

Progress in educational development



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Preface

In 2006, the non-governmental organisation Global Campaign for Education ranked Sweden the number one donor within education cooperation. We are proud, but not really surprised. We have a strong believe in our policy to support countries that face the greatest education gaps and focus on bottom-up approaches to development support, using local plans, systems and needs as the points of departure.

The Education Division intends to increase its efforts to contribute to results for poor boys, girls, women and men by providing equitable access and better quality education. Analysing results achieved in our education cooperation is imperative in this process and an important tool here is the revitalisation of the annual report on Swedish support to education: Progress in educational development – Sida's contributions 2006 (known in previous years as Facts & Figures). Consequently this report for 2006 is intended to be more analytical and results-orientated. The intention is to give better possibilities for Sida and our partners to learn from our achievements and shortcomings during the last year.

Progress in educational development – Sida's contributions 2006 contains information on objectives for the Swedish support, activities that have taken place, analyses of results and challenges to be overcome.

Many of the Sida-supported countries have expanded access to primary education rapidly, which has provided learning opportunities for the young generation. But, at the same time it is important to notice that access to pre-primary, secondary and adult education needs to be improved. There is also an urgent need to improve the conditions for high quality teaching and learning.

A project group consisting of Martin Westin, Hillevi Ekberg, Annika Holst and Abdi Foum have been responsible for producing the report. I wish to thank them as well as the programme officers at the Education Division and in the field for their contribution to the report.

I hope that this report will help us and our partners to learn how to better support learning that empowers poor boys, girls, men and women.

Maria Tegborg
Head Education Division



Summary

The purpose of this report is to describe and analyse the results of Sida's cooperation in education in 2006. Sida views education as a basic human right and prerequisite for sustainable development. The cooperation in education is intended to contribute to the fulfilment of the eight Millennium Development Goals (MDGs) and the six Education for All goals.

Sida cooperates bilaterally with 16 countries in education and also supports various UN agencies (UNICEF, UNESCO, UNGEI) and the World Bank's Fast Track Initiative (FTI), which complements these bilateral interventions. Sida support has also helped facilitate and strengthen interagency cooperation in the fields of HIV/Aids, adult basic education and information and communication technology. In addition Sida supports regional education programmes in Africa within key areas such as girls' right to education and education for environment and sustainability. The Education Division is also involved in two international training programmes on children's rights and education for sustainability.

Several patterns can be seen regarding outcomes in the countries that received Sida support in the education sector in 2006:

- Early childhood education is seldom prioritised and there are still very low enrolment rates.
- Access to primary education has increased, but many countries still do not reach marginalised groups.
- Only a small percentage of youth have access to secondary education.
- Basic adult education has limited coverage. Literacy rates are improving, albeit slowly.
- The low quality of teaching and learning is a persistent problem in most countries.
- The gender gap in primary enrolment is decreasing, but gender parity is still far from reality and the education systems still have a long way to go to achieve gender equality.

In 2006, the non-governmental organisation Global Campaign for Education ranked Sweden the number one donor within education cooperation, based on 2005 data. Based on an analysis of the results outlined above Sida needs to meet the coming challenges within education cooperation. Sida should focus on quality education and the learning outcomes that provide opportunities for poor people to improve their lives. Finding the right balance between support to early childhood education, primary education, secondary and adult learning is an additional challenge. There is also an immense need to support adult learning.



The shift from project support to sector and budget support puts technical issues regarding aid modalities at the forefront. There is a clear risk that focus will be shifted from the development of content within the education sector. By recognising the need for effective support modalities, Sida will maintain focus on educational issues and focus on supporting the development of conditions that enable effective teaching and learning. The Paris Declaration emphasises the importance of aid effectiveness and focuses on results. Among other things, this means that Sida – in close cooperation with its partners – needs to focus more on monitoring and assessment.

Introduction

The purpose of this report is to describe and analyse the results of Sida's education cooperation in 2006.

Sida's cooperation in education is mainly governed by Sweden's Policy for Global Development (PGU) and the Policy for Sida's development cooperation in the education sector.

Sida views education as a basic human right and prerequisite for sustainable development. At the individual level, education can improve the ability of impoverished boys, girls, men and women to lead healthy and productive lives. It is the first step to full participation in civic and political affairs. Education empowers individuals, which is crucial to poverty reduction. Quality education also helps create democratic societies.

The eight Millennium Development Goals (MDGs) – ranging from halving extreme poverty to halting the spread of HIV/Aids and providing universal primary education by 2015 – form a blueprint agreed to by all the world's countries and leading development institutions. Improved access to high quality education is a necessary prerequisite for meeting all eight of the MDGs.

In 2000, 164 countries committed to achieving six goals to ensure education for all by 2015 at the World Education Forum in Dakar, Senegal. The purpose is to vastly improve learning opportunities for children, youth and adults. Sida is committed to this process.

Sida's approach to education cooperation is also coloured by the Paris declaration on aid effectiveness (Appendix V). Sida emphasises the importance of supporting the recipient country's ownership of the development agenda and the need to align development assistance with locally-defined priorities, strategies and systems. Harmonisation with other donors and stakeholders is also central to Sida's philosophy. Aid management should be designed to decrease fragmentation and transaction costs – meaning that support should be increasingly multilateral and programme based.

Managing for results is the primary means to achieve the shift in donor and government policies and behaviour envisaged by the Paris declaration. Briefly, it means that aid operations shall be developed by looking at the desired outcomes and impacts before designing the necessary inputs and activities.

Over the last decade, Sida has shifted from project to programme and sector wide support to the education sector, focusing on basic education for all. A Sector Wide Approach, or SWAp, is a programme-based approach operating at the level of a sector or policy area.

Aid modalities have varied from General Budget Support (GBS), Sector Budget Support (SBS) or pool funding arrangements with other donors. (In Sida's guidelines for cooperation strategies Sector Budget Support is defined "as a non-earmarked financial contribution to the state budget where assessment, dialogue, conditions and monitoring focus on a particular sector".) In addition, Sida has continued to support non-governmental organisations (NGOs) and countries in conflict and post-conflict with appropriate modalities.

Our main partners in education sector cooperation are the ministries of education in partner countries. Other partners are bilateral and multi-lateral agencies, Swedish education agencies and international, national and regional NGOs.

THE "EDUCATION FOR ALL" GOALS	
Goal 1:	Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
Goal 2:	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.
Goal 3:	Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
Goal 4:	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.
Goal 5:	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.
Goal 6:	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.

For details, see <http://portal.unesco.org/education>

ACHIEVEMENTS AND CHALLENGES IN THE EDUCATION SECTOR

Several patterns can be seen regarding outcomes in the countries that received Sida support in the education sector in 2006:¹

- Early childhood education is seldom prioritised and there are still very low enrolment rates in the countries supported by Sida.
- Access to primary education has increased, but many countries still do not reach marginalised groups.
- Only a small percentage of youth have access to secondary education.
- Basic adult education has limited coverage in the Sida-supported countries. Literacy rates are improving, albeit slowly.
- The low quality of teaching is a persistent problem in most of the Sida-supported countries.
- The gender gap in primary enrolment is decreasing, but gender parity is still far from becoming a reality. Education systems in the countries supported by Sida still have a long way to go to achieve gender equality.

Early childhood is a decisive period in life. If a child's basic needs are not met – including adequate nutrition and emotional and physical security – his or her cognitive development may be impaired. This can be difficult to make up for later in life. While knowledge about the importance of early childhood seems to be increasing, early childhood education is still rare in the countries receiving support from Sida. With a few exceptions (Bolivia, Honduras, South Africa, Namibia), gross enrolment rates range between 2–10 percent. In many countries, early childhood education is mainly restricted to privileged groups in urban areas.

Most of the countries receiving Sida support have rapidly expanded access to primary education over the last few years. Countries like Tanzania (from 48 percent to 96 percent), Ethiopia (33 percent to 56 percent) and Mozambique (52 percent to 71 percent) have expanded enrolment rates at a remarkable pace over the last decade. Sida has supported this expansion bilaterally and has taken a leading role regarding the Fast Track Initiative within Education for All (EFA)². It is fair to say that the primary education systems in most developing countries are rapidly expanding. However, even if increasing access is a positive development, there are still 77 million school-aged children outside of school. The vast majority of the out of school children come from very poor households and often live in rural areas.

Girls are more likely to be out of school than boys.³ Marginalised groups such as ethnic minorities, orphans, HIV positive children, sexually exploited children, child soldiers and disabled children are overrepresented among these children. The special situation of out-of-school children illustrates the importance of

¹ Results in the countries that Sida supports are due to many factors internal and external to the education sector. Sida's specific attribution can therefore be difficult to isolate. See Appendix IV for a discussion.

² The Education for All Fast-track Initiative (FTI) is a global partnership between donors and developing countries to ensure accelerated progress towards the Millennium Development Goal of universal primary education by 2015.

³ UNESCO (2006) Strong foundations - Global monitoring report 2007. Graphoprint: Paris.

creating inclusive learning environments. Children in post-conflict and conflict countries are particularly vulnerable. Sida channels support to countries such as DR Congo, Timor Leste and Afghanistan to support the establishment of education systems.

The expansion of secondary education has been slower.⁴ In most of the countries supported by Sida, only a small percentage of young people participate in secondary education. The focus on primary education within the EFA and MDG programmes overshadows secondary education. Most countries prioritise the expansion of primary over secondary education.

Fostering worldwide literacy is an important component of EFA. There has been some progress, but still around 781 million adults lack basic literacy skills. Women make up the vast majority of the illiterate. Adult basic learning and education (ABLE) is an integral part of Sida's overall policy for development cooperation in the education sector.⁵

The focus on primary education on the international development agenda poses a challenge for the implementation of ABLE. Furthermore, formal education has been emphasised at the expense of informal learning. Evidence of this is the absence of ABLE in the Millennium Development Goals (MDG) and the Fast Track Initiative (FTI) benchmarks, even though ABLE was included in goals 3 and 4 of EFA targets established in Dakar. There has also been a belief that ABLE is the domain of NGOs rather than governments.⁶ This – along with lack of funding and the shift away from targeted development cooperation projects – has contributed to the neglect of ABLE and consequently the educational institutions supporting it.

In 2006, Sida supported UNESCO's Institute for Lifelong Learning (UIL) and the International Council of Adult Education (ICAE) in addition to programmes in Burkina Faso. These are examples of Sida's continued support to ABLE, which has contributed to increased literacy levels and life skills development for youth and adults in developing countries.

The quality of the teaching and learning practices in education is key when it comes to poverty reduction. Education must be high quality in order to help impoverished boys, girls, men and women improve their lives. Most of the countries supported by Sida suffer from persistent lack of educational quality. Proxy indicators such as repetition rates, drop-out rates and survival rates reflect inefficiencies. For instance, repetition rates for all grades in Mali, Laos, Mozambique and Rwanda are close to 20 percent. In-depth learning assessments undertaken in some countries verify the picture of weak teaching practices and poor learning outcomes.⁷

There are several factors contributing to the low quality. The different levels of administration face different problems. At the central and local level, there are often shortcomings in planning, management and financing of education.

⁴ *ibid.*

⁵ ABLE as defined by Torres, R.M. (2003) *Lifelong Learning: A New Momentum and a New Opportunity for Adult Basic Learning and Education (ABLE) in Developing Countries*. A Study commissioned by Sida (Swedish International Development Cooperation Agency). New Education Division Documents No 14. Stockholm: Sida

⁶ According to the EFA goals 3 and 4 and Dakar framework signed by 164 countries, governments have a clear responsibility for ABLE and should dedicate a part of the budget to ABLE.

⁷ See for example, The Cambodia Education Sector Support Project (CESSP), *Student Achievement and Education Policy, Results from the Grade Three Assessments*, Executive Summary October 2006, p.7.

Teacher training programmes face difficulties of providing quality training of enough teachers to meet the rapid expansion of education. The production and distribution of learning materials are often delayed by financial, organisational and logistic problems. On the level of individual schools, leaders and teachers do not always have adequate training to perform their duties.

Achieving gender equality has motivated much of Sida's support and is a central part of the EFA and MDG processes. There has been some progress in terms of access to primary education. Most of the countries that have received Sida support are narrowing the gender gap, even if there are still more boys than girls enrolled in primary school. The gender disparities are more persistent in secondary education enrolment. In some parts of the world, such as sub-Saharan Africa, the gender gap in secondary education enrolment is even increasing.

GETTING RIGHTS STRAIGHT

Over 150 participants from developing countries have completed a Sida-financed international training programme on child rights and classroom practices. All of them have created development projects in their schools. In Ethiopia, impulses from the course have led to pupils becoming involved in preventing forced marriages. Pupils have started clubs that raises girls' awareness of their right to refuse marriage. In that way, more girls have been able to stay in school.

The countries that receive Sida support still have a long way to go to ensure gender equality in education. Learning materials often contain gender stereotypes and teachers' expectations for girls and boys often differ.⁸ In addition, girls face widespread gender-based violence, which interferes with their right to good education. In the last few years, Sida has supported efforts to mainstream gender and HIV/Aids awareness into global education programmes such as the EFA Fast Track Initiative. Sida has also been active within the United Nations Girls Initiative (UNGEI).

CHALLENGES FOR SIDA'S EDUCATION COOPERATION

In 2006, the non-governmental organisation Global Campaign for Education⁹ ranked Sweden the number one donor within education cooperation, based on 2005 data. This was motivated by Sweden's choice of target countries facing the greatest education gaps as well as its bottom-up approach to development support, using local plans, systems and needs as the starting point.

In the future, Sida will need to meet the challenges outlined above. Sida should focus on quality education and the learning outcomes that provide opportunities for poor people to improve their lives. Finding the right balance between support to early childhood education, primary education, secondary and adult learning is an additional challenge. Today, most support goes to

⁸ Global Monitoring Report on the Millennium Development Goals (MDGs), Strengthening Mutual Accountability – Aid, Trade and Governance (2006) Washington, DC: World Bank and the International Monetary Fund.

⁹ The Global Campaign for Education promotes education as a basic human right, and mobilizes public pressure on governments and the international community to fulfil their promises to provide free, compulsory public basic education for all people; in particular for children, women and all disadvantaged, deprived sections of society.

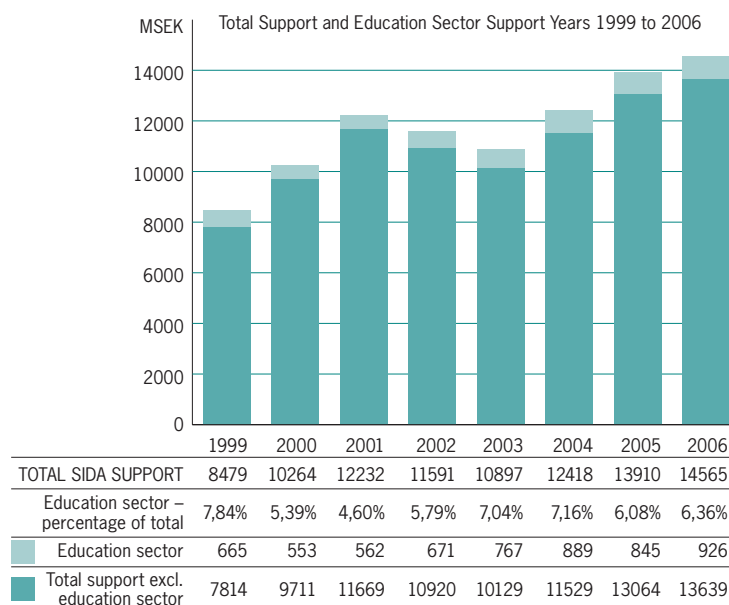
primary education. At the same time, there is growing awareness of the necessity of early childhood education. There is also an immense need to support adult learning.

The shift from project support to sector and budget support puts technical issues regarding aid modalities at the forefront. Donor coordination and harmonisation are time-consuming, but are necessary to create effective modalities. There is a clear risk that focus will be shifted from the development of content within the education sector. By recognising the need for effective support modalities, Sida will maintain focus on educational issues and focus on supporting the development of conditions that enable effective teaching and learning.

The Paris Declaration emphasises the importance of aid effectiveness and focus on results. Among other things, this means that Sida – in close cooperation with its partners – needs to focus more on monitoring and assessment. The most important aspect of this is strengthening the capacity to use lessons learned during planning.

SIDA DISBURSEMENTS

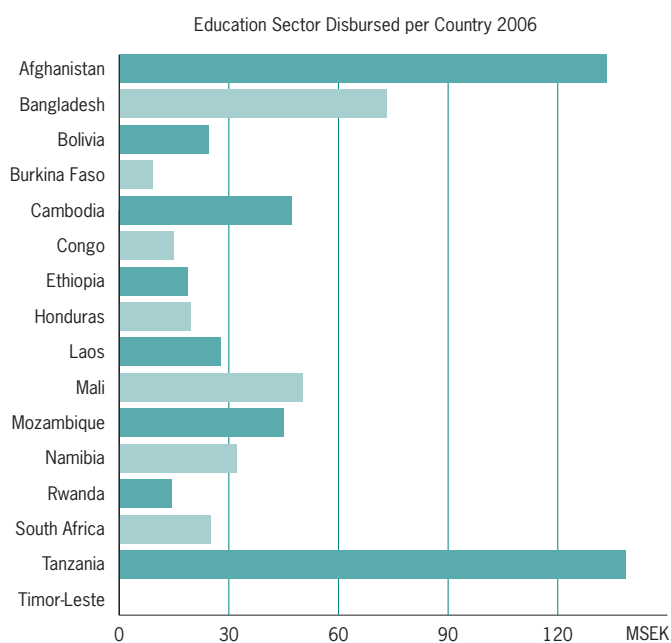
The diagram below shows total annual Sida disbursements compared to annual Sida disbursements to the education sector.¹⁰



¹⁰ Disbursements to the Education Sector excluded disbursements from the Departments for: Research Cooperation (SAREC), Human Resources & Organizational Development (PEO), Policy & Development (POM) and the Secretariat for Evaluation and Internal Audit (UTV) and Human Resources & Organizational Development (PEO).

As seen above, Sida disbursements to the education sector have decreased as a proportion of total disbursements. The proportion of support to the education sector peaked in 1999. After 1999, the proportion has varied, with the lowest levels in 2000 and 2001. In absolute terms, the disbursements have increased considerably since 1999. According to calculations by UNESCO, external funding requirements for EFA – including provisions for adult literacy and Early Childhood Care and Education (ECCE) – are now estimated at USD 11 billion per year. This is more than three times the current level and twice what recently committed aid increases are likely to total by 2010.¹¹ In view of the urgent need of additional resources, Sida should assess whether the current proportion of disbursement to education is reasonable.

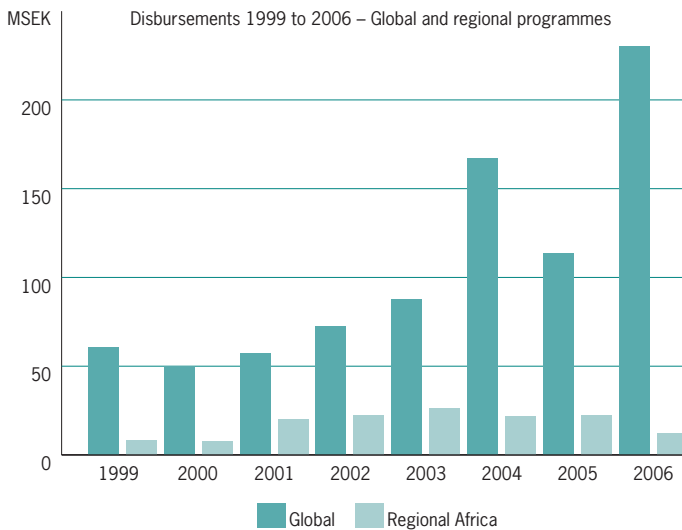
The following diagram shows disbursements to the countries Sida cooperated with in 2006:¹²



¹¹ Global Monitoring Report (2006)

¹² Sweden gives budget support to Mozambique, Rwanda and Tanzania. In these countries Sweden has decided to have an active dialogue in the education sector and budget support is the only financial support mechanism to the sector. As an interim measure a formula has been used to estimate the amount that is allocated to the education sector in these countries. The education allocations as a percentage of total government budget have been used to estimate how much of the budget support that can be estimated to be used within the education sector. The estimated figures are calculated from actual disbursements to the countries.

As seen above, Tanzania and Afghanistan receive the highest disbursements. Most of the countries that receive Sida support are considered to face the greatest challenges in reaching the Education for All goals by 2015. Sida supports multinational organisations and regional organisations in Africa such as the UN Educational, Scientific and Cultural Organisation (UNESCO), the UN Children's Fund (UNICEF) and the Southern African Development Community (SADC). The purpose is to contribute to global and regional policy and capacity development and implementation in relation to key issues within the education sector.



The diagram above shows the annual Sida disbursement to global and regional African education programmes. Disbursements to global programmes have increased from SEK 60 million in 1999 to almost SEK 230 million in 2006. Contribution to the FTI catalytic and programme development funds constitute a sizeable portion of Swedish support. The Sida disbursements to regional African education programmes peaked at SEK 26 million in 2003 and have since decreased to SEK 12 million in 2006. The ongoing process of reformulating the Swedish strategy for cooperation with regional African organisations is expected to lead to a further decrease in support to the education sector.

OBJECTIVES

Sida supports the implementation of Burkina Faso's ten-year, basic education plan – Plan Décennal de Développement de l'Éducation de Base (PDDEB) – which has as its main objective to increase access to education, and improve quality, effectiveness and management in the education sector.

Sida's support is directed at the literacy organisation Fonds pour l'Alphabétisation et l'Éducation Non-Formelle (FONAENF), the key objective of which is to raise the literacy rate to 40 percent of those over 15 years of age by 2015. Specifically, that means to render 775,044 learners literate during the period 2002-2015. FONAENF further strengthens the capacity of local organisations to intervene in the field of non-formal education.

MAIN ACTIVITIES AND OUTPUTS 2006

Sida cooperated with the Netherlands Embassy in Ouagadougou in order to improve donor harmonisation to the education sector in Burkina Faso. Due to suspected mismanagement of funds, Sida withheld planned sector support from 2004 on. The Sida support to FONAENF was disbursed according to plans, contributing to literacy courses in initial literacy, complementary basic literacy, technical training and basic French in 2006.

RESULTS AND ANALYSIS

Burkina Faso is improving its procedures for monitoring and reporting on the education sector. If improvements proceed according to plan, Sida will resume sector support in 2007. FONAENF was assessed as administering Sida funds properly. Furthermore, it has been highly effective in achieving planned goals and objectives, thanks to its strong implementation structure, based on a nationwide network of non-governmental organisations. However, FONAENF recognises that monitoring the pedagogical aspects of teaching and learning at the field level needs improvement. To do so will require additional staff.

The table shows that access to education has improved but that Burkina Faso still is far from reaching the Millennium Development and Education for All goals of universal primary education. Education is compulsory for the 6-15 year old age group, but there is no legal guarantee for free education. There were 154,000 new entrants in primary education for the school year ending 1999, but 306,000 new entrants for the school year ending 2006. This quantitative increase places great demands on an educational system that is struggling to provide quality education for all. The lack of trained teachers and the high pupil teacher ratio make it difficult to provide high-quality teaching.

CHALLENGES

FONAENF's main challenge is the lack of resources to meet the great demand for its services, to follow up activities and give pedagogical guidance at the field level. The insufficiency of the monitoring mechanism needs to be addressed by the government of Burkina Faso. At the national level, the rapid expansion of the primary school system has resulted in lowered quality. Burkina Faso needs to focus on how improved access can be coupled with improvements in teaching practices, and ultimately, learning achievements.

BURKINA FASO KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		31.2*n			38.4*n			24.8*n	
Adult literacy (15+%)		21.8*n			29.4*n			15.2*n	
Gross enrolment ratio pre-primary	1.8	1.2"		1.8	1.2"		1.9	1.1"	
Net enrolment primary (%)	35.2	40.5		41.5	45.6		28.7	35.3	
Gross enrolment primary (%)	43.9	53.0 (70.0)	(70.7)	51.6	59.3 (70.3)	(76.4)	36.0	46.5 (61.5)	(64.9)
Gross enrolment ratio secondary		12.1			14.4			9.8	
School life expectancy	3.5	4.1		4.2	4.7		2.8	3.5	
Survival rates to grade five	68.3	75.8^			74.4^			77.9^	
Female teachers in primary education (%)	25	28							
Completion rates primary (%)									
Repeaters all grades (%)	17.7	13		17.5	13.2		18	12.8	
Pupil teacher ratio primary ¹	49	49							
EFA development index	123								
Trained teachers primary (%)		89			89			92	
Public expenditure on education as % of GNP									

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable
^ year 2003

** Data are for the school year ending in 2001

" Data are for the school year ending in 2002

□ Data are for the school year ending in 2003

§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

() Data in parentheses from the Ministry of Basic Education (DEP/MEBA) 2006

OBJECTIVES

The overriding objective of Sida's cooperation in education with the Democratic Republic of the Congo (DRC) is to improve access and the quality of education through the provision of school materials to students and teachers, teacher training, school rehabilitation and institutional capacity building for educational data processing.

Support is primarily targeted at three provinces: Oriental, Equateur and Bas Congo. The aim is to achieve the following targets by 2007:

- Increase the National Enrolment Rate (NER) by six points in the three above-mentioned provinces;
- Reduce the gap between girls and boys in the NER of the first grade by at least four points in the three above-mentioned provinces;
- Support the access of 10,000 vulnerable adolescents between 9 and 15 years of age (over-aged girls, children released from armed groups, pygmies, orphans, etc.) to an accelerated learning programme;
- Improve the quality and relevance of the gender perspective and basic life skills as well as pedagogical innovation, such as active child-centred and problem-solving methods so as to reduce the below ten percent dropout and repetition rate;
- Significantly enhance learning conditions and the environment in 600 schools, which would affect 300,000 children – of which 50 percent are girls – and 50 non-formal education centres in the targeted provinces. Rehabilitation of schools, latrines and water points, as well as provision of teaching and learning materials would increase school attendance and performance of girls.

MAIN ACTIVITIES AND OUTPUTS 2006

Swedish support to the DR Congo was channelled through UNICEF in 2006. However, concurrently and in view of the huge needs, Sida also held dialogues with other development partners – namely, the World Bank and the United Kingdom Department for International Development (DFID) – to find ways to coordinate and harmonise assistance in line with the Paris Declaration on Aid Effectiveness.

The following activities took place in 2006:

- Provision of teaching/learning materials and textbooks to 2,470 teachers, supervisors and principals;
- Provision of pupil kits to 238,200 pupils;
- Training of 5,130 teachers in primary schools and teachers in non-formal education centres on modules focusing on the basic education curriculum, gender, equity and the prevention of HIV/Aids based on the life skills approach, and class/school management;
- Rehabilitation of 17 schools;
- Organisation of a training workshop on alternative education;
- Social mobilisation activities, mainly the large-scale girls' education acceleration campaign, conducted by the UNICEF Education program;

DEMOCRATIC REPUBLIC OF CONGO KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		70.4*n			78.0*n			63.1*n	
Adult literacy (15+%)		67.2*n			80.9*n			54.1*n	
Gross enrolment ratio pre-primary									
Net enrolment primary (%)									
Gross enrolment primary (%)	48.4			50.9			45.9		
Gross enrolment ratio secondary									
School life expectancy	4.3								
Survival rates to grade five									
Female teachers in primary education (%)	21								
Completion rates primary (%)									
Repeaters all grades (%)									
Pupil teacher ratio primary ¹	26								
EFA development index									
Trained teachers primary (%)									
Public expenditure on education as % of GNP									

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable
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+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

- Support to the campaign for enrolment in the first grade;
- Provision of computers and accessories to the provincial divisions of the Ministry of Education;
- Provision of outboard motor engines to the EPSP for monitoring river areas;
- Undertaking monitoring of learning achievement;
- Collection of data and production of an annual statistical yearbook.

RESULTS

The situation regarding primary education in the Democratic Republic of the Congo has been seriously deteriorating in the past few decades, due to years of war, conflict and economic decline.

The education sector is characterized by very low gross and net enrolment rates, pronounced gender and regional disparities, poor quality teaching, acute shortages of teaching/learning materials, inadequacy of a school infrastructure, poorly motivated teachers, poor internal efficiency and unsatisfactory levels of learning achievement. Other related problems are irrelevant curricula, weak capacity for educational planning and a weak, ineffective and unreliable education monitoring and information system, resulting in unreliable and insufficient statistics regarding key indicators.

ANALYSIS

Good progress was made implementing programme activities in 2006 even if the original plans were too optimistic and ambitious. As a result of these activities undertaken with Swedish funds, the enrolment of children in the three provinces rose, as did access to primary school. In addition, the rehabilitation of 17 schools has meant that pupils are now learning in more child-friendly environments. The provision of separate sanitation facilities for boys and girls in these schools also resulted in greater attendance of girls in these schools. Monitoring visits revealed that the pedagogical practices of teachers in supported schools improved and that this is translating into improved learning outcomes. Measurements of learning outcomes carried out in the supported schools show that pupils outperform pupils in schools that are not supported.

CHALLENGES

The issue of the right to education for all still needs to be given more attention if the MDGs and Education for All goals are to be achieved. One of the major stumbling blocks is the issue of school fees, which need to be abolished. Another issue related to this is teacher salaries; these must be secured instead of being dependent on schools fees paid by students.

The question, therefore, of all development partners working with the Government to address these issues is crucial to the development of the sector. Ways need to be found to increase budgetary allocation to education in the DRC. This issue will be followed up.

Harmonisation and alignment with other donors in line with the Paris Declaration is a challenge that is being addressed. Donors, together, need to address the issue of improved ownership by the Government as well as the Government's poor planning capacity in the sector.

OBJECTIVES

Swedish support to the Teacher Development Programme (TDP) ceased in 2005. Due to the political situation in Ethiopia, no prolongation or new agreements were entered into.

Sweden is considering supporting a new aid modality, called Protection of Basic Services (PBS), which is a multi-sector-wide approach. The overall objective of PBS is to support the delivery of basic services (education, health, water and agriculture) through regional/district governments, which will enable the poor to improve their living conditions.

MAIN ACTIVITIES AND OUTPUTS 2006

Sida provided support to the Education Pooled Fund (EPF), which was established to support policy development in the education sector as well as strengthen efficiency and effectiveness of education initiatives of the overall Education Sector Development Program (ESDP).

Furthermore, Sida supported a girls' education initiative through UNICEF. The initiative's primary objective is to support the Ministry of Education in their efforts to increase access to, and the quality, equity and relevance of primary education.

In addition, Sida contributed by paying the fees of a management consultant's services for the TDP. The consultant's primary duty was to help the Ministry carry out the agreed TDP program.

RESULTS AND ANALYSIS

The table shows that Ethiopia is one of the countries with the lowest literacy rate in the world. However, the literacy rate among youth is increasing quite rapidly. The swift expansion of the school system and the subsequent increase in enrolment rates is one explanation. Enrolment rates, nonetheless, are still very low. Although the gender gap in enrolment is diminishing, persistent disparities are still evident in the lower net and gross enrolment rates for girls.

It is difficult to assess the quality of the system since there are no data on survival rates and repetition. The high pupil to teacher ratio does indicate however, the difficulty of teachers giving attention to all pupils.

CHALLENGES

Problems regarding democracy and human rights persist in Ethiopia. This also influences the situation in schools and the ability to have effective cooperation in development between Sida and Ethiopia.

The main challenge in the education sector is to introduce the Basic Service Delivery Programme to regional areas in Ethiopia.

ETHIOPIA KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		61.0*			65.8*			56.3*	
Adult literacy (15+%)		45.2*			52.3*			38.0*	
Gross enrolment ratio pre-primary	1.4	2.2<		1.5	2.2<		1.4	2.1<	
Net enrolment primary (%)	32.6	56.3<	68.5o	37.6	58.0<		27.7	54.6<	
Gross enrolment primary (%)	58.5	93.4<	79.8o	72.4	100.5<	71.5o	44.6	86.1<	63.6o
Gross enrolment ratio secondary		31<			37.5<			24.5<	
School life expectancy	3.8	5.6		4.8	6.6		2.9	4.6	
Survival rates to grade five									
Female teachers in primary education (%)	37	45<							
Completion rates primary (%)									
Repeaters all grades (%)	11.4	7.0+		10.7	7.6+		12.5	6.3+	
Pupil teacher ratio primary ¹	64	72<							
EFA development index	118								
Trained teachers primary (%)		97<			96<			98<	
Public expenditure on education as % of GNP	4.3	4.6"							

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable

^ year 2003

** Data are for the school year ending in 2001

" Data are for the school year ending in 2002

□ Data are for the school year ending in 2003

§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

o figures from the national Education Information System.

OBJECTIVES

The main objective of Mali's educational policy is to improve the quality of teaching and learning at all levels of schooling, increase enrolment rates – for girls in particular, decentralise the management and administration of the education system, and increase the role of the private sector.¹³

The objective of Sida's cooperation in education with Mali is to improve access, relevance, quality and efficiency of education for the poor.

MAIN ACTIVITIES AND OUTPUTS 2006

Sida worked closely with the Netherlands Embassy in Bamako, through a delegated partnership, to improve donor support for implementing Mali's national plan for education, entitled PISE II, during the period 2006-2008. Sida was also responsible for the follow-up of a Norwegian initiative of the same magnitude, based on the same procedures and channels.

RESULTS AND ANALYSIS

The table shows that Mali is one of the countries with the lowest literacy and enrolment rates. Access to education has improved but Mali is still far from reaching the MDGs and Education for All goals.

Education is compulsory for the 7-15 year age group and a legal guarantee of free education exists. There were 173,000 new entrants in primary education at the end of the 1999 school year, and 254,000 new entrants at the end of the 2004 school year. This quantitative increase has put the educational system under great pressure; one that is struggling to provide quality education for all.

The educational system in Mali is in a crisis since the Mali government, for a longer period, has prioritised higher education at the expense of basic education. The quality of education is low, as shown by the repetition, survival and completion rates. Teachers are lacking and the teacher to pupil ratio is very high. Education in governmental schools is mainly carried out in French, a language that is spoken only by a small percent of the population.

Of pupils with six years of schooling, only about 50 percent are able to read and write. Apart from the quality of teaching, the lack of textbooks is also a deterrent to learning.

¹³ Much of the results and discussion in this section are drawn from Progress Report Education in Mali, September 2006, by the Netherlands Embassy in Bamako.

MALI KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		24.2*n			32.3*n			16.9*n	
Adult literacy (15+%)		19.0*n			26.7*n			11.9*n	
Gross enrolment ratio pre-primary	1.4	1.9□		1.4	1.9□		1.5	1.9□	
Net enrolment primary (%)	40.2	46.5		46.4	50.1		33.8	42.7	
Gross enrolment primary (%)	51.2	63.8		59.3	71.2		42.8	56.1	
Gross enrolment ratio secondary		22.3			27.7			16.8	
School life expectancy	4.0	5.4			6.3			4.5	
Survival rates to grade five	78.3								
Female teachers in primary education (%)	23	28n							
Completion rates primary (%)		58.8^			62.4^			47.9^	
Repeaters all grades (%)	17.4	19.0		17.2	18.7		17.7	19.3	
Pupil teacher ratio primary ¹	62	52							
EFA development index	122								
Trained teachers primary (%)									
Public expenditure on education as % of GNP	3.0								

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable

^ year 2003

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< Data are for the school year ending in 2005

n National estimation

The first phase of PISE produced a number of successes:

- Allocation of 30 percent of the recurrent national budget to the education sector exceeded the planned 27 percent;
- Local levels received an increased part of the budget;
- A special unit to accelerate decentralisation (CADDE) was established;
- The institutional reform became effective;
- More Academies (Académie d'Enseignement) and Pedagogical Centres (CAPs) became operational;
- Financial planning was strengthened.

However, the advisory and support role for the Academies and CAPs is not yet working as planned, the transfer of responsibilities to the decentralised services has not made progress as intended, major management problems persist at all levels, operational planning is poor which results in delayed start-up of implementation, and last, but not least, synchronising plans of the Ministry of Education and the communities is lacking. The Ministry recognises that the poorest, in particular, have little chance of access to primary education.

Pupils are leaving school for various reasons:

- Costs of schooling, in particular for parents in rural (poor) areas;
- Repeating classes, discouraging for both pupils and parents;
- Child bride marriages;
- Poor birth registration rates that deprive children of their right to enrol as they are required to submit a birth certificate to do so.

As curriculum reform was finalised and implemented during the 2005/2006 school year, teachers faced a revised curriculum. It was therefore vital that the policy for teacher training was put in place. The number of teachers recruited, however, remained far below target.

CHALLENGES

The Government of Mali (GoM) is committed to financing the sector at 30 percent of the recurrent national budget. This will grow steadily to 31 percent in 2008, and shows political recognition of the relevance of education for the reduction of poverty.

The poorest have little chance of access to primary education.

Partners will have to continue to demand that focus is placed on accelerating education for girls, on gender and HIV/Aids issues, and on good governance and transparency.

OBJECTIVES

The main objective of Sida's cooperation in education with Mozambique is to ensure more and better quality education, including higher education and research. Support is being channelled as part of the support to the Poverty Reduction Programme (PARPA).

RESULTS AND ANALYSIS

The Swedish country strategy for the period 2002-2007 covers five of the six priority areas named in the PARPA I. The PARPA is assessed to have a sufficiently good strategy and plan to guide government efforts and donor support to reduce poverty in Mozambique. It seeks to reinforce three necessary pillars of development – human capital, economic growth and democratic governance.

The PARPA also provides room for enabling civil society and the private sector to play constructive and critical roles in contributing to the country's development and poverty reduction. Sweden's support under this strategy, in its various modalities, will be orientated to financing and supporting the implementation of the PARPA and the efforts of the various social actors in doing so.

Education is the number one priority sector for the GoM in terms of total government expenditure. Allocation for fiscal year 2005 amounted to USD 238 million and in 2006 to USD 227 million. Comparatively, the health sector received approximately 48 percent of what the education sector received for the same periods.

With respect to external funding, education received approximately USD 107 million in 2005 and USD 114 million in 2006. The share of external funding, in total funding available to the sector, has increased steadily during the period, from 31 percent in 2005 to 33 percent in 2006.

The financing gap of the sector – total investment planned (in Education Sector Strategic Plan) minus total available resources – has also increased steadily: from 22 percent in 2005 to 24 percent in 2006.

As the table reflects, the significant contribution of education to overall growth in Mozambique is a reflection of the enormous progress made in expanding the education system, pursued more successfully since 1992.

In the period 1992 to 2005, the number of learners in primary schools tripled, from approximately 1.3 million to over 3.8 million, while the number of learners in secondary school increased from about 45,000 to 245,000.

School fees were suspended in 2004 and have been abolished for primary education.

As a result of these changes, the gross and net enrolment ratio in primary school and secondary school have increased at an impressive pace 1992 to 2005. This remarkable expansion was made possible by increased public spending, supported by external funds. In 2005, the education sector accounted for 19 percent of the total expenditure, as recorded in the State Budget Execution Report.

MOZAMBIQUE KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)									
Adult literacy (15+%)									
Gross enrolment ratio pre-primary									
Net enrolment primary (%)	50.1	83.4		55	78		46	73	
Gross enrolment primary (%)	85.3	131		79.2	140		58.8	123	
Gross enrolment ratio secondary	22.4	47.0			12.7			8.9	
School life expectancy	5.4	7.6			8.4			6.8	
Survival rates to grade five	42.7	49.2**			52.7**			44.9**	
Female teachers in primary education (%)		1645							
Completion rates primary (%)	26.5	48.0			66.4			49.5	
Repeaters all grades (%)	23.9	20.8*		23.2	20.6		24.7	20.5	
Pupil teacher ratio primary ¹	61	65							
EFA development index	120								
Trained teachers primary (%)									
Public expenditure on education as % of GNP	2.5								

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

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^ year 2003

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§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

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< Data are for the school year ending in 2005

n National estimation

The rapid increase in enrolment has neither been matched by increases in investment in the quality of education nor by adaptive strategies for such massive growth in student numbers. Indicators of the quality of education, such as the proportion of qualified teachers and the ratio of learners to teachers, have worsened.

While the lower primary school completion rate has improved, it still remains very low. Almost half of the primary school age children leave the educational system before having completed Grade 5, without adequate reading, writing and numeric skills.

Significant inequalities also persist in terms of access, based on where a child lives, whether the child is a boy or girl and on the level of poverty in his or her household. Currently, approximately 660,000 children of primary school age are not attending primary school in Mozambique.

The massive increase in enrolment has been accompanied by a gradual closure of the gender gap between girls and boys, along with reduced provincial disparities. The absolute gender gap in enrolment at the EP1 level decreased from a 20-percentage point difference in Gross Enrolment Rate (GER) in 1999, to 17-percentage point difference in GER in 2005.

The continuing extreme gap between high enrolment rates and low completion rates indicates massive inefficiencies in the educational system, with wasted learning opportunities for children and wasted resources for poverty reduction.

CHALLENGES 2007

On a national level, the main challenges are to reach those children still not covered by the system and improve the quality of the services given to children who attend school.

Specific challenges for the ESSP II in 2007 are to:

- Restructure the institutional set-up of the Ministry of Education;
- Continue implementation of the low-cost construction plan;
- Approve the new model for teacher training at the primary and secondary levels, and approve the new curriculum and its introduction in 2007;
- Introduce a new curriculum for the secondary level.

OBJECTIVES

The main objective of Swedish support to Namibia has been to contribute to human and social development by seeking to ensure equitable access for all children and youth to an improved and more effective education system.

MAIN ACTIVITIES AND OUTPUTS 2006

A consolidated transformation of the current relationship between Sweden and Namibia into broader cooperation, based on mutually beneficial partnerships and co-financing, will take place in 2007. The cooperation in education will be phased out and replaced by possible institutional twinning arrangements between Namibia's education authorities and Swedish counterparts. Discussions to this effect are going on with Namibian and Swedish stakeholders.

Development partners in Namibia, in conjunction with the World Bank, have been actively involved in the finalisation of a new Education and Training Sector Improvement Programme (ETSIP).

RESULTS AND ANALYSIS

The table shows that the school system is continuing to expand. However, enrolment rates have not increased at the same rate as in some comparable countries. More girls than boys are enrolled, both in primary and secondary education.

Quality indicators, such as survival rates and the number of repeaters, show a drop between 1999 and 2004. Public expenditure on education has decreased, but is still quite high compared with comparable countries.

Although some progress areas could be highlighted, overall sector performance has been poor in the last few years. Poor learning outcomes, in particular, and continued inequity of the system were major concerns. In some cases, this was due to faulty policy implementation or a lack of capacity in managing the sector to focus on performance at headquarters, in regions and schools. A key issue was the lack of accountability at all levels for results.

CHALLENGES

Sweden is phasing out its support to the education sector in Namibia in 2007. It is important, however, to sustain the development that has taken place with Swedish support.

Namibia is facing great challenges in terms of strengthening its planning and management at all administrative levels. The poor quality and the continued expansion of the primary education system are other challenges that need to be addressed.

NAMIBIA KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		92.3*n			91.2*n			93.5*n	
Adult literacy (15+%)		85.0*n			86.8*n			83.5*n	
Gross enrolment ratio pre-primary	19.4	28.9□		18.0	27.3□		20.8	30.5□	
Net enrolment primary (%)	72.9	73.7□		70.1	70.9□		75.7	76.5□	
Gross enrolment primary (%)	103.6	100.9□		102.5	100.2□		104.7	101.6□	
Gross enrolment ratio secondary		58.2□			54.4□			62.0□	
School life expectancy		10.9□			10.8□			11.1□	
Survival rates to grade five	92.2	88.1"			86.6"			89.6"	
Female teachers in primary education (%)	67	61□							
Completion rates primary (%)									
Repeaters all grades (%)	12.3	13.1□		13.9	14.6□		10.7	11.6□	
Pupil teacher ratio primary ¹	32	28□							
EFA development index	89								
Trained teachers primary (%)	29	50<		27	50<		30	49<	
Public expenditure on education as % of GNP	7.9	7.1□							

Source: EFA Global Monitoring Report,
www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable

^ year 2003

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+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

OBJECTIVES

Sida supports the education sector in Rwanda through budget support. Rwanda's Education Sector Strategic Plan (ESSP) has the following objectives:

- Achieve universal completion of quality primary education by 2015 and expand opportunities for all Rwandans to achieve nine years of basic education;
- Provide increased opportunities for early childhood development, adult literacy, secondary and tertiary education, and children with special needs;
- Improve quality, efficiency and cost-effectiveness at all levels;
- Promote multilingualism and the teaching of science and technology with a special focus on Information and Communication Technology (ICT) for a more adaptable labour force;
- Integrate cross-cutting issues throughout the educational system, such as respect for human rights, HIV/Aids prevention, gender equality, environment, hygiene and health;
- Improve governance and transparency, planning, management and administration capacities;
- Promote research for national development in partnership with the private sector.

MAIN ACTIVITIES AND OUTPUTS 2006

In 2006, the Government of Rwanda (GoR) made considerable progress in expanding access to education, particularly to primary and higher education, and put ambitious strategies in place to expand access to lower secondary education.¹⁴

Primary education – The GoR focused on expanding access, improving equity and efficiency in primary education, and strengthening governance through greater community involvement.

Resources – These have been transferred to schools on a per student basis since 2005. Between 2003 and 2006, operational grants transferred to schools increased from RWF 300 to 2,500 per student per annum.

Efficiency – Improvements were realised through decentralised approaches by scaling up the implementation of classroom construction to ease overcrowding. The approach resulted in a significant reduction in construction costs: from about USD 16,000 per classroom, using a centralised project approach to about USD 8,000 when resources were transferred to districts.

Governance – The strength of the Rwandan educational system lies with the high level of parental participation in Parent Teacher Associations (PTAs). Households participate actively in PTAs and have a voice in how school capitation grants are utilised. Examinations have become more transparent, with success dependent on performance rather than backdoor arrangements. Rwanda's National Examination Council recently won a United Nations Public Award for Transparency and Accountability.

¹⁴ This section draws on the Fast Track Initiative assessment 2006.

RWANDA KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		77.6*n			78.5*n			76.9*n	
Adult literacy (15+%)		64.9*n			71.4*n			59.8*n	
Gross enrolment ratio pre-primary		2.5"			2.5"			2.5"	
Net enrolment primary (%)		73.2	92p		71.5			74.8	
Gross enrolment primary (%)	98.5	119.9	136p	99.5	118.2		97.5	120.2	
Gross enrolment ratio secondary		14.3			15.2			13.5	
School life expectancy	6.8	8.2			8.3			8.2	
Survival rates to grade five	45.4	45.8			42.9			48.7	
Female teachers in primary education (%)	55	51							
Completion rates primary (%)		13.4^			14.8^			11.8^	
Repeaters all grades (%)	29.1	18.8		29.2	18.7		29.0	18.9	
Pupil teacher ratio primary¹	54	62	64<p						
EFA development index	109								
Trained teachers primary (%)	49	82		52	79		46	85	
Public expenditure on education as % of GNP									

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

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- Data not in GMR report/data missing/data not applicable

^ year 2003

** Data are for the school year ending in 2001

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§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

p National statistics

RESULTS

Since 2000, enrolments have grown, bringing the gross enrolment ratio to 136 percent and the net enrolment rate to 92 percent, with the ratio for boys higher than girls. However, completion of a full cycle of primary education is still only achieved by a low percentage of children.

Repetition, dropout and other flow indicators have improved but remain quite problematic since the figures still reflect major problems in the teaching/learning process. The repetition rate in primary education is as high as approximately 19 percent, compared to an average for low-income countries of 6.4 percent.

The completion rate for primary education remains extremely low, and is significantly lower than the Sub-Saharan average of 61 percent.

While the net enrolment for girls is higher than for boys in primary education, the gross enrolments in secondary and higher public education are much higher for boys.

ANALYSIS

The GoR is further expanding access by introducing a nine-year basic education cycle, which should have a positive impact on primary completion rates. Parents' belief that education can lead to new opportunities in life for their children is enhanced.

The expansion of primary education has resulted in greater access for the poor. This achievement is due to several factors: a high demand for education combined with an expanded infrastructure and a more intense use of facilities and teachers through double shifting in the early grades.

The rapid expansion has created problems with regard to the quality of education, which are reflected in the figures below.

CHALLENGES

The figures for repetition and completion rates indicate serious problems about how education is delivered. It also reflects the difficulty for poor families to be able to afford sending their children to school.

The figures from the primary education exit exams reflect low achievement and considerable gender differences; only 34 percent of boys pass while the figure for girls is even lower (22 percent). The Government is meeting the challenge through an incentive-based program that encourages schools to address issues of low achievement.

The low quality of education and poor student learning outcomes remain considerable challenges. Relevant inputs, which may improve the situation, are still at too low a level; teacher education does not match the needs to achieve a more favourable pupil to teacher ratio, and teaching and learning materials are rare in schools. Furthermore, more attention needs to be given to curriculum revision in order to make further progress. The lack of instruments to monitor learner outcomes at earlier stages contributes to the low achievement levels.

OBJECTIVES

The country strategy for development cooperation with South Africa outlines a consolidated transformation of the current relationship into broader cooperation, based on mutually beneficial partnerships and co-financing covering the period 2004-2008. Three agreements regarding education will terminate in 2007 or 2008.

Inclusive Education: Sweden and Finland have been supporting the implementation of the first phase of White Paper No. 6 – Inclusive Education – since 2003. The programme aims to achieve the following:

- Implement a national advocacy and education programme in inclusive education;
- Plan and implement a targeted outreach programme – starting in the Government's rural and urban development nodes – to mobilise disabled out-of-school children and youth;
- Complete the audit of special schools and implement a programme to improve efficiency and quality;
- Designate, plan and implement the conversion of 30 special schools to resource centres in 30 designated school districts;
- Designate, plan and implement the conversion of 30 primary schools to full service schools in the 30 districts mentioned above;
- Designate, plan and implement the district support teams in the 30 districts mentioned above ;
- Orient and introduce – in all other public educational institutions on a progressive basis – management, governing bodies and professional staff to the inclusion model;
- Establish systems and procedures for the early identification and addressing of barriers to learning in the Foundation Phase in primary schooling on a progressive basis.

Democracy, Human Rights and Social Justice Research Programme, Education Policy Consortium – Its objective is to support educational policy development through qualitative and independent research. The eight research projects included here have been completed.

Education Management in the Eastern Cape – Its objective is to strengthen management capacity at district and school levels.

MAIN ACTIVITIES AND OUTPUTS 2006

Inclusive education: Owing to slow implementation, the agreement was extended in May 2006 until June 2008, with the activity period ending in December 2007 without additional funds. The work has progressed well. A minor portion of the contribution has been set aside for institutional cooperation with The Stockholm Institute of Education (SIE/LHS).

In May 2006, a delegation from South Africa undertook a successful study

SOUTH AFRICA KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		93.9*n			93.5*n			94.3*n	
Adult literacy (15+%)		82.4*n			84.1*n			80.9*n	
Gross enrolment ratio pre-primary	20.2	33.3□		20.0	32.9□		20.3	33.8□	
Net enrolment primary (%)	92.9	88.8□		92.1	88.4□		93.7	89.2□	
Gross enrolment primary (%)	114.2	105.0□		115.6	106.7□		112.8	103.3□	
Gross enrolment ratio secondary		90.5□			87.3□			93.6□	
School life expectancy	13.3	13.0□		13.1	12.7□		13.5	13.0□	
Survival rates to grade five	64.8	84.1"			81.7"			86.7"	
Female teachers in primary education (%)	78	74□							
Completion rates primary (%)									
Repeaters all grades (%)	10.4	5.2□		11.6	6.0□		9.2	4.4□	
Pupil teacher ratio primary ¹	35	34□							
EFA development index	78								
Trained teachers primary (%)	62	79□		65	77□		61	79□	
Public expenditure on education as % of GNP	6.2	5.5							

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

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^ year 2003

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§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

visit in Sweden to share views and learn from Swedish experiences. A Swedish delegation from the Stockholm Institute of Education (SIE) will go to South Africa in early 2007 to participate in a workshop and meet with South African universities that are linked to the cooperation programme.

The Democracy Human Rights and Social Justice Research Programme, Education Policy Consortium – The eight research projects in the fields of democracy and human rights, coordinated by the Education Policy Consortium (EPC), were completed. Two successful seminars were held in Örebro and Johannesburg in which both Swedish and South African researchers presented and discussed their work. A book from each of these seminars will be produced in 2007 and presented at an international conference in Johannesburg in March 2007. This event will conclude this research programme, which has been financed by Sweden and the Netherlands since 2002.

The EPC has also established links with Swedish scholars and institutions that are likely to continue without Sida's financial support. Due to delays in publishing the two books, the agreement was prolonged and a final report is due at the end of 2007.

Education Management in the Eastern Cape – This represents a part of the integrated support to the provincial government in the Eastern Cape Province. The focus is on capacity building in three districts and 50 schools, where work on school development planning and financial and curriculum management has commenced. The programme has moved from the planning stage to implementation. A best practices seminar was held, in which several other districts in the Eastern Cape participated.

A study tour to Sweden and Denmark looked at the decentralisation of school management in the two countries. The Eastern Cape Department of Education is taking an active role in coordinating the planning at different levels, including the districts.

The Department requested additional funding and an extension of the agreement in order to be better able to replicate the programme in other districts. The National Treasury and the embassy agreed to extend the agreement to 30 June 2008. The activities will cease 31 December 2007.

RESULTS

The table shows a drop in enrolment rates in the past few years; net enrolment went down from 93 to 89 percent between 1999 and 2004; gross enrolment from 114 to 105. Boys and girls have almost equal access to education.

The survival and repetition rates have improved since the late nineties. Girls are performing better than boys when it comes to survival and repetition.

Public expenditure on education has decreased since 1999.

OBJECTIVES

Tanzania Mainland

Support to the Primary Education Development Plan (PEDP), within the framework of the Education Sector Development Programme (ESDP), represented the most prominent support to Tanzania in 2006. Support to primary education and to the education sector as a whole was integrated into the General Budget Support in the second half of 2006.

The main objectives of the PEDP were the following:

- contribute to poverty reduction through provision of equitable access to good quality primary education, regardless of poverty level, gender or disability;
- strengthen the capacity of the primary educational system to absorb and retain an increased number of pupils and provide better quality education for all;
- increase participation of communities planning and implementing the programme.

Barbro Johansson Model Girls' Secondary School – The main objective is to provide high-quality secondary education to talented, poor girls.

HakiElimu – The overall objectives of HakiElimu are to contribute towards ensuring that every child in Tanzania – without discrimination – is able to enjoy his or her right to a basic quality education, and promote a culture and practice of human rights, democracy, vital citizenship, good governance, creativity and critical thinking in education and society.

Zanzibar

The general objectives of support to the education sector in Zanzibar are to increase equity of access to a relevant, efficient and higher quality public, primary and basic educational system and build institutional capacity within the framework of the requirement of a sector-wide approach.

MAIN ACTIVITIES AND OUTPUTS 2006

Tanzania Mainland

A new government, with a new Minister of Education – Margareth Sitta – came into power in January 2006.

The first full education sector review workshop took place in February 2006 with the participation of all ministries and partners involved (civil society organisations and development partners). HakiElimu, however, was expressly barred from participation. This was seen as a considerable setback for the development of an open and democratic society. This also had consequences for Swedish support to Tanzania.

The education sector review was completed in June. At that time, a high level meeting was held, during which basic principles and a work plan was agreed on. An important outcome was the agreement to complete the elaboration of the full ESDP.

TANZANIA KEY INDICATORS (INCLUDING ZANZIBAR)

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		78.4*n			80.9*n			76.2*n	
Adult literacy (15+%)		69.4*n			77.5*n			62.2*n	
Gross enrolment ratio pre-primary		28.7<			28.5<			28.9<	
Net enrolment primary (%)	47.7	91.4<	96p	46.8	92.2<	97p	48.5	90.5<	95p
Gross enrolment primary (%)	64.4	106.0<	113p	64.3	108.0<	114p	64.4	104.1<	111p
Gross enrolment ratio secondary									
School life expectancy	5.1			5.2			5.1		
Survival rates to grade five		75.8§			75.6§			76§	
Female teachers in primary education (%)	45	48<							
Completion rates primary (%)		69.3"			74.4"			64.6"	
Repeaters all grades (%)	3.2	4.3+		3.1	4.2+		3.2	4.4+	
Pupil teacher ratio primary ¹	40	56<	52p						
EFA development index									
Trained teachers primary (%)		58p	69p		57p			60p	
Public expenditure on education as % of GNP	2.2								

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable

^ year 2003

** Data are for the school year ending in 2001

" Data are for the school year ending in 2002

□ Data are for the school year ending in 2003

§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

p from Basic Education Statistics in Tanzania

Several development partners, including Sweden, decided to shift support to the education sector by channelling funds through the general budget, which means giving more attention to the education sector as a whole.

Sida focused on the education sector and increased its involvement by having two programme officers – for basic education and higher education/research cooperation – placed at the embassy. In addition, a programme officer for Information and Communication Technology devoted considerable time to projects in the education sector.

Barbro Johansson Model Girls Secondary School – Four new laboratories were brought into use, as well as a new dormitory for 112 students. The current capacity of the school is 360 students, up from 255 last year. In 2006, 45 students completed their lower secondary education, while 36 completed their upper secondary education (the first cohort having passed full secondary education at the school). The school continued to improve its performance in national examinations, compared to other schools.

HakiElimu – HakiElimu continued to be active in their programme areas through:

- Media coverage of education issues;
- Access to information on education for communities;
- Facilitation of citizen involvement in educational debates;
- Influence on educational policies.

Zanzibar

- A new education sector policy was approved by the House of Representatives in January 2006.
- The results of several studies, carried out to provide a basis for decision-making regarding policy and the Zanzibar Education Development Programme, were presented and published.
- An ICT policy for the education sector was developed.
- A team of consultants was procured to support the Ministry in translating the new educational policy into a feasible strategic plan. Implementation is from 2008 on.
- Work involving completing and furnishing classrooms, stores and offices continued.
- The first floor of a new ministry building was completed.
- Two teacher centres were provided with new books and computers.

RESULTS AND ANALYSIS

The PEDP has continued to show good progress in enrolment on the mainland, with an approximate 96 percent net enrolment achievement in 2006. In general, the per student grant of about USD 10 was disbursed, allowing school committees to make effective decisions, based on local needs for textbooks and other materials (fulfilling the aim of decentralisation).

In addition to the figures above, pass rates have improved considerably over recent years.¹⁵

The figures confirm the generally positive development in quantitative terms.

The gender parity is almost 1.0, indicating gender parity in terms of enrolment. However, differences in achievement levels of examinations are not shown in the table, where gender differences are still in favour of boys, which is also the case when analysing repetition rates and transition rates to secondary education. The pupil/teacher ratio now shows a positive downward trend, in contrast to the last few years.

CHALLENGES

Completion rates have improved considerably in recent years. It is, however, not clear to what extent this is a consequence of improved teaching and learning, administrative measures in defining standards, or other factor. Still, the lack of in-service training for teachers and other means of improving conditions in classrooms may reduce the quality of teaching and learning.

In Zanzibar, the main challenge is the process of elaborating on the ZEDP, which is meant to address all issues in a consistent and coordinated manner. Issues of teacher qualifications and motivation are major challenges.

The main tasks for the Barbro Johansson Model Girls' Secondary School are to continue its expansion by allowing more students to enrol. Continued construction will be necessary for this purpose – a challenge in itself. Ways of reaching a greater proportion of poor, talented, girls need to be further explored so as to meet the objective.

HakiElimu is facing a major challenge to have the ban, issued by the former minister of education, lifted. This would allow the organisation to fully carry out planned activities. The ban as such is a challenge to Civil Society Organisations in general, as well as to the donor community since the ban violates fundamental human rights.

¹⁵ Ministry of Education and Vocational Training, 2006 Basic Education Statistics In Tanzania.



OBJECTIVES

The overriding objective of Sida's cooperation in education with Afghanistan is to promote human rights and preconditions for democracy, by improving access to and the quality of basic education, and particularly for girls.

Sida supports the education sector through UNICEF, the Swedish Afghanistan Committee and the Bangladesh Rural Advancement Committee (BRAC-Afghanistan). In addition to offering direct support to the education sector, Sida also channels support through the Afghanistan Reconstruction Trust Fund (ARTF). Of ARTF recurrent costs, an estimated 65 percent goes to salaries in the education sector.

Sida's main objectives in its support to Afghanistan are to:

- Provide basic quality education, with a focus on girls;
- Increase female literacy and empowerment of women;
- Build capacity of civil social groups to push for education;
- Recruit and build capacity of female teachers in rural areas;
- Initiate support to community-based schools, twin schools and model schools;
- Provide schools for girls starting late, Feeder schools;
- Improve curriculum development and teacher training.

MAIN ACTIVITIES AND OUTPUTS 2006

Sida's support is channelled through UNICEF and non-governmental organisations (NGOs), which support the request from the Government of Afghanistan (GoA) to reach out in those areas where a formal school structure does not exist. Sida's partners has a role in building capacity with the local communities and governmental structures.

Activities that took place in 2006:

- A national strategic plan for education was completed, with priority areas including gender equality and free compulsory education.
- The Ministry of Education took a strong lead in coordinating efforts with main actors.
- An increasing number of community-based schools (CBS) were opened. Sida's support contributed to 140,000 children attending community-based schools. Schools, such as feeder schools, model schools and annexes to formal schools also contributed to the rise in the enrolment rate in Afghanistan.
- New courses, and curricula for pre-service and in-service training for teachers were developed.
- Adult literacy centres, established by UNICEF, allowed for the training of 48,000 women.
- Teacher support staff trained by UNICEF have trained 4,100 female teachers.
- Sida established improved partnership with like-minded donors.

AFGHANISTAN KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		34.3*n			50.8*n			18.4*n	
Adult literacy (15+%)		28.1*n			43.1*n			12.6*n	
Gross enrolment ratio pre-primary		0.7			0.7			0.6	
Net enrolment primary (%)									
Gross enrolment primary (%)	25.4	92.9		45.9	127.4		3.5	55.9	
Gross enrolment ratio secondary		15.6			25.2			5.3	
School life expectancy		6.7			9.4			3.8	
Survival rates to grade five									
Female teachers in primary education (%)		22							
Completion rates primary (%)									
Repeaters all grades (%)									
Pupil teacher ratio primary ¹	36	65							
EFA development index									
Trained teachers primary (%)									
Public expenditure on education as % of GNP									

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable
^ year 2003

** Data are for the school year ending in 2001

“ Data are for the school year ending in 2002

□ Data are for the school year ending in 2003

§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

RESULTS AND ANALYSIS

The current crisis in Afghanistan renders statistics gathering difficult and has resulted in a lack of data regarding key indicators. The statistics gathered show that a large proportion of the people in Afghanistan are not able to read or write. The table also reflects severe gender disparities with regard to access to education.

The new minister of education has a reputation for being capable, and is viewed as possessing a strong political will to move the sector forward. Eight prioritised areas have been formulated in the strategic plan.

Capacity at all levels of the sector is low. Many children live in remote villages and the distance to formal schools is too far. The gender gap is also still a serious issue. Parents and community leaders are reluctant to allow girls to walk long distances due to prevailing, unstable and unsafe conditions. Another obstacle is the shortage of qualified female teachers, particularly in rural areas. Girls are not allowed to receive instruction from male teachers.

Despite these obstacles, progress was made, through the implementation of programme activities in 2006.

CHALLENGES

Afghanistan lacks reliable data on its population as a whole as well as on its school population. With the assistance of the International Institute for Educational Planning (IIEP), an Education Monitoring and Information Systems (EMIS) is under development. Meanwhile, all national statistics should be regarded as proxy.

The rapid expansion of the school system creates challenges especially since school buildings are lacking. Furthermore, few teachers are formally qualified to teach.

Up until the present, external aid for the education sector has largely been uncoordinated. There is a need to strengthen donor coordination.

The instability, mainly in the south of the country, is a major challenge, threatening both access and quality of education.

OBJECTIVES

Sweden's cooperation in education with Bangladesh consists of several components.

Sida supports the Second Primary Education Development Programme (PEDP II), which has as its overriding objective to reduce poverty through universal primary education, sustainable socio-economic development and equity in Bangladesh. The overriding purpose is to provide quality education to all eligible children.

PEDP II consists of four objectives:

1. To increase primary school access, participation and completion;
2. To improve the quality of student learning and performance outcomes;
3. To improve educational opportunities for all children of primary school age, including opportunities for children with special needs;
4. To promulgate and advance key educational reforms aimed at improving quality in primary education.

The second component of Sida's support is the initiative for Basic Education for Hard-to-Reach, Urban-Working Children (BEHTRUWC). The objective is to provide non-formal, life-skills-based, basic quality education to 200,000 urban working children and adolescents 10-14 years of age, of whom at least 60 percent are girls. Part of the initiative aims to progressively eliminate child labour, and hazardous labour in particular. By addressing hard-to-reach working children who cannot access the formal system, this intervention strengthens Swedish support to basic education.

The third component consists of supporting the Centre for Mass Education in Science (CMS) which has as its overriding objective to develop human resources through the empowerment of adolescents and youth – girls, in particular – through appropriate education, skills development, gender awareness and access to a decent and quality livelihood.

Sweden provides support to CMES, which reinforces its support to basic education for children falling outside the formal system; primary school dropouts, working children, and poor, marginalised children.

MAIN ACTIVITIES AND OUTPUTS 2006

Swedish support to education in Bangladesh concentrates on basic education for children and adolescents. The bulk of the support goes to a primary education sector development programme (PEDP II), while a smaller share goes to supporting non-formal education to hard-to-reach, working children (BEHTRUWC) and education and skills training for school children and adolescent dropouts (CMES). In all three programmes, Sweden cooperates with other donors; in the case of PEDP II, with ten out of a total of eleven.

BANGLADESH KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		51.5*			59.4*			43.1*	
Adult literacy (15+%)		28.1*n			43.1*n			12.6*n	
Gross enrolment ratio pre-primary	25.9	11.6□		24.5	11.5□		27.4	11.6□	
Net enrolment primary (%)	89.3n	94.1n		89.2n	92.6n		89.3n	95.8n	
Gross enrolment primary (%)	109.9	108.9		110.4	107.3		109.3	110.7	
Gross enrolment ratio secondary		51.3□			48.7□			54.0□	
School life expectancy	9.2	9.2□		9.3	9.0□		9.1	9.3□	
Survival rates to grade five		65.1^			63.1^			67.3^	
Female teachers in primary education (%)	33.0	39							
Completion rates primary (%)		54.7^			51.8^			58.0^	
Repeaters all grades (%)	6.5	7		6.8	7.2		6.2	6.9	
Pupil teacher ratio primary¹	56.0	55.0							
EFA development index	105.0								
Trained teachers primary (%)	64.0	51□		64.0	55.0□		64.0	45.0□	
Public expenditure on education as % of GNP	2.3	2.1							

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable

^ year 2003

** Data are for the school year ending in 2001

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§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

These activities took place in the PEDP II in the period 2005-2006.

- Initial development of a data base system to assist in educational planning and decision making, based on a national baseline survey;
- Transfer of 10,982 primary education posts to the revenue budget. (Significant areas of the PEDP I programme were consequently institutionalised into the regular educational system);
- Recruitment of 14,200 new teachers and staff at field level. Currently under government consideration is the creation of 13,454 new teaching posts. (Source: PEDP II Monthly Update, Nov, 2006);
- Training of a total of 31,908 teachers and headmasters in various programmes for in-service training;
- Printing and distribution of textbooks to schools (every student in each class now has textbooks in all subjects);
- Physical infrastructure development at primary teachers institutes, finalisation of indicators for quality improvement of primary education and construction of resource centres;
- Construction of 13,400 new classrooms, with an additional 13,724 under construction;
- Construction of 6,500 toilets;
- Provision of safe, arsenic-free drinking water to 4,000 schools;
- Establishment of the Task Force on Inclusive Education to mainstream education for children with special needs, the vulnerable and minorities. Learning materials were reviewed to maintain gender parity, which was achieved). Strategies and action plans were approved by the government;
- Short-listing of NGOs for the Innovation Grants intervention that will help improve the quality and equity aspects (Source: PEDP II Monthly Update, Dec. 2006);
- Implementation of awareness raising campaigns on the right to education.

The main activities of BEHTRUWC 2006 were:

- Overall curricula design and project approval;
- Opening of 2,000 out of 8000 learning centres with 25 students per centre.

The main activities of CMES in 2006 were:

- Enrolment of 11,274 (out of a target 12,000) in basic education;
- Development of a more effective and appropriate technical education curriculum: i.e. more participatory in nature.

RESULTS AND ANALYSIS

The table shows that nearly all children of school enrolment age enrol in school but that the completion rate is low; only half of the children that begin school complete a full cycle of primary education. The percentage of education expenditure of the GDP is considerably lower than that of other developing countries.

The adult literacy rate is still very low (under 50 percent of the population that is 15 years or older). Slightly more girls than boys attend and complete school. There are still more illiterate women than men. However, these disparities are diminishing among younger people.

The Ministry of Primary and Mass Education (MoPME) intensified its ownership of PEDP II in 2006. The establishment of new posts was a clear sign of this increased ownership. The expansion of classrooms, toilets and tube wells progressed better than planned.

As a result, the ministry announced plans to increase these numbers during the midterm review. Based on agreed policy reforms, the ministry gave 33 assurances to donors supporting PEDP II. Of these, 20 were complied with and the remaining were being closely monitored (Source: PEDP II Quarterly Progress Report, July-Sept. 2006).

CHALLENGES

A challenge for Sida and other donors is to switch aid modalities from project to programme support, meaning that micro-management has to decrease. Other challenges are to improve the quality of education through a more decentralised structure and build capacity to manage education in a more effective and sustainable manner.

The ministry is proposing to step up planned activities by almost 50 percent in the coming year. Annual EMIS data will be collected and analysed, and specific training for those involved will be conducted. National assessments, through the National Assessment Cell, were conducted for Grades 3 and 5 and a report will be prepared prior to the midterm review (Source: 4th Quarterly Consortium Meeting, Dec. 2006). Textbooks for all classes will be printed and distributed, and a study on special education and disabilities will be carried out.

OBJECTIVES

The overriding objective of Sida's cooperation in education with Laos is to improve universal basic education by improving the quality of teaching and learning. This will be achieved by building capacity for the teacher training system and improving teacher incentives.

Cooperation on the Teacher Training Enhancement and Status of Teachers project (TTEST), a co-financing arrangement with the Asian Development Bank-funded Education Improvement Project phase II, consists of six components with the following objectives:

1. Improve the management and coordination of the delivery of teacher education;
2. Create a comprehensive but flexible teacher-training curriculum;
3. Build capacity for all teacher trainers through a training of trainers programme to suit the different modalities of teacher training;
4. Improve management and capacity in teacher education institutions through management training;
5. Provide research evidence to underpin the planning and implementation of the Training Enhancement and Status of Teachers project (TTEST) component;
6. Increase recruitment of teachers and the rate of teacher retention, and improve teacher status through incentives.

In addition, Sida supports two projects; the Demand Driven Approach to Education for All and Inclusive Education. The former aims to develop a model of low-cost education, based on the needs of communities and children to reach universal basic education in two piloted districts. The latter involves the inclusion of disabled children and children with special needs in normal schooling, and is now entering its final phase, with its strategy integrated in the national education policy.

MAIN ACTIVITIES AND OUTPUTS IN 2006

TTEST implementation recorded good progress. The following activities took place in 2006:

- The Teacher Education Strategy and Action Plan (TESAP) were approved by the Lao Prime Minister;
- New courses and curricula for pre-service and in-service training for teachers were developed;
- Textbooks and learning material were developed;
- Senior management staff and key trainers at the Teacher Education Institutions (TEI) were trained;
- Teaching skills and training TEI lecturers and teachers improved through the Professional Development Programme;
- Operational studies were completed on teacher education capacity – “Alternative Assessment of Mathematics and Lao Language,” and “Reinforcing Professional Development Network at School Level.” –;
- A proposal on (i) a competitive incentive scheme for teachers and (ii) increased salaries was prepared by the Department of Teacher Training.

LAOS KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		78.5*n			82.6*n			74.7*n	
Adult literacy (15+%)		68.7*n			77.0*n			60.9*n	
Gross enrolment ratio pre-primary	8.0	8.5	10.6p	7.6	8.3		8.4	8.7	
Net enrolment primary (%)	80.2	84.4	83.9p	83.6	86.9		76.6	81.7	
Gross enrolment primary (%)	116.6	116.4	116.3p	126.0	123.7		107.0	108.8	
Gross enrolment ratio secondary		45.9			52.2			39.4	
School life expectancy	8.4	9.3		9.4	10.2		7.4	8.3	
Survival rates to grade five		62.6^			62.1^			63.1^	
Female teachers in primary education (%)	43	45	47						
Completion rates primary (%)		57.3^	72.4p		56.9^			57.8^	
Repeaters all grades (%)	20.9	19.9	18.3p	22.4	21.1		19.1	20.1p	
Pupil teacher ratio primary ¹	31	31	31						
EFA development index	103								
Trained teachers primary (%)	76	79		69	73		85	87	
Public expenditure on education as % of GNP	1.0	2.5	3.1p						

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable

^ year 2003

** Data are for the school year ending in 2001

“ Data are for the school year ending in 2002

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§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

p Data from National system

RESULTS AND ANALYSIS

Key indicators show persistent gender disparities in access to education and literacy, although the increase in female enrolment does show that some progress has been made. The completion and repetition rates are the same for boys and girls.

Slight growth has been recorded for basic education in Laos. The pace has been somewhat uneven, showing a zigzag pattern within the (narrow) range of 81.2 percent and 84.2 percent. The growth masks major disparities, which is to the detriment of rural and isolated areas, ethnic groups, girls, poor families and “priority” districts; i.e. the 47 poorest. Ninety thousand children in the 11-16 year age group have never been to school, and almost half live in the 47 poorest districts.

Not surprisingly, the main structural problems still persist; namely low internal efficiency (high repetition and dropout rate), low educational quality driven by supply factors such as a large number of unqualified teachers, a large number of incomplete schools in rural areas, a limited number of textbooks and teacher guides, an insufficient recurrent budget for educational management and supervision, arrear payments of teacher salaries and fewer numbers of children of primary school age, due to a low fertility rate of the corresponding age groups.

The annual education plans of the Ministry will need to mainstream key targets in the National Growth and Poverty Eradication Plan and in the National Socio-Economic Development Plan (a “five-year plan”) and operationalise well-intended goals and strategies into a potent action plan, including improved community participation in planning and decision-making.

The Swedish focus on Teacher Training is highly relevant, given the severe quality constraints in the sector. The Demand Driven Approach project has had some impact, and it is now up to the Ministry of Education to decide whether or not to integrate it in its regular activities.

TTEST activities target two levels of intervention. At the macro level, it aims to reform teacher salary scales to render the profession more competitive, especially in poor, remote and isolated schools, and, as such, contribute to achieving universal basic education.

The government of Lao PDR, through two consultations at a high level, provided positive feedback and consideration for the proposed reform. However, the major policy reform request is yet to be enacted and implemented. Further effort is needed in this area.

At the meso and micro levels, TTEST achievements were quite satisfactory for 2006. Development concerning textbooks and materials ran into serious problems, but measures were taken and the process is now back on track.

The capacity of teacher education institutes and teachers of primary and lower secondary was improved through the Professional Development Programme, improving professional skills and delivering training in respective schools. Further cascade training is envisioned to cover all teachers in these segments nationwide.

Progress was attained despite the reduction in technical assistance at both the central and institutional level. This clearly shows increased capacity and ownership amongst staff of the implementation units at the different levels of management in the Lao administration.

The progress of Inclusive Education was in line with the agreed operational plan. The inclusive schools were expanded nationwide and Inclusive Education was included in the Education Strategy. Its methodology was developed based on teaching modules in teacher education institutes to ensure long-term sustainability.

Pending problems were the mainstreaming of exit strategy activities (gender and community increased ownership) into the project activities. It is hoped that this will be corrected by the implementing agencies in 2007.

The external evaluation in November 2006 of the Demand Driven Approach to EFA indicated a more rapid progression of student enrolment and strengthened the participation of the communities; in particular, mothers and children. This was possible through community mobilisation and ownership of education, recruitment of contractual teachers to meet the increased enrolment of students in normal schooling, and evening classes and campus-based education for adolescent girls.

Pending issues include a clearer management policy vis-à-vis teacher and student absenteeism, quality of teachers and teaching/learning materials.

HIV/Aids training was mainstreamed in the training activities of all education projects.

CHALLENGES

The review of TTEST shows there are concerns about:

- (i) the quality of textbook production and the in-service training, given the pressure put on the programme staff to complete the related activities in a short period of time;
- (ii) the sustainability of the programme achievements, given the complexity of the recently approved Teacher Education Strategy and Action Plan (TESAP), the limited staff available, the persistent problems of poor incentives and the lack of operational funds.

The most significant challenge for the coming year is to support the Ministry of Education in its efforts to enhance teacher incentives. The key issue is to implement the draft proposals on teacher salaries and incentives from the Department of Teacher Training.

A sector-wide approach is still being discussed among the parties active in the education sector, but the pace of progress has been slow— or, at a standstill. Different views on the issue exist in the Ministry. Harmonisation among donors involved in the sector has improved on a mere information-sharing basis.

MAIN OBJECTIVES

The overriding objective of the Expanded Basic Education Programme II (EBEP II) is to contribute to the education reform targets, as outlined in Cambodia's Education Strategic Plan (ESP) and the corresponding Education Sector Support Program (ESSP) for the period 2006-2010.

The ESP outlines the three main policies as follows:

- Equitable access to education services
- Quality and efficiency of education services
- Institutional development and capacity building for decentralisation

Specific targets have been set in each policy.

MAIN ACTIVITIES AND OUTPUTS 2006

Sida's support in education to Cambodia is channelled through UNICEF. The main resulting activities of 2006 include:

- EBEP II provided technical support to the Education Sector Working Group (ESWG), a coordinating body amongst donors and NGOs. ESWG continued to play a central role in carrying forward the Sector Wide Approach (SWAp) process in the education sector.
- EBEP II supported a number of training activities in various areas at centralised as well as at decentralised levels of management. According to UNICEF's progress report, 17,513 officers (including 11,600 teachers) received some form of training in 2006.
- Gender mainstreaming was an important part of EBEP II in 2006. Regional seminars for female provincial/district education officials and selected school principals as well as management training workshops for female deputy school directors were organised. The first drafts of Quality Standards and Indicators for Gender Mainstreaming in Education were completed and the updating process of the Gender Mainstreaming Plan for the period 2006 – 2010 was initiated.
- The implementation of the Child-Friendly Schools (CFS), a concept developed by UNICEF and piloted in 6 of 24 provinces (20) and towns (4), continued in 2006. The number of CFS schools increased from 551 during the period 2005-2006 to 915 during the period 2006-2007. At the national level, EBEP II supported the preparation and adoption of a National CFS Framework and a National CFS Policy.
- Special attention was given to ensuring systematic assessment and monitoring of programme implementation. An external assessment of the first results of the School Readiness Programme was completed. In parallel, the management team developed a series of tools and mechanisms, which should help in closely monitoring the expansion of the CFS programme in the coming years.

CAMBODIA KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)	76p	83.4*n		81p	87.9*n		71p	78.9*n	
Adult literacy (15+%)	67.3m	73.6*n		77.7m	84.7*n		56.9m	64.1*n	
Gross enrolment ratio pre-primary	5.7	9.4		5.6	9.4		5.8	9.4	
Net enrolment primary (%)	84.8	91.5 ²	91 ²	88.8	99.6	93	80.8	95.6	92 ²
Gross enrolment primary (%)	99.3	120 ²		106.3	142.5		92.0	130.5	
Gross enrolment ratio secondary	23 ²	29.4		29.90 ²	34.7		16.1 ²	23.9	
School life expectancy		9.7 [□]			10.5 [□]			8.9 [□]	
Survival rates to grade five	56.3	59.7 [^]			58.2 [^]			61.3 [^]	
Female teachers in primary education (%)	37	41							
Completion rates primary (%)	33m	42.90 ²			43.52 ²			42.24	
Repeaters all grades (%)	24.6	10.6		25.4	11.6		23.5	9.4	
Pupil teacher ratio primary ¹	48	55							
EFA development index		0.774							
Trained teachers primary (%)		97							
Public expenditure on education as % of GNP	1.0	2.2							

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

² Figure from Cambodia's Education Monitoring and Information System (EMIS)

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable
^ year 2003

** Data are for the school year ending in 2001

“ Data are for the school year ending in 2002

□ Data are for the school year ending in 2003

§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

m Second Five-Year Socio-Economic Development Plan, 2001–2005

p Education for All National Plan 2003-2015

- EBEP II supported pilot activities addressing the specific needs of disadvantaged children and youth mostly living in remote and rural areas. For example, community preschools were introduced in order to serve the needs of young children in remote and rural areas. Also, a Life Skills Education Policy was approved and disseminated in 2006. EBEP II provided technical and financial support to the Pedagogical Research Department (PRD) to develop a syllabus for life skills in Arts, Physical Education, and Information Communication Technology (ICT). EBEP II was also involved in a pilot project on HIV/Aids that covered 181 schools in the Prey Veng Province.

RESULTS AND ANALYSIS

In terms of access, the primary education Net Enrolment Rate (NER) did not increase in the period 2005-2006, compared to the period 2004-2005. Compared to the late nineties, however, there is a clear increase. This stagnation of the NER at roughly 91 percent is slightly below the 96 percent NER target of the Education Sector Support Plan (ESSP) by 2009-2010.

This demonstrates the difficulty of integrating the last ten percent of children into the regular school system (a global problem encountered in many countries). The main reasons for non-enrolment and dropout of this last group of children are poverty-related; in rural society, many children leave school earlier to provide for their families. Attending school is difficult because they cannot afford it and consequently need to work at home or outside in order to survive and sustain their families.¹⁶

Quality improvement has become a central concern for the Ministry and its development partners. The years 2004 and 2005 have been a turning point in this respect and have led to the adoption of the Child Friendly School (CFS) in 2006. Although this approach has been adopted as the official quality improvement strategy of the Ministry of Education, Youth and Sports, it is far too early to see the effects of this new policy.

In the meantime, repetition and dropout rates in primary schools have remained virtually unchanged in recent years. Repetition rates (for example, 23.6 percent in grade 1 in 2004-05) and dropout rates (between 10.7 percent and 12.4 percent in all grades) are high. This means that the efficiency of the system is very low and poses a serious threat to achieving the Education for All (EFA) goal of nine years of basic education for all children by 2015.

Repetition and dropout rates are only proxy indicators for quality. With the World Bank's assistance, an effort was made in 2006 to measure quality more directly by administering a standardised achievement test to a representative sample of learners. The findings of the test administered to grade 3 learners confirmed that the quality of the system is, indeed, poor:

“The overall student knowledge of the official grade 3 curriculum is low and the result is fairly uniform across subjects, cognitive skills and content areas... Even items that are considered to be easy for the end of grade 3, as many as half of the students were unable to find correct answers.”¹⁷

¹⁶ A case study on school dropout conducted by UNICEF shows that in more than 70 percent of the cases, the main reason for dropping out of school is lack of money. See Progress Report of EBEP II, page 78.

¹⁷ The Cambodia Education Sector Support Project (SESSP), Student Achievement and Education Policy, Results from Grade Three Assessments, Executive Summary, October 2006, p.7.

However, the study also showed that, although there is a strong socio-economic background factor in explaining low achievement scores, school factors, such as school climate, teacher pedagogical knowledge, and the use of interactive teaching practices, are also significant and affect achievement levels. This means that in a country such as Cambodia, there is considerable room for improving student learning through appropriate policy measures that are aimed at providing better school services.

The Royal Government of Cambodia, under the education sector-wide reform, has gradually been increasing its education budget since 2000 (13.6 percent of the national recurrent budget). Recently, the National Assembly has approved 19.4 percent of the national recurrent budget for the education sector in 2007 (an increase of 23 percent compared to the 2006 budget allocation). Moreover, the non-salary ratio of the recurrent budget has also increased, making more resources available for improving education.

CHALLENGES 2007

On a national level, the main challenges for Cambodia in 2007 are to reach those children that still do not go to school as well as improve the quality of the services given to children who attend school.

There are some specific challenges for EBEP II in 2007. The rapid expansion of the CFS programme in the six provinces supported by UNICEF (with more than 50 percent of the schools now covered) has widened the gap between these provinces and the others. This gap constitutes a special pre-occupation for the Ministry staff that is in charge of providing basic quality educational services throughout the entire country.

The issue of how to assist the Ministry in spreading the CSF approach nationwide is thus becoming all the more urgent and one that needs to be addressed in 2007. The policy for CFS is in place but implementation is a demanding task mainly owing to the lack of competent staff and resources.

When it comes to educational planning and management, the lack of capacity in the central and local administration is an obstacle for the further development of the sector. There is an urgent need for capacity building in this area. Although donors contribute to skills development in various programmes, there is a lack of coordination and systematic planning for the needs of the sector. This issue will continue to be addressed in the Education Sector Working Group in 2007.

The Royal Government of Cambodia (RGC) needs to strengthen its ownership of the education sector. Sida has noted increased ownership when it comes to implementation but there is still room for improvement.

Currently, UNICEF plays a major role in planning, implementation and follow up. One of the stumbling blocks is the need to operationalise the Education Strategic Plan (ESP) and the corresponding Education Sector Support Program (ESSP) into annual work plans. In 2007, efforts will be taken to align EBEP II further with the Cambodian systems for monitoring, planning and implementation. The intention is to facilitate stronger ownership. This will be an important dialogue issue in 2007.

OBJECTIVES

- *Improved access and equity in access* – strategies include school construction, rehabilitation and measures to lower the cost of schooling for the poorest households.
- *Improved quality and relevance of primary education* – strategies include developing a quality curriculum; teacher development and the provision of adequate, relevant materials and books.
- *Improved educational system and school management* – strategies include institutional development and capacity building at all levels.

RESULTS AND ANALYSIS

There is a severe lack of data on key indicators in Timor Leste. Primary school enrolment is rising steadily, but it is still lower than the regional average. The net primary school enrolment rate is 76 percent for boys and 75 percent for girls. Repetition and drop out rates are high; at 20-30 percent and 10 percent respectively.¹⁸

There is a severe lack of teaching materials in classrooms in the UNICEF-supported Child Friendly Schools, even though teachers have been trained to use local materials for producing teaching aids. There is a total lack of textbooks. In most classrooms, the only existing textbook is the teacher's who then writes notes on the black board for the students to copy. Naturally this makes it very difficult for any real substantial extensive homework to be given to students.

Another major problem is the language issue. The Government has decided to introduce Portuguese and Tetum as the languages of instruction. This is bringing about severe difficulties as the majority of the teachers and pupils do not master Portuguese. Consequently, teachers, forced to undergo a crash course to learn Portuguese, are away from their classes, and the children, already with far too few learning hours, now have even less classroom time with a teacher.

The decision to use Portuguese and Tetum as the media of instruction is a political one and, despite the resulting complications, is a difficult one for donors to challenge. It has been proposed, however, to take a number of senior decision makers from the Ministry of Education on a study tour to countries in similar situations to see what can be done about developing local language learning materials.

One of the very positive points in the sector is that the Government has formulated a *Strategic Plan for Universal Primary Education Completion* (SP-UPEC), has involved all donors to deliberate on this plan and is on its way to formulating a three-year rolling action plan for achieving the goals identified in SP-UPEC.

A number of issues may be taken up to improve the plan. Development partners have conducted a joint assessment of the SP-UPEC and are dialoguing with the Government, making progress in filling in the data gaps and gaining some critical knowledge necessary for implementing the plan.

¹⁸ MEC Education Management Information System, 2004-5 figures, accessed 6 April 2006

TIMOR LESTE KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)									
Adult literacy (15+%)									
Gross enrolment ratio pre-primary		10.6"							
Net enrolment primary (%)		75 ²			76			75	
Gross enrolment primary (%)		139.7"							
Gross enrolment ratio secondary		34.2"							
School life expectancy		11.2"							
Survival rates to grade five									
Female teachers in primary education (%)		30"							
Completion rates primary (%)									
Repeaters all grades (%)									
Pupil teacher ratio primary ¹		52"							
EFA development index									
Trained teachers primary (%)									
Public expenditure on education as % of GNP									

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

² MEC Education Management Information System, 2004-5 figures, accessed 6 April 2006

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable
^ year 2003

** Data are for the school year ending in 2001

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□ Data are for the school year ending in 2003

§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

There now exists an acceptable plan for which there is consensus and which can be further developed, and from which measurable indicators can be identified. Development partners and the Government have already agreed to develop the SP-UPEC in order to address issues in four critical areas: access, curriculum and learning materials, teacher training and capacity development.

Another positive point is that the Government has now banned all forms of school fees and parental contributions, making it much easier for parents to enrol their children in school. Despite this, the figures for children out of school are still high. An estimated 40,000 children of school age are dropouts, which UNICEF is targeting for literacy classes. The Government has also introduced life skills-based education, including HIV/Aids in primary schools and is emphasising the need to combat the HIV/Aids problem before it gets out of hand.

A monthly donor's coordination meeting is held to discuss Education for All and, with the Vice Minister of Education as the chair of the coordinating committee, the Government's ownership is evident. Apart from Sweden and UNICEF, other donors in the sector are World Bank, Portugal, Australia, New Zealand and Brazil. The lack of capacity in the Ministry of Education is a serious problem. All donors are trying to coordinate support so that the Government can address this issue.

CHALLENGES

The ongoing crisis in Timor Leste will continue to pose a challenge as security issues remain unsolved. Dilhi region is expected to be less secure in 2007, during parliamentary and presidential elections. The Ministry of Education has developed skills to address emergency preparation plans, but it has limited capacity and is overburdened with work. Centralised decision-making continues to affect the programmes.

According to a survey conducted in 2006, it is evident that the learning achievements are low. This will continuously be addressed through curricula development and teachers' training.

OBJECTIVES

The overriding objective of Sida's cooperation in education with Bolivia is to promote the participation of the poor in both primary and secondary education, and promote and develop bilingualism in education as a means of promoting the rights of deprived communities as well as enhancing learning.

Sida's cooperation in education with Bolivia is primarily based on the Multi-Annual Operative Plan 2004-2009 (POMA) of the Ministry of Education, which establishes the framework for the country's educational goals.

The POMA is a sector programme that follows a sector-wide approach, covering all educational levels. Its development objective is:

“To improve the quality of education, access and retention through an equitable and efficient system that supports sustainable human development, the practice of human and citizenship rights, a democratic culture, and the development of productive and competitive capabilities, with respect of cultural identity, ethical values, solidarity and reciprocity.”

The POMA consists of seven specific objectives:

1. Provide quality services and strengthen the results-based management systems, including decentralisation;
2. Improve access to, and permanence and completion of, elementary education for the poor, including pilot projects that target girls and excluded groups in rural areas;
3. Improve and increase the school infrastructure and equipment for primary schools, teachers' institutes, technical and technological training institutes;
4. Strengthen the participation mechanisms and co-responsibility of society in formulating and implementing the education strategy;
5. Develop and articulate the curriculum under national quality standards and assure access to different educational areas, levels and modalities;
6. Improve the quality of initial teacher education and permanent training;
7. Promote and coordinate the capabilities for scientific research, technological development and innovation, and link the education sector to the economic development of the country.

BOLIVIA KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		97.3*n			98.5*n			96.1*n	
Adult literacy (15+%)		86.7*n			93.1*n			80.7*n	
Gross enrolment ratio pre-primary	45.1	47.6		44.8	47.5		45.4	47.8	
Net enrolment primary (%)	94.7	95.2		94.8	94.8		94.5	95.7	
Gross enrolment primary (%)	113.4	113.5		114.3	113.8		112.4	113.2	
Gross enrolment ratio secondary		88.5			89.8			87.1	
School life expectancy	13.5	14.3							
Survival rates to grade five	82.2	86.4			87.2			85.6	
Female teachers in primary education (%)	61	61							
Completion rates primary (%)		71.3"			71.7"			70.8"	
Repeaters all grades (%)	2.4	1.6		2.6	1.7		2.3	1.5	
Pupil teacher ratio primary ¹	25	24							
EFA development index	69								
Trained teachers primary (%)									
Public expenditure on education as % of GNP	5.8	6.7							

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable
^ year 2003

** Data are for the school year ending in 2001

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+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

MAIN ACTIVITIES AND OUTPUTS 2006

Swedish support is harmonised in the form of pool-funding arrangements with the Netherlands and Denmark. A new programme is in design for 2007 onwards. The government is also working on and seeking consensus for a new education law, which is planned for early 2007.

The following activities took place in 2006:

- A Congress was held by The Ministry of Education (MoE) and a new law for education was elaborated on;
- “Yo Sí Puedo,” a new literacy programme, was implemented.
- The teacher-training programme was initiated;
- A phase of school building (infrastructure) was started;
- A proposal for an information and technology programme was prepared and implementation was initiated;
- A proposal on follow-up indicators for measuring progress was developed.

RESULTS

As can be observed from the table, a number of indicators show marked improvements; for example, in primary school net enrolment and primary school survival rates. As can be observed from the list of activities, a number of processes were initiated. The concrete results from these processes are expected in 2007 (i.e. education law).

CHALLENGES

Following the change of government in mid 2006, sector support to education was affected by a reduction of the Ministry personnel –nearly 50 percent–as well as by significant programmatic changes.

The most important challenge for 2007 is to assess the new education law and the new sector programme. It follows that an in-depth dialogue is necessary within the Ministry of Education to clarify the implementation process in education. The absorption capacity of the Ministry remains a cause of concern. The harmonisation and alignment processes need to be further strengthened and relationships among the pooled donors further refined.

OBJECTIVES

The overriding objective of Sida's cooperation in education with the Honduras is to support the implementation of the Honduras Education for All Plan (EFA), which consists of six areas to fast-track the efforts of the Honduras to achieve The Millennium Development Goals and Education for All goals. The EFA plan focuses on:

1. Improving the efficiency of basic education
2. Improving the quality of education
3. Universalising pre-basic education
4. Improving equity and access to intercultural, bilingual basic education and special needs education
5. Promoting rural educational networks
6. Strengthening institutions and supporting management.

MAIN ACTIVITIES AND OUTPUTS 2006

Sida's contribution is currently under a Pool Fund modality, which is proving very valuable and spearheading efforts in terms of harmonisation and alignment for the country. Partners include Canada, Germany, Spain and the World Bank. The European Commission is also planning to intervene in the sector in 2007.

The following key EFA activities were carried out by the Ministry of Education:

- Completing Mathematics and Spanish textbook distribution to schools;
- Printing national standards, monthly tests, programming sheets and textbook instruction guides for teachers;
- Providing first round of teacher training on standards and national basic curriculum; 47,000 teachers attended the first workshop and 17 departmental (level between central and local MoE authorities) teams received initial training;
- Programming 361 of 509 Pre-Basic Education Community Centres (CCEPREBs,) functioning at municipal level with coverage of around 60 percent;
- Organising 7 of 18 special education departmental teams;
- Providing pre-basic teacher education training on intercultural and bilingual education;
- Conducting workshops and coordination work with 42 rural network community boards in six regions;
- Initiating the restructuring of the central and local level of planning units and statistical functions;
- Developing the 2007 Annual Work Plan for wide participation from line units and decentralised authorities.

RESULTS AND ANALYSIS

EFA's main efficiency indicators for 2015 include completion rate of 85 percent for children less than 12 years of age, 100 percent of all ages of children at school, 70 percent proficiency in Math and Spanish, and compulsory, one-year pre-basic education for all five-year-old children.

HONDURAS KEY INDICATORS

	TOTAL			MALE			FEMALE		
	1999	2004	2006	1999	2004	2006	1999	2004	2006
Youth literacy (15-24%)		88.9*n			86.9*n			90.9*n	
Adult literacy (15+%)	22	80.0*n			79.8*n			80.2*n	
Gross enrolment ratio pre-primary		32.9			32.2			33.6	
Net enrolment primary (%)	75	90.6			89.7			91.5	
Gross enrolment primary (%)	110	113.0			113.1			112.8	
Gross enrolment ratio secondary		65.5			58.5			72.7	
School life expectancy		11.0			10.5			11.5	
Survival rates to grade five									
Female teachers in primary education (%)		75							
Completion rates primary (%)									
Repeaters all grades (%)	18	8.5			9.4			7.5	
Pupil teacher ratio primary ¹		33							
EFA development index									
Trained teachers primary (%)		87			86			88	
Public expenditure on education as % of GNP	6								

Source: EFA Global Monitoring Report, www.efareport.unesco.org (data search tool)

¹ Based on head counts of pupils and teachers

* Data are for the most recent year available during the period 2000 – 2004

- Data not in GMR report/data missing/data not applicable

^ year 2003

** Data are for the school year ending in 2001

“ Data are for the school year ending in 2002

□ Data are for the school year ending in 2003

§ Data are for the school year ending in 2004 for dropout, survival and primary cohort graduation rates, and the school year ending in 2005 for gross intake rate to last grade.

+ Data are for the school year ending in 2004 for repetition rates by grade, and the school year ending in 2005 for percentage of repeaters (all grades).

< Data are for the school year ending in 2005

n National estimation

National official engendered statistics and indicators have yet to be produced by MoE, but data from the UNESCO's EFA Global Monitoring Report shows improvement has been made in access to and participation in education.¹⁹ Given the decrease in the repetition rates, one can observe that the system acquired some internal efficiency gains. Honduras invested six percent of its GNP in education in 1999, which is higher than the region's average of five percent.

However, the bulk of the resources are primarily used to cover salaries. Programme implementation has been hampered by the changing political situation and teacher strikes. In view of meeting the MDGs and the EFA goals, there is a recognized need that the pace of implementation should be accelerated. As with the previous decade, Honduras is making remarkable advances for universal primary enrolment, sustained at 91 percent. Quality issues, however, remain a challenge.

Completion rate ranges between 62.5 percent (ISS Doc item 2.1) and 69.5 percent (MERECE – Donors round table – Document, p. 11). Although an improvement from the 50 percent rate in the previous decade, the lack of quality in the education system still causes one third of the pupils to repeat grades or drop out from the system. The national average of schooling years vary between 4.8 to 5.1 years and there are marked variations between rural and urban areas.

The political transition in Honduras – the newly elected government took office in January 2006 – brought the education sector to a temporary standstill during the first semester. Furthermore, the mid-year, nationwide teacher organisations strike disrupted the school calendar, including completing vital activities such as teacher training. A number of activities were still realised in 2006 in spite of these setbacks.

CHALLENGES

Seeking consensus between the government and teacher organisations (as well as other stakeholders) continues to be crucial for the timely and efficient implementation of the EFA programme.

The government and donors, including Sida, will need to work closely to ensure continuity of existing programmes and proper linkages of new ones. The pace of implementing educational programmes must also be increased as the current period of 2006-2009 is the last chance to ensure MDGs and achieve EFA goals.

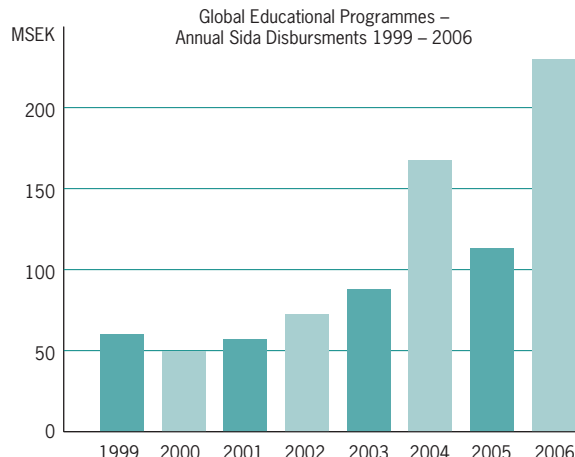
To ensure rapid, proper and accountable implementation, the government has embarked on a decentralisation programme, which needs to be put in operation. At the same time, overall management and institutional capacities of MoE need to be strengthened at all levels.

It is worthwhile noting that the partnership processes within the education sector have gained increasing momentum. In this context, several new donors (i.e. Germany, EU) have expressed commitments to support the sector in a harmonised manner. Sida intends to review its continued involvement in the sector in 2007.

¹⁹ As the Honduran EFA plan extends through Grade 6, the traditional "Primary Education" definition is used, instead of the current basic education term extending through Grade 9.

Sida support

Sida also supports the multilateral efforts that contribute to the Education for All (EFA) initiative. In this context, Sida has supported various UN agencies (UNICEF, UNESCO) and the World Bank's Fast Track Initiative (FTI). Sida support has also helped facilitate and strengthen interagency cooperation in the fields of HIV/Aids (IATT), adult basic education (ICAE) and information and communication technology (GESCI). This support is complementary to Sida's bilateral interventions.



ORGANISATION – CATEGORY	DESCRIPTION	DISBURSED 2006
Fast Track Initiative	FTI global funds	80 000 000
Fast Track Initiative	FTI Education Programme Development Fund	20 000 000
Global E-schools and Communities Initiative	GeSCI Core Support	3 412 312
International Council of Adult Education	ICAE 2006–2008	1 000 000
UNESCO Headquarters	UNESCO EFA (Education for All) Capacity Building	12 000 000
UNESCO Headquarters	UNESCO Strategy	275 000
UNESCO Institutes	Core support IIEP (International Institute for Educational Planning)	7 000 000
UNESCO Institutes	UNESCO IBE (International Bureau of Education)	6 000 000
UNESCO Institutes	UNESCO UIE (Institute for Education)	1 500 000
UNESCO Institutes	UIL (Institute for Lifelong Learning)	8 500 000
UNESCO Others	EFA global monitoring report	6 000 000
UNESCO Others	IATT (The International Aids Task Team) HIV/Aids	1 250 000
UNESCO Others	Membership IWGE (International Working Group on Education)	105 000
UNICEF	UNICEF Basic education and gender	20 000 000
Total		167 042 312

The diagram shows annual Sida disbursements (in SEK) to global educational programmes in 2006 from the Education Division.

United Nations Educational, Scientific And Cultural Organisation (UNESCO)

The Education Division supported several of UNESCO's activities and programmes in 2006. It supported both UNESCO headquarters and its institutes. The following describes examples of Sida's support to UNESCO:

UNESCO EDUCATION FOR ALL CAPACITY BUILDING PROGRAMME

In coordination with Norway, Denmark and Finland, Sida provided support to the UNESCO EFA capacity-building programme, which focuses on capacity and policy development within the area of literacy and teachers' training. Swedish funding benefited eleven countries (Sierra Leone, Guinea, Senegal, Angola, Niger, Tanzania, Pakistan, Vietnam, Bangladesh, Egypt and Morocco). Some of this support provided financial resources for these countries to elaborate their EFA plans. An important guiding principle for programme implementation has been the promotion and enhancement of south-south cooperation. More than 50% of the support went to countries in Africa.

EDUCATION FOR ALL GLOBAL MONITORING REPORT

The Education for All Global Monitoring Report is an editorially independent, authoritative annual report. It reviews EFA's progress and holds the global community accountable for commitments made at the 2000 World Education Forum in Dakar. It tracks progress towards the six EFA goals as well as the Millennium Development Goals for education. It also maps trends, identifies effective policies and strategies, raises awareness of challenges and constraints and promotes specific international strategies and cooperation. It is an indispensable advocacy and technical tool for everyone involved in promoting EFA. The first issue of the Global Monitoring Report (GMR) was published in November 2002.

The EFA Global Monitoring Report Strong Foundations: Early Childhood Care and Education

was published in October 2006.²⁰ As with previous issues, it is available in the six UN languages. Sixty thousand copies of the summary report and 40,000 copies of the full report have been distributed. It is also available on CD and can be downloaded from UNESCO's website.

FAST TRACK INITIATIVE (FTI)

The Fast Track Initiative is a global compact between donors and developing countries that aims at mobilising extra financial resources for the implementation of EFA plans.

The FTI is also an important instrument for advancing the harmonisation and alignment agenda. The Education Development Programme Development Fund (EPDF) and the Catalytic Fund (CF) have been established within the initiative. Sida support has benefited 23 countries, including Niger, Madagascar, Yemen and Timor-Leste. In 2006, Sweden participated actively in the discussions about the future management and governance of the FTI. The initiative now covers all developing countries and the FTI Steering committee now includes three additional country and NGO representatives on a rotating basis.

There were examples of concrete results in several countries in 2006. Nicaragua has revamped its school materials supply programme to ensure the availability of books and materials to help teachers in their efforts. In Kenya, FTI supported school management committees by transferring funds through the private banking system, ensuring that funds reach schools for the purchase of books and learning materials. This approach helped to improve educational quality as well as strengthen transparency and local accountability, despite the difficulty faced in terms of governance. In Burkina Faso, school-based management committees have been given control over schools, including determination of teachers' salaries and attendance monitoring, for the first time. In Vietnam, decentralising school management has increased local ownership of school oversight and expanded competitive bidding, leading to lower costs and reduction in construction time by two-thirds.

²⁰ <http://unesdoc.unesco.org/images/0014/001477/147794e.pdf>

UNESCO INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING (IIEP)

In 2006, Sida continued to support the IIEP. The IIEP provides training to educational planners from developing countries and conducts various action-orientated research related to education planning and policy. The Swedish support has contributed to the training of around 100 educational planners and publication of several studies (www.iiep.unesco.org). In 2006, Sida also participated in the activities of the IIEP-hosted International Working Group on Education (IWGE).

THE INTERNATIONAL BUREAU OF EDUCATION (IBE)

The International Bureau of Education (IBE) is one of the UNESCO institutes specialised in education. The IBE is an international centre for the development of educational content and methodology. To contribute to quality education for all, IBE builds and leads networks that share expertise on curriculum change and development in major regions of the world. It also aims to introduce modern approaches in curriculum design and implementation, improve practical skills, and launch dialogue on regional and international cooperation. IBE has a rich website (<http://www.ibe.unesco.org>) that contains several databases and tracks developments in several policy areas. Sida supports IBE as the main source of funding for the implementation of IBE's Medium-Term Strategy 2002–2007. The annual report for 2006 shows that IBE has managed to implement nearly 100 percent of the planned activities.

UNESCO INSTITUTE FOR LIFELONG LEARNING (UIL)

Objectives

The UNESCO Institute for Lifelong Learning is a non-profit international research, training, documentation and publishing centre. UIL focuses mainly on adult and continuing education, adult literacy and non-formal basic education from the perspective of lifelong learning. It is one of UNESCO's six institutes. As a result of UNESCO's institutional

reform in 2006, it is now the only UN organ specialised in adult and continuing education.

Main activities and outputs 2006

- 1) Global Campaign for Literacy 2006: focusing on Mother-Child Literacy and Intergenerational Learning, Literacy for Health and Literacy for Economic Self-Sufficiency. The campaign is part of the UN Literacy Decade (2003–2012) and the highlight was the high-level meeting in New York on 18 September 2006. Participants included 32 women who are spouses of world leaders, 41 ministers of education, and numerous other personalities participated.
- 2) The Literacy Project website: In cooperation with LitCam, "The Literacy Project", a new website (www.google.com/literacy) focusing on literacy, was launched on 4 October 2006.
- 3) International Policy Dialogue: Challenges in Implementing Lifelong Learning for Adults. Over 100 policymakers, researchers and practitioners participated in a forum on lifelong learning, held in Busan, Republic of Korea, from 28 Sept-1 Oct 2006. One of the main outputs was an advocacy guide/toolkit for developing and implementing lifelong learning policies.
- 4) Second Decade for Education in Africa: UIL held expert meetings in 2006 to fine tune and finalise the action plan for the effective implementation of the second decade of Education for Africa, launched by the African Union in Maputo, Mozambique on 8 September 2006.
- 5) Literacy and Life Skills in Prison: This project aims at analysing and improving the curriculum and material for literacy and life skills training in prisons, exchanging ideas and best practice, creating a knowledge base website and identifying criteria for quality and relevance in literacy and life skills for prisoners.
- 6) Recognition, Validation and Certification (RVC) of Informal and Non-Formal Learning: UIL is establishing a state-of-the-art RVC in Africa in cooperation with other UN agencies, regional and national representatives to

improve access to education and employment opportunities for people outside of the formal education system.

- 7) Education for Sustainable Development: An advocacy document will be produced from evidence-based country studies done in Africa and Asia.
- 8) Development of an Adult Basic Education Programme (ABEP) in Botswana: In August 2006, the UIL team carried out its eighth mission to the Department of Non-Formal Education in Botswana within the framework of developing ABEP. This is equivalent to Standard 7 and compliant with the National Qualifications Framework.
- 9) Capacity Building for Literacy in Afghanistan: The Department of Functional Literacy of the Afghan Education Ministry invited UIL and the German Adult Education Association (IZZ/DVV) to provide technical assistance to formulate a comprehensive national literacy programme.

Results and analysis

UNESCO evaluations, performed by an independent Norwegian task force in 2005, concluded UIL's work is relevant and of high quality.

In Sept-Nov 2005, a study regarding future support from the Sida Education Division to Adult Basic Learning and Education (ABLE) was conducted. The study assessed the performance and relevance of UIL and proposed that Sida should increase its support to UIL.

Sida's Education Division conducted its own assessments of UIL, the most recent on 8 December 2006. It reached the same conclusions as the studies mentioned above. Due to the transfer of responsibilities – but not the corresponding resources – for ABLE from UNESCO Headquarters to UIL as part of UNESCO's institutional reform, UIL needs increased staff and financial resources.

Challenges

Basic education is a human right and a fundamental tool for reaching the MDGs. One main challenge is to ensure this is reflected in governmental budgets for ABLE. In addition, the adult basic education

offered should correspond to the needs of marginalised groups.

There is a need for increased institutionalisation of advocacy and capacity building to make this happen.

One problem is that UIL's budget for staff and programmes are to a large extent programme-based grants that are subject to annual parliamentary approvals by donor governments.

A challenge for UIL during 2007 will be to gain long-term financial support through contracts aligned with UIL's mid-term strategy for 2008 – 2013.

The United Nations Children's Fund (UNICEF)

Sida supports UNICEF's work within the framework of the Convention on the Rights of the Child. The countries supported by the UNICEF Girls' Education Programme performed well above the global average. The decrease in children out of school was 10.6%, compared to a 3% global average. Girls enrolment in these countries progressed by 14% compared to 7.3% for boys. UNICEF also targeted 25 Acceleration Countries, where the percentage of girls out of school is significantly higher than that of boys. Here the progress expressed in percentage was 6.2% (girls enrolment progressed with 9.5% and boys 3.1%) in the end of the period.²¹ Despite the progress, it is evident that the first target of the Girls' Education Programme was missed. UNICEF underestimated the challenge of gender mainstreaming education plans as well as launching successful pilot programmes for girls. There has been a resistance from actors who thought the gender aspect distracted from efforts to create renewed commitment to universal primary completion.

The concept of Child Friendly Schools (CFS), introduced by UNICEF has gained ground. UNICEF's review of the period 2002 – 2005 does not indicate how many countries have mainstreamed CFS. The concept is known in all UNICEF's partner countries but is interpreted in

²¹ UNICEF annual report 2005.

several ways and is known under other names. Over the period there has been an increased attention to the physical learning environment with cross-sector interventions such as water and sanitation, combined with curriculum development. The rights' perspective and respect for the individual regardless of national origin is at the core of the programme. The regions with the greatest progress of mainstreaming CFS are East Asia and the Pacific region. In sub-Saharan Africa, life skills education and community participation have been important aspects of improving quality. In Central America, it is coupled with promotion of adolescent participation.

UNICEF has had difficulties presenting results related to learning achievement objectives. In many countries, an Education Monitoring Information System (EMIS) has been implemented, but several of the countries in the accelerating strategy have too poor systems and too weak statistics to be able to measure learning outcomes.

The UN Girls' Education Initiative (UNGEI) has developed from a UNICEF operation to a partnership in advocacy between multilateral organisations, bilateral donors and civil society organisations. The Secretariat for UNGEI is based at the UNICEF's Education Division. Sweden co-chaired the initiative in 2004–2005, which coincided with the co-chairmanship of the EFA Fast Track Initiative (FTI). The position gave Sweden the possibility to influence both initiatives and promote increased coherence and synergies between UNGEI and FTI. Presently, there are five UNGEI regional focal points and UNGEI networks in 25 countries. On the global arena, UNGEI has consolidated its position and is now part of the steering committee of EFA-FTI, the International Network for Emergency Education (INEE) and the International Aids Task Team (IATT) for Education and HIV/Aids and the EFA Working Group.

Sida has actively influenced the improvement of UNICEF's management of the UNGEI partnership. A tangible result of the dialogue is that

UNICEF has achieved a better understanding of the transition from being the leading agency on girls' education towards managing a secretariat for a partnership. Progress has been made and UNGEI has improved the mechanism for consultation. Generally, the interventions chosen by UNICEF are both targeted projects and systematically embedded actions in policies, plans and sector approaches. In the last several years, aid architecture has changed drastically and subsequently its mode of operation. UNICEF has proven to be flexible and the non-earmarked modality has enabled the organisation to adjust to the new situation. However, UNICEF has offices in 157 countries and there are variations in the administrative capacity of the different offices. Some country offices have adapted well to the idea of partnership while others are sceptical.

Global e-schools and communities initiative (GeSCI)

Objectives

The overarching objective is to collaborate with local partners to improve education, empower communities and accelerate socio-economic development, thereby supporting achievement of the MDGs by 2015, through the widespread deployment of information and communication technology (ICT) in schools.

Specific objectives: 3–4 partnerships with impact by the end of 2006; 6–8 partnerships with impact by the end of 2010; 20–25 partnerships with impact by the end of 2015.

Main activities and outputs 2006

GeSCI's basic strategy is to help developing countries to:

- Design and implement policies and plans that are national, demand-driven, long-term, comprehensive and coordinated
- Increase capacity within ministries of education to define and pursue priorities, involve stakeholders, and manage large-scale projects
- Utilise ICT cost-effectively to improve teachers'

and administrators' productivity, increase access to education, and develop relevant and up-to-date learning material.

The main activities include country programmes in Namibia, Rajasthan (India), Ghana and Bolivia. GeSCI also promoted knowledge building, teacher professional development and a global forum on education.

There are several outputs from 2006 that should be mentioned. A national education policy and implementation plan on the use of ICT designed in collaboration with Ministry of Education in Namibia. In Rajasthan, a vision document defining the broad objectives and strategy for a state-wide effort to improve the quality of education was developed. A Technology Options Study and Assessment Tool was also developed and used for planning purposes in Namibia and Rajasthan. GeSCI has done a feasibility study to identify key stakeholders and gaps in teacher training activities and programmes. It has also launched the E-Learning Assets Network (E-LAN) to enable teachers and administrators to evaluate e-learning content according to their curricula.

Results and analysis

GeSCI has supported policy development, produced tools and made studies. The first impact is expected in teacher training. The next step is to influence teaching practices.

The work done by GeSCI should help decision makers become more informed about ICT. It should also improve the use of funding for ICT-related projects in education. GeSCI will also contribute to better utilisation of ICT as an educational tool rather than its use for its own sake.

Challenges

The main challenge in 2007 is for GeSCI to develop and put into place a medium-term implementation plan which will strengthen the two areas of knowledge building among education ministries personnel and the professional development of teachers in the use of ICT as an educational tool.

Unaid's Inter-agency Task Team (IATT) on Education

The IATT on Education aims to accelerate and improve the education sector response to HIV and Aids. The IATT promotes and supports HIV/Aids-related best practices in the educational sector and encourages alignment and harmonisation within and across agencies to support global and country level actions. Sida provides core funding of the activities carried out by the IATT on Education during 2006–2009.

Specific activities undertaken by the IATT include:

- Strengthening the evidence base and disseminating findings to inform decision-making and strategy development
- Encouraging exchange of information and materials
- Working jointly to bridge education and Aids communities
- Ensuring stronger responses to HIV and Aids in the educational sector

In addition, Sida mainstreams HIV/Aids into its bilateral programmes.

International Council of Adult Education (ICAE)

The International Council for Adult Education (ICAE) is a global network created in 1973, formed by non-governmental organisations, regional, national and sectoral networks in more than 75 countries.

Objectives

ICAE's mission is to promote lifelong learning as a necessary element of people's creative contributions to their communities and their ability to live in independent and democratic societies. Adult and lifelong learning are deeply linked to social, economic and political justice as well as gender equality. Lifelong learning also contributes to the universal right to learn, environmental sustainability, respect for human rights, recognition of cultural diversity,

peace and the empowerment of the individual. ICAE is an active member of the International Council of the World Social Forum (WSF) committed to build proposals for another possible world, on a sustainable basis.

Main activities and outputs 2006

In 2006, ICAE contributed to the most important global spaces of civil society such as the World Social Forum, the Global Call to Action against Poverty, the Global Campaign for Education and Feminist Dialogues.

ICAE had a very intense and productive year in 2006. Several strategic decisions were made to strengthen the preparation process for the 2007 ICAE World Assembly in Nairobi, Kenya 2007. Preparations were also made within the framework of the CONFINTEA VI planned for Brazil in 2009.

The strategy of promoting members' participation through virtual exchanges was particularly relevant in 2006. Virtual seminars were organised that enabled all ICAE members to exchange their view, needs, interests and expectations related to ICAE's work. Besides the virtual exchange, efforts were made to actively participate in regional meetings and assemblies. This allowed direct contact with national and regional ICAE members as well as with other experts. The Montevideo Seminar 'Education and Citizenship of Youth and Adults: Unlearning and Learning in the Construction of new Proposals' was a highlight of the discussion about specific contents and proposals. The seminar brought together highly committed and qualified educators from different regions resulting in a very enriching and inspiring event. An example of an important ICAE publication is 'Pause for thought. Lessons learnt and ways forward for women's human rights advocacy,' published in March 2006.²² This paper emphasizes the need to slow down and reflect upon advocacy strategies and to identify the main challenges in order to assess practices, actions and political discourses.

In 2006, ICAE's newsletter *Voices Rising* as well as its website provided regular information about its work.

Results and analysis

In 2006, ICAE actively promoted the right to education and lifelong learning in the new global social agenda, functioned as a learning system network and contributed to capacity building and partnership consolidation.

The preparatory process towards the ICAE World Assembly and the virtual seminars organised has strengthened capacity for adult education among ICAE members and strengthened links between actors in the field.

In 2006, ICAE received ten new membership applications, which clearly indicates its current prominence. ICAE also received invitations to join UN spaces, global coalitions and campaigns such as UIL, UBUNTU and the IANGO.

The efforts made within the ICAE's fundraising strategy, have slowly helped to re-establish and add new cooperation relationships, which is another indicator of the recognition of ICAE's work in 2006.

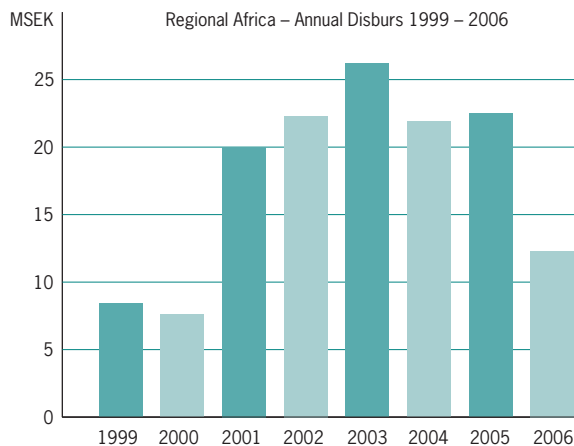
Challenges

ICAE continues to be under-funded, and in practice relies on a broad network of volunteers as a complement to its few staff members (three full-time professional staff and some part-time employees). In spite of limited resources, ICAE is considered to be well managed, partly as a result of its very dedicated staff and volunteer network. Its weaknesses are still related to serving its member organisations, especially in building capacity of organisations promoting ABLE in the least developed countries, and the need to focus more on organised adult learning for citizenship.

²² <http://www.icae.org.uy/eng/Advocacy%20Guide%202006.pdf>



Sida supports regional programmes in Africa.



The diagram shows annual Sida disbursements (in SEK) to regional education programmes in Africa.

Description	Disbursed 2006
Association for the Development of Education in Africa (ADEA)	1 500 000
Forum For African women educationalists (FAWE)	5 000 000
Southern African Development Community Regional Environmental Education Programme	4 600 000
Total	11 100 000

The table above displays disbursements (in SEK) from the Education Division to regional education programmes in Africa.

ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA (ADEA)

ADEA is a forum for policy dialogue on education in sub-Saharan Africa. The major objective is to encourage exchange and reinforce links between ministries of education and development agencies.

In 2006, Sweden continued to be a member of the ADEA Steering Committee. Sida participated in the ADEA biennale in Gabon. Sida also supported the activities of the ADEA Working Group on Sector Analysis (WGESA). The WGESA pioneered education peer reviews in Mauritius and Gabon. The peer review reports have been useful for policy dialogue and debate at the national level.

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE)

FAWE's overarching objective is to increase access and retention as well as improve the quality of education for all girls within the school system as well as for women at universities.

FAWE advocates for improved girls' education in Africa. Its activities include the documentation and mainstreaming of best practices into policy and EFA. It also works to build national capacity in the 32 country chapters. The forum also works actively with HIV/Aids-related issues in education. The overall purpose of FAWE is to improve the situation of girls' education in Africa. The Forum's mission is to work at regional, national and local levels to attain gender equality, in quantitative and qualitative terms, in education in Africa.

SOUTHERN AFRICAN DEVELOPMENT COMMUNITY REGIONAL ENVIRONMENTAL EDUCATION PROGRAMME (SADC-REEP)

The overarching objective of SADC-REEP is to enable environmental education practitioners in the SADC region to strengthen environmental education for equitable and sustainable environmental management choices.

The following activities took place in 2006:

- Networks of environmental education practitioners within the SADC region received support.
- The development and implementation of local level environmental and environmental education policy within the SADC region was supported.
- Decision makers and practitioners in the SADC region received training.
- Resources were given for the production and dissemination of environmental education resource materials.

SADC-REEP began in 1993 and the programme was evaluated in 1999 and 2005.

The latest evaluation²³ gives a positive picture of the programme results. It shows that decision makers and practitioners that were trained and/or participated in networks within the programme have developed their ability to support and implement environmental education. The majority of these individuals now hold positions where they are able to influence environmental education.

The evaluation also shows that environmental education and education for sustainable development have been strengthened in southern Africa over the last decade. This can in part be attributed to the SADC-REEP.

²³Rosenberg, E. (2005) SADC Regional Environmental Education Programme Evaluation 2005. Share-Net, Howick. <http://www.sadc-reenp.org.za/evaluation/SADC%20REEP%20Evaluation%202005.pdf>



Sida conducts international training programmes with the aim of contributing to capacity building and processes of change in partner countries and other developing countries. Key persons in partner countries are offered training programmes in subject areas given priority in Swedish development cooperation. This occurs in areas where Swedish expertise is in demand and uses experience from countries at different stages of development. Two training programmes target the education sector: Child Rights, Classroom and School Management; and Education for Environment and Sustainability.

CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT

The overall objective of the programme is to enhance the right to relevant education for all. Education should empower the poor and other marginalised groups and give them the tools to participate as active and informed citizens in all aspects of development. The goal is to stimulate the transformation of conventional top-down approaches into participatory rights-based, learner-friendly and gender-sensitive approaches to teaching and learning. The rights to, in and through education guides the course. The whole training programme has a child rights-based approach.

EDUCATION FOR ENVIRONMENT AND SUSTAINABILITY

The objectives of the programme are the following:

- To increase knowledge of current trends and international initiatives in environmental education and education for sustainable development
- To develop a broad understanding of the institutional framework and the different norm supporting structures needed for effective implementation of environmental education
- To explore ways of integrating environmental education processes into formal school curricula and teacher training
- To increase knowledge of different methods and processes in environmental education and education for sustainable development
- To provide an opportunity to exchange knowledge and experiences in environmental education
- To establish contact networks of professionals in the field of environmental education and education for sustainable development.



On statistics

This appendix describes how the data presented in this report was gathered. The key indicators for 1999 and 2004 were collected for UNESCO's Global Monitoring Report,²⁴ while the key indicators for 2006 were collected from national data systems. This means that comparison between 1999, 2004 and 2006 should be done with caution. Data regarding Sida disbursements are from internal Sida data systems.

The data from the Global Monitoring Report are based on survey results reported to and processed by the UNESCO Institute for Statistics (UIS) prior to the end of May 2006. They are supplemented by demographic and economic statistics collected or produced by other international organisations, including the United Nations Development Programme (UNDP), the United Nations Population Division (UNPD) and the World Bank.

A total of 203 countries and territories are listed in the statistical tables of the Global Monitoring Report. Most of them report their data to UIS using standard questionnaires. For some countries, however, education data are collected via surveys carried out under the auspices of the World Education Indicators (WEI) project funded by the World Bank, or are provided by the Organisation for Economic Cooperation and Development (OECD) and the Statistical Office of the European Communities (Eurostat).

Education data reported to UIS are in conformity with the 1997 revision of the International Standard Classification of Education (ISCED). ISCED is used to harmonise data and introduce more international comparability among national education systems, but some countries may have their own definitions of education levels that do not correspond to ISCED. Therefore, some differences between nationally and internationally reported enrolment rates may be due to the use of nationally defined education levels rather than the ISCED standard.

A word of caution: any indicator that takes a complex and multifaceted reality and compresses it into something much simpler will always do injustice to the original. For this reason, it is important to realise that indicators may be useful for particular purposes, but they also have limitations. Data and indicators should be viewed within the broader picture of a dynamic and specific country context that is itself evolving within a larger sub-regional or regional environment. But data must be interpreted with care as good data and good measuring tools are often lacking where needed most. We therefore urge our readers to take these strengths and limitations into account.

²⁴ http://portal.unesco.org/education/en/ev.php-URL_ID=49591&URL_DO=DO_TOPIC&URL_SECTION=201.html

Disbursements To The Education Sector By Country And Year Million Sek

Country	1999	2000	2001	2002	2003	2004	2005	2006
Afghanistan	1.6	1.7	1.9	37.8	95.8	99.9	103.5	133.5
Bangladesh	36.8	50.4	67.5	21.8	6.3	59.3	59.3	73.1
Bolivia	36.7	36.5	37.7	50.3	45.1	11.0	48.1	24.4
Burkina Faso	1.1	0.2	0.0	1.7	14.9	8.4	10.3	9.2
Cambodia	17.6	29.4	30.3	45.9	26.6	50.5	30.4	47.2
Democratic Republic of Congo	10.0	8.6	6.3	7.8	3.8	1.9	1.8	14.8
Ethiopia	7.8	6.1	3.3	4.9	10.6	76.1	33.8	18.8
Honduras	34.3	0.0	0.5	0.4	49.6	29.7	40.1	19.4
Laos	1.9	3.7	5.8	6.5	25.4	19.5	23.0	27.7
Mali	1.2	1.0	1.1	24.5	34.0	42.6	40.4	50.3
Mozambique	55.2	42.3	46.4	80.9	4.8	4.3	40.3	45.0
Namibia	34.9	50.1	35.3	26.7	22.4	36.1	4.1	32.1
Rwanda	7.9	8.8	11.7	39.5	2.3	14.1	14.0	14.3
South Africa	66.3	33.5	35.1	26.0	18.7	8.5	15.3	25.1
Tanzania	67.7	70.1	98.5	113.6	129.8	121.9	154.4	138.5
Timor-Leste	0.2	0.5	0.0	0.6	8.3	22.5	15.1	0.0
Global	60.3	49.6	56.9	72.3	87.7	167.3	113.4	229.9
Regional Africa	8.4	7.6	20.0	22.3	26.2	21.9	22.5	12.3

Abbreviations

ABEP	Adult Basic Education Programme
ABLE	Adult Basic Learning and Education
ADEA	Association for the Development of Education in Africa
ARTF	Afghanistan Reconstruction Trust Fund
BEHTRUWC	Basic Education for Hard to Reach Urban Working Children
BRAC	Bangladesh Rural Advancement Committee
CBS	Community Based Schools
CCEPREBs	Pre-Basic Education Community Centers [Honduras]
CF	Catalytic Fund
CFS	Child Friendly Schools
CMES	Centre for Mass Education in Science [Bangladesh]
DFID	Department for International Development [UK]
DRC	Democratic Republic of Congo
EBEP	Expanded Basic Education Programme II [Cambodia]
ECCE	Early Childhood Care and Education
EFA	Education for All
E-LAN	E-Learning Assets Network
EMIS	Education Monitoring and Information System
EPC	Education Policy Consortium
EPDF	Education Development Programme Development Fund
EPF	Education Pooled Fund [Ethiopia]
ESDP	Education Sector Development Programme
ESP	Education Strategic Plan (Cambodia)
ESSP	Education Sector Strategic Plan [Rwanda]
ESSP	Education Sector Support Programme
ESWG	Education Sector Working Group [Cambodia]
ETSIP	Education and Training Sector Improvement Programme [Namibia]
FONAENF	Funds pour l'Alphabetisation et l'Education Non Formelle [Burkina Faso]
IANGO	International Advocacy Non Governmental Organisations
IBE	International Bureau of Education
ICAE	International Council of Adult Education
ICT	Information and Communication Technology
INEE	International Network for Emergency Education
IIEP	UNESCO International Institute for Educational Planning
IWGE	International Working Group on Education
GBS	General Budget Support
GeSCI	Global e-Schools and Communities Initiative

GMR	Global Monitoring Report
GoA	Government of Afghanistan
GoM	Government of Mali
GoR	Government of Rwanda
IZZ/DVV	German Adult Education Association
MDG	Millennium Development Goals
MoPME	Ministry of Primary and Mass Education [Bangladesh]
NER	National Enrolment Rate
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PARPA	Poverty Reduction Programme [Mozambique]
PBA	Programme Based Approach
PBS	Protection of Basic Services [Ethiopia]
PDDEB	Plan Décennal de Développement de l'Éducation de Base [Burkina Faso]
PEDP	Primary Education Development Plan
PGU	Policy for Global Development [Sweden]
PISE	Programme d'Investissement Sectoriel de l'Education [Mali]
POMA	Multi-Annual Operative Plan [Bolivia]
PRD	Pedagogical Research Department [Cambodia]
PTA	Parent Teacher Association
SADC	Southern African Development Community
SBS	Sector Budget Support
Sida	Swedish International Development Cooperation Agency
SIE/LHS	Stockholm Institute of Education
SPS	Sector Programme Support
SP-UPEC	Strategic Plan for Universal Primary Education Completion [Timor Leste]
SWAP	Sector Wide Approach
TDP	Teacher Development Programme
TEI	Teacher Education Institutions
TESAP	Teacher Education Strategy and Action Plan [Laos]
TTEST	Teacher Training Enhancement and Status of Teachers project [Laos]
UIE	UNESCO Institute for Education
UIL	UNESCO Institute for Lifelong Learning
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNGEI	UN Girls Education Initiative
UNICEF	United Nations Children's Fund
WSF	World Social Forum

Attribution Of Results

This appendix explains how the concept of “results” is used in the context of development cooperation as well as how Sida’s contribution to this should be understood. This description is adapted from Schmidt and Haas (2006).²⁵

Sida’s objective is to help create conditions that will enable the poor to improve their lives. This means that Sida should help to achieve actual results for boys, girls, men and women in terms of quality of life, access to resources and power over their own situation. In the results chain below the concept of results is clarified.

Input → Activities → Output → Outcome → Impact

Input means the financial, administrative and regulatory resources provided by the government and donors. Example: Share of the budget devoted to education expenditure, number of classrooms available.

Activities are the measures that are taken to create output, outcome and impact. For example developing policy, arranging seminars, perform teaching.

Output means the immediate and concrete consequences of the measures taken and resources used. Example: Number of schools built, number of teachers trained.

Outcome means the intermediate results or consequences of output at the level of beneficiaries. Example: school enrolment, percentage of girls among the children entering in first year of primary school, completion rate, learning achievement.

Impact means the long-term and aggregated results or changes in a segment of society targeted by a programme. Example: Literacy rates, portion of the population with tertiary education. The four levels – input, output, outcome and

impact – are closely linked and can guide to decision and policy-making as long as these links are made explicit. They should hence be looked upon as a logical chain ranging from first input to final impact. This chain should not be broken lest critical information – which may determine what actions produce a particular result – is lost.

For instance, looking only at output, such as the number of schools built, may give a false impression regarding the effectiveness of a particular programme. The indicator may show that 200 schools were built in the northern province of a particular country. However, without information about the resources used to build the schools (input), or about how many children actually attended these schools (outcome), we cannot say much about the actual effects of the programme.

Sida’s support helps achieves actual results for poor people by providing funding and advising decision-makers and other stakeholders. This influences the output, outcome and impact (i.e. the results) of education programmes. But it is important to note that Sida’s contribution is only one of many factors influencing the developments in a particular country’s education sector. Other donors contribute, and the government, local administrations, schools, parents and the pupils, students and many other groups also affect results. In addition, external factors – such as the country’s political, economic, and social structures – also influence the development of educational systems.

²⁵ Schmidt, M. and Haas, A. (2006) Supporting guidelines for joint education sector programme reviews, Stockholm: Sida.

The Paris Declaration In Brief

The Paris Declaration outlines how the international development community should make development cooperation more effective. It furthermore outlines how to improve efforts at reducing poverty and implementing the Millennium Declaration and its development goals.

The full declaration is available in OECD/DAC 2005: DAC Guidelines and Reference Series – Harmonising Donor Practices for Effective Aid Delivery Volume 2: Budget support, sector wide approaches and capacity development in public financial management, p. 4–12.

The Millennium Declaration (55/2) was made by the General Assembly of the United Nations on 8 September 2000 and is available at <http://www.un.org/millennium/declaration/ares552e.htm>

The signatories to the Paris Declaration have resolved to support and promote these five key elements:

Ownership of national strategies and policy. This principle reinforces the need to strengthen recipient ownership and control over their own development agenda. One dilemma in programme support is the potential tension between ownership and reform, since elements of government often benefit from the status quo. This is particularly the case when governments are weak. When interests collide, development cooperation should be sensitive to the local context and identify and support the “proponents of change”.

Alignment with national strategies and policies. Alignment means to work closely with locally defined priorities and strategies. In programme support, the primary objective is to work in tandem with a nationally developed and sanctioned plan for sectoral strengthening (often a Poverty Reduction Strategy) that is closely tied to overall policy. When lacking or acknowledged as inadequate, efforts to stimulate alignment should be a top priority.

Harmonisation of development assistance. The declaration emphasises that aid management should be designed to decrease fragmentation and transaction costs – meaning that support should be increasingly joint and programme-based.²⁶ High levels of donor fragmentation are likely to result in duplications and omissions and thus becoming a systemic enemy of reform. If joint support programmes are not an immediate option, a more rational division of labour and common and shared analyses is a valid starting point.

Managing for results is the primary means to achieve the shift in donor and government policies and behaviour envisaged by the declaration. Briefly, it means that aid operations shall be developed by first looking at the desired outcomes and impacts and only then designing the necessary inputs and activities. An important element of this is ensuring that national strategies are accompanied by measurable indicators as well as the right monitoring instruments. Another aspect of this is never to accept intervention logic offhand but always to seek confirmation in actual results. Devoting more time and resources to monitoring relative to preparation in the project cycle is thus key.

Mutual accountability means a joint commitment by both governments and donors to be held responsible for development results. This helps to strengthen public support for national development plans. It also involves a commitment to mutual information transparency and a gradual shift to joint and objective assessment mechanisms.

²⁶ Programme-based approaches (PBA) are defined by OECD/DAC as a way of engaging in development cooperation based on the principles of coordinated support for a locally owned development programme, such as a national development strategy, a sector programme, a thematic programme or a programme of a specific organisation. Programme-based approaches share the following features: (a) leadership by the host country or organisation; (b) a single comprehensive programme and budget framework; (c) a formalised process for donor coordination and harmonisation of donor procedures for reporting, budgeting, financial management and procurement; and (d) efforts to increase the use of local systems for programme design and implementation, financial management, monitoring and evaluation.

Halving poverty by 2015 is one of the greatest challenges of our time, requiring cooperation and sustainability. The partner countries are responsible for their own development. Sida provides resources and develops knowledge and expertise, making the world a richer place.



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