



Global Monitoring Report comment on the World we want consultation on Economic Inequalities

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by Pauline Rose, Director of the Education for All Global Monitoring Report

Any discussion on the root causes of economic inequalities and how to address them must tackle the central role of equity in education. As our [Education for All Global Monitoring Report](#) shows, achieving equity in education is fundamental for improving the prosperity of individuals, families and societies. Equitable education also plays a vital role in ensuring that the disadvantaged share the benefits of positive development outcomes.

Here is some of the evidence from our Education for All Global Monitoring Report so far:

Education plays a central role in boosting earnings: in Pakistan, for example, improvements in women's literacy almost doubles their earnings.

Education enhances economic growth and tackles poverty: \$1 invested in education could boost a country's economy by \$10-\$15 in the future. In addition, 171 million people could be lifted out of poverty if all students in low-income countries left school with basic reading skills. This is equivalent to a 12% drop in the number of people living on less than \$1.25 a day.

Education also increases productivity, skills, entrepreneurship and innovation. Our latest report, 'Youth and Skills: Putting Education to Work' shows that young people need to acquire foundation skills from a good quality primary and lower secondary education if they are to find work that will pay them more than the poverty line, and not be trapped in unemployment or working poverty for the rest of their lives.

In Zambia, for example, 73% of those with no more than primary education earn below the poverty line, compared with 6% of those with higher education.

Skills training can help overcome disadvantage, and improve agricultural productivity: Farmer field schools in Kenya, Tanzania and Uganda, for example, helped young people increase the crop value per acre by 32% on average across the three countries, and by 253% for those who had not had any formal schooling. Income increased by 61% on average, and by 224% for households whose heads had no previous schooling.

Our [2013 Education for All Global Monitoring Report](#) will bring together further evidence on these relationships between equity in education for achieving development outcomes in ways that should inform any post-2015 development agenda.

Despite powerful evidence that shows the importance of education, our new interactive World Inequalities Database in Education website, [WIDE](#), displays wide inequalities in access to schooling. It highlights the interplay between inequalities by poverty, gender and where a child lives that affects a child's chances of going to school.

In Ethiopia, for example, most children from the richest households living in the capital, Addis Ababa, have been to school. But if you are a poor girl living in the pastoralist Somali region, you only have a one in three chance of getting to school. Tackling these vast inequalities is vital to fulfil the right to education for all children, but also to ensure the future prosperity of the country. It is vital that the UN panel on post 2015 takes account of these inequalities in education as central to tackling economic inequalities.

Ethiopia, 2011, aged 7-16, Never been to school, 2011

