

The EDUCATION FOR ALL GLOBAL MONITORING REPORT 2010

Presentation in Geneva:

24 March 2010 (12h – 14h)*

at

The Graduate Institute of International
and Development Studies

Auditoire Jacques Freymond, 132 Rue de Lausanne
(bus No 1, stop Secheron)

AGENDA

Opening remarks

Michel Carton (Vice Director, The Graduate Institute)
Luis Tiburcio (Director, UNESCO Geneva Office)

Presentation

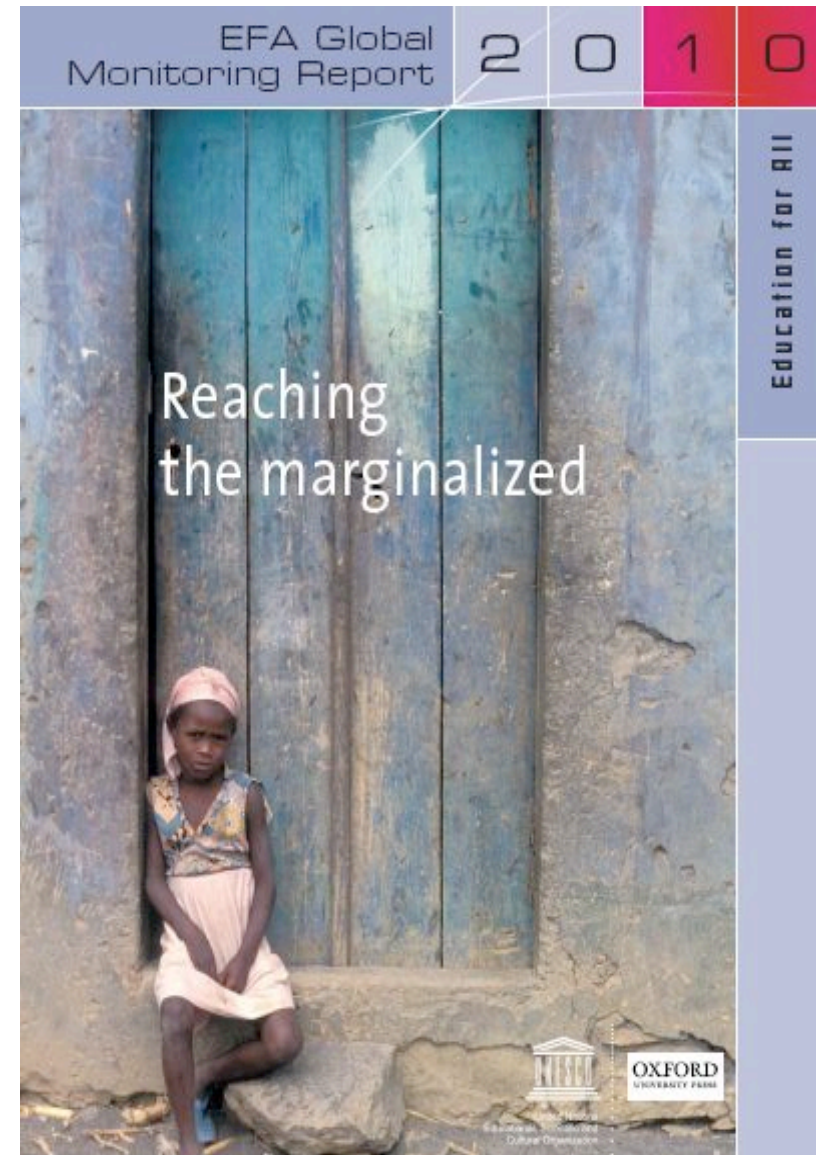
Francois Leclercq, Senior Analyst, UNESCO/GMR

Comments

Sarah Cook (Director UNRISD)
Markus Maurer (University of Zurich)
S.E. Mme. Frances Rodrigues (Ambassador and
Permanent Delegate du Mozambique)

Questions and Answers

(*): Soft drinks and sandwiches will be offered



Education systems in many of the world's poorest countries are now experiencing the aftershock of the global economic downturn. The 2010 Education for All Global Monitoring Report, released on 19 January, argues that the crisis could create a lost generation of children whose life chances will have been irreparably damaged by a failure to protect their right to education. The Report examines who these children are and why they are being left behind, and shows that the cost of providing Education for All is much higher than previously estimated. The report looks at concrete solutions for making sure that no children are excluded from schooling.

The progress of the past decade dispels the myth that poor countries are unable to achieve rapid progress in education. *Reaching the marginalized* warns, however, that many countries are likely to fall far short of the targets adopted in 2000, because of the failure of governments to address inequalities and of donors to deliver on pledges. There has been a collective failure by the donor community to act on the pledge made in 2000 that 'no countries seriously committed to education for all will be thwarted in their achievement of this goal by lack of resources': The report estimates that low-income countries could raise an additional \$US 7 billion per year, or 0.7% of GDP, by increasing domestic resources and allocating more to education. Extreme and persistent inequalities linked to poverty, gender, ethnicity and language are holding back progress in education. Using a new measurement tool – the Deprivation and Marginalization in Education data set – the report explores the extent of acute disadvantage, using an 'education poverty' threshold of four years in school.

The report identifies policies that successfully counteract persistent inequalities, including *improving accessibility and affordability* by cutting fees and informal charges and offering targeted incentives; *strengthening the learning environment* by providing highly skilled teachers and expanded intercultural bilingual teaching; *expanding entitlements and opportunities* by integrating education strategies into wider anti-marginalization policies, such as social protection, reinforced legal entitlements and more fairly distributed public spending.