

Sida's Portfolio within Education 2012

The right to education is recognized as a universal human right. The primary goal of Sida's education sector development cooperation is to promote the right to quality education for all, in line with Millennium Development Goal 2: Achieve Universal Primary Education, the MDG3 target of eliminating gender disparities in primary and secondary education, as well as the internationally agreed "Education for All" goals. This overview shows Sida's disbursements to the sector divided by subsectors and country/region in 2012.

Main areas of support

Education is a basic human right, but it is also a prerequisite and foundation for development in other areas and sectors. Sida contributes funds for the whole education sector, with the aim to strengthen education systems. Sida's total disbursement to education sector development amounted to 603 million SEK (MSEK) in 2012, which is a significant reduction compared to 2011 when the contributions reached one billion SEK. The large discrepancy is mainly due to a decrease in the level of disbursement to GPE, the Global Partnership for Education.

The disbursements are for statistical purposes divided into the subsectors defined by OECD DAC. The largest share of the total education sector support is allocated to the subsectors Primary Education (54%) and Education Policy and administration (18%). In practice, this means that over 70 per cent of Sida's contributions in the sector are directed towards contributing to the achievement of MDG2 and 3. A particular focus is placed on combatting gender and other disparities in education access and provi-

sion, and on integrating child rights principles. The share allocated to environmental education is 10%.

Chart 1 shows a decrease in all sub-sectors except vocational training, that has increased from 3.1% to 4.1% of the portfolio from 2011 to 2012. This increase follows the current focus on skills development, promoting employability, and strengthening the links between education and the labor market.

Education sector development cooperation is divided into bilateral programs, global programs mainly through multilateral organizations regional programs and humanitarian aid.

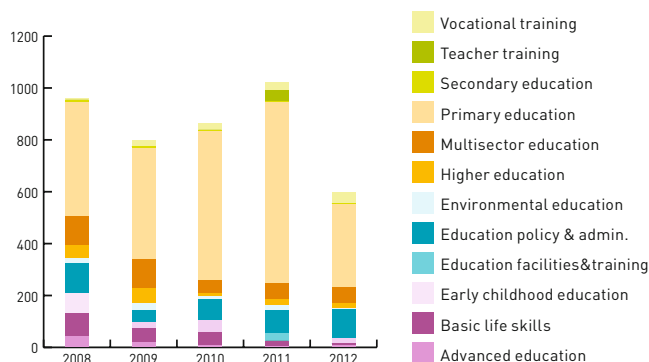
Primary Education

Primary education is still the largest subsector, with 54% of the total education portfolio. In reality, around 70 per cent of the sector disbursements are geared towards basic education, as capacity development-initiatives reported as support for education policy and administration contributes to the provision of basic education. The disbursement of 323 MSEK is however significantly lower than in previous years. This is not due to any political or strategic decision to limit the total education sector development cooperation.

Vocational training and Skills development

The Swedish support to vocational training and skills development is increasing, albeit from a low level, compared to previous decades, and disbursements will likely continue to increase in the coming years as Swedish development aid policy currently places an emphasis on employment and job creation.

Chart 1: Disbursements per subsector 2008–2012 (MSEK)



Disbursements per geographical distribution

The largest share of the support to education (47 %) goes to the Least Developed Countries and Other low-income Countries. Afghanistan is the biggest bilateral cooperation partner for Sida receiving 163 MSEK in support to education sector development, followed by Bangladesh with 56 MSEK and Bolivia with 49 MSEK. Counting all cooperation countries, 63 % of the education sector development cooperation funds were distributed bilaterally. Allocations for global programs amounted to 212 MSEK, equivalent to 35 % of the total portfolio, and 2 % was distributed through regional programs. See chart 2.

Sida's aid to education consists of relatively large contributions, giving preference to program-based support both at the bilateral and at the global level – complemented by targeted initiatives that may be project-oriented.

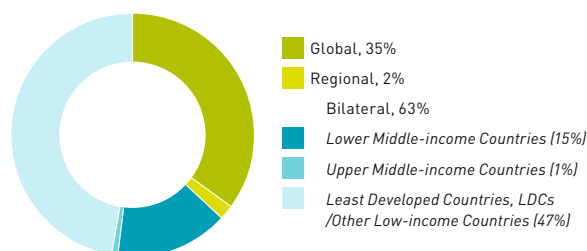
Mainstreaming thematic priorities

Gender Equality, Environment and Climate Change, and Democracy and Human Rights are three thematic priorities to be mainstreamed in all Swedish development cooperation. Sida uses policy markers to grade and statistically track these priorities.

In 2012, 31 % of disbursements to education were classified as having Gender Equality as a principal objective, meaning that it is the main reason for the supported intervention, and 67 % marked Gender Equality as a significant objective, meaning that it is mainstreamed in the contribution. 39 % were marked as having Democracy and Human Rights as a principal objective and 60 % marked it as significant. 26 % were marked as having Environment and Climate Change as a significant objective.

The aim is to continue to mainstream these priorities in the implementation and follow-up of the education programs supported by Sida.

Chart 2: Disbursements per geographical distribution 2012 (%).



Highlights

VOCATIONAL EDUCATION IN BOLIVIA

Sida supports the foundations FAUTAPO and SOS Children's Villages International to develop and implement vocational education in Bolivia. The purpose is to limit the vulnerability of groups lacking education, especially women and young people through work related training.

10 632 young women and men had been given vocational training through the foundation FAUTAPO in 2011. Of those who had fulfilled the training, 80 % have entered the labour market.

Through the project support by Sida to SOS Childrens Villages International between 2009 and 2012, 210 young women and men have completed their vocational training, equivalent of 70 % of the registered. Out of these 79 % are women and 25 % of them are young mothers, an especially vulnerable group with limited access to the labour market.

COMMUNITY BASED EDUCATION IN AFGHANISTAN

Sida supports Community Based Education (CBE)-programs in Afghanistan through the Swedish Committee for Afghanistan and UNICEF. CBE is the educational model aiming at bringing the school to the children, and has proven to be an effective way of enrolling and teaching children out of school, especially girls, in Afghanistan. The most important advantage of the CBE-model is the close involvement of the families and of the local community in the education of Afghanistan's children. Students from CBE-schools scored generally much higher than students from "model schools" and government schools in recent learning assessments. A possible explanation could be the low number of children per class in CBE, and the fact that the CBE-teachers have good knowledge of their students, since they often live in same village as the pupils.