and practice.**
- A key expected result of the Dakar process was that credible plans would help **effectively mobilize financial resources for EFA.**
- The decision to introduce an independent monitoring and reporting mechanism of progress towards the EFA goals may have been critical in keeping EFA high on the agenda.
- The EFA movement can be characterized as a qualified success, even if EFA partners may have not collectively lived up to their commitments. But a lesson re-emerging over the past 15 years is that, while technical solutions are important, gaining political influence and traction is of even greater significance, particularly to realize the scale of reform and action required to achieve EFA at the national level. The current discussions on the post-2015 agenda may be offering just such a chance.

Read the full report at the official website:

<http://unesdoc.unesco.org/images/0023/002325/232555e.pdf>