



## Global Monitoring Report comment on E-discussion on Governance and Financing of Education for World We Want consultations

2013/ED/EFA/MRT/CO/07

The Education for All Global Monitoring Report's latest calculations show that we need \$16 billion per year to achieve basic education, or \$24 billion to achieve basic and lower secondary education by 2015. Current commitments fall far short of this, however. Our analysis showed that, while [national spending has been maintained in most countries](#) over the years, and even increased in many despite economic downturn, [aid to education stagnated in 2010](#) at \$13.5 billion, of which just US\$5.8 billion is allocated to basic education. The private sector, which is increasingly making its presence known in international education, currently contributes a very small amount— [equivalent to just 5% of aid](#) according to our latest calculations.

Along with the challenge of ensuring financial contributions are made, an additional challenge has been to ensure that resources are targeted towards [the most disadvantaged](#) and not leaving poor, rural and female children farther behind. In Pakistan, for example, failing to target resources towards those who need them the most has left [almost half of the poorest young women without any primary school education](#). Around US\$3 billion of aid in 2010 was, however, spent on scholarships and imputed student costs, equivalent to one-quarter of direct aid to the education sector. This is money that never leaves the donor country, and so does little to support those in the poorest countries who do not even make it through primary school. And private sector contributions are often more aligned with business interests than EFA goals. For example, the ICT sector most frequently contributes resources to middle income countries of strategic importance to them, such as India, China and countries in Latin America.

Evidence shows that improved targeting of resources can break down disadvantages in education. In Bangladesh, stipends introduced in the early 1990s provide fee-free secondary schooling and a payment to all girls in school except in the largest urban areas. Alongside other policies and projects, the programme has raised female secondary enrolment rates, from just 25% in 1992 to 60% in 2005.

An important lesson from the failure of donors to fill the financial gap is that post-2015 planning must hold to account those responsible for providing resources. The lack of specific targets for MDG8 on global partnerships has let donors off the hook. Similarly, within the Dakar framework for action there was a lack of specific targets for ensuring that no country be left behind in education due to lack of resources.

A post-2015 framework needs to include explicit targets to hold to account governments, donors, the private sector and others committed to achieving goals. These targets also need to ensure transparency in allocation of external sources of funds so that they reach the most disadvantaged countries and groups within countries. Targets should address contributions of national governments, including how they use revenue from natural resources to benefit education, and OECD-DAC donors, as well as emerging donors such as the BRICS. If private organizations are to truly make a difference to the education of children worldwide, they need to agree to be held accountable for commitments, and deliver these in a transparent way to ensure they are contributing to agreed objectives on education.