

# ADULT EDUCATION AND DEVELOPMENT



INSTITUTE FOR INTERNATIONAL COOPERATION  
OF THE GERMAN ADULT EDUCATION ASSOCIATION



nairobi  
kenya  
17th 19th  
january  
2007

**DVV: 12<sup>th</sup> German  
Adult Education Conference**

**ICAE: 7<sup>th</sup> World Assembly**

**Literacy for Life**

**Training - Learning  
Societies - Future**

**67  
2006**

*The following Power Point presentation was given by ASPBAE at the Adult Education Conference in the workshop „Adult Education and the Reduction of Poverty“. The charts and figures speak for themselves, clearly showing that there is still a long way to go before we achieve the MDGs.*

## **Education and Poverty: CSO Regional Practice and Perspectives from the Asia Pacific**



### **ASPBAE Core Values**

- Education is a human right
- Education is key to poverty alleviation and sustainable human development
- State has primary responsibility to provide free, compulsory basic education of good quality;

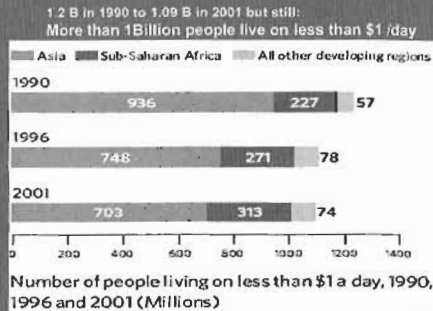
### **ASPBAE Core Values**

- State has to take the lead in providing opportunities for adult learners to combat poverty, fight all forms of discrimination, equip citizens to actively participate in development and governance; empower people and communities to cope, survive and transform their position and conditions; build a culture of peace.

### **ASPBAE Core Values**

- Education and Life-long Learning for All is achievable with political will and adequate resources committed and applied by government in the North and South

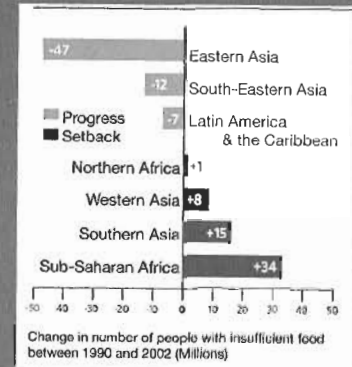
## Extreme Poverty remains a daily reality:



Source: The Millennium Development Goals Report 2005, United Nations, Page No. 7

## Billions suffer hunger daily

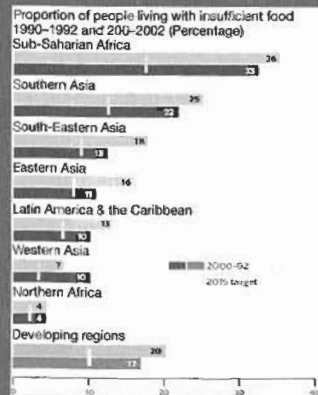
- But: in real terms there are more hungry people in the poorest regions between 1990 and 2002



Source: The Millennium Development Goals Report 2005, United Nations, Page number 8

## Billions suffer hunger daily

- Proportion of people living with insufficient food has decreased between 1990/1992 and 2000/2002



Source: The Millennium Development Goals Report 2005, United Nations, Page number 7

## Its an Unequal world

- 20% of the population in the developed nations consume 86% of the world's goods (source: 1998 Human Development Report, United Nations Development Programme)
- 2004 figures: about 0.13% of the world's population controlled 25% of the world's assets (source: Eileen Alt Powell, Some 600,000 join millionaire ranks in 2004, Associate Press, June 9, 2005)

## Its an Unequal world

- About 900 million people belong to ethnic, racial, linguistic or religious groups that face discrimination.

Source: Human Development Report 2004, UNDP

## Children and women are among the worse affected

- UNICEF: Number of child (under 5) deaths due to poverty  
30,000 each day  
210,000 each week  
11 million per year

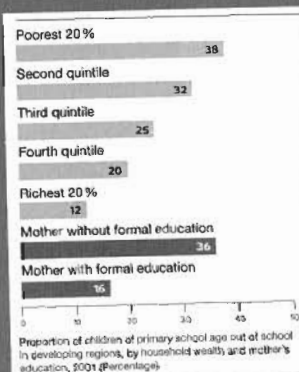
Just 5 diseases responsible for half the deaths of under-5's: pneumonia, malaria, diarrhea, measles and AIDS

- 70% of 1.1 billion in extreme poverty are women

Source: State of the World's Children, 2005, UNICEF

## Education and Poverty

- Children from poor families are less likely to go to school
- Children with educated mothers are twice as likely to be in school than those with mothers w/o formal education



Source: The Millennium Development Goals Report 2005, United Nations, Page number 12

- ODI study 2004: Main factors that determine parents willingness to send children to schools
  - Adult literacy
  - Parents' education
  - HH income
  - Child's health
  - Costs including opportunity cost to parents
  - Perception of economic benefits
  - Perception of quality of education

Source: 'Can we Achieve the MDGs in Education and Health through Public Expenditure and Aid?', ODI briefing paper April 2004

- Among poor, participation in schools is very price elastic: Hence it has been argued that public expenditure reducing costs/opportunity costs to children going to school can have dramatic results:
  - Abolishing fees
  - Abolishing uniforms
  - Free meals
  - Grants to parents
  - Flexible school timings

## But Governments spend so little on education

Country	Public Current Expenditure on Primary Education per pupil (unit cost) in constant 2001 USD	Cost Per Pupil Primary Per Year (in constant 2000 prices)
Year	2001	
Weight	USD	
Colombia	18	19
China	48	49
Indonesia	23	24
Papua New Guinea	29	61
Philippines	59	162
Solomon Islands	6	6
Vietnam	31	31
Bangladesh	15	15
India	62	64
Nepal	19	20
Pakistan	43	44
Sri Lanka	74	76

Source: 'Must Do Better', ASPBAE-GCE Asia Pacific School Report Card on Basic Education; 2005

## But Governments spend so little on education

CONFITEA V: governments committed to spending 6% of education budgets to adult education BUT:

Actually, less than 1% of government education budgets gets allocated to adult education (GMR 2006)

## But Governments spend so little on education

### • Skewed priorities: examples

- In India and Bangladesh, there are 2 soldiers for 1 primary school teacher; in Nepal its is 4:1
- Pakistan: in last 4 years, 20% of gov't expenditure was on defense spending; 33% on debt servicing and 15% on social services – 7% on education
- Philippines: 34.1% of the national budget goes to debt servicing; 14.9% to education
- Priority to Tertiary education: in South Asia, approximately 20% is spent on tertiary education compared to industrialised countries which spend 10%

## But Governments spend so little on education

- Globally: 15 million additional teachers needed to reach the 2015 targets

Instead governments resort to 'para-teachers': poorly qualified teachers (eg. In India, Grade 7 pass) on short contract at cheaper wages thus institutionalising a cheaper, inferior parallel school system for the poor

### • Corruption: Examples

- Bangladesh: 40% students pay admission fees at the primary level which are supposed to be free; 32% who are eligible for government subsidies/grants have to pay to avail of these
- India: US\$919 million paid in bribes in government schools
  - 70% of those who paid have ave. monthly HH incomes less than US \$230; another 24% with incomes of \$115

(Transparency International 2005)

## Asia Pacific: off-track in EFA

- GMR 2006: in 2002, 99.8 million children are out of primary school
  - 44.5% (45.5 million) are in the Asia Pacific
  - 55% (25.1 million) girls
- MDG Report 2005: Completion of primary schooling: only 60-75% in South Asia, W Asia and the Pacific

## Asia Pacific: off-track in EFA

2005: Gender Parity Goal missed in 94 countries



Source: EFA Global Monitoring Report, 2006, UNESCO

## Asia Pacific: off-track in EFA

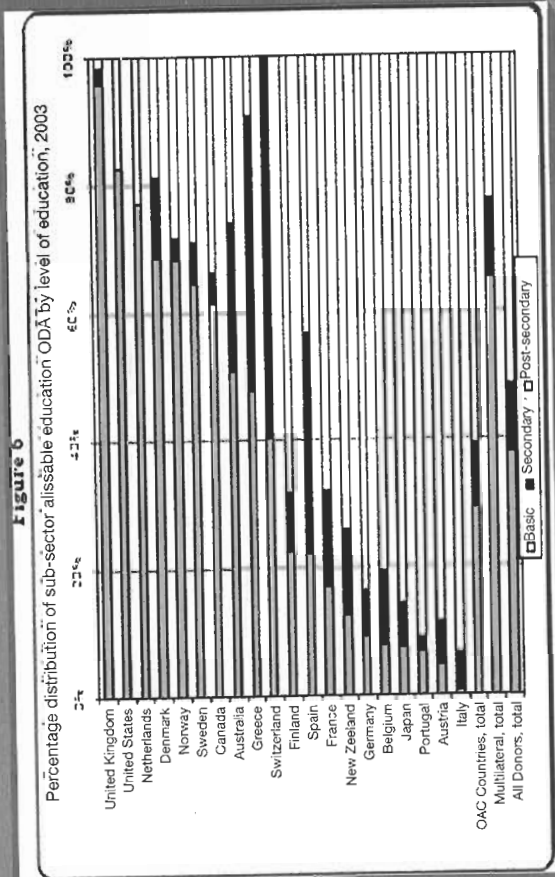
- GMR 2006: in 2002, globally, 771 million adults have been denied access to literacy skills, 64% are women:
  - 66.3% (551 million) are in the Asia Pacific
  - 61% (336 million) are women.
- 61.3% of adult illiterates or more than 472 Million live in only 5 countries: India, China, Bangladesh, Pakistan and Indonesia

## The Aid Record

- Commitments (\$50 Billion additionally by 2010) following the last G8 summit (Gleneagles, 2005) still holds the promise of increased aid for developing countries; education has a good chance of being a recipient of additional aid



# GMR 2006 – only 2.6% of ODA goes to basic education



Source: Education for All – Fast Track Initiative Status Report 2005, FTI Secretariat

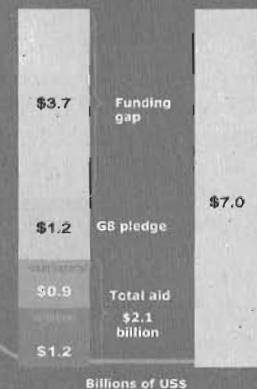
## Countries in greatest need re EFA are not in FTI

Countries with Endorsed Sector Plans and Estimated Schedule of Endorsements					
Endorsed Programs (29)	2003 (11)	2007 (14)	Date of endorsement Undetermined (14)	No information at the secretariat level UPE achieved (12)	Fragile States (10)
Burkina Faso Djibouti Ethiopia Gambia Ghana Guinea Guyana Kenya Lesotho Madagascar Mauritania Moldavia* Mozambique Niger Nigeria Rwanda Senegal (first half)	Albania (first half) Benin (first half) Bhutan Burundi Cambodia (first half) Cameroon (first half) Chad Congo (DFC) Cote d'Ivoire Georgia Guinea-Bissau Haiti Kenya Kiribati Kyrgyz Rep. Sierra Leone Solomon Islands Vanuatu Zambia	Angola Bangladesh Chad Congo (DFC) Cote d'Ivoire India Indonesia* Lesotho Liberia Malawi Nigeria Pakistan Senegal Sierra Leone Tanzania Togo	Bolivia Central Af. rep. Eritrea India Indonesia* Lesotho Liberia Malawi Nigeria Pakistan Senegal Sierra Leone Tanzania Togo	Armenia Azerbaijan Bosnia & Herzegovina Cape Verde Grenada Maldives Samoa Serbia & Montenegro St. Lucia St. Vincent & Gren Uzbekistan	Afghanistan Comoros Cote d'Ivoire Dominica Myanmar Nepal PHG Seychelles Sudan Zimbabwe

Notes: \* flag country that have achieved primary completion rate greater than or equal to 95%. Countries in italics have four or fewer bilateral donor partners contributing US \$ 1 million or more to the education sector, according to OECD/DAC database (2002-03).

Source: EFA – Fast Track Initiative Status Report April 2006, FTI Secretariat

## The Funding gap



Aid to basic education should increase from 2.6% to 5% of total aid

GMR2006: \$2.5B/year addl for the EFA adult literacy targets

By 2006 Apr, FTI has only mobilised \$605 Million in pledges: \$510 M gap for 20 FTI countries

Additional funding for basic education is affordable

#### Comparison of global spending 1998

	\$ Billion
Universal Primary Education	7
Perfumes in Europe & US	12
Pet food in Europe & US	17
Business entertainment Japan	35
Alcohol in Europe	105
Military spending worldwide	780

Source: (Source: Human Development Report 1998, United Nations Development Program)

#### CSO Demands: Southern Governments

- Increase budgets to basic education
- Fill the gap of teacher vacancies with qualified, well trained teachers paid just wages; more female teachers
- Eliminate all user and indirect fees in education
- Address the problem of chronic corruption in the educational system
- Adequate school infrastructure, safe schools
- Incentives esp. for girls : mid-day meals, scholarships, grants to parents

#### CSO Demands on AE & Adult Literacy : Southern Governments

- Allocate at least 6% of education budgets to adult education and at least 3% for adult literacy
- Promote "quality" adult literacy
  - Continuous and sustained intervention
  - Ensure clear feedback and evaluation mechanisms, data systematisation, strategic research

#### CSO Demands on AE & Adult Literacy : Southern Governments

- Cont "quality" adult literacy
  - Adequately trained facilitators with opportunities for professional growth:
  - 1 facilitator: 30 learners;
  - Language choice
  - Use of suitable, creative, relevant learning materials
  - Governments should commit \$50-\$100/learner/year for at least 3 years

#### CSO Demands: to Northern Governments

- Increase education aid: barest minimum: cover the \$3.7 billion (UPE) and \$2.5 billion (AL) financing gap
- Allocate to core needs of EFA; and countries most in need (not just better performers)
- Donor coordination and harmonisation
- Countries need long term, predictable funding for education



## Policy Advocacy

### • Policy Researches



## Policy Advocacy

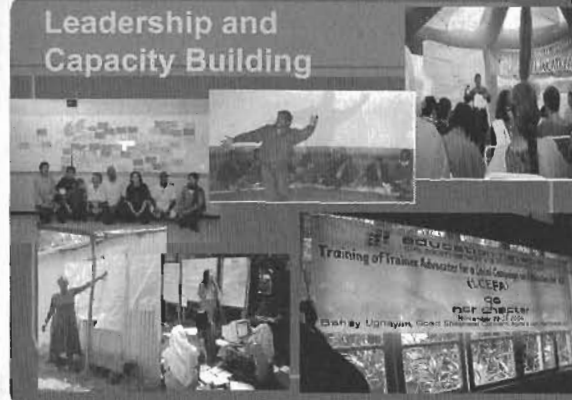
### • Campaigns



## Policy Advocacy

- Lobbying in regional and international policy events
  - UNESCO Working Group on EFA
  - EFA High Level Group
  - FTI Stakeholders Meetings.
  - UN Girls Education Initiative
  - UN Literacy Decade
  - And others..

## Leadership and Capacity Building



## Leadership and Capacity-building

- 'Real World' capacity building support for education advocacy



## Leadership and Capacity-building

- "Enabling the Enablers"
  - Adult Literacy
  - Women's Education
  - Indigenous Education
  - Education for Peace & Conflict Prevention
  - Citizenship Education
  - HIV/AIDS Education





## Strategic Partnerships

- More than 200 member organisations in 33 countries all over the Asia Pacific region
- Work with 11 national education campaign coalitions in the Asia Pacific
- Work with several regional thematic CSO networks e.g. Migrants Forum Asia, AHRN, SEAPCP

## Strategic Partnerships

- International membership
  - Global Campaign for Education
  - UNESCO NGO Collective Consultation on EFA
  - International Council for Adult Education
  - Global Call to Action Against Poverty
- Among others..

Join us!



[www.aspbae.org](http://www.aspbae.org)

*In the forum on „Continuing Education in Europe – who pays what and why“, Dr. Hannelore Bastian, Director of the Volkshochschule in the City of Hamburg, demonstrated what cuts in resources mean for adult education centres, using the Hamburg Volkshochschule as an example, and how much effort it takes to maintain the level of work and to deliver adequate education with reduced resources and personnel.*