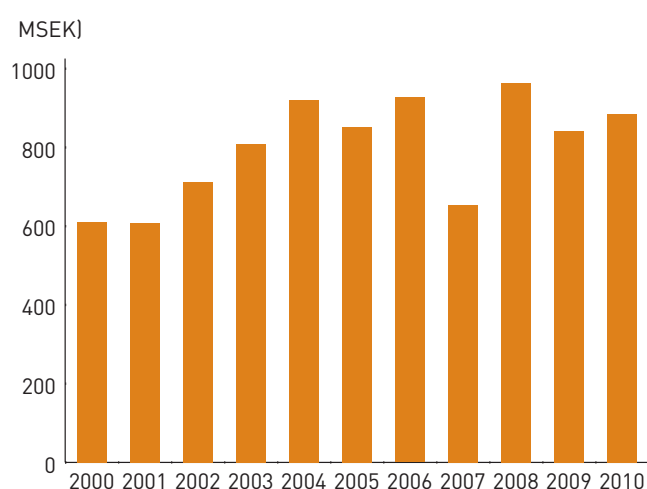


Sida's Portfolio within Education 2010

Sida contributed with 878 MSEK to development cooperation in the education sector 2010. In 2009, the figure was 842 MSEK. The level has been relatively stable in absolute terms over the years since 2004, with the exception of 2007.



Sida channels approximately 75 per cent of the education support to basic education, i.e. support that is fully in line with Millennium Development Goals number 2 and 3. This means that Sweden is one of the donors that allocate the largest share of their education budgets to basic education. In 2010, a small share of Sida's education sector support was spent on technical and vocational education and training (3 per cent), higher education (1.3 per cent), and adult education (5.3 per cent).

The education sector support can be divided into bilateral programs, global programs through multilateral organizations, support through Civil Society Organizations (CSOs), and humanitarian interventions.

Bilateral programs

Sida's contributions to bilateral education sector development programs totaled 432 MSEK in 2010. In this figure, the shares of the General Budget Support provided for Tanzania and Mali are not included, although education is one of the focus sectors for Swedish engagement in these countries. Education accounts for around 20 per cent of these country budgets.

Bilateral contributions for Sweden's partner countries within education sector cooperation (MSEK):

Afghanistan	141.6	Ethiopia	20.2
Bangladesh	75.1	Timor Leste	15
Bolivia	59.6	Liberia	11
Tanzania	29	Kosovo	9.1
Cambodia	21.2		

Of the bilateral programs in Sida's partner countries, 46 per cent is allocated to countries in conflict or post-conflict. The biggest share goes to Afghanistan, currently the biggest recipient of Swedish development cooperation in the education sector. Of the total disbursement, the share to Asia was 56 per cent, Africa 27 per cent, Latin America 15 per cent, and Europe 2 per cent.

Some of the bilateral development cooperation is channeled through multilateral organizations. This multilateral development cooperation in the education sector is primarily carried out in partnership with UNICEF, the World Bank and UNDP.

Disbursements of funds for national education programs through UNICEF totalled 132 MSEK in 2010. This places Sweden among the biggest donors to UNICEF's education program. Sida's support has, however, been reduced from 203 MSEK in 2009, as a result of changes in and terminations of agreements. Sweden has chosen UNICEF as a partner in countries where Sweden does not have any direct cooperation with the national government, such as in Afghanistan, Timor Leste, Ethiopia and Zimbabwe. Support for UNICEF programs can also serve as complementary contributions in countries where Sweden does support the national education sector development program, but where certain areas, issues or groups have been particularly underfunded, as has been the case in Bolivia and Bangladesh. In Cambodia, the UNICEF-support has helped to prepare a proper education sector program.

Global programs

Sida's disbursements for global programs via multilateral organizations have increased by nearly 50 per cent, from 301 MSEK in 2009, to 444 MSEK in 2010. This means that global programs now – for the first time – constitute more than half of the total education portfolio.

There have also been changes within the global part of the education portfolio. Sida's support for UNESCO's work in the education sector was cut from 30 MSEK in 2009 to 20 MSEK in 2010, as a consequence of an analysis of previously attained results done in preparation of a new agreement with the organization.

At the same time the support for the Global Partnership for Education, GPE (previously Fast Track Initiative, FTI), was significantly increased. It reached 357 MSEK in 2010, after a decision was made to top-up the originally agreed 100 MSEK/year (2008-2011). Sweden occupies a seat on the GPE Board of Directors, representing a constituency comprised of Sweden, Denmark, Norway and Ireland. The GPE is an important funding mechanism for supporting the implementation of poor countries' education sector plans, but the GPE has also markedly strengthened its position as a global actor in the area of education. The GPE can now be viewed as the most visible and effective platform for global dialogue around education, and the most important alongside UNESCO.

Civil society and humanitarian support

Support through Civil Society Organisations and humanitarian contributions for education reached 40 MSEK in 2010.

Sweden was internationally acclaimed in the UNESCO-published Education for All Global Monitoring Report 2010 on Armed Conflict and Education, for being one of few donor countries allowing humanitarian funds to be used for education.

In 2010, Sida took a decision on new guidelines for the Swedish Framework Organizations of civil society.

The implication is that civil society organizations are now entitled to seek funding for service delivery activities such as building schools – if a country is in a conflict or post conflict situation marked with strong humanitarian needs.

Strong results in international education sector development – but huge challenges remain

Sida's support for international development within the education sector has contributed to substantive results. In 1999, 106 million children were denied an opportunity

to enter primary education. This figure has been reduced to 67 million in ten years' time, despite the fact that the world has seen a population growth leading to a dramatic increase in the number of school age children.

There are strong demands on national governments to deliver basic education opportunities for all. The in many cases rapid expansion of primary education has also led to an increased pressure to develop secondary, tertiary, vocational, pre-school and adult education.

These global developments are reflected by Sida's partner countries, where education systems have expanded substantially in the last decade. Changes in national legislation, the abolishment of school fees, and initiatives to mobilize local communities have led to enrolment levels around 90 per cent in many countries. In Tanzania, the enrolment level has been raised from around 50 per cent in 1999, to nearly full enrolment ten years later.

The exceptions to these very positive trends are primarily countries in situations of conflict, like Afghanistan, Sierra Leone and Liberia – where education systems have been destroyed by the war – but also Ethiopia. For this group of countries, the enrolment levels lie between 0.30 and 0.76 per cent. Ethiopia has made tremendous achievements, but started from a very low level ten years ago.

The challenge to offer educational opportunities for those that still remain out of school must now be met at the same time as the challenge to enhance the quality of education systems. Only about half of the pupils in Tanzania, Bangladesh and Cambodia make it through a full cycle of basic education, and tests reveal that few reach the learning targets.

Several of Sida's partner countries have managed to close the gap between girls and boys in primary education. The challenge remains in these countries, however, in secondary and higher levels of education – where significantly fewer girls than boys enroll and complete their education. In other countries that have not yet come close to gender parity, progress is made to strengthen girls' educational opportunities, but the development is unsatisfactorily slow.

Contact information

Sida/Department for Policy Support
105 25 Stockholm, Sweden
Phone: +46 8698 5000 E-mail: sida@sida.se
www.sida.se