

Overcoming inequality: why governance matters

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Key messages

- There has been strong progress towards many EFA goals, but...
- Key targets for 2015 will be missed – and time is running out
- Governments are failing to tackle inequality, as are current approaches to governance
- Aid to education is stagnating and donors are not meeting their commitments

Outline

- Chapter 1 – Education for All: human right and catalyst for development
- Chapter 2 – The Dakar goals: monitoring progress and inequality
- Chapter 3 – Raising quality and strengthening equity: why governance matters
- Chapter 4 – Increasing aid and improving governance
- Chapter 5 – Policy conclusions



- EFA as a foundation for the MDGs
 - The Education for All agenda is broader than the MDGs
 - Education can help unlock progress on the MDGs:
 - ▷ Broad-based growth to halve extreme poverty
 - ▷ Reducing child and maternal mortality
 - ▷ Tackling child malnutrition
 - ▷ Strengthening democracy and citizenship

EFA & the MDGs

- Education for some – global and national inequalities persist
 - **The global divide:** between the world's richest and poorest nations
 - **The wealth gap:** within countries, children from the richest households up to 5 times more likely to be enrolled than those from the poorest
 - **The quality divide:** many children leave school lacking basic literacy and numeracy skills

Composition of regions

Central and Eastern Europe (CEE) – 21 countries

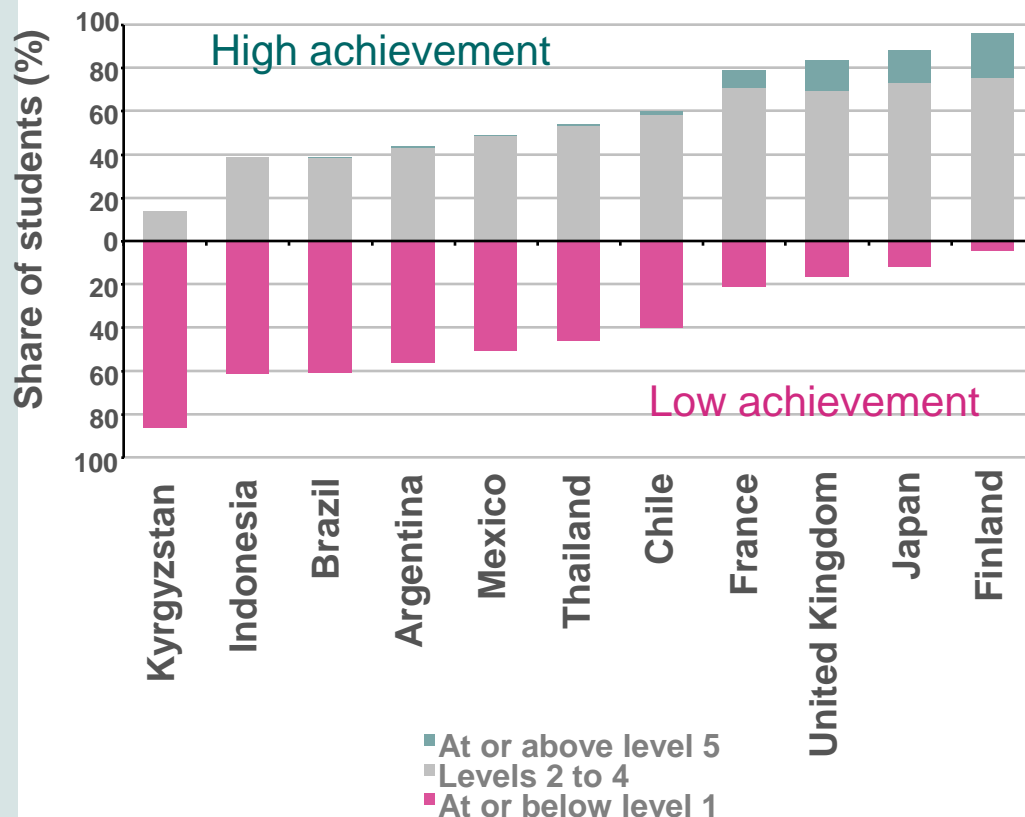
Albania, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Montenegro, Poland, Moldova, Romania, Russia, Serbia, Slovakia, Slovenia, Macedonia, Turkey and Ukraine.

Central Asia (CA) – 9

Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan and Uzbekistan.

Monitoring EFA

➤ Education quality – the learning divide



- The most recent PISA assessment in 2006 showed that the learning outcome of approx. 50% of students in Montenegro, Romania and Turkey scored at or below level 1.
- Estonia ranked 2nd place amongst 54 participating countries with over 90% of students scoring above level 2.
- Only 2 CA countries (Kyrgyzstan and Azerbaijan) participated in PISA 2006; over $\frac{3}{4}$ of all students performed at or below level 1.

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- **Early childhood education and care (ECCE) is still neglected**
 - Malnutrition as a barrier to EFA – 1 in 3 children suffer worldwide (higher in South Asia)
 - Rich countries also face problems:
 - **United States:** poor and ethnic groups lagging behind in ECCE, leading to inequalities in educational outcomes
 - Pre-primary gross enrolment rates increased by 13% in CEE.
 - In **Belarus and Czech Republic** pre-primary systems are capable of enrolling most of children between the ages of 3-5.

Monitoring EFA

Early childhood education and care (ECCE) (ctd)

- In Central Asia - Pre-primary gross enrolment rates increased by 8%:

	1999	2006
- Kazakhstan	14%	38%
- Kyrgyzstan	10%	14%
- Tajikistan	8%	9%
- Uzbekistan	24%	27%

Monitoring EFA

➤ Steady but uneven progress in universal primary education (UPE)

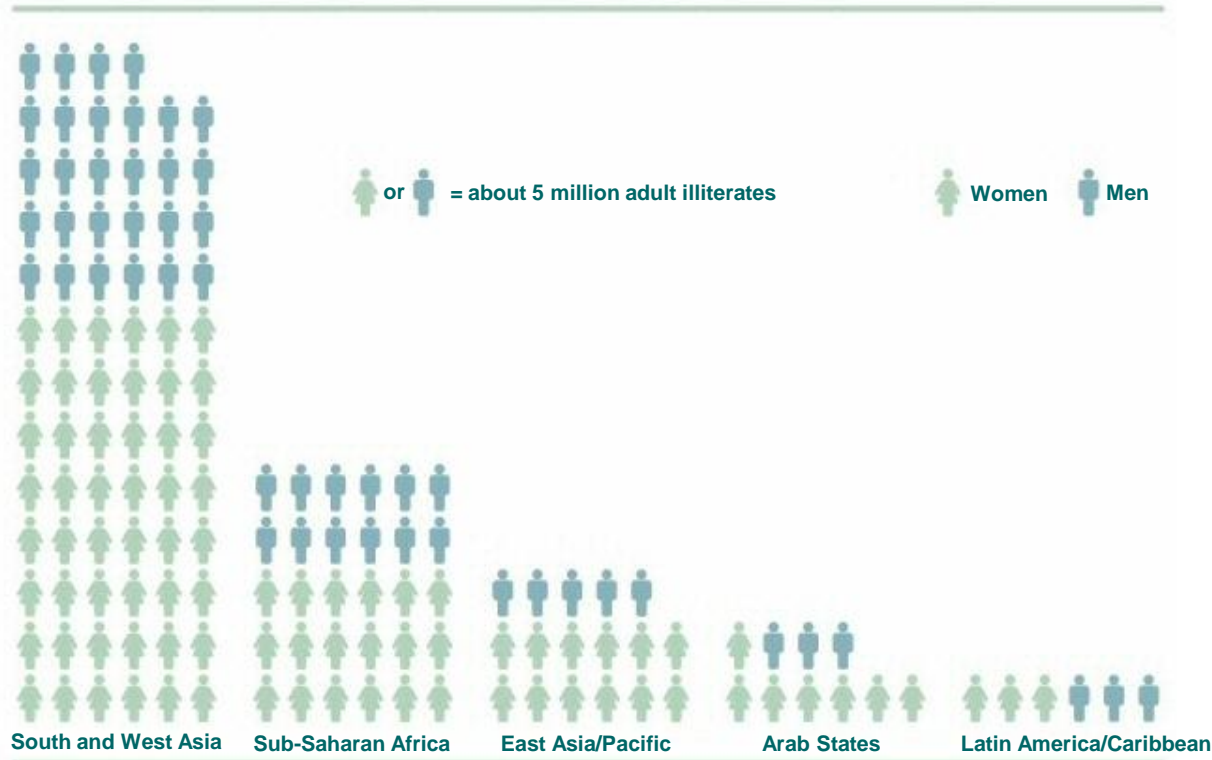
- **Since 1999, the primary NER for developing countries has increased at twice the rate of the pre-Dakar decade**
- **Fewer children out of school in 2006 than in 2000.**
- **The primary NER has increased from 91% to 91% and from 87% to 89% between 1999 and 2006 in CEE and CA respectively.**
- **However, NER has been declining in Bulgaria, Latvia, Lithuania, Moldova and Kyrgyzstan.**
- **Progress at global level in:**
 - ✓ **Increased political leadership**
 - ✓ **public investment & abolished school fees**
 - ✓ **school construction**
 - ✓ **measures to strengthen quality ...**
- **... but the world is not on track for UPE by 2015**

- Global, regional and national inequalities are a barrier to progress in UPE
 - **Wealth**: children from rich and poor backgrounds move in different worlds.
 - ▷ Poor children are over-represented in out-of-school numbers:
 - **Other inequalities**:
 - ▷ gender
 - ▷ location (rural v. urban)
 - ▷ minorities
 - ▷ language
 - ▷ disability

Monitoring EFA

- Little progress in reducing numbers of illiterate adults
 - Still **776 million illiterate adults** in 2006, two-thirds are women. This represents 16% of the global adult population

Projected number of adult illiterates (age 15+), by gender and region, 2015



- Projections for 2015 - **700 million** illiterate adults
- Literacy gap –Adult literacy rates can vary up to **40 percentage points** between the richest and poorest households within a given country.
- In 2000-2006 in CA the adult literacy rate was estimated at 99%.

➤ Gender disparities – still a long way to go

Primary & secondary education

59 out of 176 countries have achieved gender parity in both primary and secondary education.

Central Asia

Gender parity in secondary education, data as of 2006 (table 12, p.372)

- Kazakhstan 93%
- Kyrgyzstan 86%
- Tajikistan 83%
- Uzbekistan 100%

Monitoring EFA

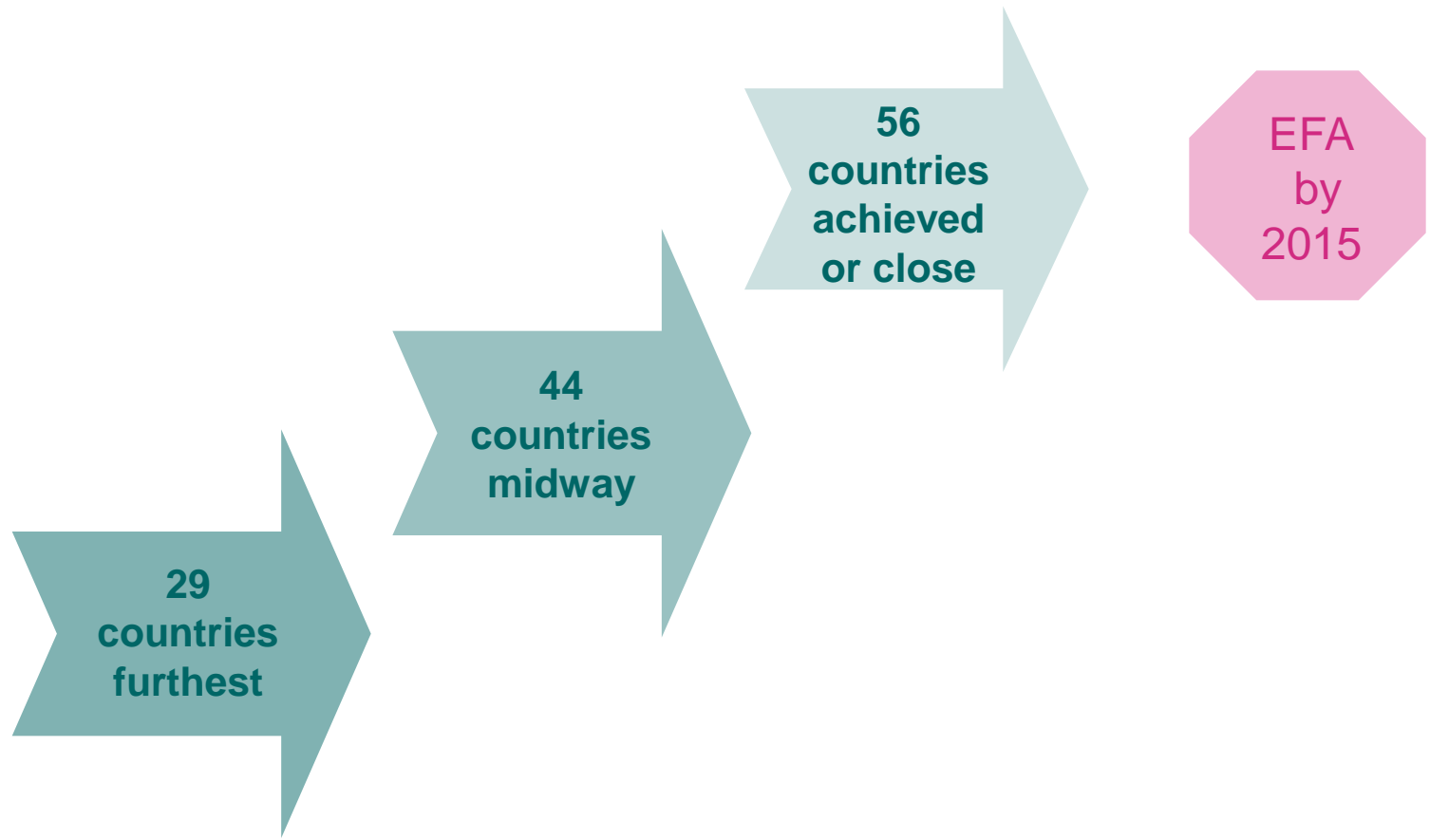
The Education for all Development Index (EDI)

- The EDI is the arithmetic mean of **four components** (but not of all education system):
 - Total primary NER
 - Adult literacy rate
 - Gender-specific EFA index (GEI)
 - Survival rate to grade 5

Monitoring EFA

➤ Measuring overall progress: The Education Development Index

- Measures overall progress in four EFA goals
(data for 129 countries in 2006)



➤ **The Education for all Development Index (EDI)**

In the ranking table according to the level of EDI and its components Kazakhstan ranked 1st place amongst 56 countries with high EDI.

IMPORTANT:

- EDI measures four EFA goals out of six.
- EDI does not show the level of the entire education system and level of education quality (incorrect comments and misinterpretation in some mass media)

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➤ Governance reform in education

- Education governance = the formal and informal processes through which policies are formulated, priorities identified, resources allocated, and reforms implemented and monitored

Bad education governance is seen in:

- ✗ overcrowded, underfinanced schools
- ✗ absent teachers
- ✗ unaccountable to families
- ✗ high levels of inequality
- ✗ low levels of learning

Good governance aims for:

- ✓ Transparency
- ✓ Accountability
- ✓ Equal opportunity for all citizens
- ✓ Enhancing the voice and participation of citizens

➤ The governance reform agenda:

- **Decentralize** to sub-national bodies
- **Devolve** authority and decision-making to schools and parents
- **Expand choice and competition**
- **Flexible recruitment and financial incentives** for teachers

Governance for equity

➤ Evidence and lessons

- Financial decentralization comes with threats to equity
 - ▷ **Lesson:** governments should retain a strong role in leveling the playing field
- Devolution to schools can perpetuate inequality and overburden local providers
 - ▷ **Lesson:** governments need to create an enabling environment to strengthen 'voice' and build capacity
- Choice and competition is not a panacea for state failure, or a prescription for equity
 - ▷ **Lesson:** if public sector provision is broken, the governance challenge is to fix it
 - ▷ **Lesson:** avoid blueprints – and don't export them
- Recognize the limits to contract teacher recruitment and performance-related pay
- Poverty-reduction strategies can not work without integrating education
 - ▷ **Lesson:** integrate education into wider strategies for overcoming poverty and inequality

Outline

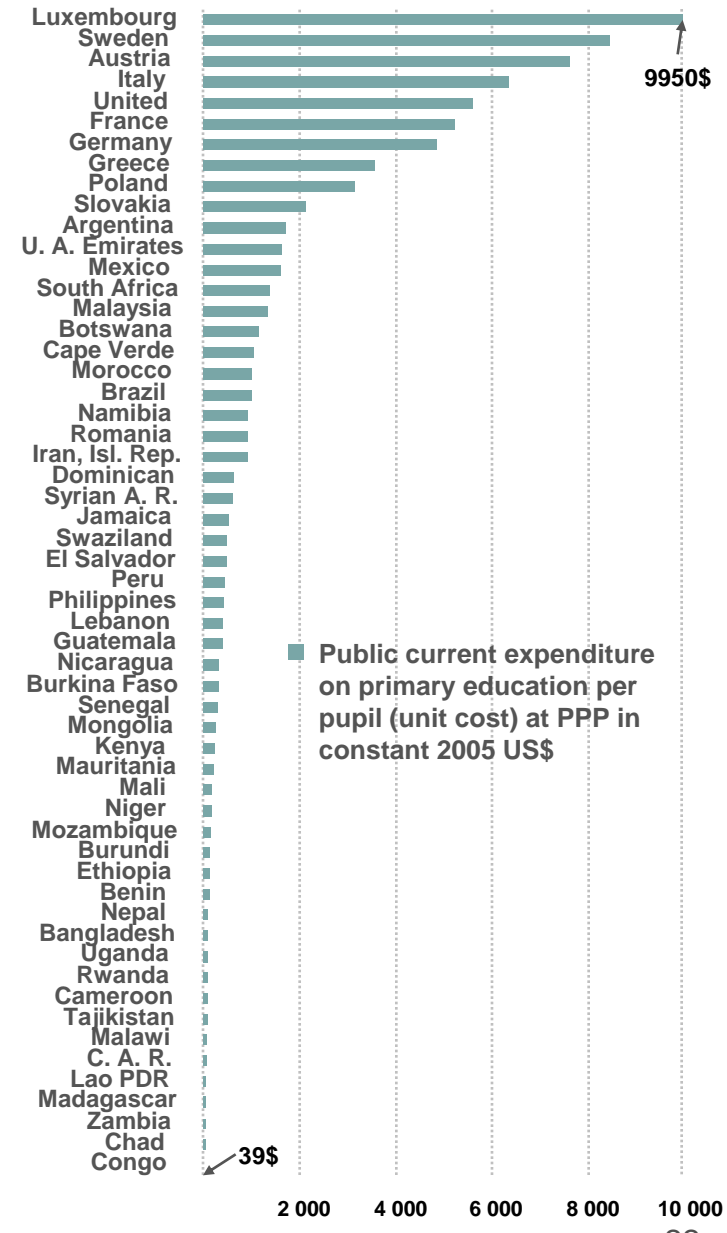
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National finance

➤ National education finance

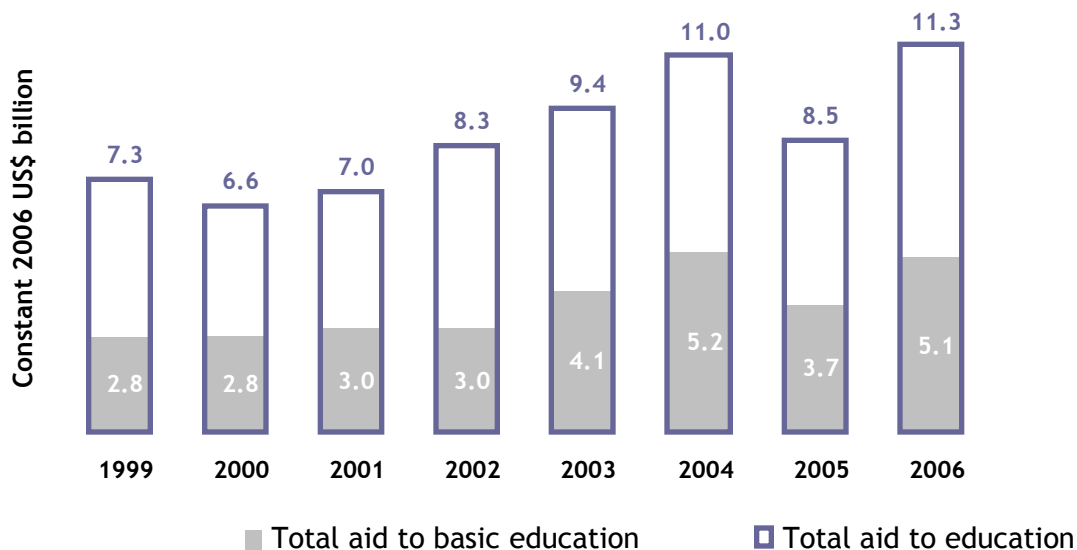
- Most countries have increased the share of national income allocated to education since 1999.
 - ▷ Ethiopia, Kenya, Mozambique & Senegal all have sharp increases in spending, associated with positive results
- but...
- ▷ Other countries especially in South Asia, levels are stagnating
- and...
- Global wealth inequalities are mirrored in inequalities in education spending
 - ▷ Range from US\$39 in Congo to \$9950 in Luxembourg



Aid & aid governance

➤ Donors are failing to deliver on their Dakar commitments

- Aid commitments: global shortfalls and education deficits
 - ▷ Donors falling short of 2010 commitments: meeting these requires additional US\$30 billion
 - ▷ In 2006: aid to basic education US\$5.1bn (same as 2004)
 - ▷ Aid to basic education in low income countries: US\$3.8bn but US\$11bn needed annually to meet EFA goals



▪ Fast Track Initiative under threat:

- ▷ Potential financing gap of US\$2.2bn by 2010

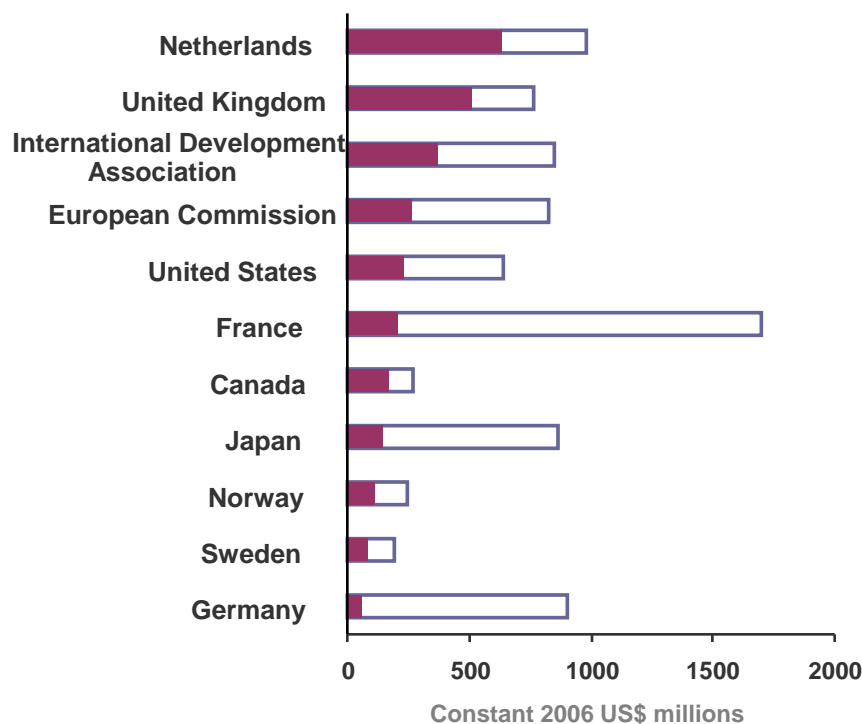
Aid & aid governance

➤ Equity matters

- Donors vary in their commitments to basic education in low-income countries

□ Total aid to education

■ Total aid to education going to basic education in low-income countries



➤ Some countries such as the Netherlands and UK allocate over 60% of aid to basic education in low income countries

➤ ...France, Japan and Germany allocate only a small fraction

➤ The Paris agenda: a mixed record

- Improving aid governance: Paris Declaration on Aid Effectiveness (2005). Until now, progress is variable:
 - ✓ Shift from projects to programmes
 - Increase from 33% to 54% in 2005-2006
 - ✓ National ownership
 - Conditions vary (India v Mozambique)
 - ✓ Aligning aid to national priorities & improve predictability
 - Some positive examples, but some donors unwilling to work through national structures
 - » e.g. Despite Mongolia's strong financial management system, only 17% of aid is managed through it
 - ✓ Improving donor coordination to reduce inefficiency
 - Progress in some countries (Ethiopia– over half of missions were joint in 2007), **but...**
 - In 2007, Niger hosted 600 donor missions – less than 100 were joint
 - In 2005, 18 countries had to deal with 12 donors for basic education alone

Aid & aid governance

- The **CEE region** received an annual average of \$370 mln. In aid to education in 2005-2006 down from \$409mln in 1999-2000.
- Aid to basic education also declined from 32% of total education aid in 1999-2000 to 11% in 2005-2006.
- In **CA**, average annual aid to education increased from \$102mln. in 1999-2000 to \$163mln. in 2005-2006.
- The share devoted to basic education also increased from 24% to 39% over the period.

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Conclusions

➤ Policy recommendations:

- Get serious about **equity** – and set targets for reducing disparities
- Strengthen links between education planning and **poverty-reduction strategies**
- Back EFA targets with **equitable financing**
- Commit to **quality** education
- Recognize the limits to **choice and competition**
- Deliver on **aid** commitments (now)

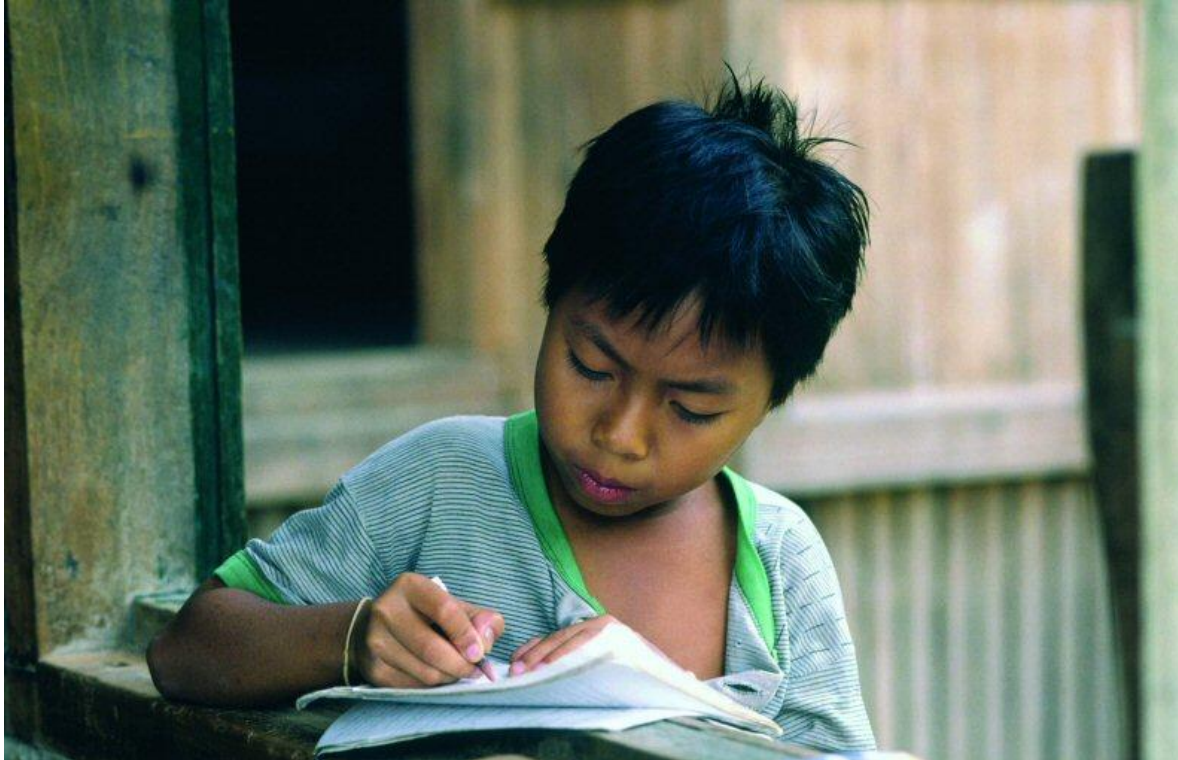
EFA Global Monitoring Report

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