



**Global Monitoring Report Team’s comment on the World we Want consultation on Education Inequalities**

2013/ED/EFA/MRT/CO/02

As we assess how well goals have fared and how to translate these into a post-2015 framework, it is essential we learn lessons from the EFA goals and the MDGs on education. The lack of specific targets and indicators to assess progress for groups of the population facing the greatest disadvantages means that the focus on getting children into school has been on low-hanging fruit – reaching those who are easier and not as expensive to enrol in school. To rectify this post-2015 it is essential that we identify simple, clearly-defined targets and indicators that can be measured by equity.

In order to facilitate equity-based monitoring in education and so help identify strategies for those missing out on schooling, the [EFA Global Monitoring Report](#) has designed a new user-friendly website – the [World Inequality Database on Education](#) (WIDE) - that provides vivid visualizations of education inequalities. WIDE shows how multiple forms of disadvantage, such as gender, poverty and location, hold back education opportunities. It exposes the reality of disparities which have, in some countries, remained static over time, and highlights the need for concrete equity-based targets to bring global attention on closing the gaps.

Looking at Bangladesh, you can see that the country has succeeded in narrowing gender and poverty gaps. An important reason for this is because the government has been implementing targeted strategies to address obstacles to schooling, including stipends for girls attending school.

**Bangladesh, % never been to school aged 7-16years, 1993**



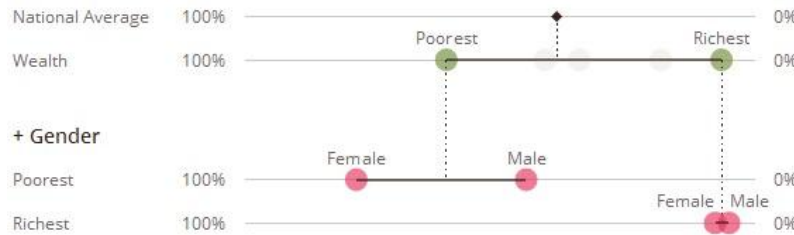
**Bangladesh, % never been to school aged 7-16years, 2007**



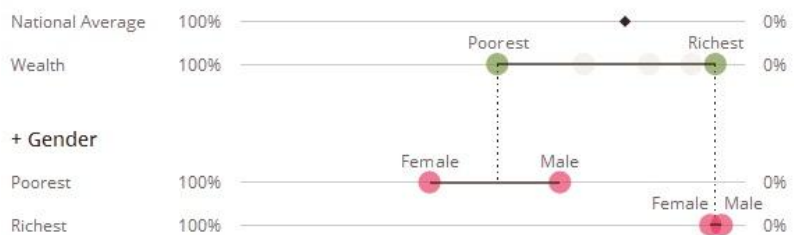
Bangladesh’s progress in closing inequality gaps is in sharp contrast to Pakistan’s progress 1991 - 2007 where, as the [WIDE graph](#) shows, disparities have remained substantial over time. Unlike Bangladesh, the government of

Pakistan has not shown the same commitment to education, reducing its spending over the decade to just 2.3% over the decade, and has not put in place strategies targeting those most in need of support, notably girls from poor households.

### Pakistan, % never been to school. aged 7-16 years, 1991

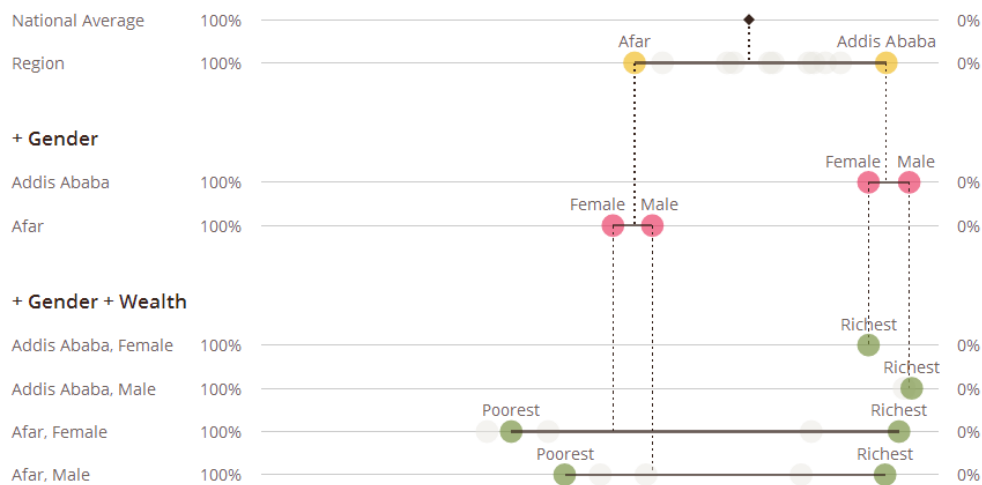


### Pakistan, % never been to school aged 7-16 years 2007



Inequalities cannot be addressed one at a time, but must be addressed on multiple levels simultaneously, including both economic and cultural pressures resulting, for example, in child labour or early marriage. To take the example of Ethiopia, almost all of those living in Addis Ababa from rich households are able to go to school, whether male or female. This is in stark contrast to girls from poor households living in the Somali region, two-thirds of whom have never been to school. To ensure such patterns do not persist into the future it is vital that any post-2015 framework includes indicators that allows us to identify the parts of the population who are most disadvantaged, ensuring that such inequalities do not persist.

### Ethiopia, never been to school, aged 7-16, 2011



Our Education for All [Global Monitoring Report](#) draws together many strategies that have helped to reduce inequalities within countries that have made progress. We very much hope that these will be informative for shaping goals, targets and strategies post-2015. As we mention in our report, these practices need to be rolled out at a much larger scale if they are to have any significant impact.

Creating a global target on equitable access in education that is measurable, and for which data can be collected, is not straightforward. It would be great to use this forum to hear people's thoughts and ideas on what such a target might look like. Hopefully we can then ensure that post-2015 efforts are focused on those who need support the most.