

**EDUCATIONAL COOPERATION
BETWEEN SOUTH AND NORTH**

Strategies and Priorities of Main Donors

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I. Donor Countries

Australia	Australian Agency for International Development - AUSAID	2
Belgium	Directorate-General for Development Cooperation - DGDC	3
Canada	Canadian International Development Agency - CIDA	4
Denmark	Department of International Development Co-operation - DANIDA	5
Finland	Finnish International Development Agency - FINNIDA	7
France	French Ministry of Co-operation and Development - FMCD	8
Germany	German Foundation for International Development - DSE	9
	German Organization for Technical Co-operation- GTZ	10
Italy	General Directorate for Development Co-operation - DGIC	12
Japan	Japan International Co-operation Agency - JICA	13
Netherlands, The	Netherlands Development Cooperation	14
Norway	Norwegian Agency for Development Co-operation - NORAD	16
Portugal	Office of European Affairs and International Relations - GAERI & Institute of Portuguese Cooperation - IPC	18
Sweden	Swedish International Development Authority - SIDA	19
Swiss	Swiss Development Co-operation - SDC	21
United Kingdom	Department for International Development - DFID	22
USA	United States Agency for International Development - USAID	23

II. Donor Organizations

African Development Bank Group - Groupe de la Banque Africaine de Développement	26
AKF - Aga Khan Foundation / Aga Khan Education Services (AKES)	28
AKDN - Aga Khan Development Network / Aga Khan University (AKU)	29
AKDN - Aga Khan Development Network / AKF - Aga Khan Foundation	30
Asian Development Bank - Education Sector Activities	31
EU - Education Aid Policy	33
FAO - Food and Agricultural Organization for the United Nations	35
UNESCO - Division of Basic Education	37
UNICEF - United Nations Children's Fund	39
World Bank, The	41

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 thematical and geografical priorities of donors in this field.

The Team within the Austrian Foundation of Development Research, working on Educational Cooperation has developed this overview for the first time in 1997. We are happy to present all interested persons an up-dated version of this overview.

Alexandra Strickner
Educational Cooperation

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I. DONOR COUNTRIES

AUSAID - Australian Agency for International Development

Education Policy Themes

- ❖ Basic education
- ❖ Higher education
- ❖ Institutional strengthening
- ❖ Distance education

Education Priority Areas/Target groups

- ❖ Scholarships 45,9%
- ❖ Basic education 23%
- ❖ Technical / Vocational education 21%
- ❖ Secondary education 3,6%
- ❖ Higher education 1,7%
- ❖ Others 4,9%

Geographical Distribution

- ❖ Regional: Pacific (Solomon Islands, Vanuatu, Fiji, Samoa), South Asia (Focus on Bangladesh, India), East Asia (Indonesia, Viet Nam Philippines, China)
- ❖ Country Programme: Papua New Guinea

Modality/Principles

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

Prospects/Concerns

- ❖ Primary/secondary/vocational education
- ❖ Adult literacy
- ❖ Teacher training to increase at expense of higher education
- ❖ Expand access and improve equity in basic education
- ❖ Improve quality and relevance of basic education
- ❖ Improve access for girls

Relevant Documents

- ❖ AUSAID - <http://www.ausaid.gov.au>
- ❖ Global Education: <http://globaled.ausaid.gov.au>
- ❖ AUSAID's Education Sector Interventions, 1999
http://www.ausaid.gov.au/publications/pdf/AusAID_Education_Sector_Interventions.pdf
- ❖ AUSAID - Annual Report 2001-2002
http://www.ausaid.gov.au/anrep02/pdf/annualreport01_02.pdf

DGDC - Directorate-General for Development Cooperation (Belgium)

Education Policy Themes

- ❖ Basic education as fundamental need
- ❖ University cooperation
- ❖ Education and training
- ❖ Formal and informal pre-school and primary education

Education Priority Areas/Target groups

- ❖ Primary education and literacy
- ❖ Technical and vocational training
- ❖ Education, training and further training of teachers
- ❖ 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 Africa, but also some countries in Asia, Latin America and Middle East

Modality/Principles

- ❖ Grants
- ❖ Loans
- ❖ Technical Assistance
- ❖ Increasing indirect aid provision through multilateral and NGO channels instead of bilateral

Prospects/Concerns

- ❖ Institutional support for the definition of education policy
- ❖ Improve the access of girls and young women to education and training
- ❖ Basic education in the framework of action carried out in other sectors (for example Health)
- ❖ Promotion of Scientific Research
- ❖ Increase in Evaluation and Monitoring
- ❖ Increased use of the logical framework system (= more methodological participatory work)

Relevant Documents

- ❖ DGDC - <http://www.dgdc.be>
- ❖ Belgian Technical Cooperation: <http://www.btcctb.org>

CIDA - Canadian International Development Agency

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 Priority Areas/Target groups

- ❖ 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)
- ❖ Universal primary education, adult basic education, literacy
- ❖ Early childhood education, primary education, access to quality education
- ❖ Strengthening teacher education

Geographical Distribution

- ❖ Primarily sub-Saharan Africa (mostly basic education)
- ❖ Asia, Eastern Europe and Latin America (very few)

Modality/Principles

- ❖ Integrated strategy to improve access, equality and quality
- ❖ Systematic approaches and proactive measures within the gender issue
- ❖ Commitment by developing-country governments and institutions
- ❖ Sector-wide approaches (SWAPs) as a promising programming tool
- ❖ Strategic and cost-effective use of information and communication technologies
- ❖ Doubling of education expenditure by 2005
- ❖ Donor collaboration with the support of partner NGOs and with direction and leadership of the developing-country partners
- ❖ Capacity building for national, district, and local partners in educational planning and administration
- ❖ Strengthening civil society
- ❖ Fast Track Initiative

Prospects/Concerns

- ❖ Counter the devastating impact of HIV / AIDS on the education system through new and strengthened partnerships between education and other sectors

Relevant Documents

- ❖ CIDA - <http://www.acdi-cida.gc.ca/index.htm>
- ❖ CIDA's Action Plan on Basic Education (2002): <http://www.acdi-cida.gc.ca/education-e/plan>

DANIDA - Department of International Development Co-operation

Education Policy Themes

- ❖ Education as single most important key to development and poverty reduction
- ❖ Poverty reduction through sustainable development, human development, democratisation and popular participation
- ❖ Cross-cutting issues: Environmental dimension, gender aspect, democratisation and respect for human rights
- ❖ Gender Equality
- ❖ Equity in Education: Gender parity, mitigation of the rural/urban divide, socially equitable public spending on education, inclusion of the marginalized
- ❖ Development of the social sector (including education and health)
- ❖ Human resource development

Education Priority Areas/Target groups

- ❖ Education of children and young people, and particularly disadvantaged people
- ❖ 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
- ❖ Teacher education and professional development
- ❖ Curriculum development
- ❖ Educational material development (textbooks and others)

Geographical Distribution

- ❖ Main programme countries: Tanzania, Uganda, Mozambique, Ghana, Bangladesh, Vietnam
- ❖ Bilateral programme assistance and project support in 2002: Africa (62,3%), Asia (28,6%), Latin America (9,1%)
- ❖ Other Programme countries: Benin, Burkina Faso, Zambia, Egypt, Nepal, Nicaragua and Bolivia

Modality/Principles

- ❖ Multilateral Support
- ❖ Bilateral assistance through Danish, international or local NGOs
- ❖ Bilateral Support: Agreements with Programme Countries (through Sector Programme Support (SPS) including public and private actors)
- ❖ Education for All (World Education Forum, 2000) - dimensions: access, equity, quality, finance and management
- ❖ Sectoral programme support
- ❖ Capacity building
- ❖ Institutional linkages
- ❖ Incorporation of HIV/AIDS components in all sector support programmes
- ❖ Participation in other professional working groups
- ❖ Budget support

Prospects/Concerns

- ❖ 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, the sector finance and financial management systems, the democracy and popular participation, HIV/Aids, overall capacity building, civil service reform and incentive structures, sustainability

Relevant Documents

- ❖ DANIDA - <http://www.um.dk/english/dp/>
- ❖ Education. DANIDA Sector Policy Paper (2001):
<http://danida.netboghandel.dk/PUBL.asp?page=publ&objno91223481>
- ❖ Evaluation: Danish Assistance to Vocational Education and Training (2002):
<http://www.um.dk/publikationer/danida/evalueringer/eval2002/vet/index.asp>
- ❖ Vocational Education and Training (1995)

FINNIDA - Finnish International Development Agency

Education Policy Themes

- ❖ Free basic education
- ❖ Inclusive 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
- ❖ 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)

Geographical Distribution

- ❖ Tanzania, South Africa, Nepal, Nicaragua, Bosnia-Herzegovina, Kosovo
- ❖ Continuing programmes: Zambia, Mozambique, Palestine

Modality/Principles

- ❖ Capacity building
- ❖ Material support
- ❖ Development of assessment and evaluation systems
- ❖ Managerial and administrative reforms in education
- ❖ Sector-wide approach
- ❖ Sectoral policy-based and policy-level programmes (versus projects)

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>

FMCD - French Ministry of Co-operation and Development

Education Policy Themes

- ❖ Lifelong education for all
- ❖ High-quality education
- ❖ Basic education
- ❖ Youth and adult education

Education Priority Areas/Target groups

- ❖ Professional education in rural areas
- ❖ Primary education
- ❖ General secondary education
- ❖ Technical/professional secondary education
- ❖ Higher education
- ❖ Institutional support for education systems

Geographical Distribution

- ❖ West African countries, specially Burkina, Guinea, Mali, Senegal and Chad
- ❖ Agricultural training systems: Argentina, Viet Nam, Bulgaria, the Ivory Coast
- ❖ Management training: North Niger
- ❖ Cofinancing of NGO-projects: South East Asia, Latin America, Middle East
- ❖ Other programs: in Mali, Benin, Haiti, Brazil

Modality/Principles

- ❖ Cofinancing of projects initiated by NGOs or local authorities to promote basic education and training
- ❖ Bilateral cooperation efforts with focus on formal education systems through institutional support, reinforcing human skills, supporting pedagogical reforms and developing regional cooperation
- ❖ Cooperation in favour of youth and adult education incorporated in development projects
- ❖ Reform of basic education curricula
- ❖ Technical assistance
- ❖ Improvement of evaluation, trials and the management of education systems
- ❖ Inter-state projects
- ❖ Subsidies for: exchanges between partner institutions, expert missions, studies, evaluations, training
- ❖ Budget support/Fast Track Initiative

Prospects/Concerns

- ❖ Creation of ZEPs (areas of educational priority)
- ❖ Work together within the framework of the national legislation of the country concerned
- ❖ Local support and integration within national institutions

Relevant Documents

- ❖ Homepage - <http://www.france.diplomatie.gouv.fr>
- ❖ French Ministry of Foreign Affairs: Education for All. France's international action.

DSE - German Foundation for International Development

Education Policy Themes

- ❖ Primary education
- ❖ Higher education
- ❖ Bi-lingual primary education
- ❖ Gender equality and HIV/Aids as cross-sectoral themes
- ❖ Cross-sectoral development cooperation (including HIV/Aids and decentralisation)
- ❖ Education for All

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
- ❖ Girls and women
- ❖ Address cross-cutting issues of development, education and environment
- ❖ Literacy
- ❖ Mother-tongue teaching
- ❖ Long-term scholarship programme for teachers in the health sector

Geographical Distribution

- ❖ Specially Africa, Central- and Latin America

Modality/Principles

- ❖ Dialogue and advanced training events
- ❖ 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

Prospects/Concerns

- ❖ Achieve the goal of "Education for All"
- ❖ Public administration and health
- ❖ Contribution to a sustainable development process with a broad impact through the promotion of educational systems

Relevant Documents

- ❖ DSE (InWent) - <http://www.inwent.org/>
- ❖ Annual report of the Centre for Education, Health and Public Administration 2001: <http://www.dse.de/aktuell/jb2001/jb2001zbgove.pdf>

GTZ - German Organization for Technical Co-operation

Education Policy Themes

- ❖ Basic education
- ❖ Education for All
- ❖ Crisis and conflict prevention
- ❖ Education for democracy and peace
- ❖ HIV/Aids-prevention
- ❖ Girls and women
- ❖ Institution and capacity building
- ❖ Decentralisation

Education Priority Areas/Target groups

- ❖ School enrolment
- ❖ 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

Geographical Distribution

- ❖ Basic education projects: mainly in Mali, Zimbabwe, Chad, Malawi, Pakistan, Cape Verde, Peru, Honduras
- ❖ Intercultural bilingual education: Guinea, Mali, Malawi, Namibia, Niger, East-African countries, Peru, Bolivia, Ecuador, Guatemala
- ❖ Others: Equador, Senegal

Modality/Principles

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

Prospects/Concerns

- ❖ Integration of bilateral cooperations into SWAPs
- ❖ Knowledge management
- ❖ Education sector management
- ❖ Inclusion of further life-long learning as an effective tool in poverty reduction
- ❖ Information and communication technologies

Relevant Documents

- ❖ GTZ - www.gtz.de
- ❖ GTZ: The Art of Learning. Life Skills for the children of the world (2001):
<http://www.gtz.de/themen/deutsch/soziale-entwicklung/download/the-art-of-learning.pdf>
- ❖ GTZ: Successful Approaches in the Promotion of Basic Education (2002)
<http://www.gtz.de/themen/deutsch/soziale-entwicklung/download/erfolgreiche-ansaetze.pdf>
- ❖ Sectoral Concept about the Promotion of Basic Education in Developing Countries (1999)
<http://www.bmz.de/infothek/fachinformationen/konzepte/90409.html>

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

Education Policy Themes

- ❖ Education and training
- ❖ Poverty reduction
- ❖ Gender equality
- ❖ Capacity and institution building

Education Priority Areas/Target groups

- ❖ Tertiary education and to a lesser extent vocational training
- ❖ Basic education
- ❖ Scholarship policy focusing on priority sectors (agriculture and food security, health, public administration) and on short term post-graduate studies
- ❖ Universal primary education for all by 2015

Geographical Distribution

- ❖ Scholarship programmes: Eritrea, Somalia, Angola, Mozambique, Cameroon, Ethiopia, Sudan, Uganda

Modality/Principles

- ❖ Institutional and capacity development strategies
- ❖ Scholarship programmes for students from developing countries
- ❖ Application of SWAPs in the education sector
- ❖ Building partnerships with local administrations, NGOs and other institutions of civil society

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/foreignpol/coop/index.htm>
- ❖ DAC Peer Review of Italy (after 2000): <http://www.esteri.it/eng/foreignpol/coop/index.htm> (DAC: Esame Italia)

JICA - Japan International Co-operation Agency

Education Policy Themes

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

Education Priority Areas/Target groups

- ❖ Expansion of primary and secondary education
- ❖ Reduction of disparities in education: gender, regional, economic, ethnic
- ❖ Qualitative improvement of primary and secondary education: educational input, process, output, outcome
- ❖ Support for formulation of educational development plan
- ❖ Support for non-formal education
- ❖ Improvement of educational management
- ❖ Expansion of infant care and early childhood education
- ❖ Educational needs for youth and adults: life skills, literacy, numeracy
- ❖ Children with special needs

Geographical Distribution

- ❖ 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
- ❖ Percentage: Asia 42,4%; Latin America 20,6%; Africa 19,0%; Near and Middle East 9,8%; Oceania 4,5%

Modality/Principles

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

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 - <http://www.jica.go.jp>
- ❖ JICA: Approaches for Systematic Planning of Development Projects (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>

Netherlands Development Cooperation

Education Policy Themes

- ❖ Primary education
- ❖ Basic education
- ❖ Higher education
- ❖ Education for all as part of the fight against poverty

Education Priority Areas/Target groups

- ❖ Basic education
- ❖ Study opportunities for professionals
- ❖ Higher education
- ❖ Improvement of primary education
- ❖ Support to reform processes based on national education plan
- ❖ Focus on completion
- ❖ Access/enrollment
- ❖ Capacity building

Geographical Distribution

- ❖ Education is a special area of cooperation in 14 countries: Bangladesh, Bolivia, Burkina Faso, Ethiopia, India, Indonesia, Macedonia, Mali, Mozambique, South Africa, Tanzania, Uganda, Yemen and Zambia

Modality/Principles

- ❖ Sectoral budget support / SWAP
- ❖ Multiyear financial agreements: support to operating costs (teacher's salaries, maintenance and materials)
- ❖ 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
- ❖ 8% of the development budget spent on the education sector
- ❖ Ownership, policy dialogue
- ❖ Consulting civil society

Prospects/Concerns

- ❖ Basic education
- ❖ Increase education aid
- ❖ Primary education for girls and boys by 2015
- ❖ Doubling of the budget for basic education
- ❖ Creation of a special donor consortium for education (Education for All)
- ❖ Financing framework addressing policy and institutional and financial gaps in national budgets and plans
- ❖ Monitoring/effective expenditure of funds

Relevant Documents

- ❖ NUFFIC (Management in the field of tertiary education): <http://www.nuffic.nl>
- ❖ Ministry of Foreign Affairs - <http://www.minbuza.nl>
- ❖ Netherlands' contribution to Education for All:
http://www.minbuza.nl/default.asp?CMS_ITEM=MBZ455311

NORAD - Norwegian Agency for Development Co-operation

Education Policy Themes

- ❖ Basic education
- ❖ Women and gender equality
- ❖ Access to basic social services as a prerequisite for social and economic development
- ❖ Basic education important for poverty reduction, development of democracy, peace, human rights, improved health and food security, for combating HIV/Aids

Education Priority Areas/Target groups

- ❖ Primary education
- ❖ Secondary education (including vocational training)
- ❖ Post-secondary education
- ❖ Informal primary education
- ❖ Vocational training
- ❖ Girls and women
- ❖ Underprivileged children

Geographical Distribution

- ❖ Sector programmes in Zambia, Malawi, Tanzania, the Palestinian Areas, Nepal, Pakistan,
- ❖ Zambia and Tanzania: Support of the countries` own long-term sector programmes for primary education
- ❖ Priority partner countries: Bangladesh, Eritrea, Ethiopia, Malawi, Mozambique, Nepal, Nicaragua, Sri Lanka, Tanzania, Uganda, Zambia, Zimbabwe

Modality/Principles

- ❖ Grants
- ❖ Donor consortium
- ❖ Bilateral: government-to-government cooperation, through NGOs, the private sector
- ❖ Multi-bilateral: earmarked resources administered by UN organizations or development banks
- ❖ Multilateral: general assistance to UN organizations or development banks
- ❖ Sector programmes: construction and rehabilitation of schools, development of curricula, development and distribution of teaching materials, teacher training and training for children with special needs
- ❖ Technical assistance in curriculum development
- ❖ Strategies related to the management of national educational systems
- ❖ Support through country programmes, through multilateral organisations, through NGOs, as university/high-school collaboration

Prospects/Concerns

- ❖ Intensify efforts to combat child labour with the help of educational projects
- ❖ Combination with HIV/Aids issues
- ❖ Institutional cooperation
- ❖ Ensure that at least 10% of the total development assistance budget is spent on the health and education sectors respectively
- ❖ Gradual increase the allocation for education to 15%
- ❖ Contribution towards a coherent approach to the health and education sectors
- ❖ Lobbying and advocacy for basic education

Relevant Documents

- ❖ NORAD - <http://www.norad.no>
- ❖ NORAD's Annual report 2001: [http://www.norad.no/english/files/Annual%20report\(eng\).pdf](http://www.norad.no/english/files/Annual%20report(eng).pdf)
- ❖ Norwegian co-operation in basic education EDUCAID: <http://www.lu.hio.no/lins/educaid/> Issue no. 2/2001

GAERI - Office of European Affairs and International Relations (Portugal) IPC - Institute of Portuguese Cooperation

Education Policy Themes

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

Education Priority Areas/Target groups

- ❖ Teacher training
- ❖ Technical education
- ❖ Administration
- ❖ Establishment of institutions, schools and libraries
- ❖ Provision of materials
- ❖ Promotion of the portugese 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 portugese speaking countries in Africa and eventually other regions: Cape Verde, Guinea-Bissau, Sao Tome and Principe, Angola, Mozambique

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 portugese language
- ❖ Bilateral, multilateral und technical co-operation

Relevant Documents

- ❖ GAERI - http://www.gaeri.min-edu.pt/cooperacao_desenvolvimento.htm

SIDA - Swedish International Development Authority

Education Policy Themes

- ❖ Right to and access to basic education
- ❖ Education for All, 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

- ❖ Primary education
- ❖ Higher education
- ❖ Basic education (formal and non-formal): focus on quality and access
- ❖ Adult education
- ❖ Research
- ❖ Literacy
- ❖ Teacher training
- ❖ Quality of education
- ❖ Education in situations of emergency
- ❖ Educational programmes on HIV/Aids
- ❖ Support to broad education reform processes

Geographical Distribution

- ❖ Support for education year 2000:
- ❖ Eastern and Southern African nations (52%)
- ❖ Asia (26%): Bangladesh, Laos, Cambodia, Sri Lanka
- ❖ Latin America (11%): Bolivia
- ❖ Central and Eastern Europe (1%)
- ❖ Europe (2%)
- ❖ Global (8%)

Modality/Principles

- ❖ Support channelled directly into developing countries' own budget for their overall education programmes
- ❖ Emphasis on sector-wide approaches: budget support to education sector strategies that give priority to basic education for all
- ❖ Fellowships/scholarships
- ❖ Capacity building
- ❖ Support via NGOs
- ❖ Partnership
- ❖ Ownership and donor coordination

Prospects/Concerns

- ❖ Higher priority to basic education within the total aid 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
- ❖ Joint donor financing of the partner countries' education sectors via the partner countries government budgets

Relevant Documents

- ❖ Education for All - A Human Right: <http://www.sida.se/Sida/articles/4200-4299/4259/dakare.pdf>
- ❖ Education for All - A Human Right: Policy for Swedish Development Cooperation in Education (2000)
- ❖ Education for All - a way out of poverty (2002):
<http://www.sida.se/Sida/jsp/polopoly.jsp?d=1265&a=11444>

SDC - Swiss Development Co-operation

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 and research

Education Priority Areas/Target groups

- ❖ Basic education
- ❖ 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
- ❖ Children

Geographical Distribution

- ❖ Programme countries in the South and in the East

Modality/Principles

- ❖ Support elementary education programmes
- ❖ Empowerment
- ❖ 20/20 principle: recipient countries should earmark at least 20% of their national budget and donor countries at least 20% of their cooperation budget into those sectors (essentially into educational and health programmes)
- ❖ 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

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
- ❖ Gender-balanced development

Relevant Documents

- ❖ SDC - <http://www.deza.admin.ch>
- ❖ SDC - Policy for Social Development (2000)
http://www.deza.admin.ch/ressources/deza_product_d_77.pdf

DFID - Department for International Development (UK)

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)
- ❖ Elimination of gender disparities in primary and secondary education by 2005
- ❖ Quality of education
- ❖ Education for All: adults as well as young people
- ❖ Minorities and socially excluded groups, children with disabilities
- ❖ Focus on: access, quality, retention and equity

Geographical Distribution

- ❖ Primarily sub-Saharan Africa
- ❖ South and West Asia

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
- ❖ 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

Prospects/Concerns

- ❖ Monitoring progress as an integral part of achieving the targets
- ❖ Invest in strong, well-targeted country programmes

Relevant Documents

- ❖ DFID - <http://www.dfid.gov.uk>
- ❖ DFID - The Challenge of Universal Primary Education (2001):
http://www.dfid.gov.uk/Pubs/files/tsp_education.pdf

USAID - United States Agency for International Development

Education Policy Themes

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

Education Priority Areas/Target groups

- ❖ Primary and secondary education
- ❖ Teacher training
- ❖ Early childhood development
- ❖ Nonformal education
- ❖ Quality (specially in literacy, numeracy, essential life skills)
- ❖ Adult literacy
- ❖ Gender equity
- ❖ Underserved and disadvantaged populations
- ❖ Girl's education

Geographical Distribution

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

Modality/Principles

- ❖ Community participation
- ❖ Institutional strengthening
- ❖ Education policy reform
- ❖ Technical assistance
- ❖ Information and communication technology
- ❖ Education partnerships
- ❖ Financial support
- ❖ Grants

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 - http://www.usaid.gov/educ_training/
- ❖ Progress in Education USAID 2000-2001:
http://www.usaid.gov/about/educationforall/usaid_progress_in_education_2000_01.pdf

II. DONOR ORGANIZATIONS

African Development Bank Group - Groupe de la Banque Africaine de Développement

General Info

- ❖ Overarching goal of poverty reduction
- ❖ Importance to human resource development (particularly with reference to education and health)
- ❖ 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
- ❖ Member Countries (NRMC)
- ❖ Since 1975 the Bank has funded 176 loans and grants (6,7% of its total lending to all sectors)

Education Policy Themes

- ❖ Quality basic education for all (including literacy for youth and adults)
- ❖ Provision of middle- and high-level skills
- ❖ Organization and management of the education sector (capacity building)

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
- ❖ 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)

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)
- ❖ Improving educational financing mechanisms
- ❖ Private sector

Prospects/Concerns

- ❖ Focus more on demand driven technical and vocational education
- ❖ Inter-dependence of the different sub-sectors of education
- ❖ Sector-wide approach
- ❖ Participatory approach
- ❖ Donor coordination
- ❖ Institutional arrangements
- ❖ Promotion of inter-country and cross-border cooperation facilitated by regional integration
- ❖ Growing role of the private sector

Relevant Documents

- ❖ Homepage - <http://www.afdb.org>
- ❖ Education Sector Policy Paper (1999): <http://afdb.org> - Development Topics - Education

AKF - Aga Khan Foundation

Aga Khan Education Services (AKES)

Education Policy Themes

- ❖ Quality of basic education

Education Priority Areas/Target groups

- ❖ Pre-school education
- ❖ Primary education
- ❖ Secondary education
- ❖ Higher secondary education
- ❖ Child-centred teaching methods
- ❖ Special emphasis on female education
- ❖ School-based teacher training
- ❖ Advanced teacher training

Geographical Distribution

- ❖ South Asia (Pakistan, India, Bangladesh)
- ❖ East Africa (Uganda, Tanzania, Kenya)
- ❖ Tajikistan
- ❖ Others: Kyrgyzstan, Madagascar, Mozambique

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

- ❖ Homepage: <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)
- ❖ Undergraduate education
- ❖ Post-graduate training of health service professionals, teachers and managers of school

Geographical Distribution

- ❖ Particularly Pakistan
- ❖ Advanced Nursing Study programmes: East Africa (Kenya, mainland Tanzania/Zanzibar and Uganda)
- ❖ Institute for Educational Development: South Asia, Central Asia, East Africa

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)

Relevant Documents

- ❖ Homepage: <http://www.akdn.org/agency/aku.html>

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
- ❖ 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
- ❖ 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

- ❖ Projects which reassess and redefine the respective roles and responsibilities of government and other stakeholders

Relevant Documents

- ❖ Homepage: <http://www.akdn.org/agency/akf.html>

Asian Development Bank - Education Sector Activities

General Info

- ❖ 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

Education Priority Areas/Target Groups

- ❖ Basic education
- ❖ Secondary education
- ❖ Higher education
- ❖ Early childhood development
- ❖ Literacy and non-formal education
- ❖ Skills development
- ❖ Technical and vocational 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

- ❖ Policy advice
- ❖ Technical expertise
- ❖ Capacity building
- ❖ Strengthening management, governance and efficiency
- ❖ Mobilizing resources for sustainable financing
- ❖ Strengthening partnerships
- ❖ Apply new and innovative technologies (ICT)
- ❖ Sector development programme

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

- ❖ Policy on Education (2002): <http://www.adb.org/Documents/Policies/Education/R146-02.pdf>

EU - Education Aid Policy

Education Policy Themes

- ❖ Essential role of education and training in reducing poverty
- ❖ Equitable access to social services (specially health and education)
- ❖ Basic education
- ❖ 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
- ❖ 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/participation in 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
- ❖ Complementarity, coherence and coordination of donors
- ❖ Focus on outcome indicators
- ❖ Attention to the impact of HIV/Aids on education systems

Prospects/Concerns

- ❖ Education as a priority field of development policy
- ❖ Millenium Development Goals: Universal primary education by 2015, eliminating gender disparity in primary and secondary education by 2005 and to all levels of education by 2015
- ❖ Framework for Action on Education for All (EFA)
- ❖ Greater synergy of policies and strategies to improve, accelerate, and render more efficient the partner countries' efforts in education

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 (Worldbank, regional development banks)
- ❖ G8 Task Force on Education
- ❖ Commission's Common Cooperation Framework for Higher Education
- ❖ Cotonou Agreement
- ❖ Europe-Aid
- ❖ EU Education Experts meeting

Relevant Documents

- ❖ Communication from the Commission to the Council and the European Parliament on education and training in the context of poverty reduction in developing countries, 06.03.2002
- ❖ Council resolution on Education and Poverty 30/5 2002
- ❖ European Parliament resolution on basic education in developing countries in the context of the UN
- ❖ General Assembly Special Session on children in September 2001
http://europa.eu.int/comm/development/development_old/sector/social/education_background_en.htm
- ❖ European Commission Annual Report 2001:
http://europa.eu.int/comm/europeaid/reports/aidco_2001_big_annual_report_en.pdf
- ❖ European Commission: European Development Policy Targets and Indicators:
http://europa.eu.int/comm/development/development_old/sector/poverty_reduction/infopack_target_indicators.pdf
- ❖ Lomé Conventions and associated National/Regional Indicative Programmes

FAO - Food and Agricultural Organization for the United Nations

Education Policy Themes

- ❖ Agricultural education and training
- ❖ Education as a prerequisite to building a food-secure world, reducing poverty and conserving and enhancing natural resources
- ❖ Basic education
- ❖ Human resources development
- ❖ Environmental education
- ❖ Nutrition education and education to prevent HIV/Aids

Education Priority Areas/Target groups

- ❖ All levels of education (basic, secondary, vocational, higher education)
- ❖ 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

Geographical Distribution

- ❖ Africa highest allocation followed by Asia, Near East, Latin America, 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

Relevant Documents

- ❖ FAO - 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

UNESCO - Division of Basic Education

Education Policy Themes

- ❖ Education is a right
- ❖ Education enhances individual freedom
- ❖ Education yields important development benefits
- ❖ Quality universal primary education
- ❖ Poverty eradication
- ❖ Information and communication technologies

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
- ❖ Technical/vocational training
- ❖ Excluded groups
- ❖ Literacy/illiterate adults
- ❖ Capacity building in higher education
- ❖ Learning without frontiers: <http://www.unesco.org/education/lwf/>
- ❖ Teaching and learning for a sustainable future: <http://www.unesco.org/education/tlsf/>

Geographical Distribution

- ❖ Support to nine high-population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan

Modality/Principles

- ❖ Stimulate experimentation, innovation and policy dialogue
- ❖ Technical advice
- ❖ Standard setting
- ❖ Projects
- ❖ Capacity building
- ❖ Networking
- ❖ Fast Track Initiative

Prospects/Concerns

- ❖ Focus on quality in education:
 - Monitoring achievement
 - Enhancing curricula and textbooks
 - Improving the school environment
- ❖ Gender equality
- ❖ Dealing with teacher shortage
- ❖ Combating the HIV/Aids pandemic

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 - <http://www.unesco.org>
- ❖ Dakar Framework for Action/Education for All (2000)
<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>
- ❖ UNESCO-Education Homepage: <http://www.unesco.org/education/index.shtml>
- ❖ UNESCO and Education: <http://unesdoc.unesco.org/images/0012/001289/128951e.pdf>
- ❖ 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>

UNICEF - United Nations Children's Fund

Education Policy Themes

- ❖ Girls' education
- ❖ Quality basic education for all children
- ❖ The early years (stimulation/learning)
- ❖ Adolescence
- ❖ Lifeskills based education (health-related issues, HIV/Aids prevention)
- ❖ 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 (Regional Office for East Asia and the Pacific)
- ❖ 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

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

- ❖ Partnership for Focusing Resources on Effective School Health (FRESH): WHO, UNICEF, UNESCO, World Bank
- ❖ Working group on Girls' Education at the Interagency consultation on Education in Emergencies in Geneva

Relevant Documents

- ❖ UNICEF - Education Homepage: <http://www.unicef.org/programme/girlseducation/>
- ❖ Girls' Education: A Framework for Action (2000)
<http://www.unicef.org/programme/girlseducation/pdf/framework.pdf>

The World Bank

International Bank for Reconstruction and Development - IBRD

International Development Association - IDA

General Info

- ❖ 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)
- ❖ 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

Geographical Distribution

- ❖ 17 major client countries (lending FY95-01: 74%): mainly Brazil, Mexico, India, Indonesia, Turkey, Argentina and Thailand
- ❖ 35 medium client countries (21%): many Latin American countries
- ❖ 91 minor client countries (5%): concentrated in Africa, Europe and Central Asia

Modality/Principles

- ❖ Fast Track Initiative
- ❖ Loans: Structural adjustment loans; adaptable program loans and learning and innovation loans
- ❖ 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
- ❖ Comprehensive Development Framework
- ❖ Education Knowledge Management System (EKMS)

Prospects/Concerns

- ❖ Work towards the internationally agreed targets
- ❖ Focus on the client - listen and learn, taking into account the cultural context
- ❖ Analyze comprehensively, act selectively
- ❖ Use knowledge well
- ❖ Concentration on development impact
- ❖ Work with others in productive partnerships
- ❖ Effectiveness
- ❖ Attain the 2015 Millennium Development Goals

Relevant Documents

- ❖ Education Sector Strategy Paper (1999): <http://www1.worldbank.org/education/strategy.asp>
- ❖ Education for All: <http://www1.worldbank.org/education/pub.asp>
- ❖ Education for Dynamic Economies: Action Plan to Accelerate Progress Towards EFA (2002)
 - Education for the Knowledge Economy: <http://www1.worldbank.org/education/pub.asp>
 - A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries
 - EKE CD-ROM: http://www1.worldbank.org/education/life_index.htm
- ❖ Education and the World Bank: <http://www1.worldbank.org/education/pdf/OpenDoors.pdf>