

Sida's Portfolio within Education 2011

Promoting the right to quality education for all is the primary objective, in line with international Education for All and Millennium Development Goals (MDG). Gender equality is an integrated priority for Sida in the sector. Knowledge and learning are seen as foundations for development. Sida contributed with 1 004 MSEK to development cooperation in the education sector in 2011.

Education sector development cooperation constitutes 6.3 per cent of Sida's total aid budget. In 2011, for the first time, Swedish education sector development cooperation exceeded one billion SEK. In 2010, the figure was 878 MSEK and in 2009, 842 MSEK. Sida channels funds for the whole education sector, with the aim to strengthen education systems.

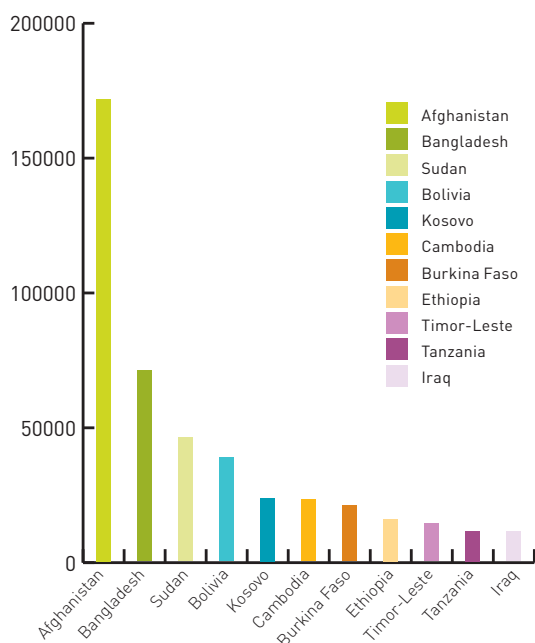
Around three quarters of the funds are allocated to supporting the attainment of MDG2 (universal primary education completion) and MDG3 (gender equity in education). Allocations have increased to vocational training, higher education and environmental education – but these subsectors still account for modest shares of the education portfolio – with 3 per cent being directed towards technical and vocational training, 3 per cent for higher education, and 1.9 per cent for environmental education. Worth

noting is that adult education has decreased from an already low level, reaching 1.8 per cent of Sida's education sector portfolio in 2011.

Sida's aid to education consists of relatively large contributions: Over SEK 10 Million each are allocated to 19 contributions and over SEK 3 Million are allocated to each of 39 other contributions. Together, these contributions make up 91 per cent of the total portfolio. The smaller contributions that make up the last 9 per cent are channeled through civil society organizations.

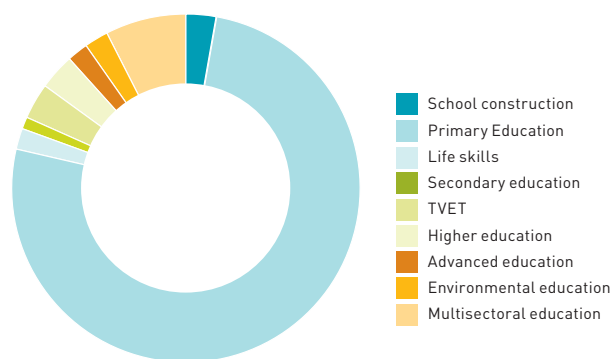
Education sector development cooperation can be divided into bilateral programs, global programs through multilateral organizations, support to civil society organizations, and humanitarian aid.

Sida's bilateral contributions for the education sector 2011



Note: The support to education in Tanzania is substantially larger than is shown above, as the share allocated to education from Swedish General Budget Support to Tanzania is not included in these figures.

Education sector development cooperation divided by subsectors



Bilateral programs

Education is in 2011 a focus sector for Swedish bilateral development cooperation in Cambodia, Afghanistan, Bolivia, Kosovo, Bangladesh, Tanzania and Ethiopia. In addition, emphasis is given to vocational training in Liberia and Iraq.

Afghanistan receives the largest share of the bilateral funds. Conflict and post-conflict countries are now the largest receivers of Sida's education aid, with 54 per cent of the total bilateral portfolio.

Bilateral funds are mainly channeled through general budget support, sector budget support, sector program support or programmatic support through multilateral organizations. Sweden is one of the largest donors to UNICEF's bilateral education programs.

Global programs

In 2011, global programs' share of the education portfolio continued to increase, now reaching 50 per cent of the total.

The single largest global contribution to education in 2011 went to the Global Partnership for Education (GPE, previously named FTI). In addition to the agreed 100 MSEK per year, Sida reallocated funds to top up the GPE-fund, making the total 2011 contribution 383 MSEK. This rendered Sida the second largest donor to GPE of this year. Sida has also taken an active role in the reformation

of the Partnership, and in the Board of the GPE. The GPE is a donor coordinating mechanism supporting the implementation of education sector plans in poor countries.

UNESCO is still an important normative organization leading the Education for All-agenda at the global level, receiving Sida support, but GPE has evolved into a significant global platform with the ability to convene and coordinate dialogue amongst actors active in the education sector.

Civil Society

Civil Society organizations are important watchdogs monitoring the right to education, but they are also taking an important responsibility for service delivery in circumstances where public education systems are unable to deliver education for all. This is especially important in conflict- and post-conflict situations. Sida's longstanding relationship with the Swedish Committee for Afghanistan (SCA) is an example. Sida funds initiatives led by SCA in Afghanistan to build schools, deliver education and strengthen the capacity of the Afghan educational authorities.

As a complement to the regular contributions to civil society organizations, Sida also allocated an extra 200 MSEK to initiatives promoting education and health for children and youth in 2011, as part of the Swedish Government's special initiative for Children and Youth.

More children than ever in school – key challenges for the future

The effects of investments in education are clearly visible in a ten year perspective. In 1999, 106 million children in the world lacked opportunities to enter primary education. In just over a decade, this figure has been reduced to 61 million. And this is despite a population growth that has led to a substantial increase in the number of school-age children. Gender parity has also been achieved in primary education in Sida's long term cooperation countries.

The rapid expansion of primary education in poor countries has now led to a strong demand for expanded opportunities to study at secondary and higher levels of education. A growing attention is also paid to the ability of education systems to make youth prepared for the labor market to reduce youth unemployment. Various forms of skills development initiatives are being developed around the world. Sida will support such initiatives in the coming years, alongside our continuous engagement for basic education and learning for all.

The key challenges ahead are to build education systems that can ensure the right to education for all – even for the poorest and the ones hardest to reach – while at the same time strengthening quality of teaching and learning at all levels. Assessments of learning in several poor countries show alarming results, and links between education and jobs are often weak.