



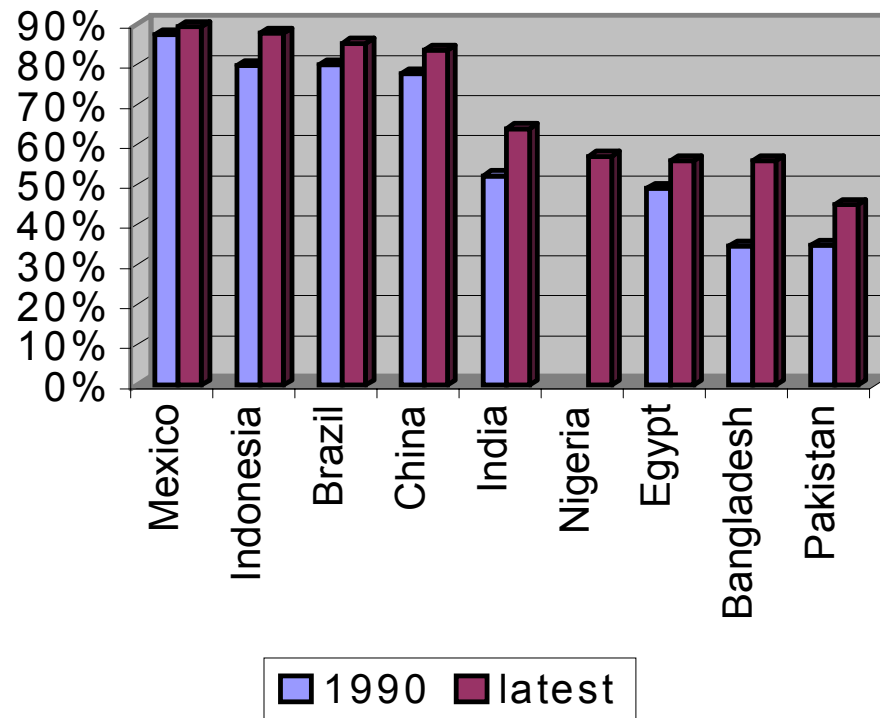
PESQUISA E CONSULTORIA
EM RECURSOS HUMANOS E
POLÍTICAS PÚBLICAS

EFA 9

Recife, Brazil
February 2000

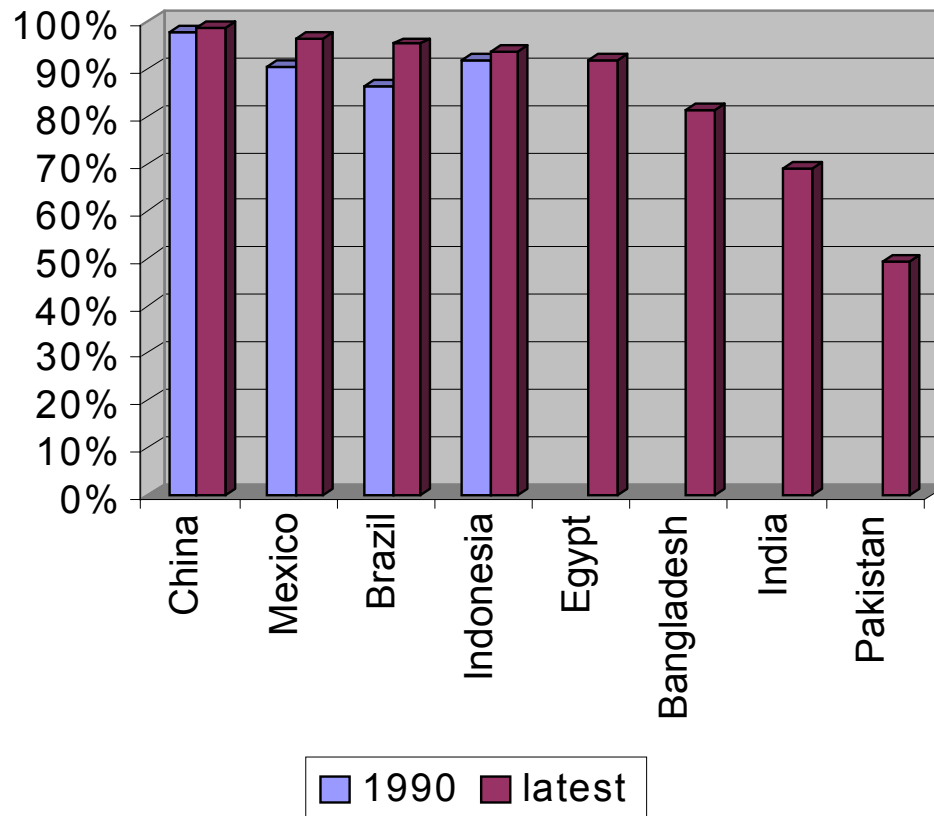
- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two thirds of which are women, are illiterate;
- More than 100 million children and countless adults fail to complete basic education programs.

17- Adult Literacy Rates - 15 years and over



- Mexico, Brazil, China and Indonesia are approaching universal literacy
- India, Nigeria, Egypt, Pakistan and Bangladesh have still large illiterate populations
- progress occurred everywhere, but not as rapidly as needed

6 - Net enrolment ratio in primary education



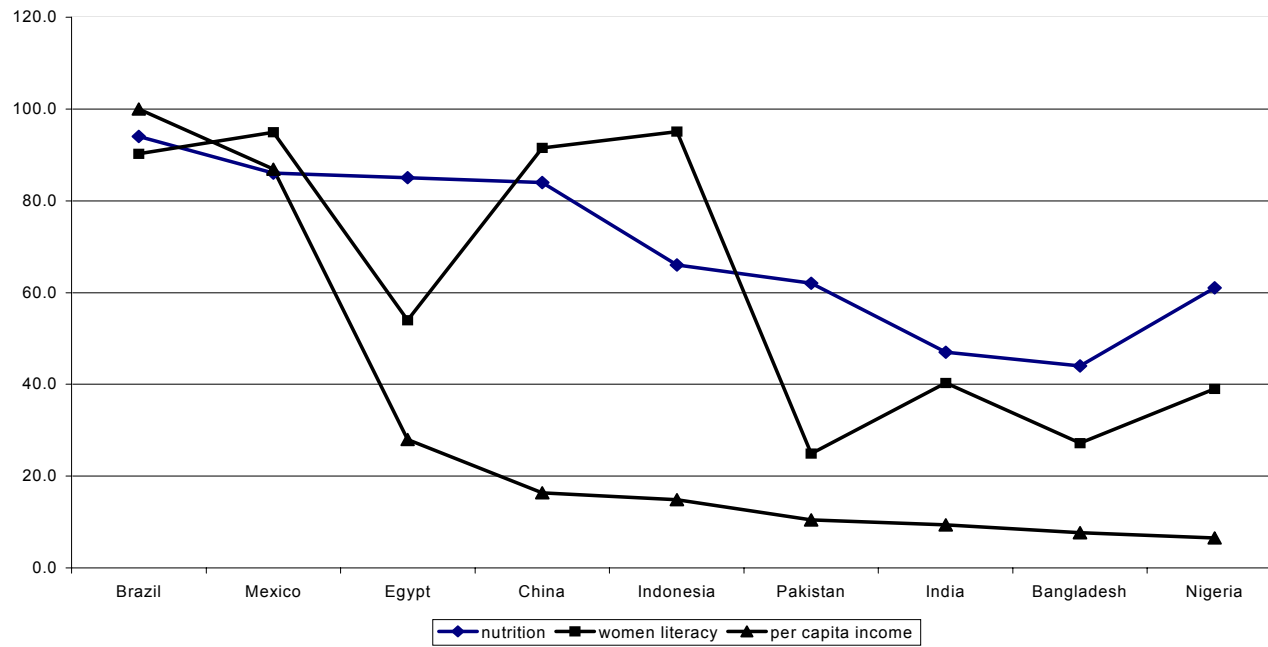
- Mexico, Brazil, China, Indonesia and Egypt are approaching universal primary enrolment
- In India, Nigeria, Pakistan and Bangladesh, many children are still out of school
- We have no clear information on how the countries in more difficult situation have evolved in the last decade.

An expanded vision:

- Education can improve even when the economy is not growing, and can contribute to economic growth.
- Routine, vegetative grow is not enough: EFA requires special mobilization and commitment of political, economic and social resources.
- routine teaching is not enough: children need preschool, a supportive environment, good teachers, new teaching technologies, and contents which are relevant and meaningful to their lives.
- underprivileged groups require special attention: women, cultural minorities, illiterate adults.

Education can improve when the economy is not growing

Per Capita Income, Nutrition, women literacy



- Public Resources to basic education
- Dealing with regional and cultural diversity
- Strengthening partnerships
- Strengthening international solidarity
- Improving the environment for education.
- Early Childhood Education
- Dealing with illiteracy
- Dealing with gender disparities
- Getting the young to school
- Focusing on learning
- Improving the working conditions and competence of teachers.
- Conclusion: the next steps