



United Nations
Educational, Scientific and
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Venice Office

Regional Bureau for Science
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UNESCO Regional Bureau for Science and Culture in Europe
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MDG 2: Achieve universal primary education

The achievement of universal primary education (UPE) which is the second of the MDGs, and the subject of one of the Education For All (EFA) goals^[1], requires that every child enrolls in a primary school and completes the full cycle of primary schooling

[1] The other goals are:

Goal 1: expand early childhood care and education;

Goal 3: promote learning skills for young people and adults; Goal 4: increase adult literacy by 50 per cent;

Goal 5: achieve gender parity by 2005 and gender equality by 2015;

Goal 6: and enhance educational quality.



At universal level the achievements and efforts have stagnated since 1999. However some significant improvements in expanding access to schooling have been made at country level

Net enrolment rates increased in SWA to 86 % and to 73 % in SSA

NER remains below 70 % in at least 15 countries and below 80 % in at least 29 countries, in 20 countries it decreased.

Total aid commitments to primary education increased considerably between 2000 and 2004 but have stagnated since and the share of total aid which goes to education was the same in 2007 as in 1999.

The share of GDP for education has increased in around 60% of low income countries

**Towards
2015:
progress
world wide**

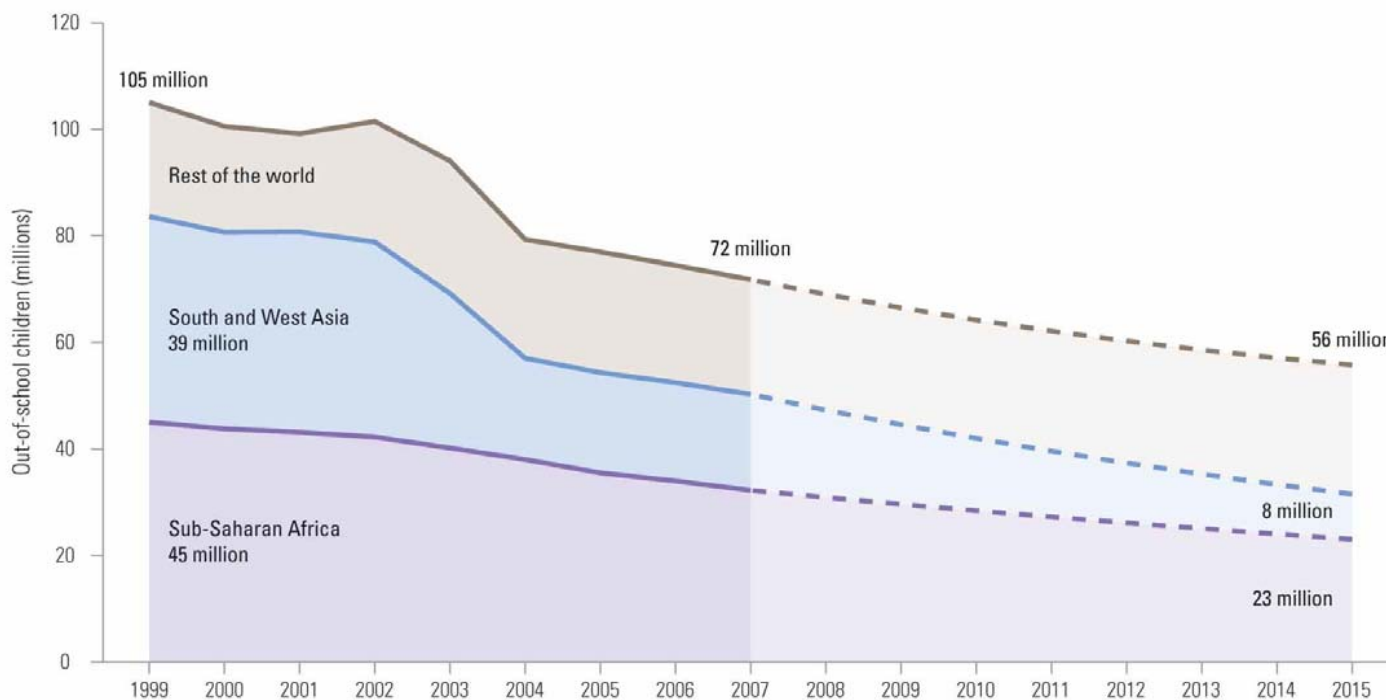


In 2007, at least 72 million primary-aged children were not in school and if enrolment trends between 1999 and 2007 continue, 56 million children will not be in school in 2015

Missing
the
target

Figure: Missing the target – out-of-school trends projected to 2015

Projected numbers of out-of-school children to 2015



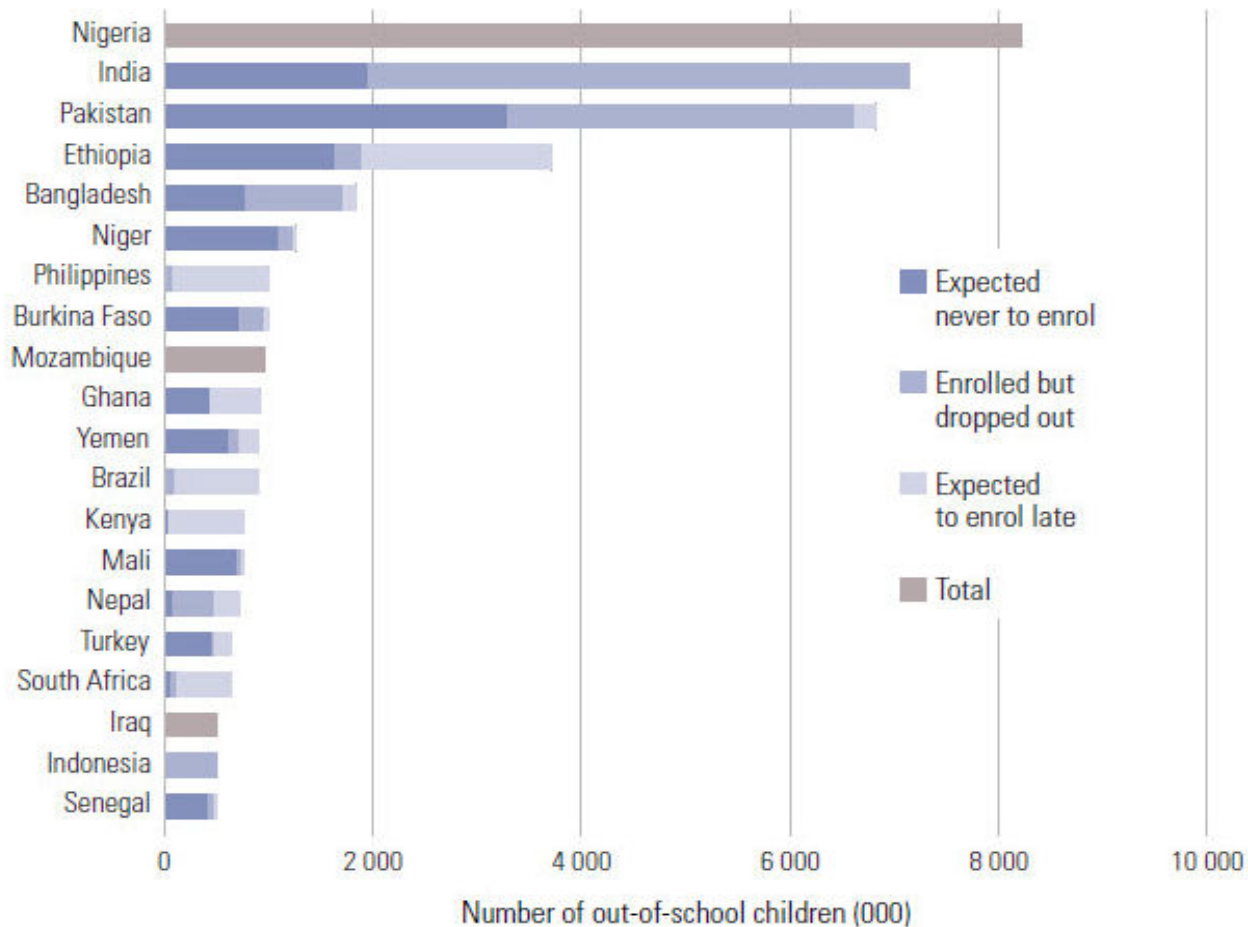
Note: Projections based on regional compound growth rates for 1999–2007.

Source: UIS database (data for 1999–2007).



Figure : A child's prospects of entering and staying in school vary by country

Distribution of out-of-school children by school exposure, selected countries, most recent year



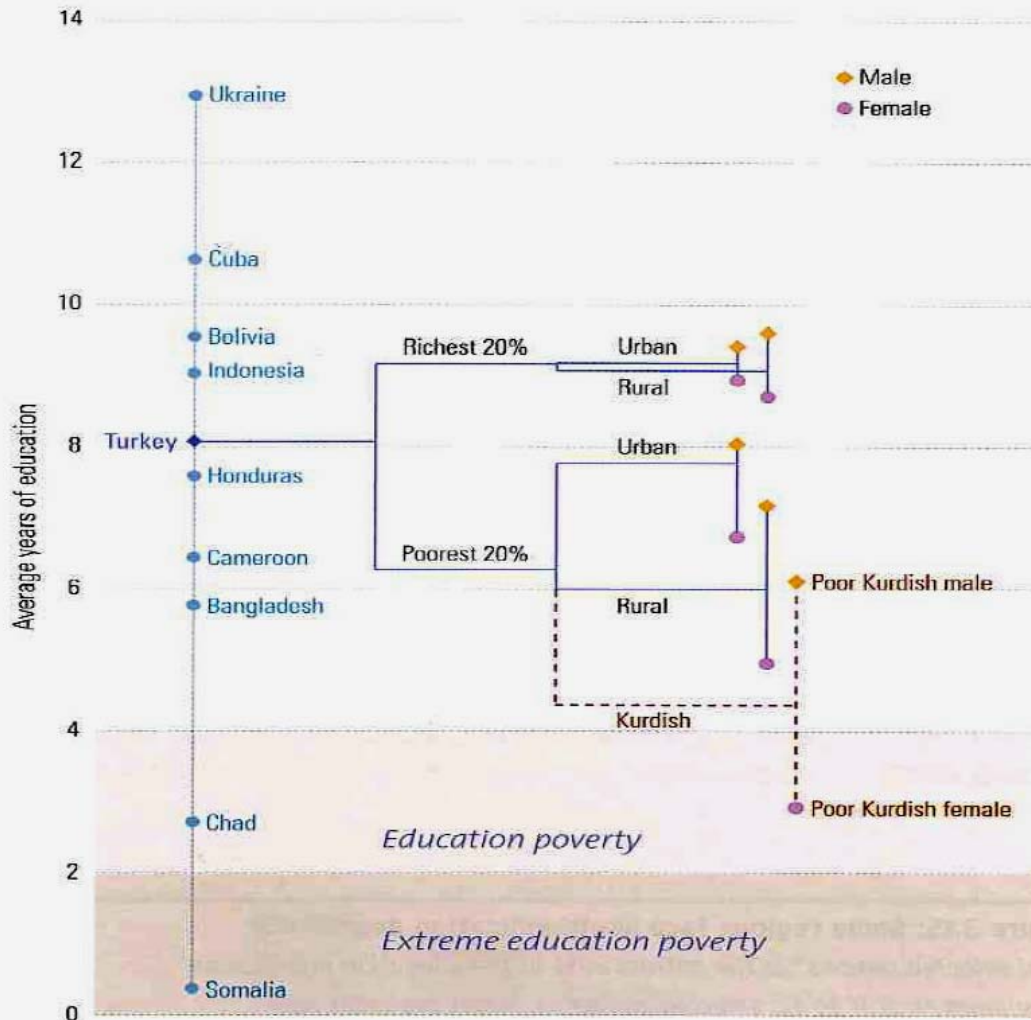
Notes: Countries included had more than 500,000 children out of school in 2007 or the latest year available. For Iraq, Mozambique and Nigeria the breakdown is not available.

Out-of-school children



Poverty, ethnicity and language fuel education marginalization

Marginalization keeps universal primary education out of reach



Reasons for unchanged enrolment since 1999

Gender: between ages 8 and 12, 7% of girls never make it to school

Region: eastern region lags far behind

Rural location: by age 15 fewer than 20 % of girls are enrolled

Household wealth: households that are poor and whose parents have limited education progress less in the school system

Marginalization: e.g. Kurdish population, often lacking Turkish as home language

Consequences

Migration to squattered areas cities called “gecekondular”, centres of social marginalization and educational disadvantage

Gender disparities

Hindering social and economic development, mainly in Eastern regions

Turkey:
Major gaps
hindering
achievement
of MDG 2



1. ***Insufficient Incentives and Resources:*** Poor households lack sufficient incentives and resources to send their children to school
2. ***Lack of Specialized Services:*** Absent or inadequate services in the education sector to meet the needs of children with disabilities
3. ***Cultural Barriers:*** Social and educational exclusion of children based on ethnic and economic grounds
4. ***Lack of Adequate Enabling Policies: Lack of Enabling Policies:*** Limited availability of early childhood education (ECD) programs due to stringent licensing requirements; poor education quality limiting enrollment in ECD programs
5. ***Lack of national standards*** for integrated and quality Early Childhood Development education for children under three years of age
6. ***Children's high repetition and low retention rates in formal schooling:*** Mothers' illiteracy, lack of home literate environment, disadvantaged families, lack of access to preschool education

Constraints in SEE and Central Asia



Good practice cases in Europe

1. The Mother-Child Education Programme (MOCEP) in **Turkey** places an emphasis on empowerment of mothers as educators
2. **Armenia's** Food-for Education: Sustainability and Community Participation, Pre-School Education and Ration Delivery program incentivizes enrollment in school
3. **Bosnia and Herzegovina's** Building Child Friendly Schools and Communities program promotes cultural diversity among children and adolescents
4. **Moldova** has improved the quality and accessibility of early childhood development (ECD) programs through its EFA-Fast Track initiative (EFA-FTI).
5. The Early Learning and Development Standards initiative in **Romania** aimed to develop and facilitate the adoption of a common reference and national standards for more integrated, comprehensive and quality ECD services
6. **Armenia's** Capacity Building of Inclusive Schools initiative aims to ensure that quality primary education is accessible to students with special needs



THANK YOU FOR YOUR ATTENTION

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