



Global Monitoring Report comment on the World we want consultation on Equitable learning

2013/ED/EFA/MRT/CO/04

Our [2012 Education for All Global Monitoring Report](#) estimates that 250 million primary school-aged children are not learning the basics – 120 million because they don't even make it to Grade 4 and another 130 million who are in school but not learning.

To change this, equitable learning must be at the heart of post 2015 goals. While Education for All goals governing countries' action plans and budgets have included equity as part of their definition, targets and indicators have not sufficiently measured progress for the most disadvantaged, and action has often focused on helping those who are easiest to reach. Our latest EFA Global Monitoring Report clearly shows how [low socio-economic status has a huge impact on a children's learning in school](#), even in rich countries. In addition, the Millennium Development Goals have narrowed the focus to access, shifting attention away from the importance of ensuring children are learning once in school.

Learning from this lesson, the panel redefining the next set of goals must recognize that all targets must be clearly articulated, holding governments and donors to account for ensuring every child is able to read, write and count after spending time in school. This can and should be done in a way that allows the complexities of quality to be addressed through national processes.

Far more needs to be done to monitor how disadvantaged groups are benefiting from progress to ensure that those whose are held back by their circumstances, such as poverty, where they live or their gender, have an equal chance to perform well once in school. Our [World Inequality Database on Education \(WIDE\)](#) is a first step in showing the possibilities of monitoring equity using internationally-comparable household survey data. Clearly there is much more work needed to monitor accurately progress in learning so that the most disadvantaged are not left behind after 2015. Some groups remain invisible in household survey data, such as children with disabilities, pastoralists, and those internally displaced by conflict.

And agreement needs to be made on how to assess learning recognizing the broad set of skills that education systems need to support, while also ensuring that every child has the opportunity to learn the most basic foundations in reading, writing and counting. This is by no means an easy task, and should be something that we pay attention to over the coming year. Our [2013 EFA Global Monitoring Report](#) on Teaching and Learning for Development, to be published later this year, will be addressing some issues.