



United Nations
Educational, Scientific and
Cultural Organization

EDUCATION COUNTS

**Towards the
Millennium
Development
Goals**

The original artwork presented in the brochure was designed by Zago, New York, and presented in an exhibition “Education Counts” held in UN Headquarters in NY during September-November 2010.

First published in 2010 by the United Nations Educational, Scientific and Cultural Organization
7, place de Fontenoy
75352 Paris 07 SP, France

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Layout: Baseline Arts Ltd, Oxford
Printed by UNESCO

Printed in France

ABOUT EDUCATION FOR ALL

The Education for All EFA movement is a global commitment to provide quality education for all children, youth and adults. It aims to achieve six key education goals by 2015, which relate to: early childhood care, primary education, youth and adult learning, literacy, gender equality and education quality.

The EFA Global Monitoring Report is an independent annual report published by UNESCO. It is the leading reference for assessing global progress towards the EFA goals, which also cover Millennium Development Goals 2 (universal primary education) and 3 (gender parity in primary education). The Report tracks progress, identifies best practice, draws attention to challenges and promotes cooperation in favour of education.



Unless otherwise stated, the data presented are taken from the EFA Global Monitoring Report. Some numbers have been rounded. All currency symbols (\$) refer to US dollars.

FOREWORD

One figure can tell a whole story.

The figures in this brochure are a compelling illustration of education's direct impact on human well-being, from better health to increased wealth.

The equation is simple: education is the most basic insurance against poverty. Education represents opportunity. At all ages, it empowers people with the knowledge, skills and confidence they need to shape a better future.

This brochure is born out of an exhibition presented at the Millennium Development Goals summit held in New York in September 2010 which highlighted the central role of education in achieving the goals and sustaining their gains.

As the UN agency leading the Education for All movement, UNESCO is determined to make education count for everyone, everywhere. The facts in this brochure speak for themselves: societies that make education their top development priority are more resilient, prosperous, just and peaceful.

Irina Bokova

Director-General, UNESCO

INTRODUCTION

Considerable progress has been made since the world's leaders committed to achieving Education for All by 2015. Within the space of a decade, the number of out-of-school children has dropped by more than 38 million and the gender gap in formal education has narrowed. Literacy rates have also increased, albeit slowly.

The current global economic downturn is threatening to halt or even reverse this progress. More than ever, it is critical that we invest in the development of quality systems for learning throughout life. The Universal Declaration of Human Rights holds that every child and adult is entitled to education. UNESCO is committed to supporting countries to make this right become a reality for all.

EDUCATION COUNTS

**because it helps
eradicate poverty
and hunger**

Education gives people the knowledge and skills they need to live better lives. It can boost productivity and open doors to jobs and credit.

Poverty is one of the main reasons children are being left out of school.

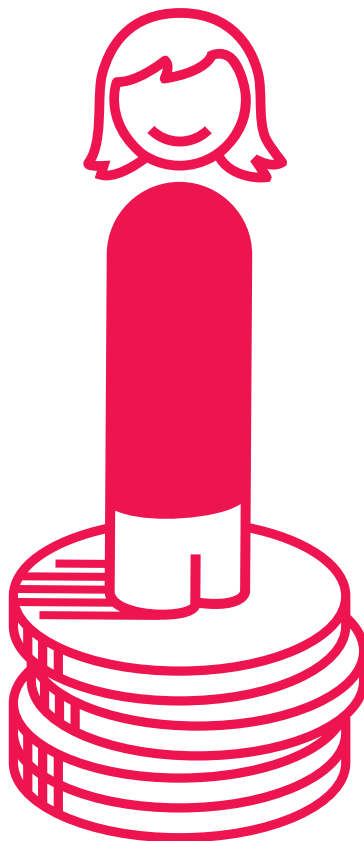
The world's 500 richest people have a combined income greater than the world's 416 million poorest people.

2.5 billion people live on less than \$2 a day, accounting for 40% of the world's population but only 5% of its income.

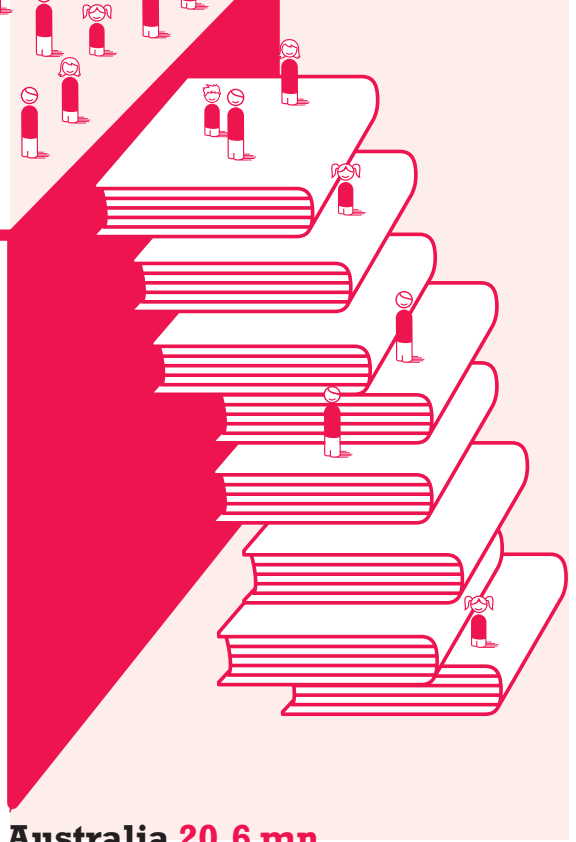
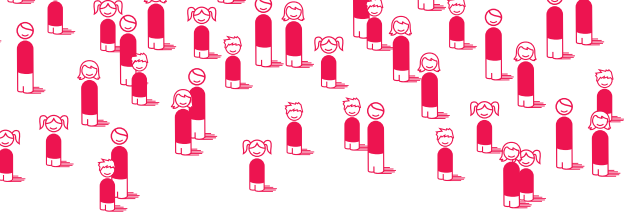
Less than 1% of the world's gross domestic product - \$300 billion - would lift 1 billion people out of poverty. This amount represents 1.6% of the income of the richest 10% of the world's population.

Each additional year of schooling raises average annual gross domestic product (GDP) growth by 0.37%.

One extra year of schooling increases an individual's earnings by up to 10%.



+1 year = +10%



171 million

people could be lifted out of poverty if all students in low-income countries left school with basic reading skills – equivalent to a 12% cut in world poverty.

171 million could mean the total combined populations of...

- Australia 20.6 mn
- Cambodia 14.8 mn
- Canada 33 mn
- Colombia 45.3 mn
- Netherlands 16.6 mn
- Tunisia 10.4 mn
- Uganda 30.9 mn

\$16 billion a year in aid would send all children to school in low-income countries.

This is about half of the amount Europeans and Americans spend on ice cream annually (\$31 billion).

(Worldwatch Institute)



\$13_{bn}

a year is spent on perfume in Europe and the US.



\$12_{bn}

is spent on pet food in Europe and the US.



\$8_{bn}

is spent on cosmetics in the US.



EDUCATION COUNTS

The second
Millennium
Development Goal
recognizes the
**universal right to
primary education for
girls and boys alike**

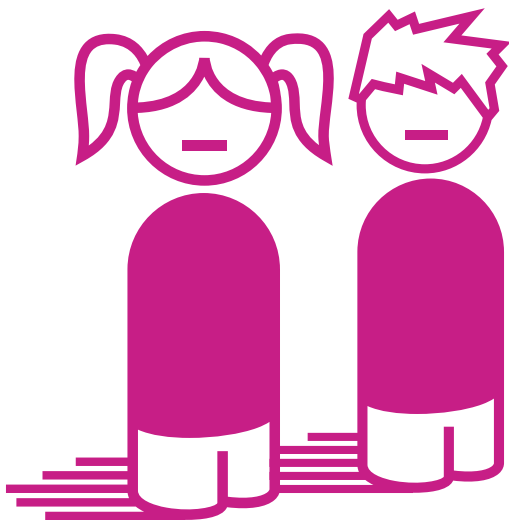
Many countries have made significant achievements towards universal primary education during the past decade. From 1999 to 2009, an additional 56 million children enrolled in primary school.

Sub-Saharan Africa has increased net enrolment by almost a third, despite a large increase in the school age population. South and West Asia has also made substantial progress.

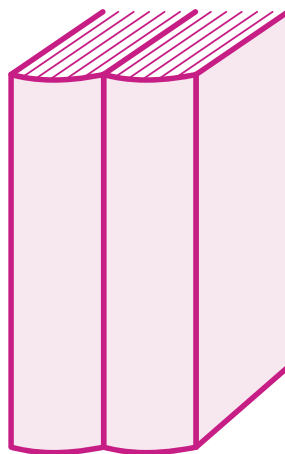
However, in 2009 67 million primary school-aged children were not in school. Millions more start primary school only to drop out before completing the last grade.

(According to preliminary estimates carried out by the UNESCO Institute for Statistics in June 2011)

Deep-rooted inequalities linked to wealth, gender, ethnicity, language and location are still a major barrier to universal primary education.



There are also worrying signs that improved access to school has not been accompanied by enhanced education quality.



Globally, an additional 1.9 million teachers are needed in classrooms to achieve universal primary education by 2015.

EDUCATION COUNTS

**because it promotes
gender equality and
empowers women**

Education is the key to addressing gender-based inequalities and exclusion. While girls and boys have the same fundamental human rights, young women generally receive less education, have fewer opportunities and enjoy less freedom than young men. Girls who live in remote rural areas or speak a minority language are often excluded from education.

Almost two-thirds of the world's 792 million illiterate adults are women.

Women are paid less for their work and have limited access to positions of decision-making and power.

In 2010, 9 out of 151 elected heads of state and 11 of 192 heads of government were women.

Wages, agricultural income and productivity – all critical for reducing poverty – are higher where women involved in agriculture receive a better education.

22%

MDG 3

In Kenya, if women farmers are given the same level of education as their male partners, their yields for maize, beans and cowpeas increase by up to 22%.

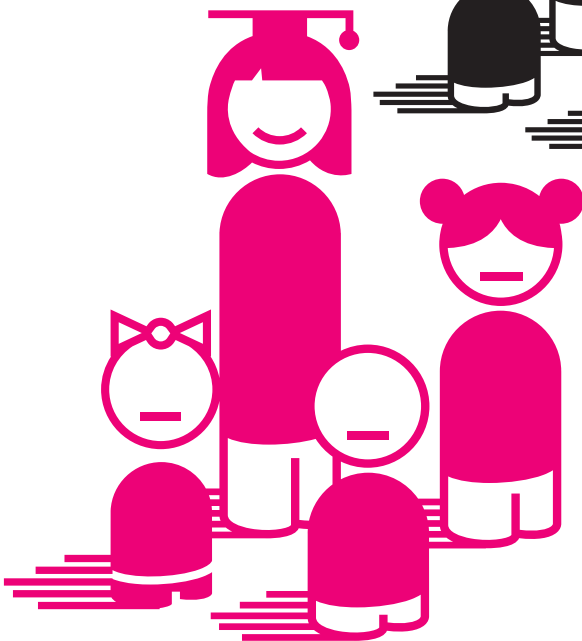
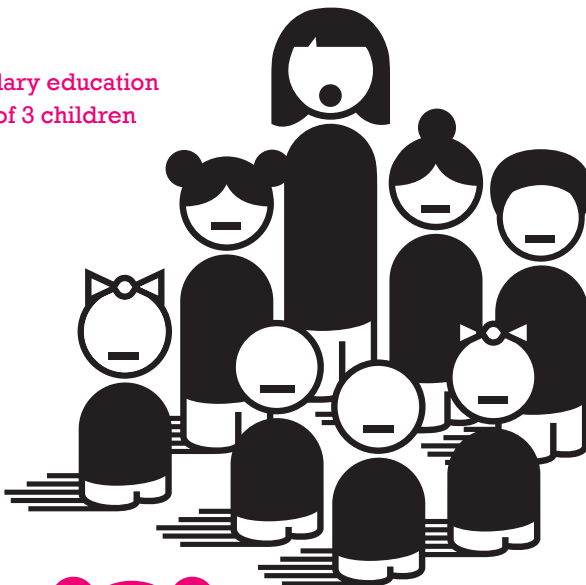
(International Food Policy Research Institute)



In Mali, women with secondary education or higher have an average of 3 children

...

... while those with no education have an average of 7 children.



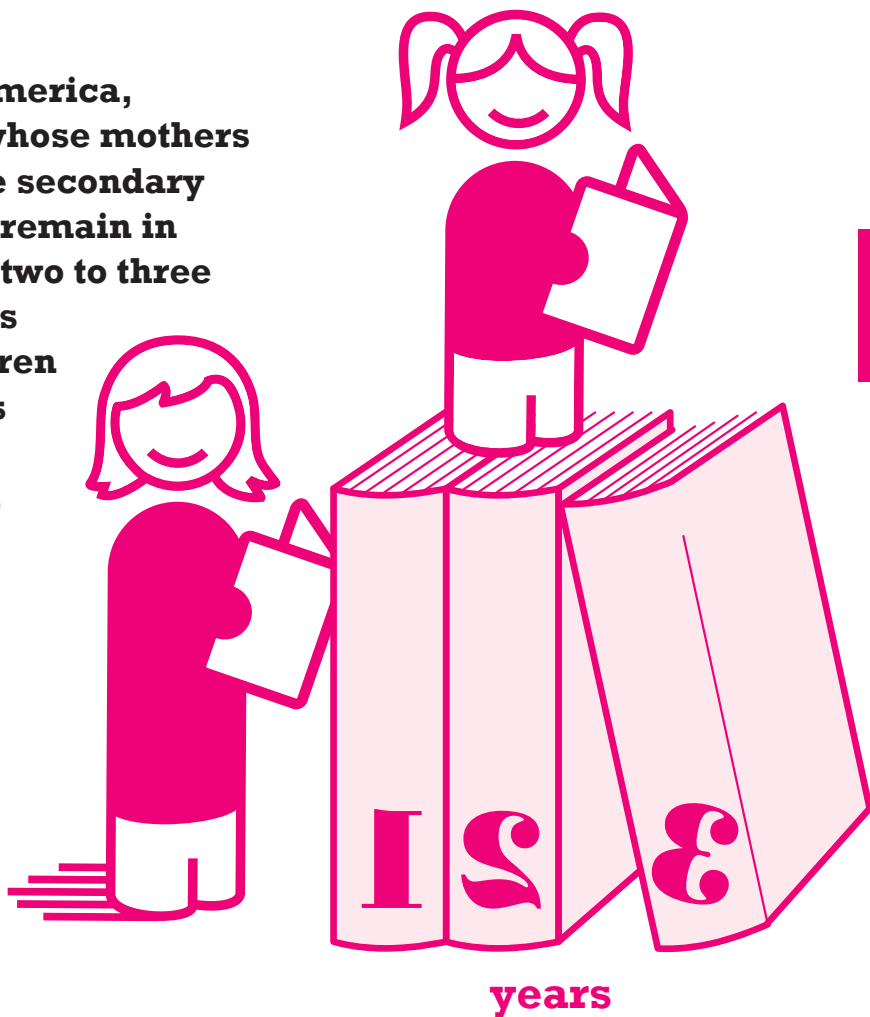
Education plays an important role in giving women more control over how many children they have.

An extra year of female schooling reduces fertility rates by 10%.

(WORLD BANK)

In Latin America, children whose mothers have some secondary schooling remain in school for two to three more years than children of mothers with less schooling.

(Inter-American Development Bank)



years

EDUCATION COUNTS

because it reduces child mortality

Education is associated with lower levels of child mortality and better nutrition and health.

Children of mothers with secondary education or higher are twice as likely to survive beyond age 5 as those whose mothers have no education.

While child mortality decreased worldwide from 77 deaths per 1,000 live births in 2000 to 71 deaths per 1,000 in 2010, each year 9.3 million children die before they reach the starting age for primary school.

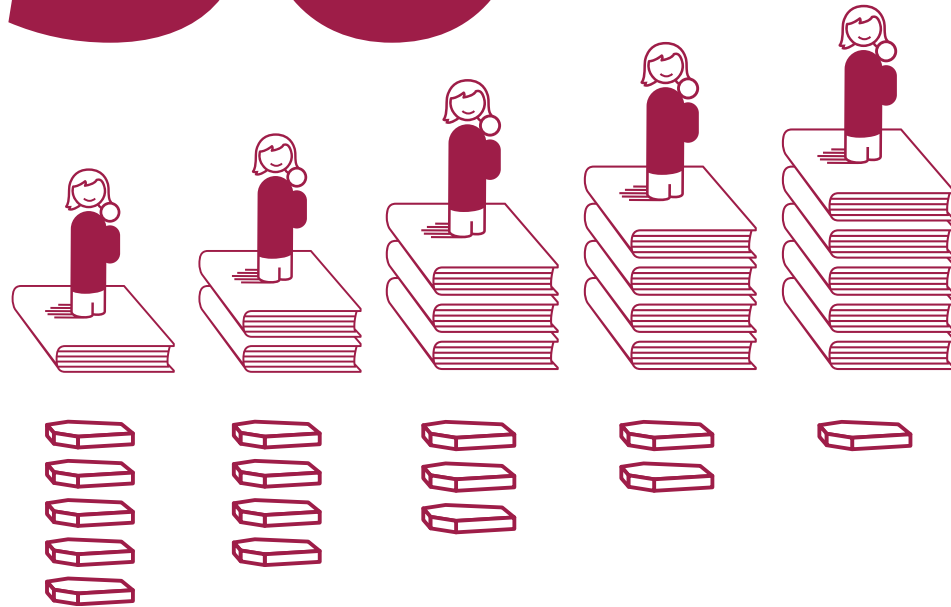
Approximately 1 child in 3 under the age of 5 suffers from moderate to severe stunting (178 million).

By the time these children enter school, their potential for learning has been diminished due to malnourishment.

Being born to a mother under 18 increases the risk of infant mortality by 60%.
(UNICEF)

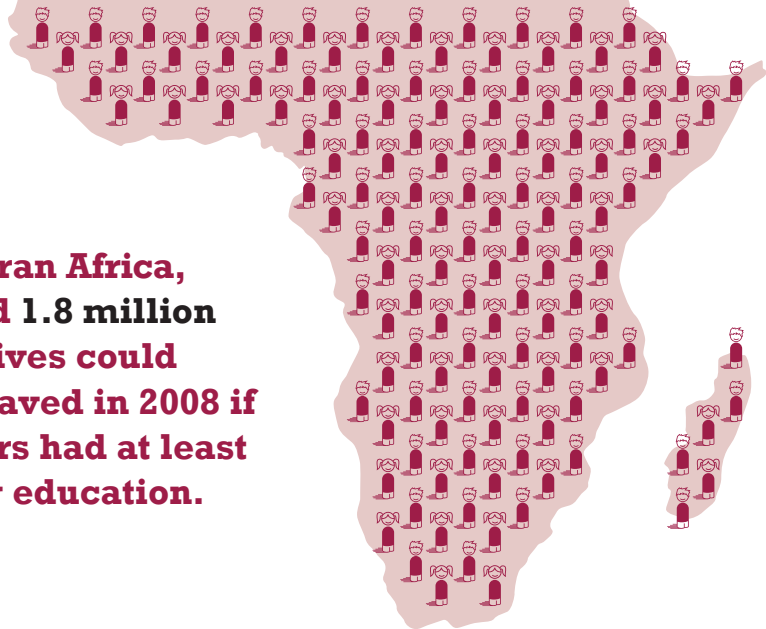
50%

A child born to a mother who can read is 50% more likely to survive past age 5.



Each extra year of a mother's schooling reduces the probability of infant mortality by 5% to 10%.

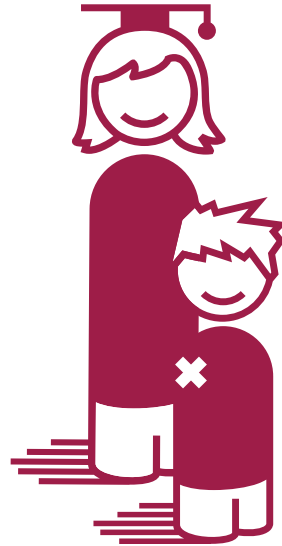
1.8
million



**In sub-Saharan Africa,
an estimated 1.8 million
children's lives could
have been saved in 2008 if
their mothers had at least
a secondary education.**



19%



68%



Children of educated mothers are more likely to be vaccinated and less likely to be stunted because of malnourishment. In Indonesia, child vaccination rates are 19% when mothers have no education. This increases to 68% when mothers have at least a secondary school education.

EDUCATION COUNTS

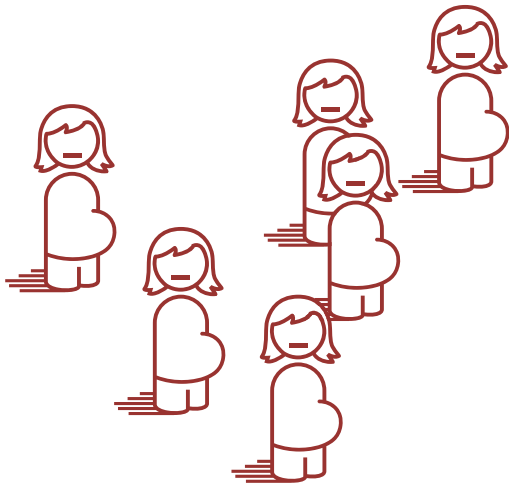
because it helps improve maternal health

Empowerment through education is one of the strongest antidotes to maternal risk. Women with higher levels of education are more likely to delay and space out pregnancies, and to seek health care and support.

Complications in pregnancy and childbirth are a leading cause of death and disability among women, claiming hundreds of thousands of lives each year.

There is a disproportionately high number of unwanted pregnancies among young, unmarried girls, who often lack access to contraception.

One-quarter to one-half of girls in developing countries become mothers before they are 18.



Young women of middle to higher secondary school-age account for 1 in 7 deaths related to pregnancy and childbirth.

(Center for Global Development)

In Burkina Faso, mothers with secondary education are twice as likely to give birth in health facilities as those with no education.

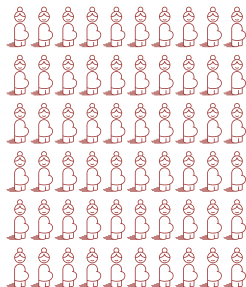
2X





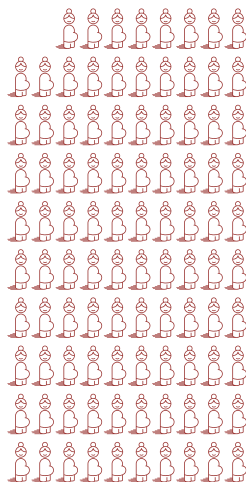
In Namibia, the proportion of births assisted by skilled personnel is 60% among the poorest 20% of the population and 98% among the richest 20% of the population.

60%

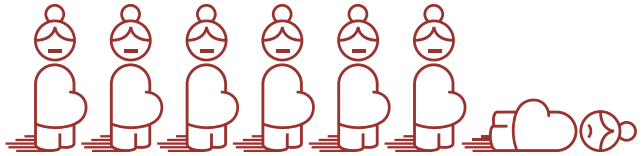


poorest 20%

98%

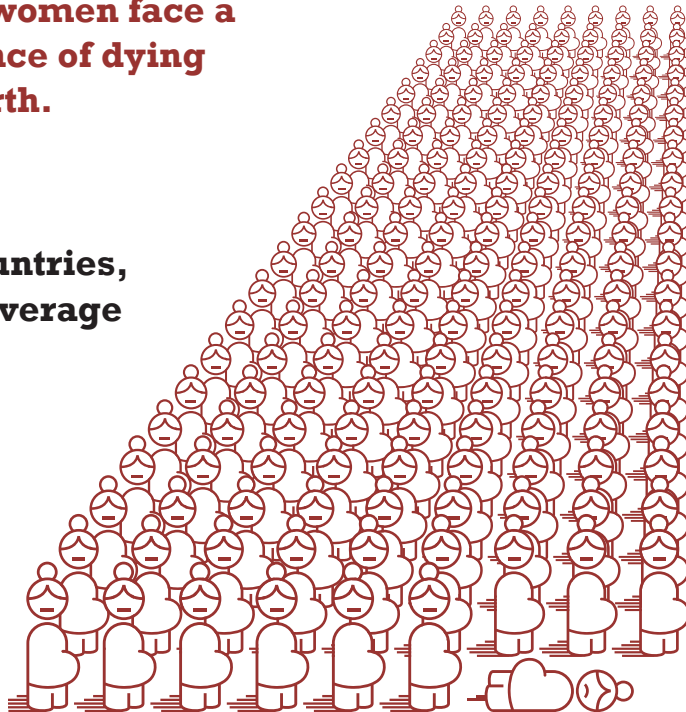


richest 20%



**In Niger, women face a
1 in 7 chance of dying
in childbirth.**

**In rich countries,
the odds average
1 in 8,000.**



EDUCATION COUNTS

**because it combats
HIV and AIDS, malaria
and other life-
threatening diseases**

Education fosters access to treatment and helps combat stigma and discrimination. An estimated 33 million people were living with HIV in 2007, of whom 2 million were under 15.

90% of infected children die before reaching school age if they do not receive antiretroviral therapy.

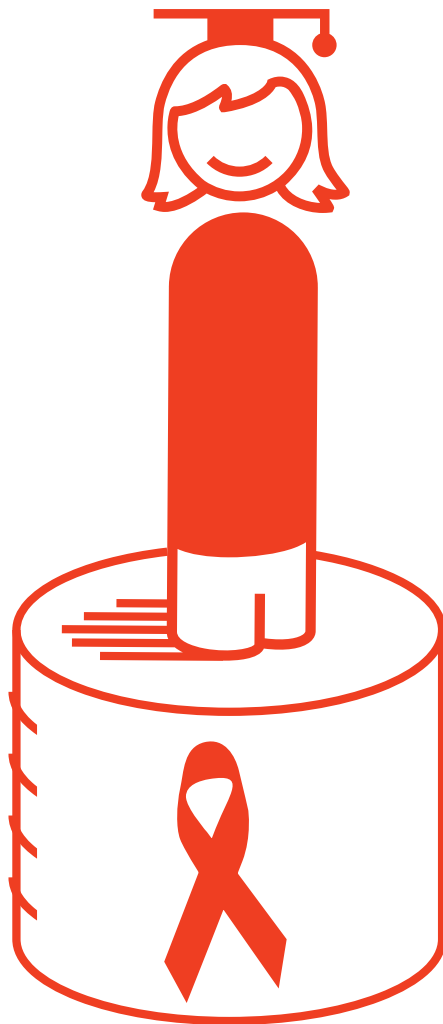
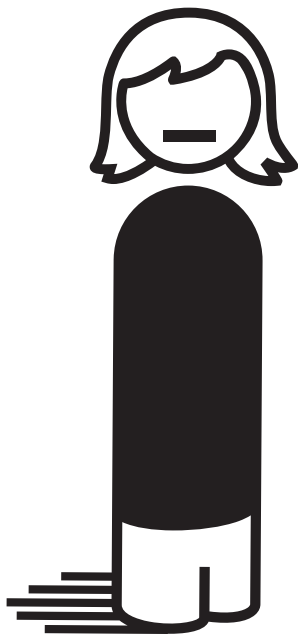
In 2008, malaria killed nearly 900,000 people, mostly children, with some 250 million cases reported worldwide.

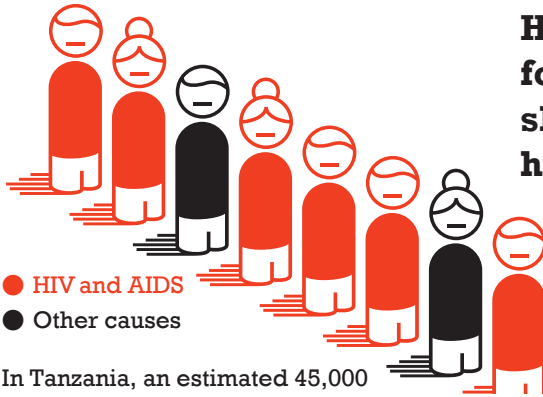
Nearly 90% of all cases of malaria are in Africa, where 1 in 10 children dies before reaching the age of 5.

(UNAIDS)

Women with post-primary education are 5 times more likely than illiterate women to be educated on the topic of HIV and AIDS.

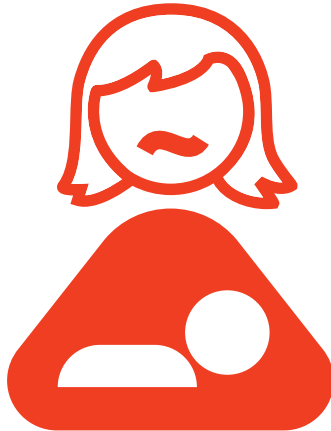
(UNFPA/UNAIDS/UNIFEM)





In Tanzania, an estimated 45,000 extra teachers were needed in 2006 to replace those lost to the epidemic.

HIV and AIDS account for 77% of the teacher shortage in countries with high HIV rates.

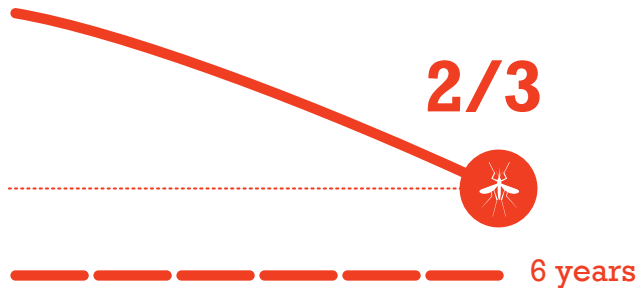


In Malawi, 27% of women with no education know that HIV transmission risks can be reduced by the mother taking drugs during pregnancy. For women with secondary education, the figure rises to 59%.

In Zambia, malaria deaths fell by 66% in the last six years, thanks to the recruitment and education of large numbers of community-based health

workers who distributed bed nets and diagnosed and treated patients free of charge and to indoor spraying.

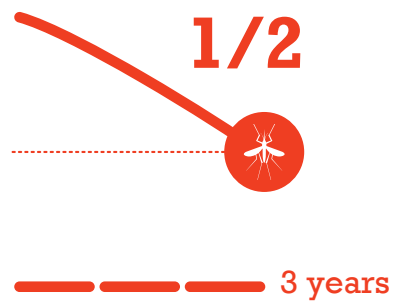
Zambia



The same approach has halved malaria deaths in Ethiopia in just 3 years.

(WHO)

Ethiopia



EDUCATION COUNTS

**because it helps
ensure environmental
sustainability**

Education helps people make decisions that meet the needs of the present without compromising those of future generations. Education for sustainable development is fundamental to changing values, attitudes and behaviours.

The world faces critical challenges such as climate change, rapid depletion of natural resources, frequent natural disasters and the loss of biodiversity.

Decisions and action taken today have an impact on the future.

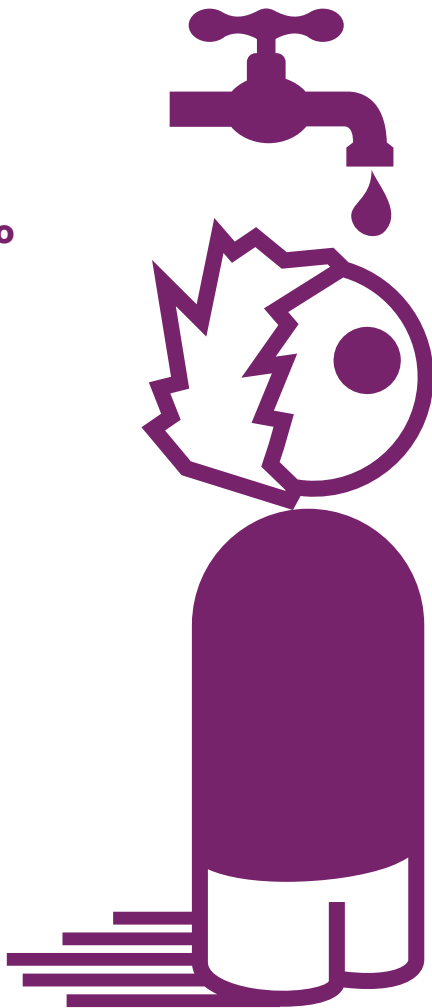
A large proportion of the world's population lives without access to safe drinking water and sanitation. There are at least 100 million slum dwellers globally.

More than 2.6 billion people still lack access to proper sanitation and 1.1 billion people have no regular access to clean water.

As a result, 1.8 million children die from diarrhoea each year.

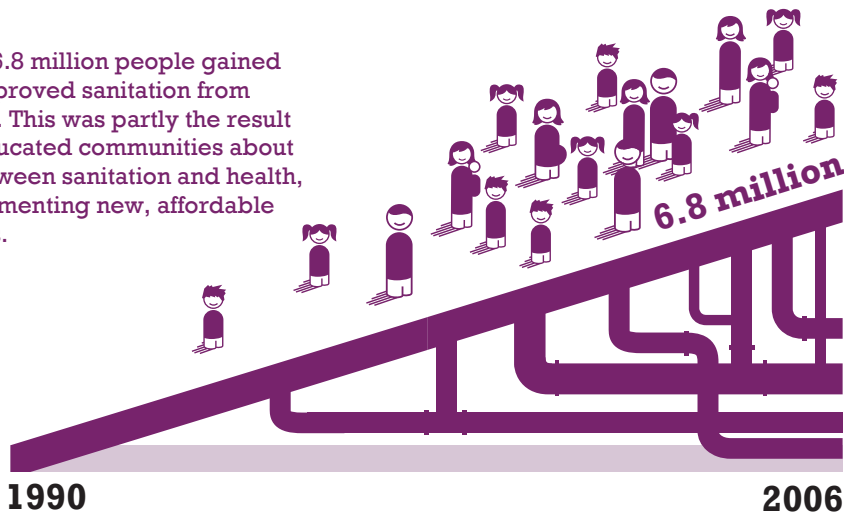
443 million school days are lost globally due to water-related illnesses.

(HDR 2006).



In Ethiopia, 6.8 million people gained access to improved sanitation from 1990 to 2006. This was partly the result of having educated communities about the links between sanitation and health, and of implementing new, affordable technologies.

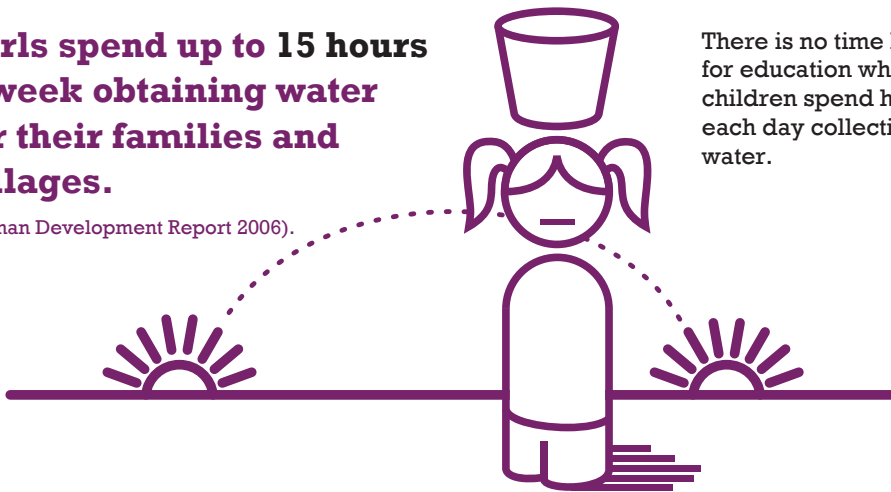
(WHO)



Girls spend up to 15 hours a week obtaining water for their families and villages.

(Human Development Report 2006).

There is no time left for education when children spend hours each day collecting water.



Natural disasters such as droughts have had significant effects on enrolment and years in school.



Environmental shocks can be particularly damaging for education, raising the probability of children in low-income households being involved in full-time work leaving no time for school.

EDUCATION COUNTS

**because it is essential
to a global partnership
for development**

The Millennium Development Goals represent a global partnership for development. As part of this pact, poor countries agreed to work towards achieving these goals and to do their part to ensure greater accountability to citizens and efficient use of resources. But for poor countries to achieve the first 7 goals, rich countries need to keep their end of the bargain, with increased and more effective aid, debt relief, fairer trade rules and access to technologies.

Just as the MDGs represent an integrated view of global development, the Education for All goals, adopted in 2000, set out a broad strategy for providing a quality education for all.

In adopting these goals, the international community recognized the potential and the promise that education holds to unlock personal and human development, prosperity, democracy and social justice.

\$

16

bn

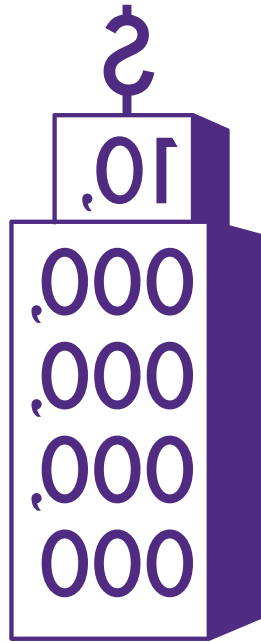
It is estimated that reaching some of the **Education for All** goals by 2015 will require an additional \$16 billion per year.

Aid to basic education in sub-Saharan Africa decreased from \$1.72 billion in 2007 to \$1.65 billion in 2008.

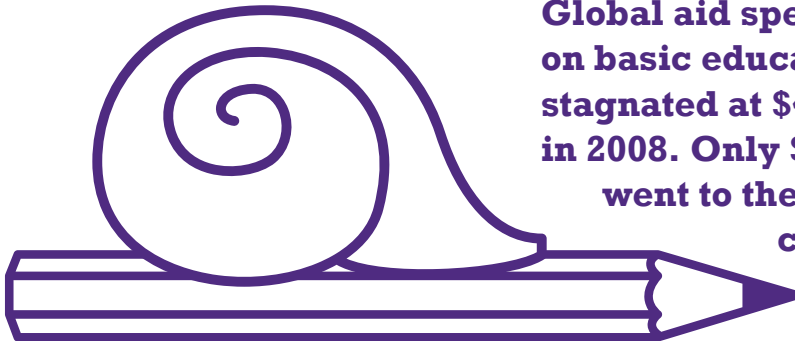


To counter the recent global economic downturn, advanced economies spent approximately \$10 trillion shoring up their financial systems by providing capital, loan guarantees, and lending and asset protection.

That figure represents around 30% of their combined GDP.



Global aid spending on basic education stagnated at \$4.7 billion in 2008. Only \$2 billion went to the poorest countries.



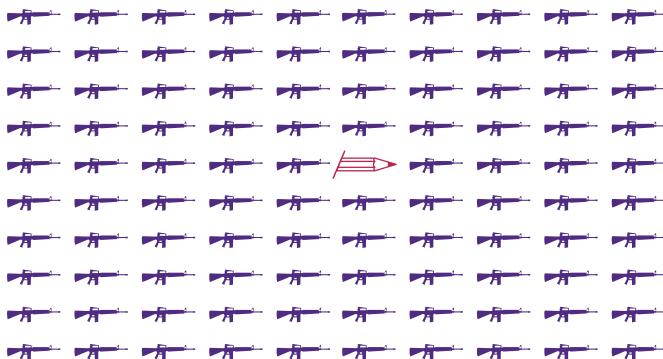
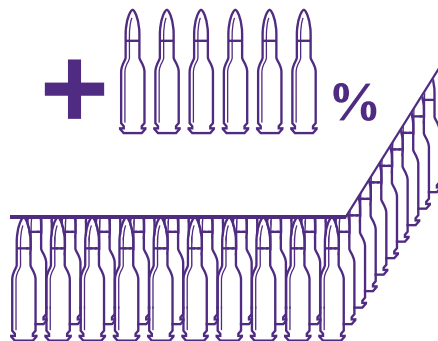
Worldwide military expenditure for 2009 was **\$1.5 trillion.**

Despite the financial crisis, this represents an increase of **6%** in real terms compared to 2008.

The increase in aid during the same period was only 0.7%

(Stockholm International Peace Research Institute)

2009



The equivalent of 0.5% of the military budget was spent on aid to basic education in 2008.







Education is the most basic insurance against poverty.

Education represents opportunity. At all ages, it empowers people with the knowledge, skills and confidence they need to shape a better future.

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Education for All