GLOBAL CAMPAIGN FOR

EDUCATION

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BACK TO SCHOOL?

THE WORST PLACES IN THE WORLD TO BE A SCHOOL CHILD IN 2010

1GOAL

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This is an independent report and does not necessarily reflect the views of all members or national coalitions.

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FOREWORD BY KAILASH SATYARTHI GCE PRESIDENT

We are living in challenging times. Around the world economic recession, natural disasters and conflict come together to paint a bleak picture in newspapers and on our television screens. It can be difficult to maintain a positive outlook on the future, to look past the urgent problems that we all face now towards a new horizon for the next generation of global citizens.

Education is the key to giving us this vision. Children have a remarkable capacity for positivity and energy. They hold strong hopes and dreams that can, if nurtured and developed, play a huge role in forming both strong individuals and strong communities.

Good quality free education can deliver almost immeasurable positive results for wider society, helping to shape citizens who are healthier, more productive, and active within their communities. Education will give us tomorrow's doctors, nurses, teachers and leaders – but also healthy mothers, responsible fathers and engaged citizens.

Still, five years away from the Millennium Development Goals deadline and despite countless warm words from leaders right across the world, the dream of Education for All remains just that. This report from the Global Campaign for Education shows how and why 69 million children around the world are still being let down by rich and poor governments alike.

During the recent World Cup in South Africa, 18 million people joined over 200 stars from the world of football and signed up to the Global Campaign for Education's IGOAL campaign, backed by FIFA, to make universal education a legacy of Africa's first World Cup Finals tournament. People have spoken, loudly and clearly. Now it's time for leaders to answer their call.

For governments on both sides of the equator there is no time to waste. Governments in rich countries must start backing up their warm words on education with real action. This means paying their fair share of money toward education and considering other innovative financing solutions to pay for all children to go to school. They must focus their efforts on what works. What matters are the tools that can deliver right at the sharp end of education: teachers, books and schools.

In developing countries, governments and their Ministries of Finance must be absolutely clear that they recognise education as the cornerstone of development in their countries. They must make Education for All a constitutional right and assign 20% of their spending to education infrastructure and delivery.

In the ongoing effort to achieve Education for All it is vital that we have reliable information regarding what are the priority issues to be targeted in each country. This report makes a valuable contribution, enabling us to have a fresh look at each country and assess those that are performing well and those that are lagging behind in all the key areas.

The journey toward Education for All has been a long one. In a struggle, it is often easy to forget the change that has been achieved. Since the Global Campaign for Education was launched in 1999, 40 million more children have got into school. I thank the campaigners who lobbied their leaders to make this happen. Getting all children into school is an achievable goal. For another 69 million children the journey continues, but if leaders keep their promises we can reach our destination.

EXECUTIVE SUMMARY

BACK TO SCHOOL? THE WORST PLACES IN THE WORLD TO BE A SCHOOL CHILD IN 2010

Education is the foundation of all development and a vital catalyst for growth. The eight goals agreed at the UN Millennium Summit in 2000 reflected this, with two of them directly concerning education provision.

- Goal 2: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
- Goal 3: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

The final declaration of the 2000 Summit asserted this further, stating that **'Education is development. It creates choices and opportunities for people, reduces the twin burdens of poverty and diseases, and gives a stronger voice in society.'** 2010 is a critical year during which it will become clear whether the global community is committed or complacent in its promises to reduce world poverty.

This report, backed by many of the world's leading anti-poverty organisations, shines a spotlight on the worst places in the world to be a school child. The findings paint a stark picture of the lives of children from 60 of the poorest countries. It demonstrates loud and clear that the efforts to provide universal access to education are in crisis, and that the progress made in enrolling 40 million more children in school since 2000 is now under severe threat. There are still 69 million children out of school today. The UN report that if current trends continue, the slowdown in progress in enrolments will mean that in 2015 there will be more children out of school than there are today. In addition, too often the quality of education on offer is very poor, leading to early drop-out and illiteracy. Across the world there are 759 million adults who cannot read or write. In sub-Saharan Africa, 48% of children do not complete primary school and only one country in the region sends more than half its children to secondary school.

Education is proven to be t**he key to ensuring sustained and equitable economic growth, improved health and social development.**

- Across the world, **171 million people could be lifted out of poverty if all children left school with basic reading skills.**
- In sub-Saharan Africa, **providing every mother with secondary education would save the lives of 1.8 million children every year.**

Despite this potential for transformation, the education sector is in crisis, with developing countries under pressure to squeeze their budgets and aid budgets being cut. Indeed, recent international summits have shown little if any appetite to address the looming emergency.

It is clear that a **dramatic upscaling of domestic and external aid efforts is needed** in order to give the next generation better prospects than their parents, and lift themselves and their countries out of poverty. Our country case studies highlight the places where education challenges remain most severe, or where governments have most comprehensively failed to live up to their commitments. While the efforts of some have been remarkable, **too many poor country governments still do not take the minimum actions required to open the school gates to all.**

In addition, poor countries are on a worsening trajectory as s**evere and deepening pressure from the economic downturn caused by the crisis of the rich world's banking system bites on their budgets. The global impact of the economic downturn is expected to be devastating in the education sector, where it is estimated that $4.6 billion per year will be lost to education budgets in sub-Saharan Africa due to the combination of effects of the crisis.**

It is vital that governments of rich and poor countries now live up to the promises they have made. Effective aid to education can be a powerful tool. Sadly many significant donors are neglecting their obligations and using scarce aid funds to underwrite their own universities, prioritise geo-political self interest, and spend excessive amounts of money on consultants. Poor country governments also need to increase domestic spending on education to the recommended 20% of total budget. Many have made good efforts, although a significant minority including Pakistan, Chad and Congo still allocate less than 12% of their total budget to education.

The rich world stated ten years ago in the Dakar Declaration, that 'no country with a serious plan for the achievement of Education For All should be thwarted in this ambition for lack of resources'. This report shows that most rich country governments have failed to keep their promises on helping poor countries achieve education goals, and that much more effort will be needed to fill the global financing gap for education. All of this points to the need for a global reinvigoration of efforts to set the world back on track for achieving Education For All by 2015.

OUR RECOMMENDATIONS

POOR COUNTRIES SHOULD:

1. Be vocal and passionate advocates of investment in education on the global stage.
2. Put a minimum of 20% of their budgets into education, half for primary schooling.
3. End fees and charges that prevent families sending children to school.
4. Help girls and marginalized groups into school, with special programmes such as school health and nutrition and stipends.
5. Train and recruit all the teachers needed to achieve EFA, and ensure quality teaching and learning that meets the diverse needs of students, alongside appropriate assessment of learning outcomes.
6. Be open to civil society participation and democratic control in education governance and budgeting, to strengthen accountability between citizens and the state.

RICH COUNTRIES SHOULD:

1. Immediately prepare a step-up plan for reaching their fair share of the funding needed for EFA. Aid to basic education should double from $4 billion to $8 billion per year immediately, and increase incrementally to $16 billion per year by 2014.
2. Make aid available for the core running costs of education – teachers, books and schools – and end the practice of reporting imputed student costs and aid to overseas territories into total aid to education figures.
3. Back global plans and initiatives to ensure resources and results:

- At the G20, agree a global financial transaction tax of at least $400 billion per year, with $100 billion of this for development aid, including education.
- Back a reformed Fast Track Initiative and ensure that its replenishment target of $2 billion for 2010 is met immediately.
- Explore other innovative approaches to raising and disbursing funds for education.

4. Target aid to countries facing the greatest challenges, including those suffering war and conflict, and where girls are most severely disadvantaged.
5. Require the IMF and World Bank to pursue 'pro-education' policies:
   - The World Bank should agree a matched funding formula for assisting FTI-endorsed countries, combining its resources with FTI grants under a single stream, in the form of grants rather than loans.
   - The IMF should relax macro-economic conditions such as low inflation and deficit targets to allow for counter-cyclical investment in education up to 2015.

BACK TO SCHOOL? THE WORST PLACES IN THE WORLD TO BE A SCHOOL CHILD IN 2010

2010 is a critical year in which the world will decide if it is dedicated or complacent in its commitments to reduce world poverty. It is ten years since world leaders agreed eight goals to improve the lives of the world's poorest people. These goals inspired campaigners and governments alike to redouble and target their efforts to change the fortunes of the most vulnerable members of society. **As a result of government efforts, aid and debt cancellation since 2000, millions of people have accessed free education and health services, and improved their incomes and quality of life.**

Despite this progress, **seven out of the eight goals are likely to be missed.** The goal that could have the greatest impact on economic growth, improved health and social welfare and development is ensuring universal access to good quality education. Yet this vital sector is in crisis, with developing countries under pressure to squeeze their budgets and aid being cut. Meanwhile the global leadership that benefits other issues is singularly lacking, with recent international summits showing little if any appetite to address this looming emergency.

Within this context, this report from the Global Campaign for Education, supported by six of the world's leading anti-poverty organisations, shines a spotlight on the worst places in the world to be a school child. The 'School Report' table findings paint a stark picture of the lives of children from around 60 of the poorest countries [1] demonstrating that a **dramatic upscaling of effort is needed** in order to give the next generation better prospects than their parents and lift themselves and their countries out of poverty. A country like Chad, languishing close to the bottom of our table, has shocking indicators across the board: just 14% of its population go to school for five years, child labour and early marriage are rife, and two-thirds of adults cannot read or write. The country case studies highlight places where education challenges remain most severe, or where governments have most comprehensively failed to live up to their commitments. While the efforts of some have been remarkable, **too many poor country governments still do not take the minimum actions required to open the school gates to all.**

More worryingly, poor countries are on a worsening trajectory as **severe and deepening pressure from the economic downturn** caused by the crisis of the rich world's banking system bites on their budgets. This is an impact that is reverberating across the vital areas of global education, health, nutrition, water and sanitation. Damaging setbacks are already occurring and are predicted to escalate in the coming years. [2]

The global impact of the economic downturn is very apparent in the education sector, where it is estimated that **$4.6 billion per year will be lost from education budgets in sub-Saharan Africa** due to the combination of effects of the crisis. This represents a 13% reduction of the resources devoted to each primary school pupil. [6]

WEATHERING THE STORM? EDUCATION AND THE ECONOMIC CRISIS

The impact of the crisis created by unregulated banking and reckless lending in rich countries has spread rapidly across the globe. In Europe and North America, governments abandoned neo-liberal orthodoxy in favour of massive economic stimulus programmes, spending on infrastructure and public services, as well as engaging in short-term 'quantitative easing' – controlled increase in the supply of money so as to reduce pressure on banks. Bound by IMF-advised macro-economic policies geared towards restricting money supply, governments in low-income countries have very limited opportunity to pursue the same course. As a result, economic growth looks set to falter, especially across sub-Saharan Africa, with serious consequences for education spending. [3]

The 2010 EFA Global Monitoring Report analyses the implications for education spending, demonstrating how the increased investment in education in the region has been a direct benefit of economic growth in the early part of this decade. It forecasts that slower, and in some cases negative, growth could result in a cumulative loss of $30 billion to education in the region by 2013. For many of these countries, even high annual growth left the sector with substantial financing gaps. Specific country data is only slowly starting to emerge:

> *In September 2009, Kenya announced plans to delay financing of free education for 8.3 million primary school children and 1.4 million secondary school children, prompting school administrators to press for a temporary restoration of user fees. The government claimed costs associated with emergency feeding programmes forced the delay.* [4]

Constraints to public spending on education are not the only reason education suffers during a financial crisis. A recent World Bank study [5] of past experiences in Latin America and Africa revealed that economic shocks have a direct impact on enrollment in poor countries due to a combination of increased child labor and deteriorating quality of education, as teachers themselves are forced to take second jobs to support their families. The 2010 EFA Global Monitoring Report echoes these findings, highlighting unemployment, loss of remittances and increases in household hunger as reasons why families withdraw children from school. Girls and women, and very poor families, are especially vulnerable to these effects.

The repercussions are clear: the economic crisis will undoubtedly set back the progress made in education since 2000. Currently it appears that the majority – though not all – of governments are attempting to protect or even increase education spending within the scant fiscal space that they have. The onus is therefore on the international community to step up to the plate, honour their promises and fulfill their responsibility to the poorest: those who did nothing to create the financial crisis but find themselves suffering the worst of its effects.

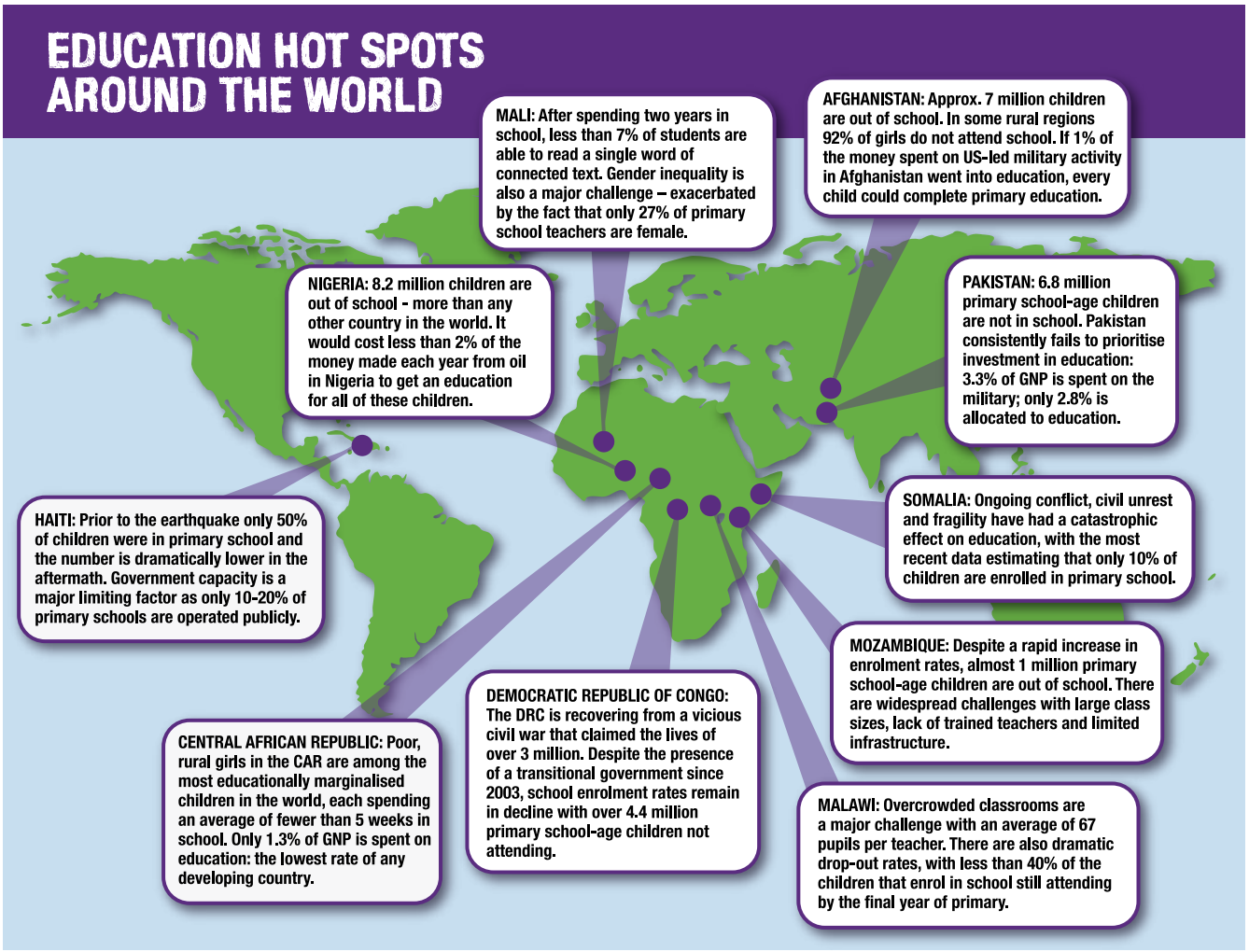
[1] Ranking all countries with per capita incomes of less than $3000
[2] UNICEF 2010. Progress for Children: Achieving the MDGs with equity. http://www.devinfo.info/pfc/download/progress_for_children_No9.pdf
[3] IMF, 2009: World Economic Outlook
[4] GMR, 2010: Reaching the marginalised
[5] World Bank, 2008: Aggregate economic shocks, child schooling and child health

Getting every child into school is, ironically, a goal that has experienced some success. In the past ten years 40 million more children have gone to school, in contrast to the previous decade, which ended with more children out of school than at the start. But celebration of this achievement must be tempered by the recognition that the progress made is both partial and fragile. Indeed, as a consequence of the crisis, the progress made now risks being eroded for another generation. The UN report that if current trends continue, the slowdown in progress in enrolments will mean that **in 2015 there will be more children out of school than there are today.** But it does not have to be this way. Crucially, government action by both rich and poor countries can make enormous differences for the future by investing in education as a long-term sustainable solution to promoting growth and reducing dependency on aid flows. More than ever before it is vital that governments of rich and poor countries now live up to the letter – and the spirit – of the promises they have made time and again.

In rich countries, elections can pivot on the issue of schooling with billions spent domestically every year to ensure that the children emerging out of a country's school system are well qualified and equipped for competing in the global marketplace. The competition for a quality education is so fierce that parents move houses to be close to a good school. It is almost universally acknowledged that an unqualified workforce makes for an uncompetitive economy. Yet sadly the 'Donor Report Card' shows that for many countries, the education support they give to their own people does not extend to their development policy. Indeed, some donors are neglecting their obligations and using scarce aid funds to underwrite their own universities and waste it on consultants.

The rich world stated ten years ago that 'no country with a serious plan for the achievement of Education For All (EFA) should be thwarted in this ambition for lack of resources'. [7] This report shows that **most rich country governments have failed to keep their promises** to help poor countries achieve education goals, and that much more effort will be needed to fill the global financing gap for education. Moreover, the international institutions, far from mitigating this situation, are too often contributing to the hardship. The International Monetary Fund (IMF), despite trumpeting its flexible approach to macro-economic policy advice as a crisis response, remains wedded to a policy prescription that severely restricts countries' chances of investing sufficiently and sustainably in education. The World Bank, despite being the biggest single financier of education globally, has seen a dramatic withdrawal of education funds from low-income countries and especially Africa.

All of this points to a need for a global reinvigoration of efforts to set the world back on track for achieving EFA.



[6] GMR 2010, Reaching the marginalised
[7] Education For All Declaration, Dakar 2000

PICTURE FINAL: AN OVERVIEW OF EACH COUNTRY'S PERFORMANCE

* DA = Data Available

Country	Final Report			
				Overall
	*DA	Marks	Grade	Rank
Tajikistan	99	80	B	1
Kyrgyzstan	99	77	B	2
Republic of Moldova	95	77	B	2
Mongolia	87	75	B	4
Sri Lanka	87	72	B	5
Bolivia	97	70	B	6
Guyana	88	69	B	7
Philippines	97	69	B	7
Lesotho	100	68	C	9
India	100	66	C	10
Ghana	100	64	C	11
Kenya	100	64	C	11
Uzbekistan	82	62	C	13
Viet Nam	87	60	C	14
Djibouti	96	58	C	15
Cape Verde	86	56	C	16
Lao People's Democratic Republic	96	55	C	17
Cambodia	99	53	C	18
Mauritania	98	52	C	19
Honduras	93	52	C	19
Gambia	99	52	C	19
Sao Tome and Principe	75	51	D	22
Congo	98	50	D	23
Togo	87	50	D	23
Timor-Leste	88	49	D	25
Bangladesh	99	49	D	25
Mali	100	49	D	25
Rwanda	99	49	D	25
Nepal	94	47	D	29
Senegal	99	47	D	29
Sudan	98	46	D	31
Madagascar	99	45	D	32
Nigeria	100	44	D	33
Cameroon	100	43	D	34
Zambia	99	43	D	34
Democratic Rep. of Congo	88	41	D	36

Country	Final Report			
				Overall
	*DA	Marks	Grade	Rank
Burundi	100	40	D	37
Guinea	100	40	D	37
United Republic of Tanzania	94	40	D	37
Yemen	85	39	D	40
Malawi	84	39	D	40
Sierra Leone	96	39	D	40
Niger	100	38	D	43
Afghanistan	96	38	D	43
Côte d'Ivoire	94	38	D	43
Guinea-Bissau	81	37	D	46
Uganda	100	37	D	46
Pakistan	98	37	D	46
Benin	100	36	D	49
Liberia	94	36	D	49
Zimbabwe	81	34	E	51
Mozambique	99	33	E	52
Central African Republic	97	32	E	53
Burkina Faso	100	30	E	54
Chad	99	30	E	54
Ethiopia	100	29	E	56
Comoros	82	29	E	56
Haiti	87	28	E	58
Eritrea	82	18	E	59
Somalia	71	8	F	60

SCALE FOR OVERALL MARKS

A : 86 - 100
B : 69 - 85
C : 52 - 68
D : 35 - 51
E : 18 - 34
F : 0 - 17

EDUCATION: A SILENT CRISIS, WARRANTING GLOBAL ACTION

This day and every day, 69 million children will wake up with no prospect of a stimulating and life-enhancing school day ahead, facing hunger, hard work, ill-health and poverty as a result. Each of these children will never know the inside of a classroom, will never read a textbook and will never know the care of a good teacher. They will never experience the benefits of being able to count, read, develop life skills, and will miss out on the job opportunities and improved health afforded by a good quality education.

The majority of these children are girls, whose lives are likely to be burdened by the twin blights of early marriage and domestic labour. In rural Burkina Faso, 61% of girls are married by the age of 18 and over 85% never get to see the inside of a secondary school.

This report further shows that those children fortunate enough to go to school too often find that their chance of having a quality education, leading to meaningful learning outcomes, is severely hampered. A nationwide survey showed that more than half of the grade V rural students in India were found to be unable to read a grade II language text. [8] Countries across Africa and Asia have resorted to meeting rising demand for education by employing contract and untrained teachers. In Togo only 15% of primary school teachers have the appropriate training, and Ghana, Liberia and Sierra Leone each have less than 50% trained. Frequently it is poor children who find themselves in oversized classes, taught by these teachers and unable to learn. In the Central African Republic there is an average of 90 children per teacher, and in Chad, Rwanda and Malawi an average of over 60 children per teacher.

Hungry children complete fewer years than children that are adequately nourished. due to reduced cognitive ability, prevalence of disease and other effects, yet almost one-third of the world's children are suffering malnutrition. It is therefore no surprise that **in sub-Saharan Africa, 48% of children do not complete primary school and are forced to begin their lives without the preparation of a basic education.**

NIGERIA: EDUCATION ON THE BRINK

Nigeria has more children out of education than any other country in the world – 8.2 million. This is made all the more appalling by the fact that Nigeria is far from poor, by African standards. On paper at least it is among the continent's richest countries, the world's sixth largest producer of crude oil.

But decades of failure to invest in education have left the basic school system hardly functioning, especially in the country's impoverished north. The women and girls at the free school in Kaduna come from villages where there are no state schools at all – despite the country's commitment to universal basic education - or where the fees charged by underfunded schools exclude all but the better off. Unofficial charges for books and so on can amount to about 8,000 naira a term, about £50. "Many of their parents are so poor," says Tattalli Organisation coordinator Rukayyat Adamu, "that they can't even afford to buy their children pencils."

In the largely Muslim north of Nigeria, education is key to empowering women. In parts of the region, attendance rates are below 50% at primary school and of those only one in every three pupils is female (nationwide, the proportion is five boys to four girls). Many of the girls at the Tattalli free school are 14 or 15 and have fled home and come to Kaduna because their marriages had already been fixed. The way out, they tell GCE, of the life of their mothers, is to become doctors, teachers or nurses. It's touching to see them, a month into the first taste of education of their lives, reciting "A is for apple, B is for boy, c is for cake."

Whilst primary education remains in crisis, the picture becomes even grimmer when considering pre-primary and secondary education, both of which are almost always the privilege of the few. In sub-Saharan Africa, only one country sends more than half its children to secondary school – the tiny island nation of Cape Verde which has a total population of only 430,000. Girls from poor rural families face the biggest challenges, with a slim chance of completing a full cycle of schooling when compared to rich, urban boys. In Yemen, for example, boys in rich urban areas average ten years in education, whereas poor rural girls average just one year. Within poor households, if there are limited resources, then girls invariably will be the first to drop out of school.

In addition, adult illiteracy remains a major stain on the world's efforts to end poverty: 759 million adults, the majority of them women, are unable to read and write. Across Africa, the problem is rife with 21 countries having between a third and a half of their populations illiterate. Chad, Somalia, Sierra Leone and Niger each have illiteracy rates of over 70% of the population, as shown in our ranking tables. Half of the illiterate adults in the world live in South Asia with the hot spots of Afghanistan, Pakistan, and Bangladesh. Illiterate adults and their families struggle without even the most basic of skills to navigate life, access healthcare for their families and enter the labour market.

[8] Pratham, 2009. Annual Status of Education Report, New Delhi

HAITI: IN THE WAKE OF THE QUAKE

The educational picture in Haiti has historically been poor – the country was bottom of the league table for education provision in 2008. January 2010's devastating earthquake, while increasing public attention and international aid to the Haiti, has set back schooling even further. It is hoped that international aid efforts look not only toward immediate relief but also to long term reconstruction of public services and preparedness for future natural disasters.

Prior to the earthquake, only around 50% of Haiti's children went to school. Where schooling was available, serious challenges existed around the quality of education, with only 20% of schools being state run. Other provision was disparate, run by churches or community groups – meaning severe variation in quality of teaching. 20% of all Haitian schools were affected by the recent earthquake – and 80% of those were completely destroyed, leaving an estimated 2.5 million children without a school to go to. The Inter-agency Standing Committee Education Cluster has now enabled 80% of affected schools to reopen – but many of them are in temporary school shelters.

One of those affected is 10 year old Michou, from Port Au Prince. Michou's school was destroyed in the earthquake, leaving her and her brother without and education – and her whole family with an uncertain future.

"Before the earthquake my father was a street vendor selling plastic bags, but he became ill and could no longer work. My mother used to sell drinking glasses, but they all got smashed in the earthquake.

When the earthquake happened, we all managed to get out of the house in time, but we lost everything. Everything happened so quickly. We are now living on the street like many others in our neighbourhood, under sheets strung between broken down buildings.

Our neighbours share rice and spaghetti with us, because it is very difficult to find food and when we do it is very expensive. My parents have no money to buy anything. What I miss most is being able to go to school."

Conflict, natural disasters and environmental pressures are strong contributing factors to the education crisis. The bottom half of the ranking table is littered with countries affected by these issues, including Chad, Mozambique and Burkina Faso. Where these issues are combined with weak domestic political will and/or donor neglect, children's chances of realising their potential through education are scant indeed. Countries such as Somalia, Haiti, and Eritrea are all blighted by weak governance. Others, such as Afghanistan, while still facing many major hurdles, have managed to make some strides forward through a combination of increased domestic and aid investment, pulling itself up towards the middle of the table from a very low base in 2000.

CHILDREN OF AFGHANISTAN: IN CONFLICT AND OUT OF SCHOOL

It is impossible to consider the education performance of Afghanistan outside of the context of the ongoing conflict. Children have just a one in four chance of surviving until their fifth birthday – and if they do, the outlook in terms of education remains bleak.

Despite a 500% increase in enrolments in the last eight years, [9] seven million Afghan children are currently out of school, with 92% of girls in some rural areas unable to access education. Girls' education is a huge challenge, set against a socio-cultural and religious tradition that places strong restrictions of women. Less than 20% of young Afghan women are literate and even where there is primary education available, less than 50% enrol. Currently, there is one teacher to every 43 pupils.

Aid to Afghanistan is closely tied to the military intervention there. In 1999 the country received a total of $2 million of aid to basic education, amounting to $1 per child of primary school age. But 2007 this had risen to $168 million amounting to $37 per primary school aged child. The total cost of US-led military activity in Afghanistan is expected to rise to above $500 billion. If 1% of this money could be diverted into providing education then every child could go to school for six years, and complete primary education.

The crisis in education should be a major cause of concern to global leaders and a priority for action in 2010. It has serious implications for the chances of achieving other development goals, building a strong stable global economy and a secure future free of conflict.

Why? Because there is unambiguous evidence that education beats poverty. It is for this reason that not one but two of the Millennium Development Goals, agreed at the UN Summit in 2000, relate to education:

GOAL 2: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

GOAL 3: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

The final declaration of the 2000 Summit asserted this further, stating that 'Education is development. It creates choices and opportunities for people, reduces the twin burdens of poverty and diseases, and gives a stronger voice in society.'

[9] Mojaddidi et al, 2006, Free Quality Education for Every Afghan Child, Oxfam Briefing Paper 93, Oxfam GB

EDUCATION: A COMPELLING CASE FOR DEVELOPMENT

EDUCATION BEATS POVERTY

A life without education is a life half-lived. When people cannot read or write, when they do not have the skills and abilities that a good quality education offers, they are condemned to a life of poverty, ill-health and social exclusion. This disadvantage gets handed down through generations. The children of illiterate parents are more vulnerable to a range of serious threats and problems that can scar their lives forever. And it is not only individuals who suffer - nations as a whole are affected: lack of quality education holds back economic growth and hampers democratic participation. Indeed the impacts are even felt beyond borders. Research shows that education deprivation contributes to conflict and population growth - and thus to environmental pressure and climate change - issues of pressing concern to the global community. [10]

The other side of the story is that children who do go to school and learn are healthier, better-nourished, and live longer and more prosperous lives than those who are excluded. When children attend school they become aware of their own potential in the world, and are equipped with the life skills necessary to make informed choices and live well in society. Education also promotes tolerance and understanding between people – both individually and on a national level. Ultimately this leads to greater political participation, stability and transparency, strengthened democratic systems, and a reduction in corruption. **Across the world, 171 million people could be lifted out of poverty if all children left school with basic reading skills.**

EDUCATION IS THE KEY TO WOMEN'S EMPOWERMENT AND BETTER HEALTH FOR ALL

Time and again the global community has recognised the pivotal role of women in improving the lives of their families and villages. Both the EFA and Millennium Development Goals set ambitious targets for girls' education, stating that gender parity should be achieved by 2005. This target, tragically, has been missed by a mile.

More than half the countries in the Arab world, in South and West Asia and in Africa have yet to achieve gender equity in education. The fact that women and girls are more likely to be deprived of education is a massive injustice, and is especially problematic for development efforts. When women are disempowered and uneducated, it afflicts not only their own existence, but also that of their offspring and wider society. [11] [12] [13] Lack of education for women is strongly associated with early marriage, larger family sizes and poor health and nutrition. [14] [15] [16] [17] [18] Conversely, when women and girls get an education, they not only lead healthier, wealthier lives, but are able to support their families to do the same. [19] [20]

Some key statistics:

- A child whose mother cannot read or write is 50% more likely to die before the age of 5 and twice as likely to suffer from malnutrition than a child whose mother completed primary school. [21] [22] Educated mothers are 50% more likely to immunise their children. [23] [24] [25]

  Providing every mother in sub-Saharan Africa with secondary education would save the lives of 1.8 million children every year.
- A girl in Africa who receives an education is three times less likely to contract HIV/AIDS [26]. If every girl and boy received a primary education, 7 million cases of HIV/AIDS could be prevented in a decade. [27]
- Women with six or more years of education are more likely to seek prenatal care, assisted childbirth, and postnatal care, reducing the risk of maternal and child mortality and illness. [28]

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[26] http://camfed.org/

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[28] Abu-Ghaida and Klasen, 2004. The costs of missing the Millennium Development Goal on gender equity, World Development, 32 (7), 1075-1107

EDUCATION BUILDS ECONOMIC GROWTH AND STABILITY

Perhaps most striking of all in the current global context is the compelling evidence that failing to achieve universal education holds back economic growth. As the world struggles to recover from the recent financial crisis, it has become more vital than ever to ensure that education is a top political priority, especially in developing countries [29] [30] [31].

Simply getting all children into school has a direct positive impact on economic growth. [32] [33] [34] Then once children are in school, ensuring that the education they receive is good quality multiplies the impact because it provides them with the skills, knowledge and abilities needed to thrive in the world. A recently completed study from 50 countries established that every extra year of schooling provided to the whole population can increase average annual GDP growth by 0.37%. Where the education is good quality, the improvement of cognitive skills increases the impact to 1%. [35] Another survey of 120 countries from between 1970-2000 provides compelling evidence that education consistently and significantly affects economic development and is a necessary precondition for long-term economic growth. [36] Put simply, the better the quality of education, the bigger the impact on growth. [37]

Good quality education also provides people with the knowledge and skills that they need in order to pursue their livelihoods more effectively. Completing just four years of basic education makes a farmer an average of 8.7% more productive. [38] Having been to school also means that farmers can adapt more quickly to new techniques and technologies, including those needed to adapt to climate change. [39]

Some key statistics:

- The cost of failing to provide a good quality education for all children in poor countries could be as much as $70 billion a year, due to lost economic growth. [40]
- No country has ever achieved continuous and rapid economic growth without first having at least 40% of adults able to read and write. [41]
- An adult who has completed primary education is likely to earn 50% more than an adult who has never been to school. [42]
- A single year of primary school can increase the wages people earn later in life by 5-15% for boys and even more for girls. [43]

[29] Numerous studies document the link between schooling and economic growth. Useful summaries can be found in literature reviews from Krueger and Lindahl, 2001; Sianesi and Van Reenen, 2003; and Topel, 1999

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WHERE THERE'S A WILL THERE'S A WAY: GOVERNMENTS CAN ACT TO ENSURE EDUCATION GOALS ARE REACHED

Education is an outstanding economic and social investment for long-term development, and a vital building block for weathering and recovering from crisis. Remarkably, there is strong consensus among experts regarding what works to get children into school and keep them there. Our School Report ranks governments on some of these measures– many of them relatively low cost – in order to deliver on the EFA goals.

There is widespread agreement that **low-income countries with large education challenges need to spend at least 20% of budgets on education** [44]. Despite this, 28 countries in our analysis fall far short of allocating this amount. Countries such as Liberia and Chad are dramatically below target – contributing less than 10% of budgets. These countries and others are failing to deliver on the EFA targets because they persistently neglect to allocate sufficient funds to the education of their own citizens.

Other effective policy measures are **eliminating the burden of school fees, investing in school meals and ensuring a supply of qualified, motivated teachers**. All of these contribute not only to increasing access to education but also improving education quality, which is needed to keep children in school and ensure that they achieve meaningful learning outcomes during their time there. It is also therefore vital that **governments pay greater attention to assessing the outcomes of education** to better understand the impact of their reforms and investments.

Our analysis shows that governments have not consistently used these key interventions, despite broad consensus on their impact. Many of the poorest countries in our analysis have resorted to meeting demand by employing unqualified teachers: Bangladesh, Honduras, Chad, Liberia and Mozambique all have less than 50% of their teachers fully trained. This remains the case despite increasing evidence that opting to use contract and unqualified teachers leads to a decline in education quality.

There is even poorer performance when it comes to ensuring that children who do attend school do not have to sit in the classroom with empty stomachs: our analysis revealed **only two countries from within the poor world with appropriate coverage of school meal provision.** Malnourishment and hunger lead to children getting less benefit from education, decreasing learning outcomes and increasing drop-out rates.

EDUCATION FOR ALL = LEARNING FOR ALL?

The global inequality in learning outcomes has become a major concern to policy specialists in education, with numerous studies pointing to acute problems in this area across the developing world. Despite this, the issue of learning outcomes does not receive sufficient attention as a priority for policy-makers. Our research suggests that political interest in access to education is much greater than attention to the outcomes of education.

A recent study from the Early Grade Learning Community of Practice [45] highlights the very poor results of reading assessments in a number of African and Asian countries. In Mali, over 80% of children assessed were found to be unable to read a single word even in their mother tongue, rising to over 90% for French – the language of instruction for most years of schooling. Inability to acquire reading skills means that the crucial building block in the educational process is lacking. This in turn leads to failure across the learning spectrum and contributes strongly to early drop-outs from school.

The study points to four factors contributing to the situation:

- Recruitment of untrained teachers, who are given little if any pedagogical support for teaching reading
- Insufficient instruction time spent on learning
- Lack of textbooks
- Inappropriate languages of instruction in early years education

Working with civil society groups, the EGRA project has succeeded in raising this issue as a matter for public concern and political action in the countries concerned. Their report calls for the EFA community to respond to this crisis of learning, and ensure that EFA truly does lead to learning for all.

Our report also benchmarks countries' political commitment on the issue of fees in education. Despite almost universal acknowledgement that fees prevent children entering and staying in school, in sub-Saharan Africa families are giving an average of one-quarter of their incomes to education. 23 countries in our analysis still do not guarantee free primary Education For All, in direct contravention of UN human rights standards, which make free and compulsory primary education an immediate obligation for states. [46] Even in countries that do have a legal right to education, parents are regularly forced to pay informal fees or in some cases contribute to teacher pay. Recent research found that 40% of teachers in Cameroon are paid by families rather than the state. [47] As long as the basic right to a free education is denied, Education For All will not be worthy of its name.

[44] See Kagia, Bruns and Rakotomala (1999) for seminal analysis on this issue. Investment at this level is repeatedly recommended in international fora such as the EFA High-Level Group, FTI Partners' meeting etc.

[45] Gove A and Cvelich, P 2010 Early Reading – Igniting Education For All

[46] Convention on the Rights of the Child, art 38; International Covenant on Economic, Social and Cultural Rights, art 13; Universal Declaration of Human Rights, art 26.

[47] GCE 2010, Unpublished paper

GIRLS FARE WORST IN THE FIGHT FOR A DECENT LIFE

Our final ranking is made up of indicators that assess girls' chances of getting an education. It reveals how girls – especially those living in poor areas – are massively disadvantaged compared to boys. Girls' enrolment in primary education has slowly inched towards parity: currently 53% of out-of-school children are girls compared with 60% in 2000. However, there remain several countries with significant gender gaps. One example of this is Pakistan, where 73% of boys enrol compared to only 57% of girls. [48] In addition, across most countries, once girls are in school they have a lower chance of completing primary education compared to boys. In Malawi, of those that enrol, 22.3% of boys complete primary compared to 13.8% of girls. [49] In Burundi the situation is similar, with 44.9% of boys that enrol completing primary compared to 27.3% of girls. [50] Following the completion of primary, girls are once again disadvantaged in the transition to secondary school. One example of this is Afghanistan, where just 15% of girls get to secondary school. The inequality is even starker in Chad, where just 7% of girls reach secondary school. Indeed, **there is no country in Africa that sends more than 50% of its girls to secondary school.**

The causes of this inequality are many, but early marriage and child labour are major contributing factors so both of these are included in our indicator table. These problems are acute again in Afghanistan and Chad, where 43% and 73% respectively of rural girls are married before the age of 18. A similar situation is seen across Pakistan and Bangladesh.

Ensuring gender equality in education was the only MDG that should have been achieved by 2005. This target has been missed by a mile and it is vital that international efforts are now channelled into ensuring that girls get the same opportunity as boys to receive access to a good quality education. The most important reason for this is that education is a human right, regardless of gender. However, there are many additional benefits both for the individual girls and their wider communities as demonstrated above.

Though the benefits of girls' education are many, daunting obstacles prevent girls them from getting into the classroom, and then staying there throughout school. However, these barriers can be reduced through government action:

- **Hire women teachers.** The presence of a female teacher can help girls and parents feel more confident in sending their daughters to school. In addition to protecting girls from potential abuse, having female teachers provides girls with role models. [51] Increasing the number of female teachers has also been shown to increase enrolment. [52]
- **Prevent abuse.** Sexual harassment and violence form major barriers to girls' and young women's access to education and their ability to benefit from it. They are powerful factors in influencing parents to keep girls out of school, for girls themselves avoiding school and for girls' underperformance in the classroom. A recent campaign from Plan demonstrates the potential impact that raising awareness regarding violence in schools can have on enrolment levels. In Liberia, in the 100 schools where the campaign is running, average level of girls' enrolment in 2008 was 47%, and after a year of the campaign this increased to 55%. [53]
- **Allow young mothers to come back to school.** Girls who become pregnant are often prevented from going back to school after the birth of their child. There is need for policy change to re-admit girls, alongside challenging the stigma and associated bullying which also prevents girls from coming back to school. [54]
- **Build and equip more schools.** In many rural regions, the most significant issue preventing girls from attending is simply one of distance between home and school. Many parents prevent girls from going to school because of fears for their safety. In Egypt in the 1980s constructing new schools in rural areas boosted girls' enrolments by 60% and boys' enrolments by 19%. [55]
- While the report cards paint a bleak picture for many countries, there are some success stories. The box below highlights some countries that have made remarkable efforts to make progress on education since 2000, demonstrating what can be done with the right will and proper policy interventions.

[48] [49] [50] GMR 2010

[51] Herz and Sperling, 2004 p.67. What works in girls' education – evidence and policies from the developing world. Council on foreign relations.

[52] Nilsson 2003. Education for All: Teacher Demand and Supply in Africa. Education International Working Paper No. 12. Brussels: Education International.

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[55] Rugh, 2000. Starting now: strategies for helping girls complete primary." SAGE Project. Washington, D.C.: Academy for Educational Development.

SUCCESS STORIES: THE IMPACT OF INVESTING IN EDUCATION

Despite the massive challenges facing education systems across the developing world, the last decade has seen significant improvement in certain countries. The top of our league table shows how countries with relatively low GNP per capita can still be effective in providing widespread access to good quality education – by ensuring that they allocate sufficient funds for education and prioritise teachers, textbooks and classrooms. Tajikistan, Kyrgyzstan and the Republic of Moldova occupy the top three positions, and Bolivia, Guyana, the Philippines and Sri Lanka also each score highly. But it is the encouraging performance of several countries in sub-Saharan Africa that are the focus of attention here. All of these countries have benefited from domestic investment and aid.

Across sub-Saharan Africa over the last decade there has been a major effort to increase enrolments, and overall net enrolment rates have increased from 56% to 73% since 1999. Within this, Tanzania has performed particularly well, with the number of out of school children decreasing from 3.1 million to 0.1 million. There has also been dramatic improvement in Kenya, where the number has decreased from 1.9 million to 0.8 million. Keeping children in school once they have enrolled remains a major challenge. Again, there are some significant success stories - In Kenya, Ghana, Namibia and Tanzania, more than 80% of children that enrol in school are now still enrolled in the final year of primary. Another key challenge has been ensuring that teachers are appropriately trained and can effectively engage their students in the learning process. In several countries there have been widespread teacher training initiatives bearing considerable fruit. In Tanzania, Kenya, Rwanda and Niger over 98% of primary school teachers have now received the appropriate level of training. This is a huge achievement and bodes well for witnessing a sustained improvement in learning outcomes in these countries.

In most countries across the region boys still have a better chance of going to school than girls. However, countries have worked hard at reducing the gender gap. In Ethiopia, the gap between the number of boys and girls in school has decreased from 13% to 6% since 1999. In Togo it has decreased from 19% to 10% in this period and in Senegal gone down from 7% to 0%, indicating that gender parity has been achieved. Increasing enrolments, training teachers and ensuring gender parity: all of these issues are dependent upon ensuring that there is sufficient domestic financing for education. In the effort to provide good quality EFA it is vital that countries allocate 6% of GNP to education. The countries that lead the way in this regard are Lesotho and Botswana, spending 11% and 8.8% respectively. Burundi has made major progress since 1999, increasing spending on education from 3.5% to 5.2% of GNP. In the same period, Ethiopia has increased from 3.5% to 5.5% of GNP.

Ghana is our top performing country in sub-Saharan Africa. This is due to a variety of factors, including the decision taken to increase spending on education from 4.2% in 1999 to its current level of 5.5%. This increase in resources has meant that Ghana has been able to enrol an extra 1.3 million children into primary school whilst keeping class sizes down to an average of 32 pupils.

These countries show that with the right leadership and support from the global community, progress can be achieved. But to sustain these countries' efforts and to lift others to the same level, global leadership will be essential in the five years remaining to the MDG deadline.

'FAILING FAST' ON PROVIDING ASSISTANCE FOR EFA: THE DONOR REPORT CARD

The responsibility for achieving EFA rests primarily with national governments in poor countries. Indeed 80% of the funds that have contributed to the achievement of EFA have come from national resources. [56] However, there is a vital supporting role for the global community to play. In 2000 the global community made a unique promise that good plans on EFA would receive the funds they needed. Our analysis shows just how far the world is from sticking to this pledge.

PROMISES TO KEEP: DONORS MUST MEET PAST AID COMMITMENTS

The amount of aid available for different sectors such as education depends largely on the political will in each rich country to mobilise funds for international development. In 1970 the UN agreed that rich countries should give 0.7% of Gross National Income (GNI) in Official Development Assistance (ODA). This commitment has been repeated frequently at international meetings throughout the last 40 years. However, just five countries are meeting this target and it is therefore no surprise that the UN estimates that the funding gap for achieving all eight Millennium Development Goals is between $40 and $60 billion per annum. [57]

PLAYING FAIR MEANS PAYING YOUR SHARE

In order to fulfil the pledge that poor countries should have enough funds to deliver their education plans, developed countries need to make the cash available to get every child a good quality education and ensure second chance learning for those who miss out. The Report Card ranks the efforts each donor country has made to provide their fair share of the $16 billion in external financing that is needed each year to secure EFA. The burden of filling this financing gap should be shared fairly between donor countries on the basis of their respective wealth. Currently this is far from being the case: Norway is in 1st place, donating 130% of their fair share, and at the other end it is the USA, which should be most embarrassed, donating only 16% of what is required of them. The miserly performance of the G8 nations plays a major part in holding back progress – some 87% of the gap is attributable to their failure to pay up.

A WHOLE TEAM EFFORT WORKS BEST

Since 2000, significant analysis has demonstrated that aid has most impact when it is co-ordinated behind government plans and priorities. Since it was established in 2002, the Fast Track Initiative (FTI) has established itself as the ideal instrument for improving donor co-ordination, but has failed to mobilise the intended level of funding. The primary reason for this has been donor reluctance to contribute to the initiative. Some 35 countries currently receive funds from FTI, which is currently in dire need of replenishment to reach a further 16 low-income countries as well as meeting the extended financing needs of countries that are currently part of the initiative. The FTI has a few strong supporters, with Ireland, Netherlands, Spain and the United Kingdom all giving well above their fair share of contributions. Disappointingly, many countries score very poorly on this indicator. Canada, New Zealand and the USA are at the bottom, with none of them having recently contributed anything to the FTI pooled funding.

Currently undergoing a rigorous and far-reaching reform effort to address issues identified through an independent evaluation, FTI could deliver enormous benefits to countries in future, if provided with enough backing by donors.

LEVELLING THE PLAYING FIELD: FOCUSING AID ON THE NEEDIEST COUNTRIES

Globally, far more aid for basic education goes to middle-income countries with less significant education challenges, and neglects low-income countries and especially fragile states. Our Report Card also focuses on the aid that each country gives to the poorest countries and to those where there is the starkest gender disparity in primary enrolment rates. This is important because lots of donors fail to allocate aid to the countries that are in most urgent need. Countries that perform badly here are those that allow their aid to be influenced by political, cultural, historical, and military factors. When it comes to giving aid to the poorest countries, Spain and Germany are particularly poor performers, with only 20% and 24% of their respective aid budgets going to the countries that are most in need.

We also rank the donors according to the proportion of their aid which goes to countries where girls fare worst compared to boys. Denmark is our strongest country, with 70% of their aid going to countries where girls are most excluded from education. That this indicator shows more F grades than on any other 'subject' is especially disappointing as it demonstrates how many donors still use aid to education as a tool to meet their own national objectives rather than provide assistance where it is most needed.

[56] Education Fast Track, 2008: Annual Report
[57] World Bank, no date. http://www.worldbank.org/html/extdr/mdgassessment.pdf

SMOKE AND MIRRORS IN AID REPORTING

In 2008, total German aid to education was $1.65 billion – making Germany the second biggest national education donor in the world. However, as always 'the devil is in the detail'. In its aid reporting, the German government includes government spending on university subsidies that are directed to foreign students coming to study from developing countries – this is called imputed student costs. Higher education in Germany is heavily subsidised for all students so including this serves to enormously boost their aid figures. The funds do not go to students directly, but to the universities themselves. The vast majority of the subsidized students are from the elite in developing countries who have the initial financial resources to study in Germany and afford the living costs.

Of the total $1.65 billion in German aid to education in 2008, $927 million went on imputed student costs, amounting to 56% of the total. Within sub-Saharan Africa, German aid to education was $224 million and 45% of this total was spent on imputed student costs.

Germany is not the only donor culprit here, as France also uses the same flawed system for reporting levels of aid to education. French reported aid to education was $1.7 billion in 2008, making them the biggest national education donor in the world. However, of this, $919 million went on imputed student costs, amounting to 54% of the total.

The Global Campaign for Education is calling for the reform of accounting processes for levels of aid to education. Imputed student costs should not be allowed to be reported as aid to education, as including them provides a distorted picture of how much money actually gets to the recipient countries. Imputed student costs do not contribute in any way to the accomplishment of the EFA goals – they do not provide teacher training, new classrooms or educational resources for those that need them most.

QUALITY COUNTS – AID SHOULD FUND THE CORE RUNNING COSTS OF EDUCATION

While it is important that there is enough aid going to the right places, the quality of aid plays an important role. Put simply, the aid available could be made to work better if it was available to be spent on teachers, books and schools, rather than expensive consultancies or overpriced goods and services in the donating country. The Netherlands are the top donor in this regard, with Norway, United Kingdom, Switzerland and Ireland each also providing a good example for other donors follow. Greece is the worst donor here, but it is the performance of Germany that is particularly concerning: 81% of their aid to education is tied, only 1.1% is given as budget support, and 74% is in the form of technical assistance. This suggests that aid to education is being spent on highly paid consultants, often from the donor country, rather than directly assisting in providing EFA. Germany is not the only culprit: over 50% of aid to basic education from the USA, Belgium, Portugal and France is also spent on technical assistance.

FRENCH AID TO BASIC EDUCATION – BYPASSING THE POOREST AND SERVING NATIONAL SELF INTEREST

French aid to basic education in sub-Saharan Africa is $131.9 million per year. There are 122 million children of primary school age in sub-Saharan Africa, so this figure equates to $1.08 of aid to basic education per year, per child of primary school age. When considering how this figure is split up, it becomes clear that French aid to basic education is not determined by where the most urgent need is, but by where the money will best serve their strategic political aspirations. This is well demonstrated through the example of Mayotte.

In 2009, Mayotte voted to become the fifth overseas department of France, meaning that it has the same status as its better-known neighbour, Reunion. Mayotte is one of the four islands that comprise the Comoros archipelago and has a population of 231,000. The island is claimed by Comoros and the African Union agrees that the nature of French involvement is illegal. Despite this, the people of Mayotte are overwhelmingly in support of their status as a French department. The island economy benefits greatly from French financial assistance and ensures that it remains much wealthier than surrounding islands. [58]

Of the $131.9 million of aid to basic education per year from France to sub-Saharan Africa, $68.6 million goes to Mayotte. This is 52% of the total. If this is calculated per child then every primary school aged child in Mayotte receives $1099 per year from France, whilst every other child in the region receives $0.53 per year. [59] This means that Mayotte receives more than 2000 times as much aid per child as the rest of sub-Saharan Africa.

This aid money does not contribute to efforts to provide an education for the 33 million children across the region who cannot go to school. It does not finance the building of schools and training of teachers. Instead, it bypasses the poorest and forms a political tool of the French government, providing money to a middle-income overseas department of strategic, geopolitical, national self-interest.

The stark failure of the rich world to fulfil their side of the EFA bargain means that there are numerous poor countries making valiant efforts to overcome huge education challenges whilst desperately short of the financial resources required to do so. 15 countries in Africa and Asia facing huge education deficits are already spending at or near the recommended 20% of budgets on education. Many of them have abolished fees and made additional efforts to bring children to school. Now squeezed by the economic crisis, they will be unable to make further progress and may see their gains roll back unless donors step up to the mark.

[58] GDP per capita $4,900

[59] 122 million children of primary school age in SSA, an estimated 62,400 children of primary school age in Mayotte.

THE WORLD BANK

The World Bank continues as a crucial source of financing for education, disbursing $3.4 billion in 2009. However, this aid is disbursed through a myriad of channels and distributed across regions and countries in a pattern that does not uphold the commitment to EFA or the focus on low-income countries. Almost $1.5 billion of the $3.4 billion was in the form of education lending held in larger multi-sector operations designed and managed outside the World Bank's Education Sector Board, often without the expertise of World Bank education staff or Ministries of Education. In disbursements of International Development Association (IDA) funds – the most concessional lending the World Bank has made available over the past decade, $4.2 billion went to just three countries: India, Pakistan, and Bangladesh. The remaining $4.1 billion was distributed amongst the 76 other IDA-eligible countries. Overall levels of IDA funding for education in low-income countries have fallen by 40% over the past decade, contrary to the stated goal of focusing education financing efforts on the world's poorest countries. In addition, this undermines the stated goal of "additionality" of FTI funding, as the IDA funds the FTI grants would be adding to have moved away from the education sector. [60]

In addition, World Bank conditionality and procurement policies have contributed to the significant delays in disbursements by FTI. Even after a low-income country was approved for FTI funding and its education sector plan was agreed to, 'the money would not be dispatched sometimes for up to 18 months afterwards as countries were forced to comply with complex procurement and conditionality requirements, spending precious time fulfilling paperwork requirements rather than investing in their education sectors. While the situation has improved markedly recently, the experience has led to an advocacy effort to promote greater independence of the FTI from the World Bank.

INTERNATIONAL MONETARY FUND (IMF)

The IMF will be the first to state it is not doing anything to impact upon EFA as it is not a development organization and focuses its activities solely on assisting countries to achieve its definition of 'macroeconomic stability'. [61] However, the macroeconomic conditionality the IMF imposes on countries to achieve this stability has detrimental effect on countries' abilities to allocate the sufficient funds to education, and to plan and rely upon long-term financing to hire, train and retain the professional teaching forces that desperately need to be re-built after three decades of neo-liberal economic policies.

The following specific IMF indicators undermine EFA achievement:

Low single-digit inflation rates: the IMF views additional money allocated as wages to be a source of upward pressure on inflation, which they insist must be held at single-digit levels. Even additional aid flows have at times been viewed by the IMF as upward pressure on inflation rates.

No-to-low deficit spending targets: Fiscal policy tools, especially large infusions of money into the economy from government coffers or government borrowing, are seen by the IMF as disruptive to the smooth functioning of a 'free market'.

The stimulus packages that many rich countries adopted when their economies contracted in the current financial crisis were denied to the vast majority of low income countries due to this orthodoxy imposed by the IMF. While short-term deficit spending was observed in some LICs, IMF programming documents forecast strong reductions in deficit spending and this has also been accompanied by pressure for countries to reduce their wage bills. In Jamaica, there is evidence that the IMF exerted pressure for the Government of Jamaica to violate terms of wage negotiations agreed with the Jamaica Teachers Union. [62]

Alongside this, the IMF also promotes high interest rates and high levels of foreign reserves in Central Banks. This has been shown by the IMF's own Internal Evaluation Office to disrupt the flow of aid intended for education, as funds are instead re-directed to Central Bank vaults by borrowing governments striving to comply with this condition of IMF lending. [63]

FINANCIAL TRANSACTION TAX (FTT)

A new instrument that bears much promise for generating additional resources for public good generally and education specifically is the Financial Transaction Tax (FTT). This refers to instruments generating revenue for each financial transaction, although the mechanism differs from country to country. In the UK, the 'Robin Hood Tax' has gained prominence in recent press coverage; in the USA, legislation to enact a Currency Transaction Levy has been introduced, and 60 states from various European & G20 countries have agreed to promote an FTT at the upcoming UN MDG Summit. The FTT is a financial innovation that aims to redress the disproportionate power the financial sector has in the global economy, by generating revenue through each transaction made. In this way, the FTT primarily affects those entities (large trading firms) that are carrying out the bulk of financial transactions and serves as a risk management tool, as banks that wish to avoid the tax can simply choose not to carry out the targeted transactions. A recent Op-Ed penned by Bernard Kouchner (foreign minister of France), Katsuya Okada (foreign minister of Japan) and Charles Michel (development cooperation minister of Belgium) estimates that a levy of five cents for each $1,000 exchanged could bring in more than $30 billion per year to contribute towards global development finance. [65]

[60] http://www.results.org/uploads/files/EFA%20Report.pdf)
[61] Rowden, 2009. The Deadly Ideas of Neoliberalism: How the IMF has Undermined Public Health and the Fight Against AIDS, London: Zed Books
[62] http://www.jamaicaobserver.com/news/US-educator-backs-JTA-in-salary-row_7883043
[63] http://www.imf.org/external/np/ieo/2007/ssa/eng/pdf/report.pdf

It is clear that the international community is far from living up to its own commitment to a 'global compact' on education. More aid, better allocated and spent, can make a real difference to countries struggling to extend opportunity to all. The international institutions must play their part, aligning policies to ensure they support, rather than undermine, investment in education. And innovation in education financing could have a strong role, especially if it generates large volumes of recurrent funds such as the Financial Transaction Tax.

COUNTDOWN TO 2015: MAKING EFA A REALITY

Our report reveals just how far we are from the distant dream of a full and life-enhancing education for all people. **While the benefits of education could not be more apparent, it still receives too little political priority on the national and global development agenda.** In too many of the countries which need investment and attention to education the most, governments neglect their obligations and fail to take the steps needed to secure education for their people. In other places, governments have made remarkable efforts but have been left high and dry by the rich countries that have abandoned or sidelined their commitments.

Education must take centre-stage in the effort to drive sustainable and equitable recovery from the global financial and economic crises. A massive reinvigoration of effort at national level, together with investment, innovation and co-ordination in global initiatives is needed to ensure that the world does not falter on the road to ensuring that every person can benefit from the light and hope that education offers.

RECOMMENDATIONS

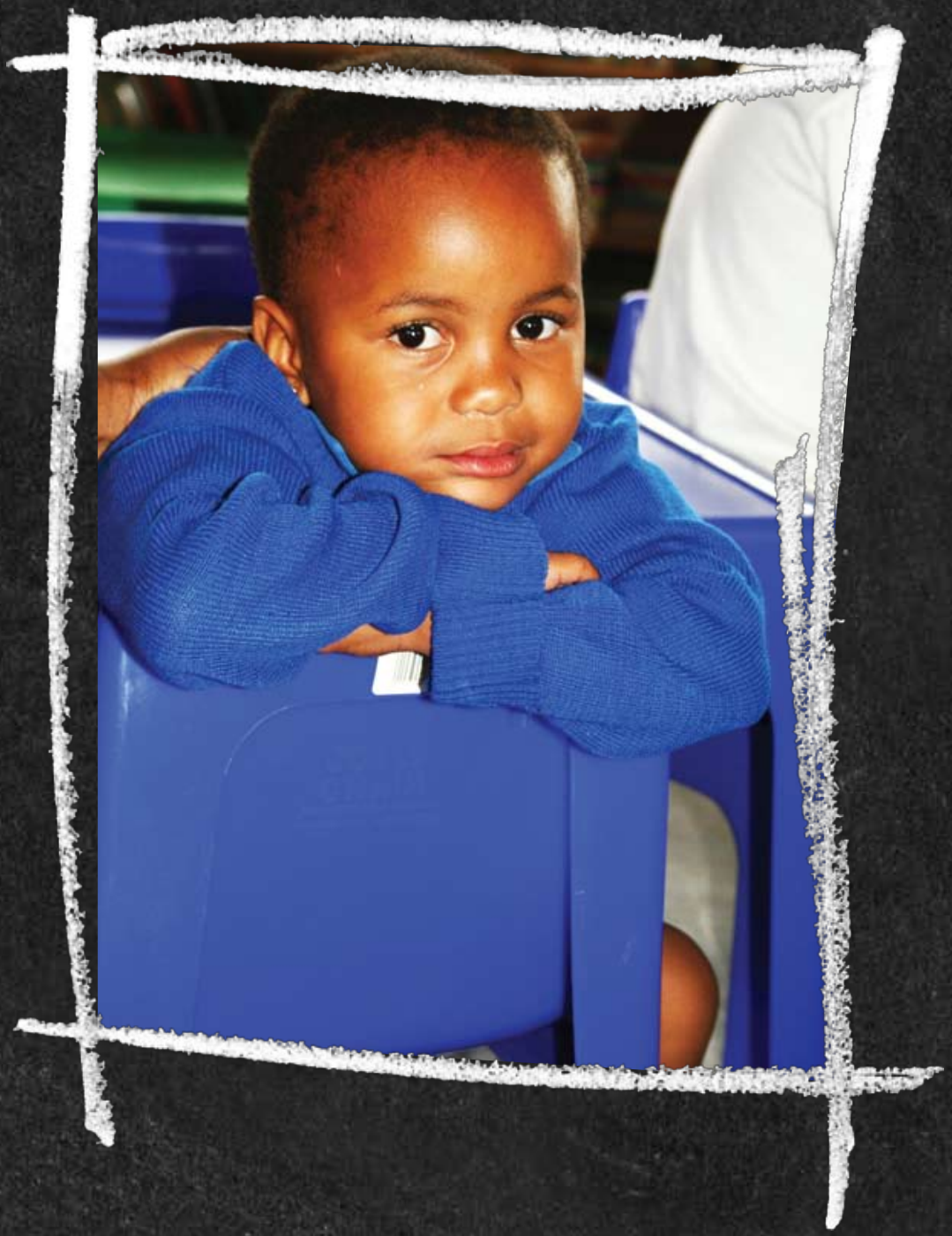
Poor countries should:

1. Be vocal and passionate advocates of investment in education on the global stage.
2. Put a minimum of 20% of their budgets into education, half for primary schooling.
3. End all school related fees and charges that prevent families sending children to school.
4. Help girls and marginalized groups into school, with special programmes such as school health and nutrition and stipends.
5. Train and recruit all the teachers needed to achieve EFA, and ensure quality teaching and learning that meets the diverse needs of students, alongside appropriate assessment of learning outcomes.
6. Encourage civil society participation and democratic control in education governance and budgeting, to strengthen accountability between citizens and the state

Rich countries should:

1. Immediately prepare a step-up plan for reaching their fair share of the funding needed for EFA. Aid to basic education should double from $4 billion to $8 billion per year immediately, and increase incrementally to $16 billion per year by 2014.
2. Make aid available for the core running costs of education – teachers, books and schools – and end the deceptive practice of reporting imputed student costs and aid to overseas territories into the global total.
3. Back global plans and initiatives to ensure resources and results:
   - At the G20, agree a global financial transaction tax of at least $400 billion per year, with $100 billion of this for development aid, including education.
   - Back a reformed FTI and ensure that its replenishment target of $2 billion for 2010 is met immediately.
   - Explore other innovative approaches to raising and disbursing funds for education.
4. Target aid to countries facing the greatest challenges, including those suffering war and conflict, and where girls are most severely disadvantaged.
5. Require the IMF and World Bank to pursue 'pro-education' policies:
   - The World Bank should agree a matched funding formula for assisting FTI-endorsed countries, combining its resources with FTI grants under a single stream, in the form of grants rather than loans.
   - The IMF should relax macro-economic conditions such as low inflation and deficit targets to allow for counter-cyclical investment in education up to 2015.

APPENDIX: 1
SCHOOL REPORT DATA TABLES



UBE = POPULATION WITHOUT ACCESS TO UNIVERSAL BASIC EDUCATION

Country	Children without Pre-Primary Education	Children who do not complete Primary Education	Children without Secondary Education	Adults without Basic Literacy	Data Availability for UBE		Grade for UBE	Overall Country Rank for UBE
Year	2008	2008	2008	2008				
Weight	25%	25%	25%	25%				
Arab States								
Djibouti	95	33	77	31	100	41	D	29
Mauritania	98	37	84	43	100	34	E	42
Sudan	77	49	72	31	100	43	D	27
Yemen	99	56	63	39	100	36	D	36
Central Asia								
Kyrgyzstan	86	18	20	1	100	69	B	8
Mongolia	53	16	18	3	100	78	B	3
Tajikistan	93	3	18	0	100	71	B	6
Uzbekistan	82	13	9	1	100	74	B	4
Central and Eastern Europe								
Republic of Moldova	29	16	17	2	100	84	B	2
East Asia and the Pacific								
Cambodia	88	45	66	22	100	45	D	22
Lao People's Democratic Republic	86	45	64	27	100	44	D	25
Philippines	61	30	39	6	100	66	C	10
Timor-Leste	90	24	69	41	88	44	D	25
Viet Nam	60	13	23	8	100	74	B	4
Latin America and the Carribean								
Bolivia	60	22	30	9	100	70	B	7
Guyana	29	9	31		75	58	C	12
Haiti	44	35	81	47	100	48	D	20
Honduras	73	25	68	16	100	55	C	16
South and West Asia								
Afghanistan	99	52	73	72	100	26	E	54
Bangladesh	91	53	59	45	100	38	D	35
India	53	41	46	37	100	56	C	14
Nepal	88	48	58	42	100	41	D	29
Pakistan	62	54	68	46	100	43	D	27
Sri Lanka	10	4	13	9	100	91	A	1
Sub-Saharan Africa								
Benin	96	41	67	59	100	34	E	42
Burkina Faso	98	48	85	71	100	25	E	56
Burundi	97	38	93	34	100	34	E	42
Cameroon	82	44	57	24	100	48	D	20
Cape Verde	43	23	43	16	100	69	B	8
Central African Republic	96	65	90	45	100	26	E	54
Chad	99	86	90	67	100	14	F	60
Comoros	73	48	90	26	100	41	D	29
Congo	88	54	61	17	100	45	D	22

UBE = POPULATION WITHOUT ACCESS TO UNIVERSAL BASIC EDUCATION (CONT.)

Country	Children without Pre-Primary Education	Children who do not complete Primary Education	Children without Secondary Education	Adults without Basic Literacy	Data Availability for UBE		Grade for UBE	Overall Country Rank for UBE
Year	2008	2008	2008	2008				
Weight	25%	25%	25%	25%				
Côte d'Ivoire	97	42	73	45	100	36	D	36
Democratic Rep. of the Congo	99	51	72	33	100	36	D	36
Eritrea	91	71	74	35	100	32	E	47
Ethiopia	97	63	88	64	100	22	E	57
Gambia	81	51	58	55	100	39	D	34
Ghana	51	54	53	34	100	52	C	17
Guinea	91	50	72	62	100	31	E	48
Guinea-Bissau	97	47	93	49	88	29	E	51
Kenya	74	32	51	14	100	57	C	13
Lesotho	78	55	75	11	100	45	D	22
Liberia	80	60	81	42	88	35	D	41
Madagascar	91	58	76	29	100	36	D	36
Malawi		61	75	27	75	34	E	42
Mali	96	37	71	74	100	30	E	50
Mozambique	99	52	94	46	100	27	E	52
Niger	98	59	91	71	100	20	E	58
Nigeria	88	54	74	40	100	36	D	36
Rwanda	97	70	95	30	100	27	E	52
Sao Tome and Principe	63	24	62	12	100	60	C	11
Senegal	93	48	75	58	100	31	E	48
Sierra Leone	96	31	75	60	88	34	E	42
Somalia		80	93	62	75	16	F	59
Togo	93	49	62	35	100	40	D	33
Uganda	90	43	78	25	100	41	D	29
United Republic of Tanzania	66	13	92	27	100	50	D	18
Zambia	98	14	57	29	100	50	D	18
Zimbabwe	61	44	62	9	100	56	C	14
Grading Scale								
A : 86 - 100	1							
B : 69 - 85	8							
C : 52 - 68	8							
D : 35 - 51	24							
E : 18 - 34	17							
F : 0 - 17	2							

PW = POLITICAL WILL FOR EDUCATION

Country	Legal Guarantees to Free Education	Public expenditure on education (percent of total government expenditure)	Free School Meals	Data Avail-ability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW
Year	2006	2007-8	2006		100	A-F	
Weight	33%	33%	33%				
Arab States							
Djibouti	Yes	25	High	100	97	A	1
Mauritania	Yes	16	Medium	100	79	B	5
Sudan	Yes	8	Negligible	100	50	D	36
Yemen	Yes	16	Negligible	100	63	C	21
Central Asia							
Kyrgyzstan	Yes	26	Low	100	77	B	6
Mongolia	Yes	N.A.	High	67	63	C	21
Tajikistan	Yes	19	Medium	100	85	B	3
Uzbekistan	Yes	N.A.	Negligible	67	37	D	44
Central and Eastern Europe							
Republic of Moldova	Yes	21	Low	100	77	B	6
East Asia and the Pacific							
Cambodia	Yes	12	Low	100	64	C	19
Lao People's Democratic Republic	Yes	12	Low	100	64	C	19
Philippines	Yes	15	Low	100	68	C	17
Timor-Leste	Yes	7	Low	100	56	C	32
Viet Nam	Yes	20	No	100	60	C	28
Latin America and Carribean							
Bolivia	Yes	18	Low	100	69	B	15
Guyana	Yes	12	Medium	100	76	B	9
Haiti	No	9	Negligible	100	18	E	56
Honduras	No	32	High	100	63	C	21
South and West Asia							
Afghanistan	Yes	13	No	100	54	C	33
Bangladesh	Yes	14	No	100	57	C	30
India	Yes	11	High	100	81	B	4
Nepal	Yes	19	No	100	65	C	18
Pakistan	No	11	Low	100	29	E	52
Sri Lanka	Yes	17	Low	100	69	B	15
Sub-Saharan Africa							
Benin	No	16	Negligible	100	30	E	50
Burkina Faso	No	22	Negligible	100	37	D	44
Burundi	No	22	Low	100	43	D	39
Cameroon	No	15	Negligible	100	28	E	53
Cape Verde	No	17	Medium	100	48	D	37
Central African Republic	Yes	12	Low	100	63	C	21
Chad	Yes	10	Low	100	60	C	28
Comoros	No	N.A.	No	67	0	F	60
Congo	Yes	8	Low	100	57	C	30

PW = POLITICAL WILL FOR EDUCATION (CONT.)

Country	Legal Guarantees to Free Education	Public expenditure on education (percent of total government expenditure)	Free School Meals	Data Avail-ability for PW	Marks for PW	Grade for PW	Overall Country Rank for PW
Year	2006	2007-8	2006		100	A-F	
Weight	33%	33%	33%				
Côte d'Ivoire	No	25	Low	100	43	D	39
Democratic Rep. of the Congo	Yes	N.A.	Negligible	67	37	D	44
Eritrea	No	N.A.	Negligible	67	3	F	57
Ethiopia	No	23	Negligible	100	37	D	44
Gambia	Yes	17	No	100	61	C	27
Ghana	Yes	13	Medium	100	75	B	12
Guinea	No	19	Low	100	42	D	42
Guinea-Bissau	Yes	N.A.	Medium	67	53	C	35
Kenya	Yes	18	Low	100	73	B	14
Lesotho	Yes	28	High	100	97	A	1
Liberia	No	12	Low	100	30	E	50
Madagascar	Yes	13	Medium	100	76	B	9
Malawi	No	16	Medium	100	46	D	38
Mali	Yes	20	Low	100	76	B	9
Mozambique	No	21	Low	100	43	D	39
Niger	Yes	16	Negligible	100	63	C	21
Nigeria	Yes	6	Low	100	54	C	33
Rwanda	Yes	20	Low	100	77	B	6
Sao Tome and Principe	Yes	N.A.	N.A.	33	33	E	49
Senegal	Yes	19	Low	100	75	B	12
Sierra Leone	No	19	Low	100	42	D	42
Somalia	No	N.A.	Negligible	67	3	F	57
Togo	Yes	17	N.A.	67	62	C	26
Uganda	No	16	No	100	26	E	55
United Republic of Tanzania	No	27	Negligible	100	37	D	44
Zambia	No	15	Negligible	100	28	E	53
Zimbabwe	No	N.A.	Negligible	67	3	F	57
Grading Scale							
A : 86 - 100	2						
B : 69 - 86	14						
C : 52 - 68	19						
D : 35 - 51	12						
E : 18 - 34	8						
F : 0 - 17	5						

QL = QUALITY AND LEARNING

Country	Primary teacher shortages (percent of minimum teachers required)	Trained teach-ers in primary	Untrained teachers in primary	Secondary teacher shortages (percent of minimum teachers required)	Learning Out-comes	Data Availabil-ity for QL	Marks for QL	Grade for QL	Overall Coun-try Rank for QL
Year	2008-9								
Weight	40%		10%	40%	10%				
Arab States									
Djibouti	46	80	20	66	N.A.	90	32	E	50
Mauritania	0	100	0	65	Low	100	65	C	27
Sudan	22	60	40	32	Low	100	62	C	32
Yemen	N.A.	N.A.		N.A.	N.A.	0	0	F	59
Central Asia									
Kyrgyzstan	0	64	36	0	N.A.	90	86	A	6
Mongolia	0	99	1	0	N.A.	90	90	A	1
Tajikistan	0	88	12	0	N.A.	90	89	A	3
Uzbekistan	0	100	0	0	N.A.	90	90	A	1
Central and Eastern Europe									
Republic of Moldova	0	N.A.		0	N.A.	80	80	B	10
East Asia and the Pacific									
Cambodia	4	98	2	44	N.A.	90	68	C	24
Lao People's Democratic Republic	0	97	3	25	N.A.	90	79	B	13
Philippines	0	N.A.		9	N.A.	80	76	B	17
Timor-Leste	0	N.A.		37	N.A.	80	64	C	30
Viet Nam	N.A.	99	1	N.A.	N.A.	10	10	F	55
Latin America and Carribean									
Bolivia	0	N.A.		0	N.A.	80	80	B	10
Guyana	0	58	42	0	N.A.	90	86	A	6
Haiti	N.A.	N.A.		N.A.	Negligible	10	0	F	59
Honduras	N.A.	36	64	36	N.A.	50	28	E	52
South and West Asia									
Afghanistan	1	N.A.		66	Negligible	90	51	D	37
Bangladesh	16	54	46	30	N.A.	90	63	C	31
India	0	82	18	39	Medium	100	77	B	15
Nepal	N.A.	66	34	51	Medium	60	31	E	51
Pakistan	17	85	15	72	Low	100	50	D	38
Sri Lanka	0	N.A.		0	N.A.	80	80	B	10
Sub-Saharan Africa									
Benin	0	72	28	58	Medium	100	68	C	24
Burkina Faso	34	86	14	69	Medium	100	44	D	41
Burundi	3	87	13	76	Low	100	57	C	35
Cameroon	4	62	38	44	High	100	74	B	19
Cape Verde	0	85	15	0	N.A.	90	88	A	4
Central African Republic	62	N.A.		93	N.A.	80	2	F	57
Chad	47	35	65	78	N.A.	90	21	E	54

QL = QUALITY AND LEARNING (CONT.)

Country	Primary teacher shortages (percent of minimum teachers required)	Trained teach-ers in primary	Untrained teachers in primary	Secondary teacher shortages (percent of minimum teachers required)	Learning Out-comes	Data Availabil-ity for QL	Marks for QL	Grade for QL	Overall Coun-try Rank for QL
Year	2008-9								
Weight	40%		10%	40%	10%				
Comoros	0	57	43	0	N.A.	90	86	A	6
Congo	12	89	11	52	Medium	100	65	C	27
Côte d'Ivoire	29	100	0	N.A.	Medium	60	38	D	47
Democratic Rep. of the Congo	7	93	7	19	Negligible	100	77	B	15
Eritrea	56	89	11	73	N.A.	90	24	E	53
Ethiopia	34	90	10	72	Low	100	40	D	46
Gambia	0	N.A.		19	Medium	90	78	B	14
Ghana	0	49	51	0	Low	100	88	A	4
Guinea	0	82	18	58	High	100	72	B	20
Guinea-Bissau	18	N.A.		65	N.A.	80	41	D	45
Kenya	27	98	2	23	Medium	100	70	B	21
Lesotho	0	71	29	6	Negligible	100	85	B	9
Liberia	27	40	60	2	N.A.	90	67	C	26
Madagascar	66	52	48	84	N.A.	90	9	F	56
Malawi	0	N.A.		N.A.	Low	50	43	D	43
Mali	19	50	50	42	Low	100	59	C	33
Mozambique	29	67	33	76	N.A.	90	37	D	49
Niger	32	98	2	83	Low	100	38	D	47
Nigeria	21	51	49	59	Low	100	50	D	38
Rwanda	11	94	6	63	N.A.	90	56	C	36
Sao Tome and Principe	0	48	52	20	N.A.	90	76	B	17
Senegal	8	N.A.		91	Medium	90	42	D	44
Sierra Leone	0	49	51	45	Low	100	69	B	22
Somalia	64	N.A.		N.A.	N.A.	40	1	F	58
Togo	0	15	85	55	N.A.	90	58	C	34
Uganda	4	89	11	48	Low	100	69	B	22
United Republic of Tanzania	16	100	0	N.A.	Low	60	44	D	41
Zambia	21	N.A.		20	Medium	90	65	C	27
Zimbabwe	0	N.A.		N.A.	Medium	50	46	D	40
Grading Scale									
A : 86 - 100	8								
B : 69 - 85	15								
C : 52 - 68	13								
D : 35 - 51	13								
E : 18 - 34	5								
F : 0 - 17	6								

EO= EQUAL OPPORTUNITIES FOR EDUCATION

	Years in School		Out of School		Vulnerable Girls						
Country	20 percent richest urban boys	20 per-cent poor-est rural girls	Girls enroled in sec-ondary educa-tion	Girls not in sec-ondary schools	Child labourers (< 14 years)	Married in rural areas (< 18 years)	Marks for mar-ried girls	Data Avail-ability for OE	Marks for EO		Over-all Coun-try Rank for EO
Year			2005-2008	2005-2009	2000-2008	2000-2008					
Weight	15%			55%	15%	15%					
Arab States											
Djibouti	N.A.	N.A.	18	82	8	13	74	85	34	E	22
Mauritania	N.A.	N.A.	15	85	15	44	12	85	21	E	44
Sudan	N.A.	N.A.	22	78	12	40	20	85	27	E	34
Yemen	10	1	26	74	24	35	30	100	29	E	32
Central Asia											
Kyrgyzstan	11	10	81	19	3	14	72	100	84	B	1
Mongolia	11	5	85	15	17	12	76	100	78	B	2
Tajikistan	11	9	77	23	13	11	78	100	78	B	2
Uzbekistan	N.A.	N.A.	90	10	N.A.	7	86	70	62	C	6
Central and Eastern Europe											
Republic of Moldova	N.A.	N.A.	85	15	33	22	56	85	60	C	7
East and the Pacific											
Cambodia	9	3	32	68	45	25	50	100	33	E	24
Lao People's Democratic Republic	9	4	33	67	13	N.A.		85	38	D	19
Philippines	11	7	66	34	11	22	56	100	68	C	5
Timor-Leste	N.A.	N.A.	33	67	4	N.A.		70	32	E	27
Viet Nam	11	5	78	22	16	13	74	100	74	B	4
Latin America											
Bolivia	12	6	70	30	22	37	26	100	60	C	7
Guyana	N.A.	N.A.	73	27	16	22	56	85	59	C	9
Haiti	9	3	21	79	19	33	34	100	33	E	24
Honduras	11	4	36	64	15	46	8	100	40	D	17
South and West Asia											
Afghanistan	N.A.	N.A.	15	85	33	43	14	85	15	F	51
Bangladesh	8	4	43	57	8	69	0	100	45	D	12
India	11	3	49	51	12	56	0	100	45	D	12
Nepal	9	2	38	62	33	54	0	100	32	E	27
Pakistan	9	1	28	72	N.A.	24	52	85	26	E	37
Sri Lanka	N.A.	N.A.		N.A.	7	12	76	30	24	E	38
Sub-Saharan Africa											
Benin	9	1	27	73	45	47	6	100	20	E	46
Burkina Faso	7	0	13	87	48	61	0	100	10	F	58
Burundi	7	2	6	94	18	19	62	100	29	E	32
Cameroon	9	3	42	58	30	57	0	100	36	D	20
Cape Verde	N.A.	N.A.		N.A.	3	N.A.		15	14	F	54

EO= EQUAL OPPORTUNITIES FOR EDUCATION (CONT.)

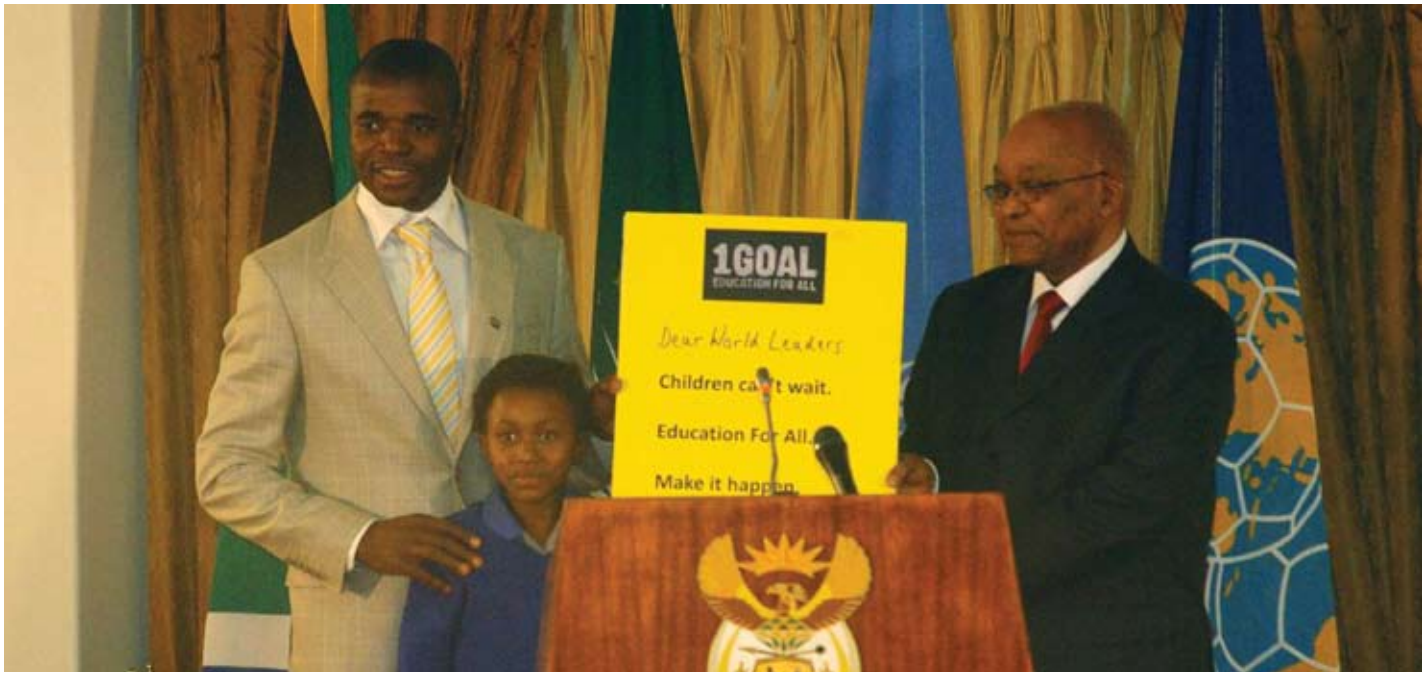
	Years in School		Out of School		Vulnerable Girls						
Country	20 percent richest urban boys	20 per-cent poor-est rural girls	Girls enroled in sec-ondary educa-tion	Girls not in sec-ondary schools	Child labourers (< 14 years)	Married in rural areas (< 18 years)	Marks for mar-ried girls	Data Avail-ability for OE	Marks for EO		Over-all Coun-try Rank for EO
Year			2005-2008	2005-2009	2000-2008	2000-2008					
Weight	15%			55%	15%	15%					
Central African Republic	2	0	8	92	49	64	0	100	6	F	59
Chad	8	1	7	93	51	73	0	100	6	F	59
Comoros	N.A.	N.A.	11	89	28	N.A.		70	13	F	55
Congo	N.A.	N.A.	40	60	25	40	20	85	33	E	24
Côte d'Ivoire	9	5	22	78	34	43	14	100	30	E	29
Democratic Rep. of the Congo	8	1	25	75	34	45	10	100	24	E	38
Eritrea	N.A.	N.A.	22	78	N.A.	60	0	70	12	F	56
Ethiopia	9	1	20	80	46	55	0	100	15	F	51
Gambia	9	2	41	59	29	45	10	100	35	D	21
Ghana	10	3	45	55	34	28	44	100	43	D	15
Guinea	7	0	21	79	24	75	0	100	21	E	44
Guinea-Bissau	7	1	7	93	37	32	36	100	16	F	50
Kenya	10	5	48	52	25	27	46	100	51	D	10
Lesotho	10	3	31	69	21	26	48	100	40	D	17
Liberia	7	2	18	82	21	49	2	100	24	E	38
Madagascar	10	2	24	76	28	42	16	100	27	E	34
Malawi	9	5	24	76	26	53	0	100	30	E	29
Mali	7	0	22	78	33	77	0	100	19	E	47
Mozambique	5	1	6	94	24	60	0	100	17	F	49
Niger	6	0	37	63	43	84	0	100	24	E	38
Nigeria	10	3	22	78	13	52	0	100	30	E	29
Rwanda	6	3	5	95	35	14	72	100	27	E	34
Sao Tome and Principe	11	6	40	60	7	37	26	100	49	D	11
Senegal	6	1	22	78	21	55	0	100	24	E	38
Sierra Leone	8	1	20	80	48	66	0	100	15	F	51
Somalia	7	0	17	83	54	52	0	100	11	F	57
Togo	9	2	32	68	30	36	28	100	34	E	22
Uganda	9	4	21	79	36	52	0	100	24	E	38
United Republic of Tanzania	8	4	8	92	34	49	2	100	19	E	47
Zambia	9	4	39	61	12	49	2	100	42	D	16
Zimbabwe	10	7	37	63	14	44	12	100	45	D	12
Grading Scale											
A : 86 - 100	0										
B : 69 - 85	4										
C : 52 - 68	5										
D : 35 - 51	12										
E : 18 - 34	27										
F : 0 - 17	12										

OVERALL SCHOOL REPORT

Picture Final: An overview of each country's performance																				
Country	UBE				PW				QL				EO				Final Report			
Weight	35%				35%				15%				15%							Over-all
	DA	Marks	Grade	G Rank	DA	Marks	Grade	G Rank	DA	Marks	Grade	G Rank	DA	Marks	Grade	G Rank	DA	Marks	Grade	Rank
Arab States																				
Djibouti	100	41	D	29	100	97	A	1	90	32	E	50	85	34	E	22	96	58	C	15
Mauritania	100	34	E	42	100	79	B	5	100	65	C	27	85	21	E	44	98	52	C	19
Sudan	100	43	D	27	100	50	D	36	100	62	C	32	85	27	E	34	98	46	D	31
Yemen	100	36	D	36	100	63	C	21	0	0	F	59	100	29	E	32	85	39	D	40
Central Asia																				
Kyrgyzstan	100	69	B	8	100	77	B	6	90	86	A	6	100	84	B	1	99	77	B	2
Mongolia	100	78	B	3	67	63	C	21	90	90	A	1	100	78	B	2	87	75	B	4
Tajikistan	100	71	B	6	100	85	B	3	90	89	A	3	100	78	B	2	99	80	B	1
Uzbekistan	100	74	B	4	67	37	D	44	90	90	A	1	70	62	C	6	82	62	C	13
Central and Eastern Europe																				
Republic of Moldova	100	84	B	2	100	77	B	6	80	80	B	10	85	60	C	7	95	77	B	2
East Asia and the Pacific																				
Cambodia	100	45	D	22	100	64	C	19	90	68	C	24	100	33	E	24	99	53	C	18
Lao People's Democratic Republic	100	44	D	25	100	64	C	19	90	79	B	13	85	38	D	19	96	55	C	17
Philippines	100	66	C	10	100	68	C	17	80	76	B	17	100	68	C	5	97	69	B	7
Timor-Leste	88	44	D	25	100	56	C	32	80	64	C	30	70	32	E	27	88	49	D	25
Viet Nam	100	74	B	4	100	60	C	28	10	10	F	55	100	74	B	4	87	60	C	14
Latin America and the Carribean																				
Bolivia	100	70	B	7	100	69	B	15	80	80	B	10	100	60	C	7	97	70	B	6
Guyana	75	58	C	12	100	76	B	9	90	86	A	6	85	59	C	9	88	69	B	7
Haiti	100	48	D	20	100	18	E	56	10	0	F	59	100	33	E	24	87	28	E	58
Honduras	100	55	C	16	100	63	C	21	50	28	E	52	100	40	D	17	93	52	C	19
South And West Asia																				
Afghanistan	100	26	E	54	100	54	C	33	90	51	D	37	85	15	F	51	96	38	D	43
Bangladesh	100	38	D	35	100	57	C	30	90	63	C	31	100	45	D	12	99	49	D	25
India	100	56	C	14	100	81	B	4	100	77	B	15	100	45	D	12	100	66	C	10
Nepal	100	41	D	29	100	65	C	18	60	31	E	51	100	32	E	27	94	47	D	29
Pakistan	100	43	D	27	100	29	E	52	100	50	D	38	85	26	E	37	98	37	D	46
Sri Lanka	100	91	A	1	100	69	B	15	80	80	B	10	30	24	E	38	87	72	B	5
Sub-Saharan Africa																				
Benin	100	34	E	42	100	30	E	50	100	68	C	24	100	20	E	46	100	36	D	49
Burkina Faso	100	25	E	56	100	37	D	44	100	44	D	41	100	10	F	58	100	30	E	54
Burundi	100	34	E	42	100	43	D	39	100	57	C	35	100	29	E	32	100	40	D	37
Cameroon	100	48	D	20	100	28	E	53	100	74	B	19	100	36	D	20	100	43	D	34
Cape Verde	100	69	B	8	100	48	D	37	90	88	A	4	15	14	F	54	86	56	C	16
Central African Republic	100	26	E	54	100	63	C	21	80	2	F	57	100	6	F	59	97	32	E	53
Chad	100	14	F	60	100	60	C	28	90	21	E	54	100	6	F	59	99	30	E	54
Comoros	100	41	D	29	67	0	F	60	90	86	A	6	70	13	F	55	82	29	E	56
Congo	100	45	D	22	100	57	C	30	100	65	C	27	85	33	E	24	98	50	D	23
Côte d'Ivoire	100	36	D	36	100	43	D	39	60	38	D	47	100	30	E	29	94	38	D	43
Democratic Rep. of the Congo	100	36	D	36	67	37	D	44	100	77	B	15	100	24	E	38	88	41	D	36
Eritrea	100	32	E	47	67	3	F	57	90	24	E	53	70	12	F	56	82	18	E	59
Ethiopia	100	22	E	57	100	37	D	44	100	40	D	46	100	15	F	51	100	29	E	56
Gambia	100	39	D	34	100	61	C	27	90	78	B	14	100	35	D	21	99	52	C	19
Ghana	100	52	C	17	100	75	B	12	100	88	A	4	100	43	D	15	100	64	C	11

OVERALL SCHOOL REPORT (CONT.)

Picture Final: An overview of each country's performance																				
Country	UBE				PW				QL				EO				Final Report			
Weight	35%				35%				15%				15%							Over-all
	DA	Marks	Grade	G Rank	DA	Marks	Grade	G Rank	DA	Marks	Grade	G Rank	DA	Marks	Grade	G Rank	DA	Marks	Grade	Rank
Guinea	100	31	E	48	100	42	D	42	100	72	B	20	100	21	E	44	100	40	D	37
Guinea-Bissau	88	29	E	51	67	53	C	35	80	41	D	45	100	16	F	50	81	37	D	46
Kenya	100	57	C	13	100	73	B	14	100	70	B	21	100	51	D	10	100	64	C	11
Lesotho	100	45	D	22	100	97	A	1	100	85	B	9	100	40	D	17	100	68	C	9
Liberia	88	35	D	41	100	30	E	50	90	67	C	26	100	24	E	38	94	36	D	49
Madagascar	100	36	D	36	100	76	B	9	90	9	F	56	100	27	E	34	99	45	D	32
Malawi	75	34	E	42	100	46	D	38	50	43	D	43	100	30	E	29	84	39	D	40
Mali	100	30	E	50	100	76	B	9	100	59	C	33	100	19	E	47	100	49	D	25
Mozambique	100	27	E	52	100	43	D	39	90	37	D	49	100	17	F	49	99	33	E	52
Niger	100	20	E	58	100	63	C	21	100	38	D	47	100	24	E	38	100	38	D	43
Nigeria	100	36	D	36	100	54	C	33	100	50	D	38	100	30	E	29	100	44	D	33
Rwanda	100	27	E	52	100	77	B	6	90	56	C	36	100	27	E	34	99	49	D	25
Sao Tome and Principe	100	60	C	11	33	33	E	49	90	76	B	17	100	49	D	11	75	51	D	22
Senegal	100	31	E	48	100	75	B	12	90	42	D	44	100	24	E	38	99	47	D	29
Sierra Leone	88	34	E	42	100	42	D	42	100	69	B	22	100	15	F	51	96	39	D	40
Somalia	75	16	F	59	67	3	F	57	40	1	F	58	100	11	F	57	71	8	F	60
Togo	100	40	D	33	67	62	C	26	90	58	C	34	100	34	E	22	87	50	D	23
Uganda	100	41	D	29	100	26	E	55	100	69	B	22	100	24	E	38	100	37	D	46
United Republic of Tanzania	100	50	D	18	100	37	D	44	60	44	D	41	100	19	E	47	94	40	D	37
Zambia	100	50	D	18	100	28	E	53	90	65	C	27	100	42	D	16	99	43	D	34
Zimbabwe	100	56	C	14	67	3	F	57	50	46	D	40	100	45	D	12	81	34	E	51
Scale for Overall Marks																				
A : 86 - 100	0																			
B : 69 - 85	8																			
C : 52 - 68	13																			
D : 35 - 51	29																			
E : 18 - 34	9																			
F : 0 - 17	1																			



APPENDIX: 2
THE DONOR REPORT CARD

DONOR RANKING TABLE

Country	Class position	Meeting the 0.7 target for ODA	Providing a fair share of aid needed for basic education	Committing to multilateral co-ordinated efforts	Focusing aid on the poorest countries and where girls are out of school	Providing high-quality aid for education	Marks out of 100	Final Grade A-F
Netherlands	1st	20	20	20	15	18	93	A
Norway	2nd	20	20	14	13	18	85	A
Denmark	=3rd	20	10	15	20	16	81	B
Ireland	=3rd	15	19	20	10	17	81	B
Sweden	5th	20	15	11	13	17	76	B
United Kingdom	6th	15	14	16	8	18	71	B
Luxembourg	7th	20	15	11	7	13	66	C
Finland	8th	15	8	11	10	15	59	C
Canada	9th	9	7	10	15	14	55	C
Spain	10th	13	10	18	0	11	52	C
Switzerland	11th	13	4	4	12	17	50	C
Belgium	12th	16	8	8	6	11	49	D
New Zealand	13th	8	16	3	5	14	46	D
France	14th	13	9	7	2	13	44	D
Portugal	15th	7	4	7	10	11	39	D
United States	16th	6	3	2	10	12	33	D
Germany	17th	10	6	8	2	6	32	D
Australia	18th	8	9	1	0	11	29	E
Japan	19th	5	3	3	2	15	28	E
Italy	20th	5	3	2	2	12	24	E
Austria	21st	9	4	2	0	5	20	E
Greece	22nd	5	2	1	0	4	12	F

GLOSSARY

Adult literacy rate: Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group.

Basic Education: UNESCO defines basic education as the range of educational activities, comprising formal, non-formal and informal public and private, that aim to meet basic learning needs as outlined in the World Declaration on Education for All.

DAC: Development Assistance Committee: The DAC is an international forum with 24 member countries and multilateral organisations seeking to reduce poverty and achieve the MDGs, improving donor coordination and overall aid effectiveness.

EFA: Education for All: EFA denotes the international commitment to education first made in Jomtien, Thailand during the 1990 World Conference on Education for All. The Dakar Framework for Action Education for All: Meeting Our Collective Commitments, commits governments to achieving quality basic education for all by 2015.

FTI: Fast Track Initiative: FTI was created as the first ever global initiative on Education For All, to help low-income countries deliver a free, universal basic education by 2015. FTI aims to assist low-income countries to develop plans and access resources to implement sound education plans.

GDP per capita: Gross Domestic Product per capita: Refers to the total value of goods and services produced within the geographical boundaries of a country. It is calculated in per capita terms by dividing the total GDP by the number of people who live there.

GER: Gross enrolment ratio: Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to early or late entry and/or grade repetition.

MDG: United Nations Millennium Development Goals: Based on the Millennium Declaration signed by 189 countries including 147 heads of state and government in September 2000. A partnership between developing and developed countries to create a national and global environment that is conducive to the elimination of poverty.

NER: Net enrolment ratio: Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

OECD: Organisation for Economic Cooperation and Development: Is an international organisation helping governments tackle the economic, social and governance challenges of a globalised economy.

Pre-primary education: Programmes at the initial stage of organized instruction that are primarily designed to introduce very young children to a school-type environment and provide a bridge between the home and a school.

World Bank Atlas method: The Atlas conversion factor reduces the impact of exchange rate fluctuations in cross-country comparison of gross national income.

SOURCES AND CALCULATIONS

In 2007, the Global Campaign for Education (GCE) published the first global School Report with analysis of developing countries'. GCE now continues this with a School Report monitoring 60 of the poorest developing countries (GNP per capita of less than USD 3000). The report utilises the latest available data from the UNESCO Institute of Statistics database. Data has also been sourced from national government reports, academic researchers and international surveys. Each country has a grade for each indicator based on their percentage marks (ranging from A to F) and an overall score and grade. Full details of the sources and calculations used are available on the GCE website www.campaignforeducation.org.

INDICATOR 1: UNIVERSAL BASIC EDUCATION (UBE)

Do countries provide UBE for their entire population?

Data Analysis:
Assessing what proportion of the population has never had access to formal education and those who have 'dropped-out' or been 'pushed out' due to its poor quality.

Sub-Indicator: Children without Pre-Primary Education
- Population without access to pre-primary education = (100 - NER in Pre-Primary Education)

Sub-Indicator: Children who never Complete Primary Education
- NER in primary education minus the proportion of children who had earlier entered primary schools who do not survive to grade 5. = [100 – (NER in Primary Education x Survival Rate to Grade Five) x 100] ÷ 100

Sub-Indicator: Children without Secondary Education
- Out-of-Secondary School population calculated as = (100 - NER in Secondary School)

Sub-Indicator: Adults without Basic Literacy
- Adult illiteracy is simply calculated as = (100 - adult literacy rate)

Total Marks for UBE
ECCE, primary, secondary and adult literacy have each been given an equal weight of 25%.

INDICATOR 2: POLITICAL WILL (PW)

Do countries have adequate political will to finance education? Legal guarantees for free education, level of public expenditure on education, and provision of school meals.

Data Analysis:

Sub-Indicator: Legal Guarantees to Free Education
- If (Legal Guarantee is "Yes" = 100, "No" = 0, "N.A." = 0)

Sub-Indicator: Public expenditure on education
- Low income countries and enrolment in primary education. See GCE website for full details of calculations and methodology.

Sub-Indicator: Free School Meals
- To evaluate the scale of coverage of school meals based we have used a non-proportionate 5 point scale (High, Medium, Low, Negligible, No, N.A).

Total Marks for PW
For total marks each sub-indicator has been given a weight of 33.33%.

INDICATOR 3: QUALITY AND LEARNING (QL)

Is the government providing high quality inputs and paying sufficient attention to learning outcomes? Teacher shortages and availability of trained teachers.

Data Analysis:

Sub-Indicators: Shortage of teachers (see GCE website for full details)
- The formula used to determine the required teachers is = primary school age population ÷ 40

Sub-Indicator: Untrained teachers in primary education
- This indicator measures the percentage of teachers who are untrained based on the simple calculation = (100 – percentage of trained teachers)

Sub-Indicator: Learning Outcomes
- Due to lack of internationally comparable data, a learning outcomes survey was implemented with in-country experts. From the answers given, countries were given a learning outcomes rating of Negligible, Low, Medium, or High, denoting the degree of prioritisation attached by key stakeholders to the issue of learning outcomes.

Total Marks for QL
Shortage of primary and secondary teachers has been given a weight of 40% each. Untrained teachers and learning outcomes have been given 10% each due to shortage of data.

INDICATOR 4: EQUAL OPPORTUNITIES (EO)

Do countries support equal opportunities for education? Access to secondary education, inequality between rich urban boys and poor rural girls, proportion of vulnerable girls.

Sub-Indicator: Girls not in Secondary School
- The NERs expressed as percentages represent marks for this sub-indicator. Percentage displayed is inverted i.e. girls not in secondary school = (100 - female NER)

Sub-Indicator: Years in School
- The gender-related development index (GDI) measures this through a woman's chance for: a long and healthy life, knowledge, and a decent standard of living. The GDI percentage scores represent the sub-indicator.

Sub-Indicator: Years in School
- Measuring difference in years of schooling between 20% richest urban boys and 20% poorest rural girls. = [(Rich Urban Boys – Poor Rural Girls) x 100] ÷ (Rich Urban Boys + Poor Rural Girls)
- To ensure that the countries with the highest inequality receive the lowest marks, they are calculated as = (100 - percentage inequality)

Sub-Indicator: Girls in Vulnerable Circumstances
- If the percentage of girls in child labour or child marriage is greater than 50 then the country receives 0. If less than 50%, then marks have been accorded as: = [100 – (%of girls in child labour/marriage x 2)]

Total Marks for EO
Girls' access to secondary education has been given a weight of 55%, and inequality in years in school, child labour and child marriage 15% each. Availability of data was a key factor in determining appropriate weighting.

Total Overall Marks
For total marks, UBE and PW are assigned 35% each, and OL and EO have 15% each due to data availability issues. Data availability for each indicator area is shown on data tables: 'Red' (0-49%), 'Amber' (50 – 74%) and 'Green' (75 -100%).

Grade for total scores:
A: 86% – 100%, B: 69% - 85%, C: 52% - 68%, D: 35% - 51%, E: 18% - 34%, F: Less than or equal to 17%

GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

1GOAL
EDUCATION FOR ALL

1GOAL is a campaign seizing the power of football to get all children into school and learning. Run by the Global Campaign for Education (GCE), 1GOAL mobilised millions to help ensure Education For All is a lasting legacy of the FIFA World Cup. We continue to call on world leaders to make education a reality for 69 million children by 2015.