

How can EFA be achieved through Compulsory Education?

Presented by
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Doha, Qatar, 1 May 2006

EFA Goals

1. Expand early childhood care and education;
2. Provide free and compulsory primary education for all (**Access**);
3. Promote learning and skills for young people and adults;
4. Increase adult literacy by 50 per cent;
5. Achieve gender parity (equality) by 2005, gender equity (impartiality) by 2015
6. Enhance educational quality

Education as a Fundamental Right

- Right to Basic Education for all was reaffirmed as a fundamental human right (2000 World Education Forum)
- Education is the key to sustainable development and peace and stability within and among countries (2000 World Education Forum)
- Education is not only as a right in itself but also indispensable for the exercise of other human rights (General Comment 13 on the right to education)

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- “Where the right to education is guaranteed, people’s access to and enjoyment of other rights is enhanced”
 - “As an empowerment right, education is a primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities”
 - “Education is recognized as one of the best financial investments States can make”

Major Conventions for Right to Education

- Convention against Discrimination in Education (1960)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1966)
- International Convention on the Elimination of All Forms of Discrimination against Women (1979)
- Convention on the Rights of the Child (1989)
- ILO 182 Worst Forms of Child Labor Convention (1999)

Compulsory Education Status in the Arab States

- Law or constitution states that Primary Education is compulsory and free of charge at government schools in most of the Arab countries. (In some countries, it is compulsory and free of charge until the end of secondary school .)

Compulsory Education Status in the Arab States

E=Elementary, I=Intermediate, C=Compulsory, F=Free of Charge						
Country	Nr. of Years		C	F	C	F
	E	I	E		I	
Algeria	6	3	√	√	√	√
Bahrain	6	3	√	√	√	√
Egypt	6	3	√	√	√	√
Iraq	6		√	√		√
Jordan	6	4	√	√	√	√
Kuwait	5	4	√	√	√	√
Lebanon	6	3	√	√		√
Libya	6	3	√	√	√	√
Mauritania	6		√	√		√
Morocco	6	3	√	√	√	√
Oman	4	6	√	√	√	√
Palestine	4	6	√	√	√	√
Qatar	6	3		√		√
Saudi Arabia	6	3		√		√
Sudan	5	3	√	√	√	√
Syria	4	5	√	√	√	√
Tunisia	6	3	√	√	√	√
UAE	5	4	√	√	√	√
Yemen	4	6	√	√	√	√

(Source) Shumeitelli,
Compulsory Education in
the Arab States: Achieving
EFA Goal 2, 2005

* Kuwait and Palestine
have Free and
Compulsory ED in
Secondary schools, the
others have Free ED in
Secondary Schools

Difficulties in achieving Universal Compulsory Education

- Gap between laws and implementation (Institutionalisation is not achieved)
- Gender Disparity in enrolment (especially in rural areas)
- Marginalised populations- ethnic minorities, people with special needs, etc
- Sub-regional and local disparities
- Accessibility is not always obtained, i.e. no schools in rural and remote areas
- Quality of education is affecting drop-outs and repeaters (7.5 million children are still out of school in the Arab States)

Gross and Net Enrolment Ratio in the Arab States

DATA YEAR 2004	Net Enrolment Ratio. Primary. Both sexes	Gender Parity Index	Gross Enrolment Ratio. Primary. Both sexes	Gender Parity Index
COUNTRY				
Algeria	96.70	0.98	111.70	0.93
Bahrain	96.80	1.01	104.00	1.00
Egypt	95.40**	0.97**	100.70**	0.96**
Iraq	87.70	0.86	98.50	0.83
Jordan	91.10	1.02	98.20	1.01
Kuwait	86.00**	1.03**	96.50	1.00
Lebanon	93.20	0.99	106.80	0.96
Libyan Arab Jamahiriya	112.50**	1.00**
Mauritania	74.30	0.99	94.10	0.98
Morocco	86.10	0.94	105.90	0.90
Oman	77.90	1.02	87.30	1.00
Palestinian Autonomous Territories	86.30	1.00	92.90	1.00
Qatar	89.80	0.99	101.70	0.98
Saudi Arabia	53.10	0.98	67.30	0.96
Sudan	60.10	0.87
Syrian Arab Republic	91.80	0.96	122.90	0.95
Tunisia	97.40	1.00	109.90	0.97
United Arab Emirates	71.20	0.97	83.70	0.97
Yemen	75.30**	0.73**	87.50	0.71

(Source) Teachers and Educational Quality: Monitoring Global Needs for 2015, UIS 2006

** UIS Estimate

Primary teacher stocks, flows and additional teachers needed to reach UPE by 2015
(in thousands)

Country or territory	Primary teacher stocks			Primary teacher flows, 2004-2015	
	2004	2015	Difference	Teachers to fill vacancies due to attrition (6.5%)	Total number of teachers needed for UPE and attrition
Algeria	170	157	-13.0	104.2	104.2
Egypt	355 ** -1	424	68.9	277.6	346.5
Iraq	211	265	53.4	167.6	221.1
Jordan	39 ** -1	44	4.9	29.9	34.8
Kuwait	12	17	4.4	10.2	14.6
Lebanon	32	29	-3.4	18.3	18.3
Mauritania	10	17	7.2	9.1	16.3
Morocco	148	158	10.4	109.0	119.3
Oman	16 **	19	3.6	12.4	15.9
Palestinian Autonomous Territories	14	20	5.8	12.1	17.9
Qatar	7	10	2.6	6.0	8.6
Saudi Arabia	204	341	137.0	186.6	323.6
Syrian Arab Republic	125 **	125	-.1	88.9	88.9
Tunisia	59 -1	47	-12.0	27.1	27.1
United Arab Emirates	17	24	7.3	14.3	21.6

Note: The projected teacher stock for 2015 is based upon the estimated primary school-age population in 2015 plus 10% or half the current rate of repetition all together divided by a pupil-teacher ratio (PTR) of 40:1 (or the current PTR if it is below the benchmark).

-1 Data refer to 2003. ** UIS estimates.

Source: UNESCO Institute for Statistics.

Teacher supply and demand in the Arab states (UIS Regional Profile)

- Only four out of the 15 countries – Algeria, Lebanon, the Syrian Arab Republic and Tunisia – won't need to expand their primary teaching forces to achieve universal primary education (UPE)
- The most difficult situation lies in Mauritania, where the teacher stock must grow by 5% a year to reach UPE by 2015. The United Arab Emirates and the Palestinian Autonomous Territories will also need to raise their stocks by about 3% annually.

Primary school-age population growth between 2005 and 2015

Country or territory	Primary net enrolment rate (2004)	Projected primary school-age population		
		2005 (in thousands)	2015 (in thousands)	Percentage change
Algeria	97	3,902	3,931	1
Bahrain	97	80	75	-7
Djibouti	33	126	136	8
Egypt	95	7,938	9,196	16
Iraq	88	4,499	5,223	16
Jordan	91	840	882	5
Kuwait	86	167	212	27
Lebanon	93	426	385	-10
Libyan AJ	...	666	798	20
Mauritania	74	476	632	33
Morocco	86	3,828	4,085	7
Oman	78	352	374	6
Palestinian AT	86	437	544	24
Qatar	90	66	85	29
Saudi Arabia	53	3,597	3,902	9
Sudan	...	5,424	6,175	14
Syrian AR	92	2,683	2,111	-21
Tunisia	97	1,082	974	-10
UAE	71	315	360	14
Yemen	75	3,634	4,617	27

(Source) UIS Regional Profile, 2006

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- About a quarter of school-aged children are currently not enrolled in Mauritania. To reach UPE, the government must provide for these children while accommodating the steady influx of new pupils, as the size of this age group grows by 33% between 2005 and 2015
 - In Yemen, where about one-quarter of school-age children are currently not in school and the population is expected to grow by 27% over the next decade.

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- By contrast, Djibouti and Saudi Arabia have the lowest enrolment rates in the region, at 33% and 53% respectively. However, this may be due to the large numbers of children enrolled in Quranic schools
 - Egypt can expect the largest increase in the number of school-age children, from 7.9 to 9 million, over the next decade.

Failure in achieving Universal Quality Education leads to:

- Increase in number of Drop-outs, Repeaters and Out-of School Children
- Low attainment rates of required mastery level
- Low qualified graduates
- Higher rate of illiteracy, especially among women in areas and countries where there is gender gap in enrolment such as Iraq, Morocco, Sudan and Yemen
- Unemployment
- Larger poverty gap

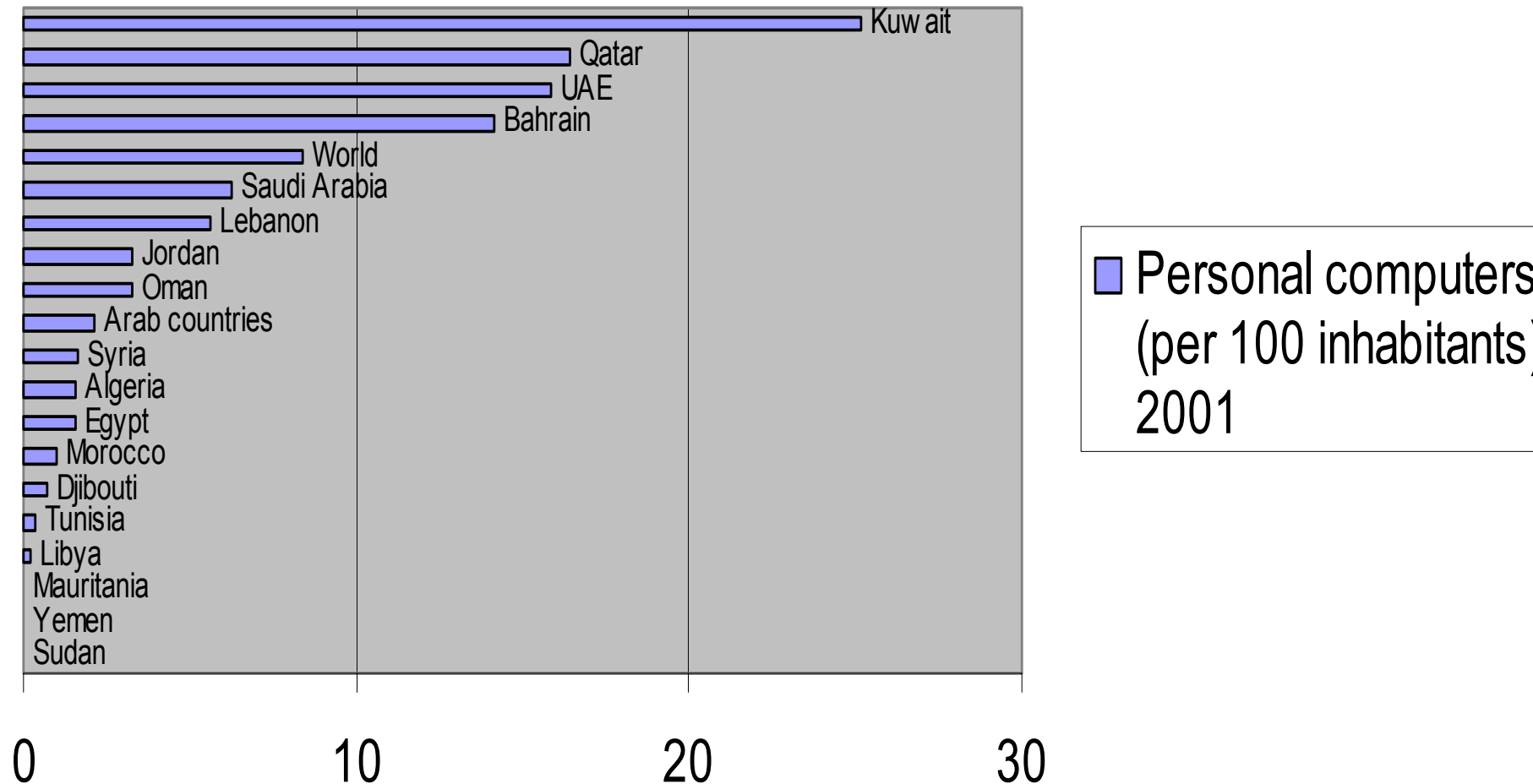
Access to Education for Children with Special Needs

- Only 2% of disabled children in developing countries receive an education all over the world
- One third of the 115 million children out of school have a disability
- Data not available on inclusive education in the Arab States, e.g. number of children with special needs, number of special schools, legislation, etc
- Arab Decade of Disabled Persons (2003-2012) includes Education and children with disabilities
- March 2005, Arab Parliamentary Symposium on Disability Legislation was held. Participating countries pledged to enact and review legislation on disability in light of the Standard Rules on the equalization of opportunities for the disabled
- UNESCO EFA Flagship: The Right to Education for Persons with Disabilities

Access to Technology

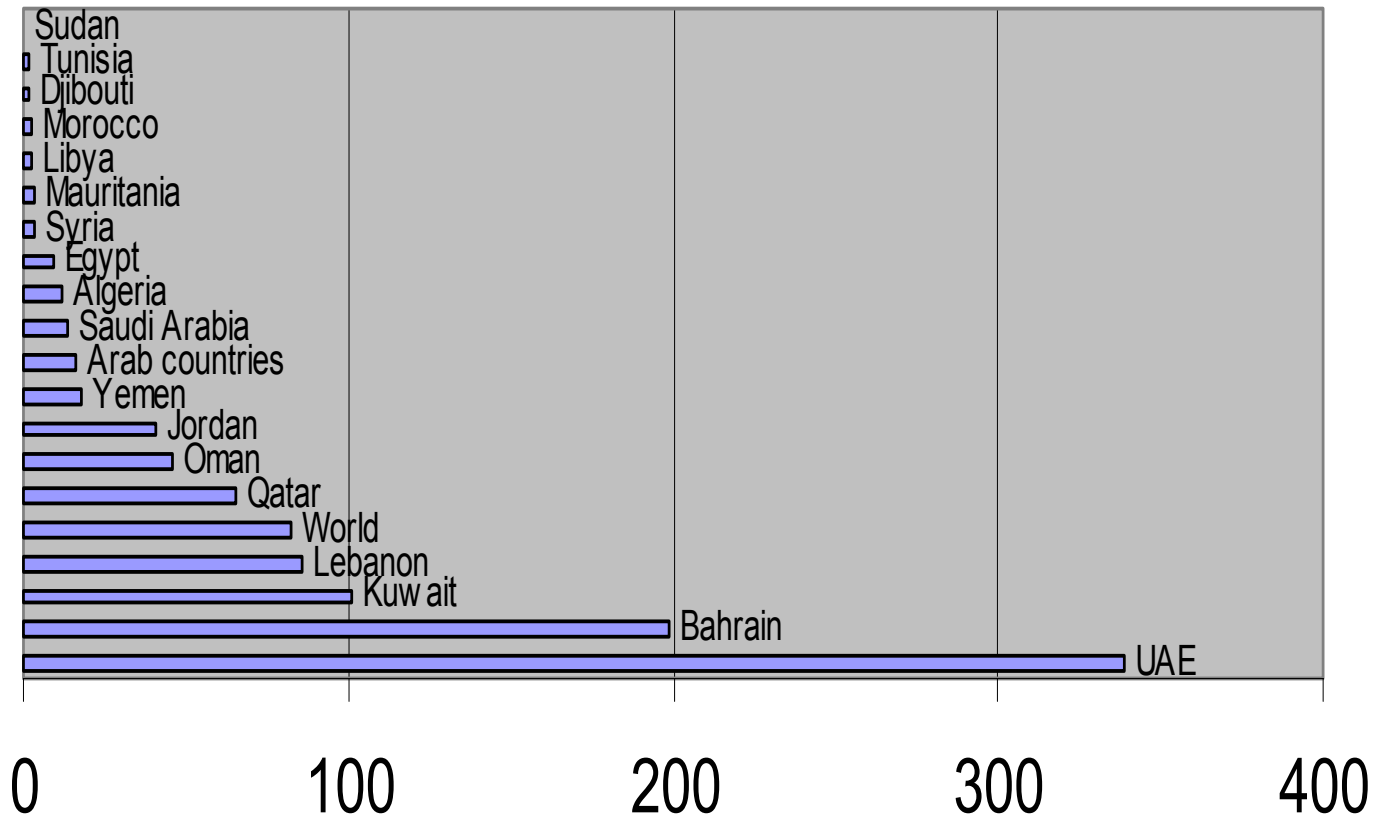
- Only 1.6 % of population has access to Internet in the Arab States- lower than sub-Saharan Africa (Al-Hayat Feb 2004)
- Most of Arab States include ICT in their policies – aiming at achieving availability and accessibility of use of computers in education, e.g. Jordan’s “Discovery Schools Initiative”
- Digital Divide- Only the privileged makes use of technology while the unprivileged has limited or no access to technology due to poverty, living in rural areas, low level of education
- Should also expand the use of ICT in education to accelerate the process of achieving EFA, e.g. distance learning

Personal computers (per 100 inhabitants) 2001



(Source) ITU, in the presentation of Hassan Diab, 2003

Internet users (per 1,000 inhabitants)



■ Internet users
(per 1,000
inhabitants)

Needs for achieving EFA through Compulsory Education

1. Strong Political commitment towards ensuring Right to Education
2. Awareness among public on Right to Education
3. Institutionalization of implementation of what the law states – there is a need to develop a system whereby compulsory education is **monitored** at every level.
4. Coordination with other law implementing bodies to ensure Right to Education, social and labor laws (ex. preventing child labor, reinforcing literacy in big institutions and industries, etc)

Needs for achieving EFA through Compulsory Education cont.

5. Recognition of NFE and Life long learning programmes
6. School mapping to identify needs
7. Increased educational budgets, effective budget management and active involvement of banks and private sector in financing education
 - Compulsory means creating a place for each student. This means requiring fund? Budget for Education is low?
 - Keeping students in school means quality of education. This means more funds needed?

Achieving Universal Quality Primary Education Requires

- Availability- educational schools, institutions and programmes have to be available within the jurisdiction of the States. Buildings, protection elements, sanitation facilities for both sexes, safe drinking water, trained teachers, teaching materials, libraries, computers, laboratories, etc.
- Accessibility- Educational schools, institutions and programmes have to be accessible to everyone without discrimination
 - Non discrimination – especially the most vulnerable groups
 - Physical accessibility – within safe physical reach
 - Economic accessibility – to be affordable for all

Achieving Universal Quality

Primary Education Requires cont.

- Acceptability- ensure that education is relevant and culturally appropriate for minorities and indigenous peoples, gender sensitive, right-based, and of good quality for all
- Adaptability – education has to be flexible so it can adapt to the developmental needs of changing societies and communities and the labor market
- Quality - Appropriate teacher: students ratio, Quality educational materials, Suitable curricula
- Quantity – to respond to increased enrolment needs and to achieve a high survival ratio

EFA Commitment

- Achieving EFA goals enables All people to establish the basis for using information for better participation in society, political decision-making process, etc
- Governments and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, physical ability, wealth, location, language or ethnic origin



Thank You

