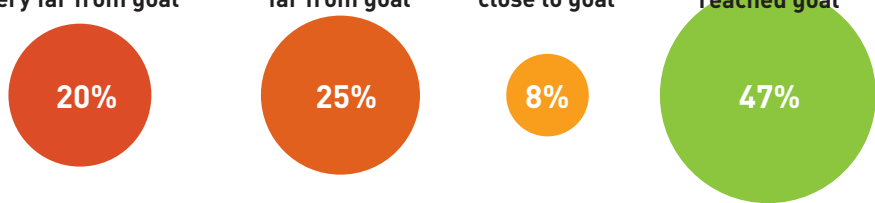



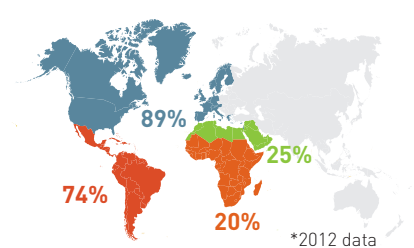

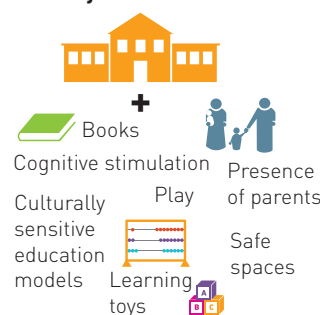
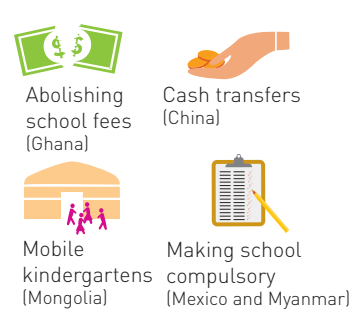











# REPORT CARD 2000–2015

## GOAL 1 Early childhood care and education

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

<p><i>Global score*</i></p> <p><small>*of 148 countries with data</small></p>	<p>very far from goal      far from goal      close to goal      reached goal</p> 
<p><i>Successes</i></p> 	<p><b>Child mortality</b> ↓39% 2000  2015 </p> <p><b>Pre-primary enrolment</b> <b>184 million</b> children enrolled (2012)</p> <p><b>Compulsory pre-primary education</b> in <b>40</b> countries by 2014</p> <p><b>% going to pre-primary school*</b></p> 
<p><i>Efforts made</i></p> 	<p><b>Evolved understanding of early childhood needs</b></p>  <p><b>Different methods to increase access</b></p>  <p><b>Increased demand</b></p> 
<p><i>Persistent challenges</i></p> 	<p><b>Child mortality</b></p>  <p><b>6.3 million</b> children died before age 5 in 2013</p> <p><b>Pre-primary enrolment</b></p> <p>In one-fifth of countries fewer than <b>30%</b> of children will be enrolled by 2015</p>  <p><b>Low quality</b></p> <p>More trained teachers and carers are needed</p> 
<p><i>Uneven progress</i></p>	<p><b>Child mortality</b></p> <p>A child in sub-Saharan Africa is over <b>15x</b> more likely to die before their 5th birthday than a child in a developed region</p>  <p><b>Location</b></p> <p>Children in rural areas are <b>2x</b> as likely as those in urban areas never to go to school than in 2000 (Togo, Chad and Lao PD)</p>  <p><b>Wealth</b></p> <p>The gap between rich and poor attending school is <b>2x</b> bigger than in 2000 (Niger, Togo, the C.A.R., Bosnia/Herzegovina and Mongolia)</p>  <p><b>Private pre-schools</b></p> <p>Children enrolled in private pre-school is increasing since <b>1999</b></p> 
<p><i>Recommendations for post-2015</i></p>	<ol style="list-style-type: none"> <li>1. Pre-primary education must be expanded to include all children, especially the most marginalized</li> <li>2. Better data on all types of early childhood care and education needed</li> <li>3. At least one year of compulsory pre-primary education is needed for all children</li> </ol> <p><i>More focus required</i></p>

# REPORT CARD 2000–2015

## GOAL 2 Universal primary education

Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to, and complete, free and compulsory education of good quality

### Global score\*

\*of 140 countries with data

very far from goal



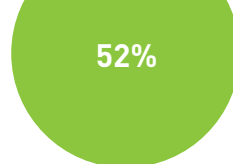
far from goal



close to goal



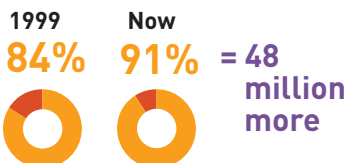
reached goal



### Successes



#### Primary school children enrolled



#### Primary school completion



### Efforts made



#### Abolishing school fees



#### Social protection



(e.g. cash transfers for disadvantaged children)

#### Schools, water, electricity and health infrastructure



### Persistent challenges



#### Out of school

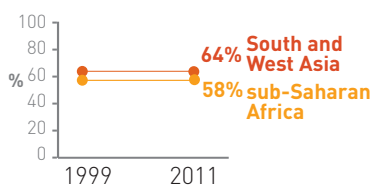


**58 million** children are still out of school. Of these, **25 million** will never go to school.

#### Not finishing school

**34 million** leave school early every year

The % of those reaching the last grade in school has not improved



#### Barriers

**36%** of out-of-school children are in conflict affected zones

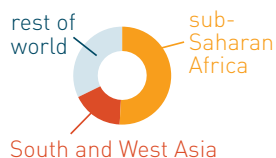


Low quality education

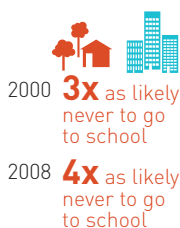
**\$\$\$** Education is **still not free** for all

### Uneven progress

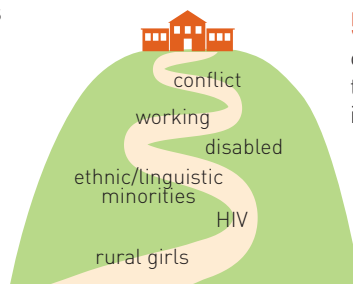
#### Regional out-of-school children



#### Rural/urban lower middle income countries



#### Marginalized groups left behind



#### The poorest are the worst off

**5x** less likely to complete school than the richest in 2010



### Recommendations for post-2015

1. Marginalization must be addressed if we are to achieve universal primary education
2. Better data must be obtained to track the progress of the most disadvantaged

*Room for improvement*

# REPORT CARD 2000–2015

## GOAL 3 Skills and lower secondary education

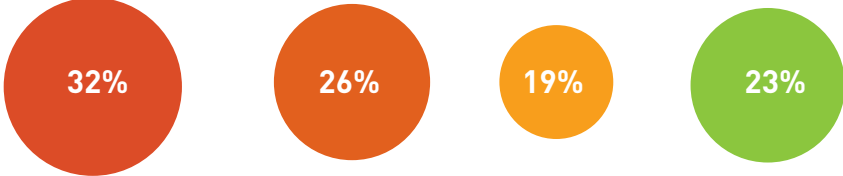

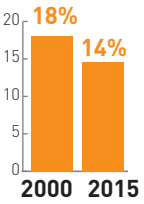

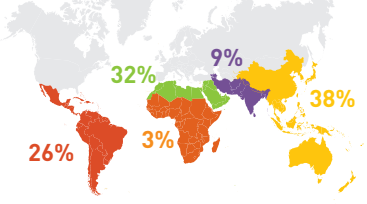












Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

<p><i>Global score*</i></p> <p><small>*of 75 countries with data</small></p>	<p>very far from goal    far from goal    close to goal    reached goal</p> <p>11%    35%    9%    45%</p>
<p><i>Successes</i></p>	<p><b>Enrolment</b> ↑27% globally More than doubled in sub-Saharan Africa</p> <p><b>Gross enrolment ratio increased</b></p> <p><b>Out-of-school adolescents declined</b></p>
<p><i>Efforts made</i></p>	<p><b>Lower secondary school</b></p> <p><b>Development of direct assessments of skills</b></p> <p><b>Better understanding of HIV/AIDS since 2000</b></p>
<p><i>Persistent challenges</i></p>	<p><b>Out-of-school adolescents</b></p> <p><b>Lower secondary completion</b></p> <p><b>Skill</b></p> <p><b>Working youth</b></p> <p><b>Second chance education</b></p>
<p><i>Uneven progress</i></p>	<p><b>Lower/upper secondary enrolment</b></p> <p><b>Wealth</b></p> <p><b>Location</b></p>
<p><i>Recommendations for post-2015</i></p>	<p>1. Lower secondary education must be universalized</p> <p>2. Second chance learning programmes must be expanded</p> <p>3. Better definition of skills and corresponding data post-2015 are needed</p> <p><i>Opportunities to improve</i></p>

# REPORT CARD 2000–2015

## GOAL 4 Adult literacy and education

Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

<p><i>Global score*</i></p> <p><small>*of 73 countries with data</small></p>	<p>very far from goal      far from goal      close to goal      reached goal</p> 
<p><i>Successes</i></p> 	<p><b>Adult illiteracy rate</b></p> <p>Global trends</p>  <p>Central Asia and Central and Eastern Europe are expected to have <b>halved their illiteracy rates</b> by 2015</p>  <p>Since 2000, the adult illiteracy rate fell by:</p> 
<p><i>Efforts made</i></p> 	<p><b>More campaigns and global commitment</b></p>  <p><b>Higher demand for literacy</b></p>  <p><b>Literacy assessments</b></p> <p><b>2000</b> Subjective Are you literate? Y <input type="checkbox"/> N <input type="checkbox"/></p> <p><b>Now</b> Direct Read this sentence and sign your name</p> 
<p><i>Persistent challenges</i></p> 	<p>At least <b>781 million</b> adults do not have basic literacy skills</p>  <p>Women will make up <b>64%</b> of illiterate adults in 2015</p>  <p>– no change since 2000</p> <p><b>Progress in adult literacy is mostly due to educated young people reaching adulthood</b></p> 
<p><i>Opportunities</i></p>	<p><b>Better data collection</b></p>  <p><b>New technology</b></p>  <p><b>Better understanding of literacy skills as a scale</b></p>  <p><b>Better understanding of literacy's impact on health, democracy, empowerment</b></p> 
<p><i>Recommendations for post-2015</i></p>	<ol style="list-style-type: none"> <li>1. Data are needed to reflect emerging agreements that literacy skills are not black and white but exist on a scale</li> <li>2. Countries should specify a level of functional literacy, in line with international agreements, that all adults should attain</li> </ol> <p><i>Need a rethink</i></p>

# REPORT CARD 2000–2015

## GOAL 5 Gender parity and equality

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

<p><i>Global score*</i></p> <p><small>*of 170 countries with data for primary and 157 countries with data for secondary</small></p>	<p>very far from goal    far from goal    close to goal    reached goal</p> <p>Primary    Secondary</p>			
<p><i>Successes</i></p>	<p><b>Gender disparities in secondary education are lessening</b></p> <p>Countries with less than <b>90 girls</b> enrolled for every <b>100 boys</b> = <b>30</b> in 1999 → <b>19</b> now (out of 133 countries)</p>	<p><b>Guaranteeing rights</b></p> <p><b>40</b> of the <b>59</b> member states that responded make explicit reference to guaranteeing women's right to education</p>	<p><b>Girls completing lower secondary education</b></p> <p>2000: <b>81</b> per 100 boys</p> <p>2010: <b>93</b> per 100 boys</p>	
<p><i>Efforts made</i></p>	<p><b>Advocacy for girls' education</b></p> <p>at national and international levels</p>	<p><b>Stipend schemes</b></p> <p>have increased numbers of girls enrolling in some countries</p>	<p><b>More female teachers</b></p> <p>e.g. in Nepal</p> <p>1999: <b>23%</b></p> <p>2012: <b>42%</b></p> <p>(60% of these were new teachers)</p>	
<p><i>Persistent challenges</i></p>	<p><b>Child marriage and pregnancy</b></p>	<p><b>Teacher training</b></p> <p>in gender-sensitive approaches need to be scaled up</p>	<p><b>School-related gender-based violence</b></p>	<p><b>Gender equality</b></p> <p>Difficulties in defining and measuring</p>
<p><i>Uneven progress</i></p>	<p><b>Poorest girls still least likely to enrol</b></p> <p>In <b>Pakistan</b> fewer than <b>70 girls</b> for every <b>100 boys</b> have ever attended school</p>	<p><b>Underperformance</b> of girls in maths and boys in reading</p>	<p><b>Gender disparities at expense of boys</b></p> <p>in secondary education in Latin America and the Caribbean and in some poorer countries (especially Bangladesh, Myanmar and Rwanda)</p>	
<p><i>Recommendations for post-2015</i></p>	<ol style="list-style-type: none"> <li>Schools should be safe, inclusive and gender-sensitive, with teaching and learning that empowers students and promotes positive gender relations</li> <li>Resources must be targeted at those communities where gender disparities are more prevalent</li> </ol> <p><i>More effort needed</i></p>			

# REPORT CARD 2000-2015

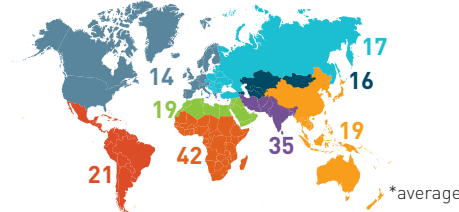
## GOAL 6 Quality of education

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

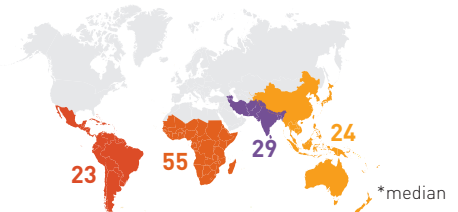
### Global score\*

\*of countries with data

#### Pupil to teacher ratio at primary level



#### Pupil to trained teacher ratio at primary level

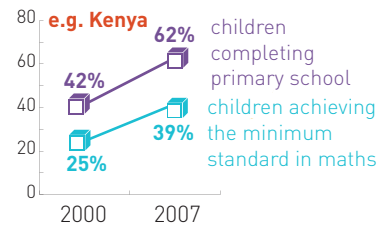


### Successes



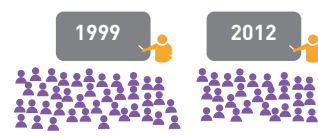
#### Access and learning

No trade-off needed



#### Pupil/teacher ratios

At primary education level, pupil/teacher ratios declined in 121 of 146 countries



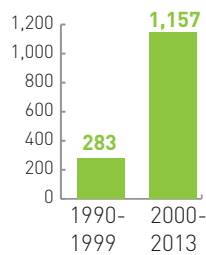
Congo and Mali reduced their pupil/teacher ratio by 10 pupils per teacher, while doubling enrolment



### Efforts made



#### National assessments to measure learning achievement



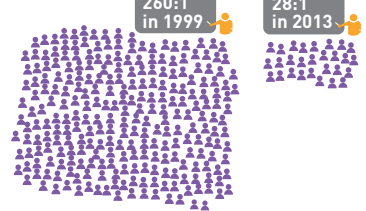
#### Targeted social protection programmes



in Mexico, for both children and adults, aimed at disadvantaged families, helped improve learning outcomes

#### Policy to upgrade teacher training

in Nepal led to decrease in pupil/teacher ratio in primary school



### Persistent challenges

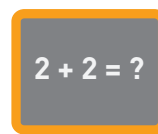


#### Trained teacher shortages

In 2012, in one-third of countries



#### Learning deficits start early



Many children are not learning the basics

#### Material shortages



of textbooks and teaching materials, as well as classroom furniture

### Uneven progress

#### Trained teachers



in Angola, Benin, Equatorial Guinea, Guinea-Bissau, Senegal and South Sudan

#### Multilingual education



needs to be sustained to improve learning

#### Urban-rural gaps



improving in 8 Latin American countries, but 6 still lag behind in learning

### Recommendations for post-2015

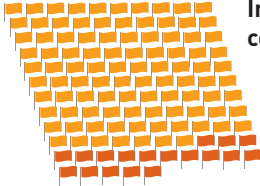
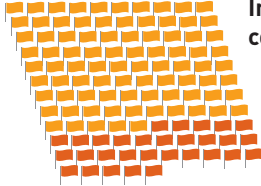



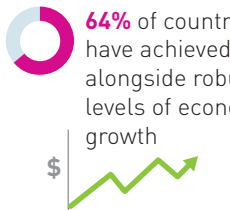











1. More and better trained teachers, improved learning materials and relevant curriculum are needed
2. Learning assessments to support good quality education and equitable learning outcomes are needed

*Must try harder*

# REPORT CARD 2000–2015

## FINANCE

Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in education

<p><i>Global score*</i></p> <p><small>*of countries with data</small></p>	<p><b>In 1999, of 116 countries with data</b></p> <p>18 spent 6% or more of GNP on education</p> 	<p><b>In 2012, of 142 countries with data</b></p> <p>39 spent 6% or more of GNP on education</p> 	
<p><i>Successes</i></p> 	<p><b>Increased spending on education</b></p> <p>by many governments, especially poorer ones (e.g. Brazil, Ethiopia, Nepal)</p> 	<p><b>Strong civil society involvement has led to successes</b></p> <p>e.g. more efficient textbook distribution in the Philippines led to savings of <b>US\$1.84 million</b></p> 	<p><b>Prioritizing education spending</b></p> <p>64% of countries have achieved this alongside robust levels of economic growth</p> 
<p><i>Efforts made</i></p> 	<p><b>Transparency and accountability</b></p> <p>Civil society organizations have helped emphasize their importance</p> 	<p><b>Increased spending</b></p> <p>in 38 countries</p> <p>by 1% or more of national income (1999-2012)</p> 	<p><b>Narrowing spending gap</b></p> <p>per student between primary and tertiary levels has been achieved in 30 countries</p> 
<p><i>Persistent challenges</i></p> 	<p><b>Cost of learning materials</b></p> <p>In 12 African countries, learning and teaching materials made up 56% of household budget</p> 	<p><b>Government and donor funding</b></p> <p>Other than on primary education, a large share is spent on non-EFA areas of education</p> 	<p><b>Humanitarian appeals</b></p> <p>In 2013, of the total funds made available for all humanitarian appeals, just 2% was for education</p> 
<p><i>Opportunities</i></p>	<p><b>Delivery of resources</b></p> <p>needs to be more equitable and efficient</p> 	<p><b>More effective delivery of aid</b></p> 	<p><b>Non-traditional financing</b></p> <p>in funding under-resourced areas of education (e.g. private investment, corporate sponsorship, etc.)</p> 
<p><i>Recommendations for post-2015</i></p>	<ol style="list-style-type: none"> <li>1. Neglected areas of education, such as pre-primary, second chance and adult literacy, must be prioritized by governments and donors.</li> <li>2. Better diagnostic tools to understand how spending is disbursed are needed</li> </ol> <p><i>More commitment needed</i></p>		