

EDUCATIONAL COOPERATION BETWEEN SOUTH AND NORTH


Strategies and Priorities of Main Donors

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Revised version

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I. Donor Countries

Australia	Australian Agency for International Development - AUSAID	8
Belgium	Directorate-General for Development Cooperation - DGDC	10
Canada	Canadian International Development Agency - CIDA	12
Denmark	Department of International Development Cooperation - DANIDA	14
Finland	Ministry for Foreign Affairs Development Cooperation – Global Finland	17
France	French Ministry of Co-operation and Development - FMCD Agence Française de Développement	19
Germany	German Federal Ministry for Economic Cooperation and Development German Organization for Technical Co-operation – GTZ	21
	Internationale Weiterbildung und Entwicklung (Capacity Building International) - InWent	24
Greece	Hellenic Aid – International Development Cooperation Department Hellenic Republic Ministry of Foreign Affairs	26
Ireland	Development Cooperation Ireland - DCI	27
Italy	General Directorate for Development Co-operation - DGIC	29
Japan	Japan International Co-operation Agency - JICA	31
Luxemburg	Coopération Luxembourgeoise au Développement	33
Netherlands, The	Netherlands Development Cooperation	34
New Zealand	New Zealand's International Aid & Development Agency - NZAID	36
Norway	Norwegian Agency for Development Co-operation - NORAD	38
Portugal	Office of European Affairs and International Relations - GAERI & Institute of Portuguese Cooperation - IPC	40
Spain	Ministerio de Asuntos Exteriores y de Desarrollo – Cooperación Española (Spain) Agencia Española de Cooperación Internacional	42
Sweden	Swedish International Development Cooperation Agency - SIDA	44
Switzerland	Swiss Development Co-operation - SDC	47
United Kingdom	Department for International Development - DFID	49
USA	United States Agency for International Development - USAID	51

II. Donor Organizations

African Development Bank Group	54
AKF - Aga Khan Foundation / Aga Khan Education Services (AKES)	56
AKDN - Aga Khan Development Network / Aga Khan University (AKU)	57
AKDN - Aga Khan Development Network / AKF - Aga Khan Foundation	59
Asian Development Bank	60
EU - Education Aid Policy	62
FAO - Food and Agricultural Organization for the United Nations	65
Inter-American Development Bank	67
UNESCO – Division of Education	69
UNICEF - United Nations Children's Fund	72
World Bank, The	74

IMPRESSUM

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PREFACE

Educational Cooperation has been a priority field of work within the Austrian Foundation for Development Research since 1987. Increased coordination of activities between donor countries and enhanced international discussions in the field have led to the need to work out an overview of the different thematic and geographical priorities of donors in this field. The Team working on Educational Cooperation within the Austrian Foundation of Development Research developed this overview for the first time in 1997. The present document is based on the 2003 version edited by Alexandra Strickner in cooperation with Saya Gurtner.

The current updated and enlarged version intends to place Educational Cooperation in the broader context of international development partnerships and common frameworks that have emerged in the last years. These are above all the UN Millennium Development Goals and their strong focus on poverty reduction and universal primary education. A further reference framework constitutes the global UN Initiative Education for All.

The overview includes a table of each donor organisation presenting major information in a concise form. Each table points out the main policy themes of the respective organisation's education policy as well as priority areas, target groups and geographical distribution. The table furthermore includes information on the main modalities and principles used by the respective organisations, education expenditures broken down by education sub-sectors (figures according to OECD DAC official statistics) as well as prospects and concerns. It concludes listing relevant documents in the fields of educational strategy, the Millennium Development Goals and poverty reduction as well as recent evaluations of projects, programmes and strategies in educational cooperation, where they are available (Links update in August 2005)

Hence, we are pleased to present this updated version of "Educational Cooperation between South and North" to all interested persons working in the field of educational cooperation and beyond.

Margarita Langthaler
Educational Cooperation

August 2005

Introduction

Since the early 1990ties, education has increasingly gained significance as essential pillar of development cooperation within the context of poverty reduction. This is being reflected both in bilateral development policies and in a number of international framework documents such as the UN Millennium Development Goals and the UN Initiative Education for All (EFA) that have become important reference documents for international development cooperation.

The Education for All process dates back to the first World Conference on Education for All held in Jomtien, Thailand in 1990. During the 1990ties, however, the underlying conception of education was extended on the basis of experience gained and above all a world wide assessment of education performance carried out at the end of the decade. The World Education Form 2000 in Dakar thus defined six central goals to be reached within 2015 and asserted a broad-based holistic approach to education including the strife for both quantitative and qualitative improvements. The international community present at Dakar committed to the Framework of Action and the six EFA goals. UNESCO was confirmed as lead agency of the international initiative. The six goals are:

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In bi- and multilateral educational cooperation the improvement of access to and quality of education have thus become essential policy themes, as well as the integration of special target groups such as poor and marginalized groups and women and girls. On the level of methodology, sector-wide or program-based approaches have gained importance and are being increasingly applied in substitution or along with project support. SWAps are linked to the partner countries' national poverty reduction strategies and intended to support the partner countries' education sector reform programme whose aim generally is the achievement of universal primary education. Through the shift to SWAps, capacity development, increased donor coordination and harmonisation as well as policy dialogue between all education stakeholders have gained significance.

However, in recent years, several donors have begun to strive for more holistic and comprehensive approaches in educational cooperation. In compliance with the broad-based concept of basic education advocated by the EFA-Goals and on the basis of assessments and evaluations of SWAps, the overall predominance of support to primary education is being increasingly questioned. More balanced support strategies to partner countries' educational systems, focussed on primary education, but including other sub-sectors such as vocational education, non-formal education, adult literacy as well as secondary and post-secondary education are being considered. Moreover, the important support function of education for the achievement of other development goals, above all in the health sector and for gender equality, is increasingly being reflected in education strategies. Modification and extension of SWAps is being considered as to cover the whole education system of a partner country and to allow for better integration of project support and policy dialogue with civil society.

In the context of the worldwide knowledge society, support to post-secondary and higher education has re-gained significance whereas these sub-sectors tended to be neglected during the last decade. Moreover, in recent years, the important role of higher education as well as science and research for capacity building in central development fields has been recognized in striving to achieve the MDGs.

In general, the experience made and recent assessments conducted in the context of the MDG and EFA 2005 review have led to a more holistic approach to educational cooperation while the support to basic education remains central.

I. DONOR COUNTRIES

AUSAID - Australian Agency for International Development

Education in the context of the MDGs and Poverty Reduction

- ❖ Poverty reduction as overarching framework for AUSAID's activities
- ❖ Education as important means to raise productivity and reduce poverty

Education Policy Themes

- ❖ Basic education
- ❖ Vocational and technical education
- ❖ Higher education
- ❖ Institutional strengthening
- ❖ Distance education

Education Priority Areas/Target groups

- ❖ Basic education
- ❖ Technical / Vocational education
- ❖ Scholarships
- ❖ Secondary and higher education

Geographical Distribution

- ❖ Country Programme: Papua New Guinea
- ❖ South Asia: Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Pakistan, Sri Lanka
- ❖ East Asia: Timor Leste; Indonesia, Laos, Mongolia, Philippines, Vietnam
- ❖ Pacific

Modality/Principles

- ❖ Grants
- ❖ Technical co-operation
- ❖ Bilateral assistance (limited multilateral)
- ❖ Project Aid

Education Expenditures¹ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance²: 6.6 %
- ❖ Expenditure for sub-sectors as share of total education expenditure³:
 - Education, Level unspecified: 16.32 %
 - Basic Education: 42.51 %
 - Secondary Education: 19.45 %
 - Post-Secondary Education: 21.73 %

¹ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

² OECD DAC: Bilateral ODA Commitments

³ OECD DAC: Official Commitments (or Disbursements) by Sector

Prospects/Concerns

- ❖ Basic and vocational education
- ❖ Improve access, equity and quality of basic education
- ❖ Improve access for girls and minority populations
- ❖ Higher Education – Australian Development Scholarships
- ❖ Institutional Strengthening through collaborative research

Relevant Documents

- ❖ AUSAID Website – <http://www.ausaid.gov.au>
- ❖ Global Education Website: <http://www.globaleducation.edna.edu.au/globaled/page1.html>
- ❖ Gift of Knowledge – Australians bringing basic education to the poorest people
<http://www.ausaid.gov.au/publications/pdf/giftofknowledge1999.pdf>
- ❖ AUSAID's Education Sector Interventions, 1999
http://www.ausaid.gov.au/publications/pdf/AusAID_Education_Sector_Interventions.pdf
- ❖ Australian Aid: Investing in Growth, Stability and Prosperity, 2002
http://www.ausaid.gov.au/publications/pubout.cfm?Id=6624_6294_3682_4822_1275&Type=PubPolicyDocuments
- ❖ Reducing Poverty – The central integrating factor of Australia's Aid Program
<http://www.ausaid.gov.au/publications/pdf/povertystrategy.pdf>
- ❖ AUSAID - Annual Report 2003-2004
http://www.ausaid.gov.au/anrep04/pdf/anrep03_04.pdf

DGDC - Directorate-General for Development Cooperation (Belgium)

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs as guideline and standard for policymaking
- ❖ Education as important means to reduce poverty, particularly education of girls and women
- ❖ MDGs and Education for All policy frameworks for education sector strategy
- ❖ Objective of education strategy: to contribute to poverty reduction

Education Policy Themes

- ❖ Basic education as fundamental need and human right
- ❖ Education and poverty reduction
- ❖ Education and training

Education Priority Areas/Target groups

- ❖ Basic education
- ❖ Technical and vocational training
- ❖ Education, training and further training of teachers and trainers in formal and non-formal education
- ❖ Scholarships and traineeships
- ❖ University cooperation
- ❖ Shift towards sector reform programmes
- ❖ Capacity and institution building (in HE sector through increased university cooperation)

Geographical Distribution

- ❖ Focus on: Burkina Faso, Niger, Ethiopia, Tanzania, Mali, Democratic Republic of Congo
- ❖ Mozambique, Uganda, Bolivia, Ecuador, Guatemala, Palestinian Territories, Bangladesh, Cambodia, Vietnam, China, Philippines, Laos

Modality/Principles

- ❖ Activities in accordance with national education sector strategies and/or PRSPs
- ❖ Grants
- ❖ Loans
- ❖ Technical Assistance
- ❖ Increasing indirect aid provision through multilateral and NGO channels instead of bilateral

Education Expenditures⁴ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁵: 6.39 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁶:
 - Education, Level unspecified: 21.68 %
 - Basic Education: 6.30 %
 - Secondary Education: 9.06 %
 - Post-Secondary Education: 62.96 %

⁴ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁵ OECD DAC: Bilateral ODA Commitments

⁶ OECD DAC: Official Commitments (or Disbursements) by Sector

Prospects/Concerns

- ❖ Institutional support for the definition of education policy
- ❖ Free basic education, improve the access to education and the quality of education
- ❖ Eliminate gender, social and regional disparities
- ❖ Donor coordination
- ❖ Promotion of Scientific Research
- ❖ Increase in Evaluation and Monitoring
- ❖ Increased use of the logical framework system (= more methodological participatory work)

Relevant Documents

- ❖ DGDC Website – <http://www.dgdc.be>
- ❖ Note Stratégique Education et Formation:
http://www.dgdc.be/documents/fr/notes_strategiques/education/education_fr.pdf
- ❖ Annual Report 2003
http://www.dgdc.be/en/dgdc/annual_report/index.html
- ❖ Global Partnership for Development MDG 8 – First Progress Report by Belgium 2004
http://www.dgdc.be/documents/en/topics/mdg/mdg8_eng.pdf
- ❖ Belgian Technical Cooperation Website – <http://www.btcctb.org>

CIDA - Canadian International Development Agency

Education in the context of the MDGs and Poverty Reduction

- ❖ CIDA's vision of sustainable development embodied in the MDGs
- ❖ Poverty reduction central focus of CIDA's programme
- ❖ Education, in particular basic education, play a key role in poverty reduction
- ❖ Basic education as one pillar of CIDA's focus on social development

Education Policy Themes

- ❖ Education as a human right
- ❖ Basic education as an essential element of sustainable development and poverty reduction
- ❖ Gender equality: girl's education
- ❖ Education fosters democracy, equality and respect for human rights
- ❖ Knowledge for Development through ICTs

Education Priority Areas/Target groups

- ❖ Universal primary education and basic education
- ❖ Early childhood education, primary education, access to quality education
- ❖ Strengthening education systems and teacher education
- ❖ Target groups: those who are marginalized (including girls, the poorest, indigenous people, those from minority groups, working children, children in conflict areas, children living in remote areas, those with special needs and disabilities)

Geographical Distribution

- ❖ Primarily sub-Saharan Africa (mostly basic education): Burkina Faso, Ethiopia, Ghana, Malawi, Mozambique, Tanzania, Ethiopia, Ghana, Senegal, South Africa, Uganda
- ❖ Asia: Bangladesh, Bhutan, Vietnam; Middle East: Egypt; and Latin America: Honduras, Bolivia, Ecuador, Nicaragua, Guyana

Modality/Principles

- ❖ Sector-wide approaches (SWAPs)
- ❖ Commitment by developing-country governments and institutions
- ❖ Donor collaboration with the support of partner NGOs and with direction and leadership of the developing-country partners
- ❖ Decentralization and Capacity building for national, district, and local partners in educational planning and administration
- ❖ Strengthening civil society
- ❖ Fast Track Initiative

Education Expenditures⁷ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁸: 16.88 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁹:
 - Education, Level unspecified: 32.85 %
 - Basic Education: 41.13 %
 - Secondary Education: 3.33 %
 - Post-Secondary Education: 22.69 %

⁷ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁸ OECD DAC: Bilateral ODA Commitments

⁹ OECD DAC: Official Commitments (or Disbursements) by Sector

Prospects/Concerns

- ❖ Improve access to quality education
- ❖ Gender equality
- ❖ Training and status of teachers
- ❖ Counter the devastating impact of HIV / AIDS on the education system through new and strengthened partnerships between education and other sectors
- ❖ Educational governance and management
- ❖ Promote use of ICTs

Relevant Documents

- ❖ CIDA Website – <http://www.acdi-cida.gc.ca/index.htm>
- ❖ CIDA's Action Plan on Basic Education (2002):
[http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/pdf/\\$file/BEActionPlan_no_images%20Eng.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/pdf/$file/BEActionPlan_no_images%20Eng.pdf)
- ❖ CIDA's Policy on Poverty Reduction:
http://www.acdi-cida.gc.ca/cida_ind.nsf/vLUallDocByIDEn/A35EF46FB8D9E61A852565EF0048A234?OpenDocument
- ❖ CIDA's Sustainable Development Strategy 2004-2006
http://www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/F395F90E46BEEF1285256E3500699F9F?OpenDocument
- ❖ CIDA's Social Development Priorities: A Framework for Action
[http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Social_Development3/\\$file/SDPFramework_nophotos.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Social_Development3/$file/SDPFramework_nophotos.pdf)
- ❖ CIDA's Strategy on Knowledge for Development through Information and Communication Technologies:
<http://www.acdi-cida.gc.ca/ict>
- ❖ Departmental Performance Report 2003/2004:
[http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Publications2/\\$file/FINALDPREn04.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Publications2/$file/FINALDPREn04.pdf)

DANIDA - Department of International Development Co-operation (Denmark)

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs are international yardstick for reducing poverty
- ❖ Specific MDG-Strategy
- ❖ Considerable expansion of Danish support to education in the framework of MDGs
- ❖ Poverty reduction is the overriding objective of Danish Development Cooperation
- ❖ Investment in education as important means of human development and poverty reduction, in particular women's education
- ❖ All Danish support to education based on EFA and the MDGs

Education Policy Themes

- ❖ Education as a goal in its own right and as an important instrument in the development process
- ❖ Poverty reduction through sustainable development, human development, democratisation and popular participation
- ❖ Cross-cutting issues: Environmental dimension, gender aspect, democratisation and respect for human rights
- ❖ Equity in Education: Gender parity, mitigation of the rural/urban divide, socially equitable public spending on education, inclusion of the marginalized
- ❖ Knowledge Production

Education Priority Areas/Target groups

- ❖ Primary education
- ❖ Secondary education
- ❖ Tertiary education
- ❖ Basic education (includes early childhood development, formal primary (elementary) education for children, non-formal education for out-of-school children as well as youth and adult education)
- ❖ Special needs education
- ❖ Adult basic education and training
- ❖ Vocational education and training
- ❖ Tertiary education: higher education, research and fellowship programmes
- ❖ Research network and local capacity building
- ❖ Teacher education and professional development
- ❖ Curriculum development
- ❖ Educational material development (textbooks and others)

Geographical Distribution

- ❖ Main education sector programme countries: Eritrea, Mozambique, Nepal, Zambia; to be shortly initiated: Benin, Burkina Faso, Bolivia, Nicaragua, Bhutan
- ❖ Bilateral programme assistance and project support: main focus is Sub-Saharan Africa (ca. 60 %)

Modality/Principles

- ❖ Sectoral programme support
- ❖ Integration of educational measures into programmes in other sectors
- ❖ Multilateral Support
- ❖ Bilateral assistance through Danish, international or local NGOs
- ❖ Capacity building

- ❖ Institutional linkages
- ❖ Incorporation of HIV/AIDS components in all sector support programmes
- ❖ Budget support
- ❖ 15 % of Danish bilateral aid to education in 2008
- ❖ As from 2007, education will be the single largest sector to receive Danish bilateral assistance and funding
- ❖ Donor harmonisation

Education Expenditures¹⁰ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance¹¹: 4.36 %
- ❖ Expenditure for sub-sectors as share of total education expenditure¹²:
 - Education, Level unspecified: 54.35 %
 - Basic Education: 31.28 %
 - Secondary Education: 5.8 %
 - Post-Secondary Education: 8.57 %

Prospects/Concerns

- ❖ Improve access to education
- ❖ Necessary balance between qualitative and quantitative elements in education
- ❖ Balanced support to all education sectors
- ❖ Sector policy on vocational education and training: technical, entrepreneurial and vocational education and Training (TEVET)
- ❖ Comprehensive national policy framework for the education sector
- ❖ Emphasis principles and critical issues in the sector programme support to education: Within the policy framework, sector finance and financial management systems, democratic and popular participation, HIV/Aids, overall capacity building, civil service reform and incentive structures, sustainability

Relevant Documents

- ❖ DANIDA Website – <http://www.danida.dk> or <http://www.um.dk/da/menu/Udviklingspolitik/>
- ❖ Millennium Development Goals – Progress Report by Denmark 2004: http://www.um.dk/Publikationer/Danida/English/DanishDevelopmentCooperation/MillenniumDevelopmentGoalsProgressReport2004/millennium_uk.pdf
- ❖ Security, Growth, Development 2004: <http://www.um.dk/NR/rdonlyres/A341BE1D-DA00-4EE1-95F6-DB9BFCBD0902/0/SecurityGrowthDevelopment.pdf>
- ❖ A World of Difference – The Government's Vision for New Priorities in Danish Development Assistance 2004 – 2008: http://www.um.dk/NR/rdonlyres/44C6C9FF-55FF-4661-AF8F-668172F16C7C/0/a_world_of_difference.pdf
- ❖ Partnership 2000 – Denmark's Development Policy - Strategy <http://www.um.dk/en/menu/DevelopmentPolicy/DanishDevelopmentPolicy/Partnership2000/>
- ❖ Education – Danida Sector Policies 2001
- ❖ Vocational Education and Training (1995)
- ❖ Danida Annual Performance Report 2004: <http://www.um.dk/Publikationer/Danida/English/DanishDevelopmentCooperation/AnnualReport2004/AnnualPerformanceReport2004.pdf>

¹⁰ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

¹¹ OECD DAC: Bilateral ODA Commitments

¹² OECD DAC: Official Commitments (or Disbursements) by Sector

Recent Evaluations in Education

- ❖ Evaluation: Local Solutions to Global Challenges: Towards Effective Partnership in Basic Education. 2003
<http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/2003/BasicEdu.htm>
- ❖ Evaluation: Joint Government-Donor Evaluation of Basic and Primary Education Programme ii (2004/3)
<http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/2004/DanEvalNepal03.htm>
- ❖ Evaluation: Danish Assistance to Vocational Education & Training (2002/5)
<http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/2002/DanEval5Vocational.htm>

Global Finland – Ministry for Foreign Affairs Development Cooperation

Education in the context of the MDGs and Poverty Reduction

- ❖ UN Millennium Declaration is a framework for Finland's Development Policy
- ❖ Ensuring basic education as one priority area of implementation of the MDGs
- ❖ Commitment to EFA
- ❖ Poverty reduction as a primary objective of Finland's Development Cooperation

Education Policy Themes

- ❖ Education of girls and women is key to development
- ❖ Education as an important means of meeting the challenges of globalisation
- ❖ Free basic education
- ❖ Inclusive and bilingual education
- ❖ Environment education
- ❖ Quality of educational provision
- ❖ Social equality, democracy, human rights
- ❖ Inequality in access (gender and others)
- ❖ Effectiveness, efficiency

Education Priority Areas/Target groups

- ❖ Basic education, in particular primary education
- ❖ Teacher education
- ❖ Vocational education and technical training
- ❖ Girls and women
- ❖ Curriculum reform
- ❖ Use of the mother tongue
- ❖ Disadvantaged groups (the disabled, rural population – integration into the mainstream)
- ❖ Research cooperations

Geographical Distribution

- ❖ Focus on: Tanzania, Mozambique, Ethiopia, Zambia, Nepal, Nicaragua, Bosnia-Herzegovina, Kosovo, Palestinian Territories
- ❖ Programme approach and co-funding modalities: Mozambique, Nicaragua, Tanzania

Modality/Principles

- ❖ Support to education sector programmes as part of partner countries' poverty reduction strategy
- ❖ Sectoral policy-based and policy-level programmes (versus projects)
- ❖ Budget support and joint financing arrangements with other donors
- ❖ Donor harmonisation and coordination
- ❖ Development of assessment and evaluation systems
- ❖ Managerial and administrative reforms in education
- ❖ Capacity building
- ❖ Fast-Track Initiative

Education Expenditures¹³ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance¹⁴: 10.62 %
- ❖ Expenditure for sub-sectors as share of total education expenditure¹⁵:
 - Education, Level unspecified: 65.61 %
 - Basic Education: 7.70 %
 - Secondary Education: 3.15 %
 - Post-Secondary Education: 23.54 %

Prospects/Concerns

- ❖ Education for All
- ❖ Development of the education system
- ❖ Provision of free basic education
- ❖ Local/national capacity and institution-building
- ❖ Holistic approach through sector-wide development programmes
- ❖ Ownership of recipient country

Relevant Documents

- ❖ Ministry for Foreign Affairs / Development Cooperation – <http://global.finland.fi>
- ❖ Education for All, 2001 – <http://global.finland.fi/english/publications/pdf/education.pdf>
- ❖ Development Policy – Government Resolution 2004
http://global.finland.fi/english/publications/pdf/dev_policy2004.pdf
- ❖ The State of Finland's Development Policy – A Report by the Development Policy Committee 2005
http://global.finland.fi/english/publications/pdf/KPTIlausunto2005_eng.pdf
- ❖ Finnish Development Cooperation 2004:
<http://global.finland.fi/english/publications/pdf/annual2004/report.pdf>

Recent Evaluations in Education

- ❖ Evaluation of Finnish Education Sector Development Cooperation, 2004
<http://global.finland.fi/evaluations/education.pdf>

¹³ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

¹⁴ OECD DAC: Bilateral ODA Commitments

¹⁵ OECD DAC: Official Commitments (or Disbursements) by Sector

FMCD - French Ministry of Co-operation and Development

AFD - Agence Française de Développement

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs as key policy reference framework
- ❖ Education as one out of seven key sectors for the implementation of the MDGs
- ❖ Access to basic education is an important means for efficient poverty reduction
- ❖ Education policy as part of poverty reduction strategy

Education Policy Themes

- ❖ Universal Primary Education (MDG 2)
- ❖ Education sector analysis and education sector development
- ❖ Quality primary education through French as the language of instruction
- ❖ Youth and adult education

Education Priority Areas/Target groups

- ❖ Primary education
- ❖ Technical/professional secondary education
- ❖ Skills development
- ❖ Development of education systems
- ❖ Promotion of French as language of instruction
- ❖ Curriculum development
- ❖ Teacher training
- ❖ Professional education in rural areas

Geographical Distribution

- ❖ Focus on francophone Africa countries: Burkina Faso, Guinea, Madagascar, Mali, Mauritania, Niger, Senegal, Togo
- ❖ Morocco, Angola, Tanzania
- ❖ South-East Asia: Laos and Vietnam

Modality/Principles

- ❖ Sector-wide approach
- ❖ Partner Country Ownership
- ❖ Results-based approach
- ❖ Budget support and basket support
- ❖ Fast Track Initiative
- ❖ Donor coordination and harmonisation
- ❖ Partnerships and cooperations, among others with NGOs
- ❖ Multilateral support

Education Expenditures¹⁶ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance¹⁷: 17.61 %
- ❖ Expenditure for sub-sectors as share of total education expenditure¹⁸:
 - Education, Level unspecified: 4.22 %
 - Basic Education: 16.52 %
 - Secondary Education: 14.12 %
 - Post-Secondary Education: 65.13 %

Prospects/Concerns

- ❖ Governance issues
- ❖ Education quality
- ❖ Efficient sector policies
- ❖ Participation of local stakeholders and communities

Relevant Documents

- ❖ FMCD Website – <http://www.france.diplomatie.gouv.fr>
- ❖ Agence Française de Développement Website – <http://www.afd.fr>
- ❖ French Ministry of Foreign Affairs: Education for All. France's international action.
- ❖ Stratégie sectorielle: <http://www.france.diplomatie.fr/fr/IMG/pdf/doc-23.pdf>
- ❖ Annual Report 2003
<http://www.diplomatie.gouv.fr/mae/rapport2003/RAM2003gb.pdf>
- ❖ L'AFD et la Réduction de la pauvreté et des inégalités:
<http://www.afd.fr/jahia/webdav/site/myjahiasite/users/administrateur/public/notes-strategiques/doctrine-pauvrete4.pdf>
- ❖ Attacking poverty, inequality and exclusion:
http://www.diplomatie.gouv.fr/fr/IMG/pdf/pauvrete_gb.pdf

¹⁶ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

¹⁷ OECD DAC: Bilateral ODA Commitments

¹⁸ OECD DAC: Official Commitments (or Disbursements) by Sector

German Federal Ministry for Economic Cooperation and Development – BMZ (Germany)

GTZ - German Organization for Technical Co-operation

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs as important reference framework for German development cooperation
- ❖ German MDG-Strategy Action Programme 2015: ensure access to basic social services
- ❖ MDGs as prominent challenge for higher education
- ❖ Poverty reduction as overall objective of German development cooperation
- ❖ Focus of intervention: support to nationally owned poverty reduction strategies
- ❖ Capacity Development as important instrument to improve institutional efficiency and contribute to poverty reduction
- ❖ Educational cooperation plays a key role for poverty reduction and social development

Education Policy Themes

- ❖ Basic education
- ❖ Education for All
- ❖ Education as a cross-cutting issue
- ❖ Crisis and conflict prevention
- ❖ Education for democracy and peace
- ❖ Education as basis for participation and empowerment
- ❖ HIV/Aids-prevention
- ❖ Girls and women
- ❖ Technical and vocational education and training
- ❖ Institution and capacity building
- ❖ Decentralisation

Education Priority Areas/Target groups

- ❖ School enrolment
- ❖ Strengthening of education systems, educational reform and educational policy
- ❖ Non-formal and formal basic education (development & introduction of appropriate curricular elements, teaching, materials)
- ❖ Youth and adult education
- ❖ Teacher training
- ❖ Mother tongue education/intercultural bilingual education
- ❖ Elementary science and technology
- ❖ Health and environmental education
- ❖ Text books and teacher's manuals
- ❖ Literacy courses
- ❖ Capacity development
- ❖ Higher education and ICTs as support to further qualification
- ❖ Support to cooperation in higher education

Geographical Distribution

- ❖ Basic education projects: mainly in Afghanistan, Guinea, Guatemala, Mali, Chad, Malawi, Mozambique, Pakistan, Peru, Honduras, Tajikistan, Yemen
- ❖ Intercultural bilingual education: Guinea, Mali, Malawi, Namibia, Niger, East-African countries, Peru, Bolivia, Ecuador, Guatemala
- ❖ Others: Senegal

Modality/Principles

- ❖ Financial cooperation
- ❖ Technical cooperation
- ❖ Experts
- ❖ Sector-wide approach (SWAP)
- ❖ Sector-investment programme (SIP)
- ❖ Fast-Track Initiative
- ❖ Consultancy work
- ❖ Involvement/participation of civil society
- ❖ Combination of various instruments

Education Expenditures¹⁹ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance²⁰: 17.39 %
- ❖ Expenditure for sub-sectors as share of total education expenditure²¹:
 - Education, Level unspecified: 3.15 %
 - Basic Education: 8.81 %
 - Secondary Education: 7.09 %
 - Post-Secondary Education: 80.10 %

Prospects/Concerns

- ❖ Integration of bilateral cooperations into SWAPs
- ❖ Education as an intersectoral task
- ❖ Holistic approach to education
- ❖ Knowledge management
- ❖ Education sector management
- ❖ Inclusion of further lifelong learning as an effective tool in poverty reduction
- ❖ Information and communication technologies
- ❖ Gender equality

Relevant Documents

- ❖ BMZ Website – <http://www.bmz.de/de/index.html>
- ❖ Action Programme 2015 – <http://www.aktionsprogramm2015.de>
- ❖ Auf dem Weg zur Halbierung der Armut – Zwischenbericht über den Stand der Umsetzung des Aktionsprogramms 2015 (2002)
http://www.bmz.de/de/service/infothek/fach/spezial/spezial053/spezial053_90.pdf
- ❖ Jahresbericht Entwicklungspolitik 2004
<http://www.bmz.de/de/service/infothek/buerger/jahresbericht2004.pdf>
- ❖ Closing the Gap – Pathways out of Poverty
http://www.bmz.de/de/service/infothek/buerger/armut_en.pdf
- ❖ BMZ: Förderung der Grundbildung in Entwicklungsländern – Sektorkonzept (1999)
http://www.bmz.de/de/service/infothek/fach/konzepte/bmz_konzepte/konzept106/index.html
- ❖ BMZ: Entwicklungspolitik im Bereich der Grundbildung (2000)
http://www.bmz.de/de/service/infothek/fach/spezial/spezial011/spezial11_90.pdf
- ❖ BMZ: Grundbildung für alle als internationale Entwicklungsziel – eine zentrale Herausforderung für die deutsche Entwicklungspolitik
http://www.bmz.de/de/service/infothek/fach/spezial/spezial106/spezial106_90.pdf

¹⁹ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

²⁰ OECD DAC: Bilateral ODA Commitments

²¹ OECD DAC: Official Commitments (or Disbursements) by Sector

- ❖ BMZ Entwicklungszusammenarbeit im Bereich der Beruflichen Bildung:
<http://www.bmz.de/de/service/infothek/fach/spezial/spezial096/index.html>
- ❖ BMZ Entwicklungszusammenarbeit im Hochschulwesen:
<http://www.bmz.de/de/service/infothek/fach/spezial/spezial093/index.html>
- ❖ GTZ Website – <http://www.gtz.de>
- ❖ GTZ Annual Report 2004
<http://www2.gtz.de/dokumente/bib/05-4000.pdf>
- ❖ GTZ Annual Report 2003 – The Division of Health, Education and Social Protection
- ❖ GTZ: Universal Primary Education in Multilingual Societies (2003)
- ❖ GTZ: Die Berufsbildungszusammenarbeit der GTZ (2004)
<http://www2.gtz.de/dokumente/bib/04-0324.pdf>
- ❖ GTZ: Brain drain oder brain gain: Die Migration Hochqualifizierter (2004)
<http://www2.gtz.de/dokumente/bib/04-5062.pdf>
- ❖ GTZ: Bildung und Konflikt (2004): <http://www2.gtz.de/dokumente/bib/04-5980.pdf>
- ❖ GTZ: Handreichung Schulentwicklung (2003): <http://www2.gtz.de/dokumente/bib/04-0014.pdf>
- ❖ GTZ: Bildungsinnovationen und ihre Relevanz für die Entwicklungszusammenarbeit (2004)
- ❖ Achieving the Millennium Development Goals. A Challenge for Global Higher Education. (2004)
<http://www2.gtz.de/dokumente/bib/05-0468.pdf>
- ❖ GTZ: Lernen für Frieden und Zukunft (2002)
- ❖ GTZ: Monitoring of sustainable strategies for poverty reduction:
<http://www.gtz.de/de/themen/uebergreifende-themen/armut/5607.htm>
- ❖ GTZ: The Art of Learning. Life Skills for the children of the world (2001):
- ❖ GTZ: Successful Approaches in the Promotion of Basic Education (2002)
- ❖ GTZ: Capacity Development for Sustainable Development:
<http://www.gtz.de/de/dokumente/en-gtz2003-capacity-development.pdf>

Recent Evaluations in Education

- ❖ Evaluations in basic education:
<http://www.bmz.de/de/erfolg/instrumente/sektoer/kurz/index.html>

InWEnt – Internationale Weiterbildung und Entwicklung GmbH (former Deutsche Stiftung für Entwicklung – DSE)

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs as policy framework for Social Development Department
- ❖ Poverty alleviation through promotion of social security systems and assurance of access to basic social services including education
- ❖ Education for All as an overall goal to education interventions

Education Policy Themes

- ❖ Quality of Education
- ❖ Education sector management
- ❖ Peace education
- ❖ Education and HIV/Aids

Education Priority Areas/Target groups

- ❖ Basic education
- ❖ Conflict management and peace education
- ❖ Decision-makers and specialised & executive staff of governmental and non-governmental educational institutions at supranational, national, regional and local levels
- ❖ Training for teacher trainers
- ❖ Girls and women
- ❖ Address cross-cutting issues of development, education and environment
- ❖ Literacy
- ❖ Mother-tongue teaching and learning material
- ❖ Long-term scholarship programme for teachers in the health sector
- ❖ Capacity building
- ❖ Programmes on HIV/Aids and education
- ❖ Vocational education

Geographical Distribution

- ❖ Specially Africa (Benin, Burkina Faso, Cameroon, Guinea, Malawi, Mozambique, South Africa, Tanzania), Central- and Latin America (Colombia, El Salvador, Guatemala)

Modality/Principles

- ❖ Capacity Building as overall policy approach
- ❖ Knowledge, education and international learning communities are key elements of international cooperation
- ❖ Dialogue and advanced training events
- ❖ Capacity development at individual and institutional level
- ❖ Improvement of quality in the university/higher education sector (evaluation, accreditation, management, staff development)
- ❖ Promotion of the pedagogical quality of school-based and non-school-based primary education and its environment
- ❖ Accreditation and quality assurance in higher education institutions
- ❖ Development policy information and education in Germany
- ❖ Exchange between experts and common learning
- ❖ Promotion of Networking through E-Learning

Prospects/Concerns

- ❖ Achieve the goal of “Education for All”
- ❖ Education quality and quality assurance systems in education
- ❖ Public administration and education sector management
- ❖ Health and HIV/Aids
- ❖ Contribution to a sustainable development process with a broad impact through the promotion of educational systems

Relevant Documents

- ❖ InWEnt Website – <http://www.inwent.org/>
- ❖ Annual Report 2003 : Capacity Building : Wissen als Schlüssel für Zukunftsfähigkeit
<http://www.inwent.org/imperia/md/content/unternehmenskommunikation-intranet/jahresbericht/5.pdf>
- ❖ Annual Report 2004 : Millenniums-Entwicklungsziele
http://www.inwent.org/imperia/md/content/unternehmenskommunikation-intranet/internet/publikationen/inwent_jahresbericht_2004_deutsch.pdf
- ❖ Millennium Development Goals International Policy Dialogue 2002 Summary Report

Hellenic Aid – International Development Cooperation Department Hellenic Republic Ministry of Foreign Affairs (Greece)

Education in the context of the MDGs and Poverty Reduction

- ❖ Combating poverty is the most essential target of development programs

Education Policy Themes

- ❖ Basic education and vocational training
- ❖ Scholarship programmes
- ❖ Infrastructure development for basic education

Education Priority Areas/Target groups

- ❖ Basic education and vocational training
- ❖ Girls and women
- ❖ Higher education

Geographical Distribution

- ❖ Balkans, Middle East, Black Sea Region

Modality/Principles

- ❖ Scholarship programmes
- ❖ Moving towards Sector-wide approach (infrastructural development for basic education)

Education Expenditures²² (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance²³: 35.24 %
- ❖ Expenditure for sub-sectors as share of total education expenditure²⁴:
 - Education, Level unspecified: 14.92 %
 - Basic Education: 40.70 %
 - Secondary Education: 36.60 %
 - Post-Secondary Education: 7.78 %

Prospects/Concerns

- ❖ Ownership by local population

Relevant Documents

- ❖ Hellenic Aid Website – http://www.mfa.gr/english/foreign_policy/cooperation/

²² Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

²³ OECD DAC: Bilateral ODA Commitments

²⁴ OECD DAC: Official Commitments (or Disbursements) by Sector

DCI - Development Cooperation Ireland

Education in the context of the MDGs and Poverty Reduction

- ❖ DCI works as part of global effort to achieve the MDGs
- ❖ Education as a priority sector for DCI in order to achieve the MDGs
- ❖ Reduction of poverty, inequality and exclusion is an absolute priority for DCI
- ❖ Education key element in combating poverty
- ❖ EFA as important framework for educational interventions

Education Policy Themes

- ❖ Basic education as a human right and a prerequisite for sustainable development
- ❖ Holistic and balanced development of education sector
- ❖ Interlinkages between education subsectors
- ❖ Access to and equity in education
- ❖ Enhancing quality

Education Priority Areas/Target groups

- ❖ Basic education as priority area (75 % of bilateral education expenditure)
- ❖ Secondary education
- ❖ Strengthening education systems
- ❖ Strengthening institutional capacity
- ❖ Analysis and planning for HIV/Aids in the education sector

Geographical Distribution

- ❖ Focus on Sub-Saharan Africa
- ❖ Support to education sector programmes: Ethiopia, Uganda, Tanzania, Zambia, Mozambique
- ❖ Further educational interventions: Afghanistan, Lesotho, Timor Leste, Sierra Leone, South Africa, Palestinian Territories

Modality/Principles

- ❖ Sector-wide approach
- ❖ Fast-Track Initiative
- ❖ Education sector analysis as a means to support partner countries in formulating education policies and strategies
- ❖ Support to locally set objectives in consultation with stakeholders in the country

Education Expenditures²⁵ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance²⁶: 14.40 %
- ❖ Expenditure for sub-sectors as share of total education expenditure: not available

Prospects/Concerns

- ❖ Balanced development of whole education sector and holistic approach
- ❖ Impact of HIV/Aids on education
- ❖ Gender equality
- ❖ Improve access and equity

²⁵ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

²⁶ OECD DAC: Bilateral ODA Commitments

Relevant Documents

- ❖ Website: <http://www.dci.gov.ie/>
- ❖ DCI Annual Report 2004:
<http://www.dci.gov.ie/Uploads/DCI-AnnualReport-04-English.pdf>
- ❖ Evaluation: Local Solutions to Global Challenges: Towards Effective Partnership in Basic Education. 2003 (see page 9)
[http://www.countryanalyticwork.net/CAW/Cawdoelib.nsf/0/59A19A47CEF7F09685256E3D005226D2/\\$file/EducationSectProg.pdf](http://www.countryanalyticwork.net/CAW/Cawdoelib.nsf/0/59A19A47CEF7F09685256E3D005226D2/$file/EducationSectProg.pdf)

DGIC - General Directorate for Development Co-operation (Italy)

Education in the context of the MDGs and Poverty Reduction

- ❖ Poverty Reduction is a basic objective of Italian Development Cooperation
- ❖ Education is a key factor in poverty eradication
- ❖ Italian Development Cooperation committed to EFA

Education Policy Themes

- ❖ Primary education, access to schooling for boys and girls
- ❖ Gender equality
- ❖ Capacity and institution building

Education Priority Areas/Target groups

- ❖ Basic education
- ❖ Education for rural people (UNESCO/FAO flagship)
- ❖ Scholarship policy focusing on priority sectors (agriculture and food security, health, public administration) and on short term post-graduate studies
- ❖ Inter-university cooperation
- ❖ Universal primary education for all by 2015
- ❖ ICTs for teacher training

Geographical Distribution

- ❖ Scholarship programmes and university cooperation: Eritrea, Somalia, Angola, Mozambique, Cameroon, Ethiopia, Sudan, Uganda, increasingly Balkans and Mediterranean countries
- ❖ Education sector support: Ethiopia, Albania, Mozambique

Modality/Principles

- ❖ Institutional and capacity development strategies
- ❖ Scholarship programmes for students from developing countries
- ❖ Application of SWAPs and budget support in the education sector
- ❖ Policy dialogue with partner countries
- ❖ Building partnerships with local administrations, NGOs and other institutions of civil society
- ❖ Fast-Track Initiative
- ❖ Digital Opportunity Task Force (DOT Force) to use ICTs in teacher training
- ❖ Multilateral support (e.g. UNESCO, FAO)

Education Expenditures²⁷ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance²⁸: 1.62 %
- ❖ Expenditure for sub-sectors as share of total education expenditure²⁹:
 - Education, Level unspecified: 36.31 %
 - Basic Education: 0.41 %
 - Secondary Education: 3.71 %
 - Post-Secondary Education: 59.57 %

²⁷ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

²⁸ OECD DAC: Bilateral ODA Commitments

²⁹ OECD DAC: Official Commitments (or Disbursements) by Sector

Prospects/Concerns

- ❖ Basic education as a key element of the "Shaping the 21st Century" - strategy
- ❖ Framework for university-cooperation
- ❖ Focusing education sector policies on basic education
- ❖ Focusing assistance at higher levels of the education sector on key institutional and capacity development issues
- ❖ Building on innovative experiences in SWAPs already tested in some country programmes
- ❖ Policy decisions to give future emphasis to "Education for All" understood as pre-school, primary, literacy, non-formal, teacher training, health, nutrition, environment

Relevant Documents

- ❖ DGIC – http://www.esteri.it/eng/4_28_66.asp

JICA - Japan International Co-operation Agency

Education in the context of the MDGs and Poverty Reduction

- ❖ JICA fully committed to the MDGs
- ❖ Poverty eradication JICA's most important goal
- ❖ Capacity development and country ownership are key to the achievement of the MDGs
- ❖ Basic education in the context of Education for All is a priority sector for JICA

Education Policy Themes

- ❖ Basic education
- ❖ Education for All
- ❖ Education as a human right
- ❖ Education to support development

Education Priority Areas/Target groups

- ❖ Basic education as a priority sector
- ❖ Basic education priority areas: quantitative expansion, qualitative improvement, reduction of gender disparities, promotion of non-formal education, improvement of education management
- ❖ Girls and women
- ❖ Mathematics and Science education
- ❖ Secondary education
- ❖ Vocational education
- ❖ Capacity building in education administration and reform

Geographical Distribution

- ❖ Asia (42.4 % of education expenditure 1998): Indonesia, Pakistan, Mongolia, Cambodia, Philippines
- ❖ Africa (19 %): Kenya, South Africa, Tanzania
- ❖ Latin America (20.6 %): Guatemala, Jamaica, Bolivia
- ❖ Middle East (9.8 %): Palestinian Territories, Jordan, Egypt
- ❖ Quantitative expansion: Sub-Saharan Africa, Southwest Asia and rural and remote areas
- ❖ Qualitative improvement: all developing countries
- ❖ Reduction of gender disparities: Southwest Asia, the Middle East, and educationally less-developed countries

Modality/Principles

- ❖ Grant Aid Cooperation (build schools)
- ❖ Project-type technical cooperation/Team dispatch of experts
- ❖ Japan Overseas Cooperation Volunteers (JOCV's)
- ❖ Foreign trainees

Education Expenditures³⁰ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance³¹: 6.50 %
- ❖ Expenditure for sub-sectors as share of total education expenditure³²:
 - Education, Level unspecified: 21.15 %
 - Basic Education: 5.85 %
 - Secondary Education: 5.62 %
 - Post-Secondary Education: 67.38 %

Prospects/Concerns

- ❖ Respect for counterparts' ownership
- ❖ Emphasis on cooperation with local communities
- ❖ Utilization of local resources
- ❖ Cooperation with the international community and response to Sector-wide approaches
- ❖ Collaboration and coordination with other sectors
- ❖ Knowledge-building for educational development in developing countries, and utilization of the Japanese experience in education
- ❖ Human resource development in basic education and establishment of home and overseas networks

Relevant Documents

- ❖ JICA Website – <http://www.jica.go.jp/english/index.html>
- ❖ Toward the Millennium Development Goals – JICA and the MDGs
<http://www.jica.go.jp/english/about/pdf/mdg.pdf>
- ❖ JICA: Approaches for Systematic Planning of Development Projects – Higher Education, ICTs, Poverty Reduction and others (2004):
<http://www.jica.go.jp/english/publication/studyreport/topical/approaches/index.html>
- ❖ JICA: Approaches for Systematic Planning of Development Projects – Basic Education and others (2002):
<http://www.jica.go.jp/english/publication/studyreport/topical/spd/pdf/chapter1.pdf>
- ❖ JICA's Global Issues - Education – <http://www.jica.go.jp/english/global/edu/index.html>
- ❖ Annual Report 2004 – <http://www.jica.go.jp/english/resources/publications/annual/2004/index.html>

Recent Evaluations in Education

- ❖ Summary of Synthesis Study on Evaluation – Mathematics and Science Basic Education
http://www.jica.go.jp/english/evaluation/report/pdf/synthesis_study.pdf

³⁰ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

³¹ OECD DAC: Bilateral ODA Commitments

³² OECD DAC: Official Commitments (or Disbursements) by Sector

Coopération Luxembourgeoise au Développement

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs as international reference framework
- ❖ Poverty reduction and sustainable development are major objectives
- ❖ Education is a priority sector for Luxemburg Development Cooperation

Education Policy Themes

- ❖ Basic education and vocational training
- ❖ Access to education
- ❖ Capacity building

Education Priority Areas/Target groups

- ❖ Basic education and vocational training
- ❖ Capacity Building and infrastructure

Geographical Distribution

- ❖ Priority countries: Mali, Burkina Faso, Niger, Senegal, Cape Verde, Namibia, Nicaragua, El Salvador, Laos, Vietnam

Modality/Principles

- ❖ Project aid
- ❖ Increasingly Programme Approach
- ❖ Multilateral cooperation
- ❖ Cooperation with NGOs
- ❖ Country ownership, partnerships

Education Expenditures³³ (2003)

Not available

Prospects/Concerns

- ❖ Access to education
- ❖ Quality of education

Relevant Documents

- ❖ La Coopération Luxembourgeoise au Développement Website – <http://www.gouvernement.lu/gouvernement/cooperation/>
- ❖ Les points forts de la Coopération Luxembourgeoise au Développement: http://www.gouvernement.lu/dossiers/cooperation/cooperation_luxembourgeoise/index.html
- ❖ Déclaration sur la politique de Coopération (2004): <http://www.gouvernement.lu/gouvernement/cooperation/index.html>
- ❖ Agence Luxembourgeoise pour la Coopération au Développement: <http://www.lux-development.lu/>
- ❖ Annual Report 2003 – <http://www.lux-development.lu/RAP2003/Couverture.html>

³³ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

Netherlands Development Cooperation

Education in the context of the MDGs and Poverty Reduction

- ❖ Strong commitment to MDGs
- ❖ Focus on MDGs in the fields of education, HIV/Aids, reproductive health and environment
- ❖ MDG Progress Report 2004
- ❖ Sustainable poverty reduction is the main objective of Netherlands Development, the MDGs are the means of achieving it
- ❖ Education is crucial in fighting poverty

Education Policy Themes

- ❖ Universal Primary Education
- ❖ Basic education and vocational training
- ❖ Early childhood development, adult education, formal and non-formal education

Education Priority Areas/Target groups

- ❖ Primary education and literacy
- ❖ Access to and quality of basic education
- ❖ Support to reform processes based on national education plans
- ❖ Gender equality high on the agenda
- ❖ Focus on completion
- ❖ Capacity building
- ❖ Higher education

Geographical Distribution

- ❖ Focus on Sub-Saharan Africa
- ❖ Education is a special area of cooperation in: Bangladesh, Bolivia, Burkina Faso, Eritrea, Ethiopia, India, Indonesia, Macedonia, Mali, Mozambique, South Africa, Suriname, Tanzania, Uganda, Yemen and Zambia

Modality/Principles

- ❖ Sectoral budget support / SWAP
- ❖ Multiyear financial agreements: support to operating costs (teacher salaries, maintenance and materials)
- ❖ Support to partner countries education sector programmes
- ❖ Fellowship/scholarship programmes
- ❖ Education as part of the PRSPs
- ❖ Institutional strengthening, capacity building
- ❖ Cooperations between Dutch Universities of professional education and educational institutions in the developing countries
- ❖ Donor cooperation
- ❖ Fast Track Initiative
- ❖ Ownership, policy dialogue, partnerships
- ❖ Cooperation with civil society organisations
- ❖ Support to specific programmes through multi-lateral organisations

Education Expenditures³⁴ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance³⁵: 7.08 %
- ❖ Expenditure for sub-sectors as share of total education expenditure³⁶:
 - Education, Level unspecified: 11.94 %
 - Basic Education: 67.88 %
 - Secondary Education: 0.04 %
 - Post-Secondary Education: 20.14 %

Prospects/Concerns

- ❖ Basic education
- ❖ Increase education aid: by 2007, 15 % of the development budget spent on the education sector
- ❖ Primary education for girls and boys by 2015
- ❖ Financing framework addressing policy and institutional and financial gaps in national budgets and plans
- ❖ Monitoring/effective expenditure of funds

Relevant Documents

- ❖ Ministry of Foreign Affairs Website – <http://www.minbuza.nl>
- ❖ Dutch Progress Report on the Millennium Development Goals
http://www.minbuza.nl/default.asp?CMS_TCP=tcpAsset&id=DFB9E6CEAFCC411DB638F2B49E910483X1X50351X82
- ❖ Mutual Interest, Mutual Responsibility, Dutch Development Cooperation on Route to 2015
- ❖ Education: a universal right (1999)
- ❖ Basic education and poverty reduction (2001)
- ❖ NUFFIC (Management in the field of tertiary education): <http://www.nuffic.nl>
- ❖ RAWOO: <http://www.rawoo.nl/>

Recent Evaluations in Education

- ❖ Policy and Operations Evaluation Department
http://www.euforic.org/iob/detail_page.phtml?lang=en&page=index
- ❖ Evaluation: Local Solutions to Global Challenges: Towards Effective Partnership in Basic Education. 2003
http://www.euforic.org/iob/detail_page.phtml?&username=guest@euforic.org&password=9999&groups=IOB&&page=JEBE&lang=en

³⁴ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

³⁵ OECD DAC: Bilateral ODA Commitments

³⁶ OECD DAC: Official Commitments (or Disbursements) by Sector

NZAID - New Zealand's International Aid and Development Agency

Education in the context of the MDGs and Poverty Reduction

- ❖ Commitment to the MDGs
- ❖ Poverty reduction and education among NZAID's key development targets
- ❖ Education is of critical importance to achieve a world free of poverty.
- ❖ Commitment to the Education for All Framework

Education Policy Themes

- ❖ Education is a fundamental human right and a tool for the elimination of poverty.
- ❖ Education as a means to achieve a safe and just world.
- ❖ Focus on basic education, but post-basic and tertiary education are also important for poverty elimination and capacity building

Education Priority Areas/Target groups

- ❖ Shift from tertiary education to basic education due to EFA
- ❖ Basic education (encompassing education levels from early childhood to junior secondary, including literacy, vocational and indigenous education)
- ❖ Post-basic education (senior secondary, technical and vocational education)
- ❖ Tertiary education
- ❖ Distance learning
- ❖ Indigenous education
- ❖ Gender equality also at post-basic and tertiary level
- ❖ Scholarships
- ❖ Strengthening of institutions of tertiary education

Geographical Distribution

- ❖ Focus: Pacific region (Cook Islands, Solomon Islands, Papua New Guinea, Tokelau)
- ❖ Asia (Cambodia, China, Indonesia, Laos, Philippines, Timor Leste, Vietnam)

Modality/Principles

- ❖ Historically education share of total bilateral ODA ca. 30 %
- ❖ Sector-wide approaches
- ❖ Strengthen local leadership for education sector development
- ❖ Scholarships
- ❖ Strengthening existing higher education systems
- ❖ In-country or regional training programmes
- ❖ Partner country ownership
- ❖ Partner government-led donor coordination
- ❖ Knowledge exchange with partner governments, education ministries and regional agencies

Education Expenditures³⁷ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance³⁸: 21.39 %
- ❖ Expenditure for sub-sectors as share of total education expenditure³⁹:
 - Education, Level unspecified: 8.88 %
 - Basic Education: 11.41 %
 - Secondary Education: 12.29 %
 - Post-Secondary Education: 67.38 %

Prospects/Concerns

- ❖ Increase funding for basic education to 50 % of education expenditure
- ❖ Integrate scholarships with country programme strategies and local labour markets.
- ❖ Develop further in-country and regional training programmes

Relevant Documents

- ❖ New Zealand's International Aid and Development Agency – <http://www.nzaid.govt.nz/>
- ❖ New Zealand's Contribution to the Global Partnership for Development, The Millennium Development Goals (2005)
<http://www.nzaid.govt.nz/library/docs/mdg-report-2005.pdf>
- ❖ Achieving Education for All:
<http://www.nzaid.govt.nz/library/docs/nzaid-education-policy.pdf>
- ❖ Education is a Human Right
<http://www.nzaid.govt.nz/library/docs/nzaid-education-is-a-human-right.pdf>
- ❖ Annual Review 2003/2004
<http://www.nzaid.govt.nz/library/corporate/index.html>

³⁷ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

³⁸ OECD DAC: Bilateral ODA Commitments

³⁹ OECD DAC: Official Commitments (or Disbursements) by Sector

NORAD - Norwegian Agency for Development Co-operation

Education in the context of the MDGs and Poverty Reduction

- ❖ Norway is committed to the MDGs
- ❖ MDGs and EFA as important frameworks for education
- ❖ Investment in education and health as effective measures to combat poverty

Education Policy Themes

- ❖ Education is a fundamental human right
- ❖ Rights-based approach in education
- ❖ Higher Education is crucial to development of knowledge and expertise and the formulation of national policies
- ❖ Basic education
- ❖ Girls, women and gender equality
- ❖ Education as important support to other development fields, e.g. health (education as cross-cutting issue)
- ❖ Access to and quality of education

Education Priority Areas/Target groups

- ❖ Basic education
- ❖ Secondary education
- ❖ Post-Secondary education
- ❖ Higher education and research
- ❖ Vocational training
- ❖ Teacher training
- ❖ Strengthening the capacity of the educational system
- ❖ Girls and women
- ❖ Underprivileged and vulnerable children
- ❖ Education in the event of crises and emergencies
- ❖ Capacity building in research and higher education

Geographical Distribution

- ❖ Sector programmes in Bangladesh, Zambia, Tanzania, the Palestinian Territories, Nepal
- ❖ Broader based cooperation in education: Pakistan, Vietnam
- ❖ Priority partner countries: Bangladesh, Eritrea, Ethiopia, Malawi, Mozambique, Nepal, Guatemala, Nicaragua, Sri Lanka, Tanzania, Uganda, Zambia, Zimbabwe, Indonesia, China, Pakistan, Timor Leste

Modality/Principles

- ❖ Support to sector programmes and budget support
- ❖ Bilateral: government-to-government cooperation, through NGOs, the private sector
- ❖ Multilateral: general assistance to UN organizations or development banks
- ❖ Support through country programmes, through multilateral organisations, through NGOs, as university/high-school collaboration
- ❖ Goal: Increase of education share to 15 % of Norwegian development assistance.
- ❖ Fast-Track Initiative

Education Expenditures⁴⁰ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁴¹: 8.08 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁴²:
 - Education, Level unspecified: 22.20 %
 - Basic Education: 53.16 %
 - Secondary Education: 2.70 %
 - Post-Secondary Education: 21.93 %

Prospects/Concerns

- ❖ Combination with HIV/Aids issues
- ❖ Institutional cooperation
- ❖ Efficient and effective resource usage
- ❖ Focus on quality and results
- ❖ Emphasis on making education available to marginalized groups.
- ❖ Holistic approach to education

Relevant Documents

- ❖ Norway Ministry of Foreign Affairs – International Development Website
<http://odin.dep.no/ud/english/bn.html>
- ❖ NORAD Website – <http://www.norad.no>
- ❖ Norway's Report on the Millennium Development Goals:
<http://odin.dep.no/filarkiv/225797/MDG8-Rapport.pdf>
- ❖ NORAD's Annual report 2003 – http://www.norad.no/default.asp?V_ITEM_ID=2467
Selected areas:
http://www.norad.no/default.asp?MARK_SEARCH=YES&SEARCH_ID=77&V_ITEM_ID=2470
Statistics: http://www.norad.no/default.asp?MARK_SEARCH=YES&SEARCH_ID=77&V_ITEM_ID=2467
Countries: http://www.norad.no/default.asp?MARK_SEARCH=YES&SEARCH_ID=77&V_ITEM_ID=2468
- ❖ Education: Job Number One – Norwegian Strategy for Delivering Education for All by 2015
<http://www.odin.dep.no/filarkiv/168658/utdanning-eng.pdf>
- ❖ Fighting Poverty: The Norwegian's Governments Action Plan for Combating Poverty in the South
http://www.norad.no/default.asp?MARK_SEARCH=YES&SEARCH_ID=77&V_ITEM_ID=963
- ❖ Norwegian co-operation in basic education EDUCAID: <http://www.lins.no/educaid/Educaid.php>
- ❖ Strategy for strengthening research and higher education in the context of Norway's relation with developing countries
<http://odin.dep.no/ud/english/doc/plans/032091-990287/dok-bn.html>
- ❖ Strategy for Women and Gender Equality in Development Cooperation 1997-2005
<http://odin.dep.no/ud/engelsk/publ/handlingsplaner/032005-990968/dok-bn.html>
- ❖ Making Support to Higher Education and Research more Effective (2005):
<http://www.norad.no/default.asp?FILE=items/3218/38&rnd=0.9962274>

Recent Evaluations in Education

- ❖ SWAPs and civil society : the role of civil society organizations in Zambia's Basic Education Sub-Sector Investment Programme (BESSIP)
http://www.norad.no/default.asp?MARK_SEARCH=YES&SEARCH_ID=77&V_ITEM_ID=1125
- ❖ Evaluation of the Norwegian Trust Fund for Education:
<http://odin.dep.no/filarkiv/192127/Education.doc>
- ❖ Evaluation of the Norad Fellowship Programme (2005)
<http://www.norad.no/default.asp?FILE=items/3206/38&rnd=0.9469721>

⁴⁰ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁴¹ OECD DAC: Bilateral ODA Commitments

⁴² OECD DAC: Official Commitments (or Disbursements) by Sector

GAERI - Office of European Affairs and International Relations (Portugal)

IPC - Institute of Portuguese Cooperation

Education in the context of the MDGs and Poverty Reduction

- ❖ Poverty reduction is an important objective
- ❖ Education is an important pillar of the fight against poverty
- ❖ EFA as important framework for education

Education Policy Themes

- ❖ Poverty reduction and education
- ❖ Institutional cooperation and reinforcement

Education Priority Areas/Target groups

- ❖ Teacher training
- ❖ Technical education
- ❖ Scholarship programmes
- ❖ Administration
- ❖ Establishment of institutions, schools and libraries
- ❖ Provision of materials
- ❖ Promotion of the Portuguese language
- ❖ Capacity building
- ❖ Establishment of and support for Portuguese Schools
- ❖ Distance Education, use of new technologies for education at all levels

Geographical Distribution

- ❖ Focus on Portuguese speaking countries in Africa and eventually other regions: Cape Verde, Guinea-Bissau, Sao Tome and Principe, Angola, Mozambique and Timor Leste

Modality/Principles

- ❖ Cooperation with national and international organisations that deal with education
- ❖ Creation of pedagogical functions
- ❖ Exchange projects between Portuguese countries and African countries with Portuguese as the official language
- ❖ Promotion of the Portuguese language
- ❖ Bilateral, multilateral und technical co-operation
- ❖ Scholarship programmes

Education Expenditures⁴³ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁴⁴: 34.26 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁴⁵:
 - Education, Level unspecified: 5.0 %
 - Basic Education: 6.5 %
 - Secondary Education: 1.89 %
 - Post-Secondary Education: 86.61 %

⁴³ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁴⁴ OECD DAC: Bilateral ODA Commitments

⁴⁵ OECD DAC: Official Commitments (or Disbursements) by Sector

Relevant Documents

- ❖ GAERI Website – http://www.gaeri.min-edu.pt/cooperacao_desenvolvimento.htm
- ❖ Instituto Portugues de Apoio ao Desenvolvimento Website – <http://www.ipad.mne.gov.pt/>

Ministerio de Asuntos Exteriores y de Desarrollo – Cooperación Española (Spain)

Agencia Española de Cooperación Internacional

Education in the context of the MDGs and Poverty Reduction

- ❖ Poverty reduction is the main objective.

Education Policy Themes

- ❖ Basic education
- ❖ Capacity development
- ❖ Education quality

Education Priority Areas/Target groups

- ❖ Basic education
- ❖ Capacity development in education administration
- ❖ Research
- ❖ Education quality
- ❖ Teaching and learning material
- ❖ Professional education and vocational training
- ❖ ICTs
- ❖ Higher Education
- ❖ Capacity development and institutional strengthening in science and research

Geographical Distribution

- ❖ Focus on Latin America: Programme countries: Bolivia, Ecuador, Paraguay, Peru, Colombia
- ❖ Middle East and North Africa: Morocco, Algeria, Mauritania, Tunisia
- ❖ Sub-Saharan Africa: Senegal, Cape Verde, Guinea Bissau, Guinea Ecuatorial y Santo Tomé and Príncipe, Mozambique, Angola, Namibia, South Africa
- ❖ Asia: Philippines, China and Vietnam
- ❖ South-East Europe: Bosnia-Herzegovina, Albania

Modality/Principles

- ❖ Institutional and capacity development in the field of education administration and management
- ❖ Project and increasingly programme aid
- ❖ Technical cooperation
- ❖ Partnerships with NGOs
- ❖ Scholarship schemes
- ❖ University cooperation

Education Expenditures⁴⁶ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁴⁷: 11.09 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁴⁸:
 - Education, Level unspecified: 15.12 %
 - Basic Education: 18.84 %
 - Secondary Education: 29.24 %
 - Post-Secondary Education: 36.80 %

Prospects/Concerns

Relevant Documents

- ❖ Ministerio de Asuntos Exteriores y de Desarrollo – Cooperación Española
<http://www.maec.es/>
- ❖ Agencia Española de Cooperación Internacional Website – <http://www.aeci.es/Default.htm>
- ❖ Plan Anual de la Cooperación Internacional 2002 -
<http://www.maec.es/documento/0/000/000/500/plan2002.pdf>
- ❖ Plan Director de la Cooperación Española 2001-2004
<http://www.maec.es/documento/0/000/000/005/plandir.pdf>

⁴⁶ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁴⁷ OECD DAC: Bilateral ODA Commitments

⁴⁸ OECD DAC: Official Commitments (or Disbursements) by Sector

SIDA - Swedish International Development Cooperation Agency

Education in the context of the MDGs and Poverty Reduction

- ❖ Commitment to the MDGs
- ❖ Poverty reduction is an overall objective.
- ❖ EFA as important framework for education policy and common point of reference
- ❖ Linking poverty reduction and basic education strategies

Education Policy Themes

- ❖ Education as a human right
- ❖ Rights-based approach in education
- ❖ Education for All is crucial for poverty reduction, gender equality and democracy
- ❖ Capacity development
- ❖ Institution-building (capacity building, competence development)
- ❖ Reduction of gender disparities

Education Priority Areas/Target groups

- ❖ Basic education (including adult, non-formal and girls' education): 80 % of general education expenditure
- ❖ Primary education
- ❖ Basic education (formal and non-formal): focus on quality and access
- ❖ Research cooperation
- ❖ Priorities: HIV/Aids and gender equality issues
- ❖ Teacher training
- ❖ Quality of education
- ❖ Education in situations of emergency
- ❖ Support to broad education reform processes
- ❖ Education in local languages
- ❖ Higher education: support to institution building

Geographical Distribution

- ❖ Priority countries for education: Mozambique, Namibia, Mali, Tanzania, Cambodia, Timor Leste, Bangladesh, Laos, Bolivia, Rwanda, Honduras, Ethiopia, Namibia, South Africa, Afghanistan

Modality/Principles

- ❖ Emphasis on sector-wide approaches, Budget support
- ❖ Fellowships/scholarships
- ❖ Research and university cooperation
- ❖ Capacity development
- ❖ Support via NGOs
- ❖ Partnerships
- ❖ Donor harmonisation and coordination
- ❖ Fast Track Initiative

Education Expenditures⁴⁹ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁵⁰: 4.24 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁵¹:
 - Education, Level unspecified: 50.44 %
 - Basic Education: 32.10 %
 - Secondary Education: 3.13 %
 - Post-Secondary Education: 14.34 %

Prospects/Concerns

- ❖ Priority to basic education within the total education budget
- ❖ Integrate capacity development as an objective in projects and programmes
- ❖ Financial and professional support to the strengthening of national systems of education, training and research
- ❖ Analyses of education systems and data management
- ❖ Joint donor financing of the partner countries' education sectors via the partner countries government budgets

Relevant Documents

- ❖ SIDA Website - <http://www.sida.se/Sida/jsp/polopoly.jsp?d=107>
- ❖ Department for Research Cooperation SAREC: <http://www.sida.se/Sida/jsp/polopoly.jsp?d=2322>
- ❖ Education for All – A Human Right: <http://www.sida.se/Sida/articles/4200-4299/4259/dakare.pdf>
- ❖ Education for All – A Human Right and Basic Need: Policy for Sida's Development Cooperation in the Education Sector (2001)
- ❖ Education for All – a way out of poverty (2002):
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=11444>
- ❖ Annual Report 2004:
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=37442>
- ❖ Facts & Figures 2003 Education Sector:
http://www.sida.se/content/1/c6/02/58/16/SIDA3784en_FactsFigures_2003.pdf
- ❖ Perspectives on Poverty:
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=15654>
- ❖ Policy for Research Cooperation
 - Part I - <http://www.sida.se/content/1/c6/02/41/08/policy1.pdf>
 - Part II - <http://www.sida.se/content/1/c6/02/41/08/policy2.pdf>
- ❖ Research Cooperation 2003: Forging Links:
http://www.sida.se/content/1/c6/02/68/45/SIDA3907en_Forging_web.pdf
- ❖ Education, Democracy and Human Rights in Swedish Development Cooperation (2003)
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=21134>

Recent Evaluations in Education

- ❖ Institutional Development Programme (RCI) at the Ministry of Education in Mozambique
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=23821>
- ❖ Sida Support to the PRONI Institute of Social Education Projects in the Balkans
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=16412>
- ❖ Collaboration between Sweden and the Public Universities of Nicaragua (2003)
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=23110>

⁴⁹ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁵⁰ OECD DAC: Bilateral ODA Commitments

⁵¹ OECD DAC: Official Commitments (or Disbursements) by Sector

- ❖ Sida's Support to the University Eduardo Mondlane, Mozambique (2003)
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=23564>
- ❖ Textbooks for All PPP (2004)
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=25998>
- ❖ The East African Regional Programme and Research Network for Biotechnology, Biosafety and Biotechnology Policy Development (BIO-EARN)
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=25999>
- ❖ Reading for life: Swedish Support to Children's Literature on the West Bank and Gaza for the Period 1995-2003 (2004)
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=32119>
- ❖ Evaluation of Swedish Support to SchoolNet Namibia (2004)
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=24281>

SDC – Swiss Agency for Development and Co-operation

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs are global framework for development cooperation to which SDC is committed.
- ❖ Poverty reduction is an absolute priority for SDC.
- ❖ Access to basic services such as education is key for poverty reduction.
- ❖ Capacity development and empowerment as important means for poverty reduction.
- ❖ Knowledge is a central precondition for development.

Education Policy Themes

- ❖ Shift from education sector policy to “income generation and employment” and “increase in social justice” as main themes (education as a cross-cutting issue)
- ❖ Basic education: central role in achieving social development
- ❖ Knowledge for development
- ❖ Promotion of learning processes and learning partnerships

Education Priority Areas/Target groups

- ❖ Basic education including vocational training and skills development
- ❖ Knowledge development as a core process
- ❖ Research
- ❖ Capacity development
- ❖ Formal and informal/non-formal education
- ❖ Vocational education and training
- ❖ Enrollment: groups and societies marginalised by existing education systems
- ❖ Adult education and literacy
- ❖ Girls and women

Geographical Distribution

- ❖ Priority countries: Benin, Burkina Faso, Mali, Niger, Chad, Mozambique, Tanzania, Bolivia, Ecuador, Peru, Nicaragua, Bangladesh, Bhutan, India, Nepal, Pakistan, Vietnam

Modality/Principles

- ❖ Support to elementary education programmes
- ❖ Empowerment
- ❖ Participation and ownership
- ❖ Areas of specialisation, e.g. establishing assessment capacity
- ❖ Long-term humanitarian aid (social assistance)
- ❖ Take into consideration regional differences and analyses based on specific circumstances in each country
- ❖ Cooperation with self-help organisations
- ❖ International coordination
- ❖ Promotion of research cooperations and learning partnerships

Education Expenditures⁵² (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁵³: 4.37 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁵⁴:
 - Education, Level unspecified: 13.80 %
 - Basic Education: 34.87 %
 - Secondary Education: 51.33 %
 - Post-Secondary Education: not available

Prospects/Concerns

- ❖ Fostering of knowledge adapted to the cultural and economic conditions of the society, which promotes the vocational integration of children and adults into their society
- ❖ Poverty reduction and reduction of social inequalities
- ❖ Gender-balanced development
- ❖ Access to information and technology
- ❖ Knowledge and research for development and poverty reduction

Relevant Documents

- ❖ SDC Website - <http://www.deza.ch/>
- ❖ Millenniumsentwicklungsziele – Zwischenbericht der Schweiz 2005
http://www.deza.ch/ressources/deza_product_de_1813.pdf
- ❖ SDC – Policy for Social Development (2000)
http://www.deza.admin.ch/ressources/deza_product_e_77.pdf
- ❖ SDC – Strategy 2010 (2001)
http://www.deza.ch/ressources/deza_product_e_1.pdf
- ❖ Creating the prospects of living a life in dignity – Principles in guiding the SDC in its commitment of fighting poverty:
http://www.deza.ch/ressources/deza_product_en_845.pdf
- ❖ Mittelfristorientierung 2003 – 2007 der Sektion Soziale Entwicklung
http://www.deza.ch/ressources/deza_product_de_1312.pdf
- ❖ SDC Annual Report 2004
http://www.deza.ch/ressources/deza_product_en_1979.pdf
- ❖ Forschungskonzept 2004 – 2007
http://www.deza.ch/ressources/deza_product_de_1018.pdf
- ❖ Sector Policy for basic education (1996)
http://www.deza.ch/ressources/deza_product_e_74.pdf
- ❖ Sector Policy on vocational education
http://www.deza.ch/ressources/deza_product_en_903.pdf
- ❖ Insight and Outlook – Skills development in Swiss Development Cooperation
http://www.deza.ch/ressources/deza_product_en_912.pdf
- ❖ Research Policy of the Swiss Agency for Development and Cooperation
http://www.deza.admin.ch/ressources/deza_product_e_255.pdf
- ❖ Die Politik der DEZA zum Themenbereich Kurse und Stipendien (2004):
http://www.deza.admin.ch/ressources/deza_product_de_1599.pdf
- ❖ Improving Impacts of Research Partnerships
http://www.kfpe.ch/download/KFPE_ImpactStudy-final.pdf

⁵² Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁵³ OECD DAC: Bilateral ODA Commitments

⁵⁴ OECD DAC: Official Commitments (or Disbursements) by Sector

DFID – Department for International Development (United Kingdom)

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs are the main focus of DFID's work.
- ❖ MDGs have a crucial part to play in reducing poverty and encouraging progress in the developing world.
- ❖ Education, particularly primary and girls' education, is crucial in combating poverty.
- ❖ Educational cooperation in the framework of poverty reduction strategies
- ❖ Commitment to Education for All

Education Policy Themes

- ❖ Universal Primary Education (UPE) / basic education
- ❖ Education as a basic human right, contributes to economic and social development
- ❖ Human Development (education, gender equality, access to health system)
- ❖ Gender equality

Education Priority Areas/Target groups

- ❖ Universal primary education in all countries by 2015 (target groups: girls, children in difficult circumstances, those belonging to ethnic minorities)
- ❖ Particular Emphasis on education for girls
- ❖ Education for All: adults as well as young people
- ❖ Minorities and socially excluded groups, children with disabilities
- ❖ Focus on: access, quality, retention and equity
- ❖ Higher education partnerships

Geographical Distribution

- ❖ Primarily sub-Saharan Africa: Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, South Africa, Sudan, Tanzania, Uganda, Zambia, Zimbabwe
- ❖ South and West Asia: Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Nepal, Pakistan, Vietnam

Modality/Principles

- ❖ Promotion of international commitment and action to achieve Universal Primary Education and Education for All
- ❖ Strengthen partnerships for policy dialogue and joint activities (education of girls, conflict resolution, the impact of HIV/AIDS, and Information Communication Technology)
- ❖ Strategic assistance to government and civil societies committed to Universal Primary Education and gender equality
- ❖ Assistance to partner country governments to develop and implement education sector plans
- ❖ Knowledge and research strategies and outcomes that will contribute to the ability of the international community, including national governments, to learn lessons, share experience and monitor progress
- ❖ Development of an integrated, sector-wide approach to primary education
- ❖ Development of coherent policies and co-ordinated strategies
- ❖ Strengthening the capacity of institutions for planning, management, monitoring and accountability
- ❖ Budget support / SWAP
- ❖ Fast-Track Initiative
- ❖ Support to UNESCO and UN-Girls Education Initiative (UNGEI)
- ❖ Strengthen community and parental participation in education

Education Expenditures⁵⁵ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁵⁶: 8.64 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁵⁷:
 - Education, Level unspecified: 30.26 %
 - Basic Education: 66.95 %
 - Secondary Education: 1.57 %
 - Post-Secondary Education: 1.22 %

Prospects/Concerns

- ❖ Monitoring progress as an integral part of achieving the targets
- ❖ Invest in strong, well-targeted country programmes
- ❖ Impact on HIV/Aids on education systems and role of education in combating HIV/Aids
- ❖ Access to ICTs
- ❖ Policy coherence and cross-departmental work in development cooperation

Relevant Documents

- ❖ DFID Website – <http://www.dfid.gov.uk>
- ❖ The UK's Contribution to Achieving the MDGs - <http://www.dfid.gov.uk/pubs/files/uk-cont-mdg-report.pdf>
- ❖ DFID – The Challenge of Universal Primary Education (2001): <http://www.dfid.gov.uk/pubs/files/tspeducation.pdf>
- ❖ Girls' Education – Towards a better future for all - <http://www.dfid.gov.uk/pubs/files/education/girls-education-full-final.pdf>
- ❖ 2000 White Paper – Eliminating World Poverty: Making Globalisation work for the Poor.
- ❖ Poverty Reduction Budget Support (2004) <http://www.dfid.gov.uk/pubs/files/prbspaper.pdf>
- ❖ DFID Target Strategy Paper – Halving world poverty by 2015 - <http://www.dfid.gov.uk/pubs/files/tspeconomic.pdf>
- ❖ Research for poverty reduction <http://www.dfid.gov.uk/pubs/files/povredpolpaper.pdf>
- ❖ 2004 Autumn Performance Report <http://www.dfid.gov.uk/pubs/files/autumnperprep04.pdf>
- ❖ Sector Wide Approaches to Education. A Strategic Analysis. Education Research Serial No. 32 (1999)

Recent Evaluations in Education

- ❖ Local Solutions to Global Challenges – Towards Effective Partnership in Basic Education <http://www.dfid.gov.uk/pubs/files/basic-education-final-report.pdf>
- ❖ From Projects to SWAPs: An Evaluation of British Aid to Primary Schooling 1988-2001, Full Report

⁵⁵ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁵⁶ OECD DAC: Bilateral ODA Commitments

⁵⁷ OECD DAC: Official Commitments (or Disbursements) by Sector

USAID – United States Agency for International Development

Education in the context of the MDGs and Poverty Reduction

- ❖ USA's Government committed to contribute to the MDGs and to poverty reduction
- ❖ Commitment to Education for All

Education Policy Themes

- ❖ Human capacity development
- ❖ Basic education
- ❖ Higher education, partnerships and skills for employment
- ❖ ICTs
- ❖ Training

Education Priority Areas/Target groups

- ❖ Focus: Basic education
- ❖ Girls' education
- ❖ Secondary education
- ❖ Teacher training
- ❖ Early childhood development
- ❖ Nonformal education
- ❖ Quality (specially in literacy, numeracy, essential life skills)
- ❖ Adult literacy
- ❖ Underserved and disadvantaged populations
- ❖ Higher education and research partnerships and alliances
- ❖ Workforce development
- ❖ Teaching and Learning materials
- ❖ HIV/Aids impact mitigation

Geographical Distribution

- ❖ Africa: Benin, Democratic Republic of Congo, Djibouti, Ethiopia, Ghana, Guinea, Malawi, Kenya, Malawi, Mali, Namibia, Nigeria, Senegal, South Africa, Sudan, Uganda, Zambia
- ❖ Asia and the Near East: Afghanistan, Bangladesh, Egypt, India, Morocco, Pakistan, Yemen
- ❖ Latin America and the Caribbean: Brazil, Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Nicaragua, Peru

Modality/Principles

- ❖ Education sector support
- ❖ Assisting Governments in improving education policies and resource allocation
- ❖ Community participation
- ❖ Institutional strengthening
- ❖ Education policy reform to resource education systems
- ❖ Technical assistance
- ❖ Information and communication technology
- ❖ Education partnerships
- ❖ Financial support
- ❖ Grants
- ❖ Public-Private Alliances in Education
- ❖ Scholarships for girls in basic education
- ❖ Multisectoral approaches

Education Expenditures⁵⁸ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁵⁹: 1.33 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁶⁰:
 - Education, Level unspecified: 2.24 %
 - Basic Education: 80.96 %
 - Secondary Education: 0.02 %
 - Post-Secondary Education: 16.78 %

Prospects/Concerns

- ❖ Basic education for all
- ❖ Challenges: HIV/Aids, child labour and trafficking, natural disasters
- ❖ Expanding and improving early childhood care and education
- ❖ Ensuring that by 2015 all children have access to and complete free and compulsory primary education of good quality
- ❖ 50 % improvement in levels of adult literacy by 2015
- ❖ Elimination of gender disparities in primary and secondary education by 2005, achieving gender equality in education by 2015

Relevant Documents

- ❖ USAID Website - <http://www.usaid.gov>
- ❖ USAID on Education Website - http://www.usaid.gov/our_work/education_and_universities/
- ❖ USAID Education Strategy 2005
http://www.usaid.gov/policy/education_policy05.pdf
- ❖ Progress in Education USAID 2000-2001:
http://www.usaid.gov/about/educationforall/usaid_progress_in_education_2000_01.pdf
- ❖ BEPS – Basic Education and Policy Support Activity Website - <http://www.beps.net/>
- ❖ USAID FY 2004 Performance and Accountability Report
<http://www.usaid.gov/policy/par04/>

⁵⁸ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁵⁹ OECD DAC: Bilateral ODA Commitments

⁶⁰ OECD DAC: Official Commitments (or Disbursements) by Sector

II. DONOR ORGANIZATIONS

African Development Bank Group

Education in the context of the MDGs and Poverty Reduction

- ❖ Reference is made to the MDGs as important framework for African development.
- ❖ Poverty reduction is the overarching goal of AfDB.
- ❖ Human resources development is one of five priority development areas in AfDB's poverty reduction policy.
- ❖ Education for All as reference framework for education policies in Africa
- ❖ Education as important means for poverty reduction

General Information

- ❖ Mandate: "to contribute to the economic development and social progress of its regional members..."
- ❖ Bank Group is owned by 77 member states: 53 Regional Member Countries (RMC) and 24 Non-regional
- ❖ Regional Member Countries (RMC)
- ❖ Institutional arrangements
- ❖ Since 1975 the Bank has funded 176 loans and grants (6.7 % of its total lending to all sectors)

Education Policy Themes

- ❖ Basic education is a fundamental human right and critical for accelerating economic growth.
- ❖ Pro-poor approach to education: provision of basic education for all, non-formal education, gender and equity issues
- ❖ Support demand for education among the poor, especially girls
- ❖ Quality basic education for all (including literacy for youth and adults)
- ❖ Relevant and functional life skills
- ❖ Provision of middle- and high-level skills
- ❖ Organization and management of the education sector (capacity building)
- ❖ HIV/Aids education
- ❖ Holistic approach
- ❖ Enable Africa to participate in growing global knowledge economy

Education Priority Areas/Target Groups

- ❖ Basic education/priority to primary education
- ❖ Secondary general education
- ❖ Technical and vocational education: secondary technical and vocational education and training
- ❖ Higher/tertiary education: enhance learning outcomes
- ❖ Teachers, curriculum, quality enhancing materials
- ❖ Improving equity in education
- ❖ Improving quality of instruction and output
- ❖ Improving management and planning capacities
- ❖ Promotion of equitable access to quality education on a sustainable basis
- ❖ Institutional Development (Management, organization, planning)
- ❖ Focus on disadvantaged groups (poor, women and girls, disabled)
- ❖ HIV/Aids education

Geographical Distribution

- ❖ Evenly rural/urban

Modality/Principles

- ❖ Lending instruments: project loans, policy-based lending, sector investment programmes (SIP)
- ❖ Non-lending instruments: technical assistance grants
- ❖ Country Strategy Papers (SCP)
- ❖ SWAps
- ❖ Participatory approach and donor coordination
- ❖ Institutional arrangements
- ❖ Improving educational financing mechanisms
- ❖ Private sector
- ❖ Support demand for education among the poor: school feeding programmes, reduction of financial barriers

Prospects/Concerns

- ❖ Focus more on demand driven technical and vocational education
- ❖ Redress gender inequalities
- ❖ Inter-dependence of the different sub-sectors of education
- ❖ Promotion of inter-country and cross-border cooperation facilitated by regional integration
- ❖ Growing role of the private sector
- ❖ Integrating schooling schedules with seasonal patterns of labour demand
- ❖ Support neglected regions and income groups

Relevant Documents

- ❖ AfDB Website - <http://www.afdb.org>
- ❖ Achieving the Millennium Development Goals in Africa (2002):
<http://www.data.org/pdf/webattachment13.pdf>
- ❖ Bank Group Policy on Poverty Reduction (2004):
http://www.afdb.org/portal/page?_pageid=313,165220&_dad=portal&_schema=PORTAL

AKF – Aga Khan Foundation Aga Khan Education Services (AKES)

Education Policy Themes

- ❖ Quality of education
- ❖ Excellence in educational practice and management
- ❖ Child-centred teaching methods
- ❖ Emphasis on female education
- ❖ School-based teacher training

Education Priority Areas/Target groups

- ❖ Pre-school education
- ❖ Primary education
- ❖ Secondary education
- ❖ Higher secondary education

Geographical Distribution

- ❖ South Asia (Pakistan, India)
- ❖ East Africa (Uganda, Tanzania, Kenya)
- ❖ Tadjikistan and Central Asia

Modality/Principles

- ❖ Programmes to improve educational quality
- ❖ Introduction of computers and distance learning to supplement teaching and improve learning methods
- ❖ Improvement of physical infrastructure, particularly of community-based schools

Prospects/Concerns

- ❖ Continuing pursuit of excellence in educational practice and management in diverse and challenging settings
- ❖ East Africa:
 - Facilitate coordination of programmes
 - Identification of best practices and quality educational initiatives
 - Advancement of policy dialogue on privatisation of schools
 - Improvement in teacher training and retention
 - Acceleration of computer-assisted educational methods
- ❖ Central Asia: development of English language and economics programmes

Relevant Documents

- ❖ Website: <http://www.akdn.org/agency/akes.html>

AKDN – Aga Khan Development Network Aga Khan University (AKU)

Education Policy Themes

- ❖ Higher education

Education Priority Areas/Target groups

- ❖ Higher education
 - Medical College
 - School of Nursing
 - University Hospital (teaching site)
 - University’s Institute for Educational Development (school improvement, human resource development, institutional capacity building, research and dissemination, policy analyses and advocacy)

Geographical Distribution

- ❖ Particularly Pakistan, East Africa, South and Central Asia

Modality/Principles

- ❖ Provision of academic programmes
- ❖ Provision of post-graduate programmes
- ❖ Provision of professional programmes
- ❖ Development of research scholars
- ❖ Advanced nursing studies
- ❖ Provision of courses involving distance education
- ❖ Partnership and collaboration with other Universities

Prospects/Concerns

- ❖ Research and graduate studies
- ❖ Enhancement of the role of women at the University and in society
- ❖ Appropriate application of information technology
- ❖ Creation of new academic and research units (islamic civilisations, human development, economic growth and society, planning and management of human settlements)

University of Central Asia (UCA)

- ❖ Objective: to foster economic and social development in the broad mountain regions of Central Asia and elsewhere, while at the same time helping peoples to preserve and promote their cultural heritages.
- ❖ School of Undergraduate Studies (Bachelors degree in government, business, education, culture, or the delivery of social services)
- ❖ Post-Graduate School of Development (Master of Arts degree in multiple areas that define the lives of mountain peoples)
- ❖ School of Continuing Education (non-degree courses in local languages to mid-career professionals, civil servants, businessmen and women, and leaders of civil society organizations. It will also offer programmes for older learners and the general public in practical areas relevant to economic and social development)

Relevant Documents

- ❖ AKDN Website - <http://www.akdn.org/agency/aku.html>
- ❖ AKDN on University of Central Asia - <http://www.akdn.org/uca/uca.htm>
- ❖ University of Central Asia official Website - <http://www.ucentralasia.org/>

AKDN – Aga Khan Development Network

AKF – Aga Khan Foundation

Education Policy Themes

- ❖ Quality of basic education

Education Priority Areas/Target groups

- ❖ Ensuring better early caring and learning environments for young children
- ❖ Increasing access to education
- ❖ Keeping children in school longer
- ❖ Raising levels of academic achievement
- ❖ Special attention to girls, the very poor, and geographically remote populations

Geographical Distribution

- ❖ South Asia (Pakistan, India, Bangladesh)
- ❖ Central Asia
- ❖ Europe and North America (Portugal, United Kingdom, Canada, United States)

Modality/Principles

- ❖ Programme of grants to governments and NGOs
- ❖ School improvement projects
- ❖ International Scholarship Programme
- ❖ Europe and USA: Focus on newly immigrant or economically marginalised families
- ❖ Mini-endowments to parents and communities

Prospects/Concerns

- ❖ Location, timing and content of teacher training
- ❖ Professional development for all categories of educators and caregivers
- ❖ The role of governments, NGOs, communities and parents in financing and managing education
- ❖ The cultural and economic relevance of the curriculum
- ❖ Projects which reassess and redefine the respective roles and responsibilities of government and other stakeholders

Relevant Documents

- ❖ AKDN Website: http://www.akdn.org/agency/akf_concerns.html#education

Asian Development Bank

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs constitute policy framework for ADB
- ❖ ADB's mid-term and long-term strategies are well-aligned with the MDGs
- ❖ ADB's vision is an Asia and Pacific region free of poverty. ADB has made poverty reduction in its developing member countries its overarching mission.
- ❖ Social development, including access to basic education, one of three pillars of ADB's poverty reduction strategy
- ❖ MDGs and Education for All important policy framework for ADB's education sector policy

General Information

- ❖ Policy-linked lending (planned within a broad sector policy context)
- ❖ Owned by 61 members, mostly from the region

Current Trends

- ❖ Help developing member countries achieve the Millennium Development Goals by 2015
- ❖ Policy-oriented approach: Away from projects to policies and institutions within the context of country strategies and sector policy papers
- ❖ Poverty Reduction Strategy

Education Policy Themes

- ❖ Education as essential element of poverty reduction strategy
- ❖ Universal primary education/Education for All
- ❖ Provide the knowledge, attitudes and skills essential for pro-poor
- ❖ Quality
- ❖ Enable Asian countries to participate in global knowledge economy

Education Priority Areas/Target Groups

- ❖ Primary education
- ❖ Expansion of post-primary education
- ❖ Secondary education, vocational training, skills development
- ❖ Teacher training
- ❖ Higher education
- ❖ Early childhood development
- ❖ Literacy and non-formal education
- ❖ Increasing equity, access and retention especially for the poor, women and other marginalized groups
- ❖ Enhance the status of women

Geographical Distribution

- ❖ Asia and Pacific region

Modality/Principles

- ❖ SWAps, Education Sector Support Programmes, Program loans
- ❖ Policy advice
- ❖ Technical expertise
- ❖ Capacity building
- ❖ Strengthening management, governance and efficiency
- ❖ Mobilizing resources for sustainable financing
- ❖ Strengthening partnerships
- ❖ Apply new and innovative technologies (ICT)

Prospects/Concerns

- ❖ Education sector development and reform (long-term perspective)
- ❖ Sector analyses and policy dialogue
- ❖ Diverse lending modalities
- ❖ Expand support for early child development with special emphasis on low-cost, community-based provision
- ❖ Maximize education's impact on poverty reduction
- ❖ Maximize leverage by planning investment within the context of an overall sector policy framework
- ❖ Greater attention will be given to providing advice on education policies and finance
- ❖ Monitoring policy implementation (after 5 years)

Relevant Documents

- ❖ Asian Development Bank Website - <http://www.adb.org/>
- ❖ Asian Development Bank – Millennium Development Goals Website - <http://www.adb.org/MDGs/default.asp>
- ❖ Asian Development Bank – Education Website: <http://www.adb.org/Education/default.asp>
- ❖ Policy on Education (2002): <http://www.adb.org/Documents/Policies/Education/R146-02.pdf>
- ❖ ADB Review June 2004: The MDGs – Will Asia and the Pacific achieve them? http://www.adb.org/documents/periodicals/ADB_Review/2004/Vol36_3/vol36_3.pdf
- ❖ MDGs in the Pacific: Relevance and Progress (2003) http://www.adb.org/Documents/Books/MDG_Pacific/default.asp
- ❖ Universal Primary Education in Asia – A Status Report – Education for All (2003) http://www.adb.org/Documents/Periodicals/NARO/1st_quarter_2003.pdf
- ❖ Key Indicators 2003: Education for Global Participation http://www.adb.org/Documents/Books/Key_Indicators/2003/default.asp#contents
- ❖ Education and National Development: Priorities, Policies, and Planning (2004) http://www.adb.org/Documents/Books/Education_NatlDev_Asia/Priorities_Policies_Planning/default.asp
- ❖ Equity and Access to Education: Themes, Tensions, and Policies(2004) http://www.adb.org/Documents/Books/Education_NatlDev_Asia/Equity_Access/default.asp
- ❖ The Quality of Education: Dimensions and Strategies (2004) http://www.adb.org/Documents/Books/Education_NatlDev_Asia/Quality/default.asp

Evaluations

- ❖ Asian Development Evaluation Reports in Education: <http://www.adb.org/Evaluation/reports.asp?s=2&subj=83>

EU – Education Aid Policy

Education in the context of the MDGs and Poverty Reduction

- ❖ The European Commission (EC) is fully committed to the MDGs and Education for All.
- ❖ MDGs as overall framework for the EC's education aid
- ❖ Education has a fundamental role to play in poverty reduction.
- ❖ Education for All constitutes as well important framework for education

Education Policy Themes

- ❖ Focus on basic education and gender equality
- ❖ Holistic and coherent approach to education also encompassing pre-school education, secondary and higher education, adult literacy as well as vocational education and training.
- ❖ Focus on most urgent needs: poor people, women and girls, people in conflict zones etc.
- ❖ Equitable access to social services (specially health and education)
- ❖ Impact of HIV/AIDS on education and role of education to confront the spread and the consequences of the epidemic
- ❖ Training linked to the labour market
- ❖ Higher education
- ❖ Closure of the gender gap

Education Priority Areas/Target groups

- ❖ Basic education, in particular primary education and teacher training
- ❖ Secondary and tertiary education
- ❖ Higher education, in particular at regional level
- ❖ Work-related training
- ❖ Technical education and vocational training
- ❖ Adult literacy
- ❖ Access, quality and equality between men and women
- ❖ Education for girls
- ❖ Children in conflict
- ❖ Peace education
- ❖ Children with disabilities
- ❖ Public and private capacity building

Geographical Distribution

- ❖ All developing countries, with priority to least developed countries and low-income countries and the ACP region
- ❖ Preferential support to countries that have clear-cut commitment to the EFA framework for action translated into implementation of education strategies

Modality/Principles

- ❖ Budget support
- ❖ Fast Track Initiative
- ❖ Sector programmes and processes
- ❖ Sector wide approaches to support nationally owned education strategies
- ❖ Macroeconomic support and budget management
- ❖ Consideration of the needs of the poor and their participation
- ❖ Participation by education actors and civil society in the broad sense, including the private sector

- ❖ Support for institutional development and capacity building
- ❖ Monitoring of activities via indicators
- ❖ Poverty Reduction Strategy Paper approach
- ❖ Policy dialogue and reform
- ❖ Ownership
- ❖ Coherence
- ❖ Focus on outcome indicators
- ❖ Attention to the impact of HIV/Aids on education systems
- ❖ Donor harmonisation, coordination and complementarity

Education Expenditures⁶¹ (2003)

- ❖ Education expenditure as share of total bilateral Official Development Assistance⁶²: 6.81 %
- ❖ Expenditure for sub-sectors as share of total education expenditure⁶³:
 - Education, Level unspecified: 23.93 %
 - Basic Education: 38.71 %
 - Secondary Education: 9.38 %
 - Post-Secondary Education: 27.97 %

Prospects/Concerns

- ❖ Education as a priority field of development policy
- ❖ Eliminate gender disparities
- ❖ Focus on poor and disadvantaged people
- ❖ Greater synergy of policies and strategies to improve, accelerate, and render more efficient the partner countries' efforts in education
- ❖ Education sector analyses and improvement of data and statistical availability and management

Relevant Institutions/Meetings

- ❖ DG Development – Sectoral development policy in education and training
- ❖ European Commission Development Policy
- ❖ World Education Conference in Dakar in 2000
- ❖ The Community's and the Member States' cooperation with one another and with international bodies (including UNESCO, UNICEF, other UN bodies, ADEA) and other multilateral donors (World Bank, regional development banks)
- ❖ G8 Task Force on Education
- ❖ Commission's Common Cooperation Framework for Higher Education
- ❖ Cotonou Agreement
- ❖ EuropeAid
- ❖ EU Education Experts meeting

Relevant Documents

- ❖ European Commission Directorate General Development – Education Website:
http://www.europa.eu.int/comm/development/body/theme/human_social/pol_education1_en.htm
- ❖ Communication from the Commission to the Council and the European Parliament on education training in the context of poverty reduction in developing countries, 06.03.2002
http://europa.eu.int/eur-lex/en/com/cnc/2002/com2002_0116en01.pdf#zoom=100
- ❖ Council resolution on Education and Poverty 30/5 2002
http://www.europa.eu.int/comm/development/body/theme/human_social/docs/education/02-05_council_resolution_educ.pdf#zoom=100

⁶¹ Statistical data as of OECD DAC Statistics: International Development Statistics (IDS) online Database on aid and other resource flows: www.oecd.org/dac/stats/idsonline (April 2005)

⁶² OECD DAC: Bilateral ODA Commitments

⁶³ OECD DAC: Official Commitments (or Disbursements) by Sector

- ❖ European Parliament resolution on education and training in the context of poverty reduction in developing countries 05/05/2003
- ❖ Tools for Monitoring Progress in the field of education:
- ❖ European Parliament resolution on basic education in developing countries in the context of the UN
<http://www2.europarl.eu.int/omk/sipade2?PUBREF=-//EP//TEXT+TA+P5-TA-2001-0468+0+DOC+XML+V0//EN&L=EN&LEVEL=3&NAV=S&LSTDOC=Y>
- ❖ European Commission Report on the Millennium Development Goals 2000-2004
http://europa.eu.int/comm/development/body/communications/docs/eu_mdg_report.pdf#zoom=125
- ❖ European Commission Annual Report 2004:
http://www.europa.eu.int/comm/development/body/publications/descript/pub7_19_en.cfm
- ❖ EU Press Package on the MDGs
http://europa.eu.int/comm/development/body/communications/communications_en.htm
- ❖ European Commission: European Development Policy Targets and Indicators:
http://europa.eu.int/comm/development/body/theme/poverty_reduction/infopack_target_indicators.pdf
- ❖ Lomé Conventions and associated National/Regional Indicative Programmes
- ❖ Tools for Monitoring Progress in the field of education:
http://www.europa.eu.int/comm/development/body/theme/human_social/docs/education/03-02_education_monitoring_tools_en.pdf
- ❖ Programming guidelines for the education and training sector (13.08.2001):
- ❖ 10 Indicators on EU donor harmonisation in education for development cooperation (24.02.2004)
- ❖ Resolution of the European Parliament on Capacity building in the developing countries (15.05.2003)
<http://europa.eu.int/eur-lex/pri/en/oj/dat/2004/ce067/ce06720040317en02550258.pdf>

Evaluations

- ❖ Local Solutions to Global Challenges – Towards Effective Partnership in Basic Education
http://www.euforic.org/iob/detail_page.phtml?&username=guest@euforic.org&password=9999&groups=IOB&page=JEBE
- ❖ Evaluation of EC Support to the Education Sector in ACP countries (2002)
<http://europa.eu.int/comm/europeaid/evaluation/reports/sector/951629.pdf>

FAO – Food and Agricultural Organization for the United Nations

Education in the context of the MDGs and Poverty Reduction

- ❖ Education as a prerequisite to building a food-secure world, reducing poverty and conserving and enhancing natural resources
- ❖ FAO/UNESCO- Flagship: Education for Rural People (ERP) – committed to MDGs and part of Education for All

Education Policy Themes

- ❖ Priority: basic education, while addressing all levels of education with holistic approach
- ❖ Agricultural education and training
- ❖ Human resources development
- ❖ Environmental education
- ❖ Nutrition education and education to prevent HIV/Aids

Education Priority Areas/Target groups

- ❖ Basic learning needs of rural livelihoods
- ❖ Education for All (EFA)
- ❖ Life-long education/continuing education
- ❖ Teacher training
- ❖ Intermediate and higher education in agriculture
- ❖ Technical vocational education and training
- ❖ Participatory curriculum development
- ❖ Literacy and skills training
- ❖ Expanding access to education and improving school attendance in rural areas
- ❖ Improving the quality of education
- ❖ Rural girls and women
- ❖ Strengthening institutional capacity in planning and managing education for rural development

Geographical Distribution

- ❖ Focus on Africa followed by Asia, Near East, Latin America, Near East and Eastern Europe

Modality/Principles

- ❖ Strengthening institutional capacity in planning and managing education for rural development
- ❖ Promoting or supporting initiatives aimed at improving children's health and capacity to learn
- ❖ Using information and communication technology and distance education
- ❖ Promoting life-long education and skills for life in a rural environment
- ❖ Assisting agriculture universities
- ❖ Expert consultations
- ❖ Partnerships at national levels between government agencies

Prospects/Concerns

- ❖ Enhancement of human capital
- ❖ Increased availability of off-farm employment
- ❖ More investment in education, infrastructure, communications, and health care
- ❖ Provision of better survival skills (life skills) for those who choose to remain in the rural areas and for those who decide to migrate to urban settings
- ❖ General practice of sustainable agriculture and natural resource management

- ❖ Inviting and involving new stakeholders in developing education approaches for rural development
- ❖ Place education and training for rural development within SWAps
- ❖ Use of ICTs

Relevant Documents

- ❖ FAO Website - http://www.fao.org/sd/KN2_en.htm
- ❖ Targeting the Rural Poor: The Role of Education and Training (2002)
http://www.fao.org/sd/2002/KN0301a_en.htm
- ❖ FAO/UNESCO Flagship – Education for Rural People (ERP)
http://www.fao.org/sd/erp/index_en.htm
- ❖ Agricultural Knowledge and Information Systems for Rural Development (AKIS/RD)
<http://www.fao.org/sd/Exdirect/Exre0027.htm>
- ❖ Education for rural development: Towards new policy responses:
<ftp://ftp.fao.org/docrep/fao/006/ad423e/ad423e00.pdf>

Inter-American Development Bank (IADB)

Education in the context of the MDGs and Poverty Reduction

- ❖ IADB committed to the MDGs
- ❖ Human development (including education) is central to poverty reduction.

General Information

- ❖ Established in 1959, provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors in its Latin American and Caribbean borrowing member countries.
- ❖ 26 borrowing member countries

Education Policy Themes

- ❖ Training of human resources for development: formation of technical and scientific skills
- ❖ Equality of educational opportunities
- ❖ Efficiency of investments in education
- ❖ Education and the demand of labour markets
- ❖ Technologies and distance modalities

Education Priority Areas/Target Groups

- ❖ Primary education (MDG 2)
- ❖ Attention to children living in poverty, in remote areas and those with disabilities
- ❖ Secondary education
- ❖ Higher education programmes above
- ❖ Technical education and professional training
- ❖ Social and work skills
- ❖ Reforms in curriculum, teaching methods and organisation
- ❖ Teacher training
- ❖ Formal and non-formal education
- ❖ Institutional capacity building and education systems analysis

Geographical Distribution

- ❖ Latin America and Caribbean

Modality/Principles

- ❖ Loans
- ❖ Technical cooperation
- ❖ Coordination and cooperation with other donors
- ❖ Education projects, multipurpose and multisector programmes
- ❖ Educational innovation

Prospects/Concerns

- ❖ Education sector reform
- ❖ Innovative programmes
- ❖ Access, equity and quality
- ❖ Education and the labour market

Relevant Documents

- ❖ Inter-American Development Bank Website – <http://www.iadb.org/>
- ❖ IADB Education Unit at the Sustainable Development Department Website - http://www.iadb.org/sds/sci/index_sci_e.htm
- ❖ The Millennium Development Goals in Latin America and the Caribbean. Challenges, Actions, and Commitments:
http://www.iadb.org/sds/POV/publication/publication_21_3594_e.htm
- ❖ Reforming Primary and Secondary Education in Latin America and the Caribbean - An IDB Strategy:
<http://www.iadb.org/sds/doc/EDU%2D113E.pdf>
- ❖ Higher Education in Latin America – A Strategy Paper:
<http://www.iadb.org/sds/doc/edu-101e.pdf>
- ❖ Science and Technology for Development – An IDB Strategy (2001)
<http://www.iadb.org/sds/doc/EDU%2D117E.pdf>
- ❖ Social Development Strategy Document (2003):
<http://www.iadb.org/sds/doc/sds%5FSocial%5FDevelopment%5FStrategy.pdf>
- ❖ Poverty Reduction and Promotion of Social Equity: Strategy Document (2003)
<http://www.iadb.org/sds/doc/sds%2DEstrategia%5FPobreza.pdf>

Evaluations

- ❖ Evaluation of the Bank's Basic Education Strategy (2003):
<http://enet.iadb.org/idbdocswebservices/idbdocsInternet/IADBPUBLICDOC.aspx?docnum=320168>

UNESCO – Division of Education

Education in the context of the MDGs and Poverty Reduction

- ❖ Commitment to the MDGs and Education for All
- ❖ UNESCO lead agency for Education for All, the Education for Sustainable Development-UN-Decade and the UN-Literacy Decade

Education Policy Themes

- ❖ Education as a fundamental human right
- ❖ Education enhances individual freedom
- ❖ Education yields important development benefits
- ❖ Attention to all levels of education and holistic approach to education: early childhood development, primary education, secondary education, higher education, vocational education
- ❖ Non-formal education
- ❖ Adult Literacy
- ❖ Inclusive education
- ❖ School health & HIV/Aids
- ❖ Cultural and linguistic diversity in education
- ❖ Teacher education
- ❖ Education in situations of emergencies, crisis and reconstruction
- ❖ Peace and human rights
- ❖ Quality of Education

Education Priority Areas/Target groups

- ❖ Education for All (EFA)
 - Expand early childhood care and education
 - Ensure free and compulsory primary education of good quality by 2015
 - Promote learning and life skills programmes for young people and adults
 - Expand adult literacy by 50 % by 2015
 - Eliminate gender disparities in access to education in primary and secondary education by 2005 and achieve gender equality by 2015
 - Enhance educational quality
- ❖ Education for Sustainable Development
- ❖ Technical/vocational training
- ❖ Literacy/illiterate adults (Literacy Initiative for Empowerment – LIFE)
- ❖ Mother-tongue education
- ❖ Secondary education
- ❖ Higher education
- ❖ Early childhood
- ❖ Non-formal education
- ❖ Inclusive education
- ❖ Education in post-conflict and emergency situations
- ❖ HIV/Aids (Global Initiative on HIV/Aids – GIHAE)
- ❖ Teacher education (particularly in Southern Africa)

Geographical Distribution

- ❖ Focus: Support to nine high-population countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan) and Sub-Saharan Africa

Modality/Principles

- ❖ UNESCO's role is complementary to other international initiatives
- ❖ Advocacy, catalyst for and coordination of partnerships, fostering of policy dialogue
- ❖ Standard setting
- ❖ Stimulate experimentation, innovation and policy dialogue
- ❖ Technical advice
- ❖ Projects
- ❖ Capacity building
- ❖ Fast Track Initiative
- ❖ Support to education sector reform programmes through capacity building and policy advice
- ❖ Integration of education into national poverty reduction strategies

Prospects/Concerns

- ❖ Focus on quality in education:
 - Monitoring achievement
 - Enhancing curricula and textbooks
 - Improving the learning environment
- ❖ Gender equality
- ❖ Dealing with teacher shortage
- ❖ Combating the HIV/Aids pandemic
- ❖ Education in emergency situations
- ❖ Promoting experimentation and innovation in education
- ❖ Inclusive education

Relevant Institutions/Meetings

- ❖ International Bureau of Education (IBE)
- ❖ International Institute for Capacity Building in Africa (IICBA)
- ❖ International Institute for Educational Planning (IIEP)
- ❖ International Institute for Higher Education in Latin America and the Caribbean (IESALC)
- ❖ UNESCO Institute for Information Technologies in Education (IITE)
- ❖ UNESCO Institute for Education (UIE)
- ❖ UNESCO Institute for Statistics (UIS)
- ❖ UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC)
- ❖ Partners: Governments and National Commissions, the UN-family, Civil Society Organisations, Schools, Academic Institutions

Relevant Documents

- ❖ UNESCO Website – <http://www.unesco.org>
- ❖ Dakar Framework for Action/Education for All (2000)
<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>
- ❖ UNESCO-Education Website: <http://www.unesco.org/education/index.shtml>
- ❖ UNESCO – Education for All Website: <http://www.unesco.org/education/efa/index.shtml>
- ❖ UN-Decade Education for Sustainable Development Website:
http://portal.unesco.org/education/en/ev.php-URL_ID=19648&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❖ UN-Literacy Decade Website:
http://portal.unesco.org/education/en/ev.php-URL_ID=5000&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❖ UNESCO – EFA Global Monitoring Report 2005 – The Quality Imperative
http://portal.unesco.org/education/en/ev.php-URL_ID=35874&URL_DO=DO_TOPIC&URL_SECTION=201.html

- ❖ UNESCO and Education: <http://unesdoc.unesco.org/images/0012/001289/128951e.pdf>
- ❖ UNESCO Medium Term Strategy 2002-2007
<http://unesdoc.unesco.org/images/0012/001254/125434e.pdf>
- ❖ UNESCO Approved Programme and Budget 2004-2005:
http://portal.unesco.org/unesco/ev.php?URL_ID=4003&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1090845439
- ❖ UNESCO Draft Programme and Budget 2006-2007
http://portal.unesco.org/en/ev.php-URL_ID=26502&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❖ UNESCO – Education in a Multilingual World (2003):
<http://unesdoc.unesco.org/images/0012/001297/129728e.pdf>
- ❖ Information and Communication Technology in Education (2002):
<http://unesdoc.unesco.org/images/0012/001295/129538e.pdf>
- ❖ UNESCO Position Paper – Higher Education in a Globalized Society (2003):
http://portal.unesco.org/education/en/ev.php-URL_ID=28033&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❖ HIV/Aids and Education: A Strategic Approach (2002)
<http://unesdoc.unesco.org/images/0012/001286/128657e.pdf>
- ❖ UNESCO Strategy for HIV/Aids Prevention Education (2004)
<http://unesdoc.unesco.org/images/0013/001345/134572e.pdf>
- ❖ Conceptual Paper: Overcoming Exclusion through Inclusive Approaches in Education (2003):
<http://unesdoc.unesco.org/images/0013/001347/134785e.pdf>
- ❖ UNESCO Guidelines for Education in Situations of Emergency and Crisis (2003):
<http://unesdoc.unesco.org/images/0012/001282/128214e.pdf>
- ❖ UNESCO Strategy: Education in Situations of Emergency, Crisis and Reconstruction (2003):
- ❖ UNESCO-UNEVOC in Brief (2003):
http://portal.unesco.org/education/en/ev.php-URL_ID=25293&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❖ Technical and Vocational Education and Training for the Twenty-first Century (UNESCO/ILO 2002)
<http://unesdoc.unesco.org/images/0012/001246/124687e.pdf#page=32>
- ❖ UNESCO Education Today Newsletter:
http://portal.unesco.org/education/en/ev.php-URL_ID=37695&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ❖ UNESCO EFA Strategy 2005 – 2015:
- ❖ UNESCO Education for All in Africa – Paving the Way for Action:
http://www.poledakar.org/article.php?id_article=162

UNICEF – United Nations Children’s Fund

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs as reference framework
- ❖ Education for All as a reference framework

Education Policy Themes

- ❖ Girls’ education as a priority
- ❖ Quality basic education for all children
- ❖ Early child care
- ❖ Adolescence
- ❖ Lifeskills based education
- ❖ HIV/Aids related education
- ❖ Child-friendly schools
- ❖ Child labour

Education Priority Areas/Target groups

- ❖ Girls: Dakar Framework for Action/Education for All, Girls’ Education Programme, the 25 by 2005 Initiative (Go Girls! Campaign), UN Girls’ Education Initiative (UNGEI)
- ❖ Access and quality particularly for girls
- ❖ Ensuring they complete schooling with achievements in literacy, numeracy and skills for life
- ❖ Gender responsiveness
- ❖ Elimination of child labour
- ❖ Elimination of barriers to girls’ education: Household barriers and family resource levels, school-level barriers, policy- and system-level barriers
- ❖ Youth

Geographical Distribution

- ❖ Developing countries all over the world
- ❖ Accelerating progress in girls’ education: Afghanistan, Bangladesh, Benin, Bhutan, Bolivia, Burkina Faso, Central African Republic, Chad, Democratic Republic of Congo, Djibouti, Eritrea, Ethiopia, Guinea, India, Malawi, Mali, Nepal, Nigeria, Pakistan, Papua New Guinea, Sudan, Tanzania, Turkey, Yemen and Zambia
- ❖ African Girls’ Education Initiative (AGEI)

Modality/Principles

- ❖ Advocacy
- ❖ Partnership building
- ❖ Community participation and mobilization to enable communities to play a significant role in the programmes
- ❖ Capacity building
- ❖ Education communication strategy
- ❖ Rights-based approach
- ❖ Multisectoral approach

Prospects/Concerns

- ❖ Focus on girls' education as a key strategic entry point towards education for all
- ❖ Recipient responsibility: ownership
- ❖ Collaborating in a programme to support girl child education on a long-term basis
- ❖ Programme coherence, policy guidance, technical advice
- ❖ Capacity building teams
- ❖ Monitoring and evaluation

Relevant Institutions/Meetings

- ❖ United Nations Girls' Education Initiative (UNGEI) – Website: <http://www.ungei.org/>
- ❖ Partnership for Focusing Resources on Effective School Health (FRESH): WHO, UNICEF, UNESCO, World Bank
http://www.unicef.org/lifeskills/index_7262.html

Relevant Documents

- ❖ UNICEF Website – <http://www.unicef.org/>
- ❖ The Millennium Development Goals – They are about children:
http://www.unicef.org/publications/files/pub_mdg_en.pdf
- ❖ Progress For Children: A Report Card on Gender Parity and Primary Education (No. 2)
http://www.unicef.org/publications/files/PFC2_rev_July_2005_3506_Eng_01.pdf
- ❖ Strategies for Girls' education (2004)
http://www.unicef.org/publications/index_21344.html
- ❖ Accelerating progress in girls' education (2003):
http://www.unicef.org/publications/index_15525.html
- ❖ The state of the World's children 2004 – Girls, education and development:
http://www.unicef.org/publications/index_18108.html

The World Bank

International Bank for Reconstruction and Development – IBRD

International Development Association – IDA

Education in the context of the MDGs and Poverty Reduction

- ❖ MDGs and Education for All as important reference frameworks
- ❖ Education is central to development and key to the attainment of the MDGs.
- ❖ Education is critical for economic growth and poverty alleviation.

General Information

- ❖ Bank Mandate: strengthening economies and expanding markets to improve the quality of life
- ❖ Key concepts for education: sufficient access, relevant learning, wise use of resources, fair opportunities

Education Policy Themes

- ❖ Quality basic education
- ❖ Education for All (EFA)
- ❖ Education for the Knowledge Economy (EKE)

Education Priority Areas/Target groups

- ❖ Universal primary education
- ❖ Strengthening of advanced skills: improvements in upper secondary and tertiary education (vocational, technical, higher education)
- ❖ Lifelong learning
- ❖ Adult literacy
- ❖ Access, quality, equity
- ❖ Early interventions: early child development and school health
- ❖ Innovative delivery: global distance education, open learning and the use of new technologies
- ❖ Systemic reform
- ❖ Emphasis on acquisition of foundation skills: literacy, numeracy, reasoning, social skills
- ❖ Science and technology
- ❖ Public examination system
- ❖ Children with disabilities
- ❖ Basic education for girls and for the poorest
- ❖ HIV/Aids

Geographical Distribution

- ❖ Developing countries all over the World. Focus of education sector lending varies greatly from year to year.
- ❖ Fiscal Year 2004: Focus on South East Asia and Africa, followed by Europe and Central Asia, Latin America and the Caribbean, East Asia and Pacific as well as Middle East and North Africa

Modality/Principles

- ❖ Fast Track Initiative
- ❖ Loans: Structural adjustment loans; adaptable program loans and learning and innovation loans
- ❖ Support to partner countries' education sector reform programmes
- ❖ Mix of knowledge and resource transfers

- ❖ Combining lending with “non-lending” services (policy advice, capacity building, knowledge sharing)
- ❖ Collaborating with sectors affecting or affected by education
- ❖ Helping countries integrate education within national development strategy (PRSPs)
- ❖ Systemic reform: standards, curriculum, assessment; governance and decentralization; appropriate roles for providers and financiers outside government, improvement of accountability relationships for better service delivery
- ❖ Comprehensive Development Framework
- ❖ Education Knowledge Management System (EKMS)
- ❖ Private sector participation

Education Expenditures⁶⁴ (2003)

- ❖ Education expenditure as share of total Official Development Finance⁶⁵: 5.7 %
- ❖ Expenditure for sub-sectors as share of total education expenditure: not available

Prospects/Concerns

- ❖ Work towards the internationally agreed targets
- ❖ Attain the 2015 Millennium Development Goals
- ❖ Build national consensus around reform
- ❖ Build capacity to design and implement reform programmes
- ❖ Analyze comprehensively, act selectively
- ❖ Use knowledge well
- ❖ Concentration on development impact
- ❖ Work with others in productive partnerships
- ❖ Effectiveness

Relevant Documents

- ❖ The World Bank Millennium Development Goals Website – <http://www.developmentgoals.org/>
- ❖ The World Bank Education Website: <http://www1.worldbank.org/education/>
- ❖ Education Sector Strategy Paper (1999): <http://www1.worldbank.org/education/strategy.asp>
- ❖ Education and the World Bank: <http://www1.worldbank.org/education/pdf/OpenDoors.pdf>
- ❖ Education for All: <http://www1.worldbank.org/education/efa.asp>
- ❖ EFA Education Notes series: <http://www1.worldbank.org/education/notes.asp>
- ❖ Education for All Fast Track Initiative Website: <http://www1.worldbank.org/education/efafti/>
- ❖ Education for All Fast Track Initiative Progress Report 2004:
[http://siteresources.worldbank.org/DEVCOMMINT/Documentation/20190709/DC2004-0002\(E\)-EFA.pdf](http://siteresources.worldbank.org/DEVCOMMINT/Documentation/20190709/DC2004-0002(E)-EFA.pdf)
- ❖ Achieving Universal Primary Education – A Chance for Every Child:
http://www1.worldbank.org/education/publications/achieving_efa.asp
- ❖ Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries
http://www1.worldbank.org/education/lifelong_learning/lifelong_learning_GKE.asp
- ❖ Constructing Knowledge Societies: New Challenges for Tertiary Education
<http://www1.worldbank.org/education/tertiary/cks.asp>
- ❖ Global Monitoring Report 2005: Millennium Development Goals: From Consensus to Momentum:
<http://siteresources.worldbank.org/GLOBALMONITORINGEXT/Resources/complete.pdf>
- ❖ Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education (2005)
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20543206~menuPK:738179~pagePK:148956~piPK:216618~theSitePK:282386,00.html>

⁶⁴ Statistical data as of OECD DAC Statistics: The DAC Journal. Development Co-operation Report 2004. Paris 2005, page 183.

⁶⁵ OECD DAC: Multilateral Finance (ODF) Commitments

Recent Evaluations in Education

- ❖ World Bank Operations Evaluation Department
<http://lnweb18.worldbank.org/oed/oeddoclib.nsf/OEDSearch?OpenForm>
- ❖ Approach Paper: Evaluation of the World Bank's Support for Primary Education (2003)
- ❖ Uganda: Primary Education and Teacher Development Project and Education Sector Adjustment Credit (2004)
- ❖ Books, Buildings, and Learning Outcomes: An Impact Evaluation of World Bank Support To Basic Education in Ghana (2004)
- ❖ Honduras: Rural Primary Education Management Project and Basic Education Credit (2004)