



Education

Education as a public good, a fundamental human right and a key to achieving poverty eradication

Education plays a fundamental role in human, social and economic development. Sweden has a specific objective to work for equitable and inclusive education of good quality and to focus on national education systems, from early childhood education and throughout life, including good quality teacher training. Sida's total support to education amounted to SEK 953 million in 2016.¹



MAIN AREAS OF SUPPORT

Investments in good quality education, especially in the education of girls, are of fundamental importance for poverty reduction and long-term sustainable development. Education is also a key to building a democratic society and promoting gender equality.

The focus on Sida's support to education lies on:

- strengthening national capacity for *quality education*, and on
- promoting *equal rights* to education and learning.

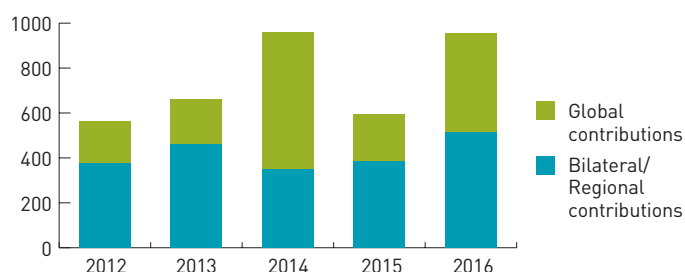
Sida has a holistic approach to education systems and promotes access to good quality learning at all levels of education and throughout people's lives. Education and learning also encompass strengthening values, attitudes, knowledge and skills that promote people's equal rights and opportunities. The inclusion of good quality pre-service teacher training and further in-service training, are pre-requisites to improve quality learning outcomes.

Education is a human right and Sida supports a sharper attention to equity and inclusion to safeguard this critical human right. This includes enhanced efforts to the importance and role of education in conflict and post-conflict

situations and in humanitarian crises and to make schools safe havens for children; as well as other efforts to ensure equal rights for all girls and boys in school.

Sweden promotes country-level processes and strongly advocates for an emphasis on national ownership and support to local education groups and other stakeholders engaged in the education sector. This is done in, Afghanistan, Cambodia and Tanzania.

SIDA'S DISBURSEMENT TO EDUCATION 2012–2016 (MSEK)



¹ Education related to specific sectors, e.g. Trade, Energy, Water and Sanitation, Health, Agriculture and Forestry not included. In 2016, the total amount had decreased to 92 MSEK (2012 – 132 MSEK, 2013 – 177 MSEK, 2014 – 103 MSEK, 2015 – 163 MSEK).

THE GLOBAL GOALS

The Global Goals for Sustainable Development include everyone – and we can all contribute. The goals are interdependent and therefore indivisible. Sida's main contribution is to implement development cooperation, thereby reducing poverty and saving lives. Together we can build a better future where no one is left behind.



Results

DEVELOPMENT IN THE WORLD

More children are in school around the world than ever before. However, 263 million children and youth still do not have access to education and 25 million children of primary school age, two thirds of them are girls, are expected to never attend school. Children with disabilities are disproportionately represented among out-of-school children. Humanitarian emergencies and protracted crisis disrupted the education of more than 75 million children aged 3–18 in 35 countries in 2015. Only 61 percent of refugee children attend primary school and 25 percent secondary education.

Access is not enough, providing children and young people with relevant knowledge and skills that eventually will lead to decent jobs is a growing concern. In 2016, the increased concern on the deficit in quality learning brought global awareness to the fact that 69 percent of children and youth in school age in low income countries, many of them in Africa, will not master primary basic skills in 2030. If not addressed this learning crisis will effectively hinder progress in almost all other SDG areas.

Aid to education continues to be stuck at a level far below what is needed. The global amount of aid allocated to education has been falling for six years in a row and aid to basic education, which includes support to pre-primary and primary education as well as adult education and literacy programs is still 6 percent lower than in 2010.

SWEDISH SUPPORT

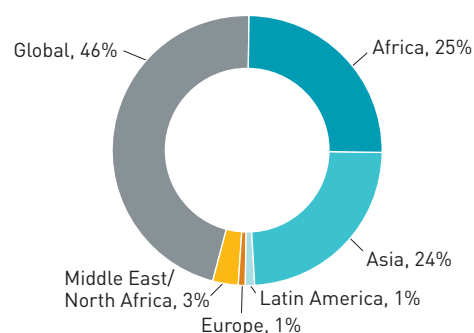
In 2016, 5 percent out of Sida's total support, was allocated to education (3 percent in 2015). Education was a prioritized thematic area in three countries; Afghanistan, Cambodia and Tanzania. To complement the bilateral support, Sida is supporting education at the global level through multilateral initiatives, such as the Global Partnership for Education (GPE) and the UNESCO institutes. In 2016, the GPE partnership supported an estimated 13,2 million children. The regional SRHR office in Lusaka also supported sexual and reproductive health and education for young adolescents in sub Saharan Africa, implemented by UNESCO.

National ownership is central to all efforts in education, with the ambition to relate the Swedish contributions to

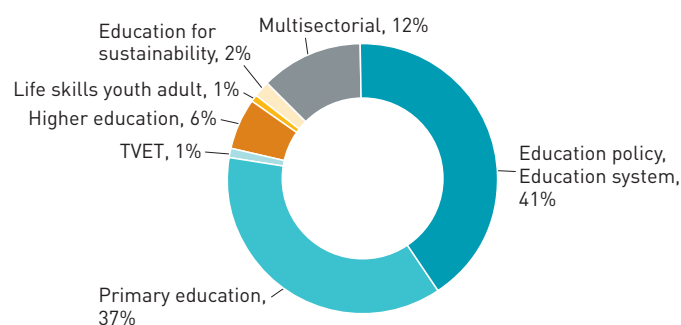
national policies, plans and programs and to align support to education from other donors. Support to primary education was prioritised. The main support to education is directed to the national education system, complemented with support to CSO and in Cambodia also with collaboration with Swedish School Inspectorate. In conflict and post-conflict countries, for example in Afghanistan, cooperation with multilateral actors such as the World bank and UNESCO is crucial.

In sub-Saharan Africa, where the largest shortfalls and challenges exist in education, support to basic education is present only in Tanzania and through GPE. Sweden is the Grant Agent for GPE in Tanzania Mainland and Zanzibar. In Tanzania Mainland, in addition to the GPE support to basic education, Sweden provides its main support through a result based approach to the entire education sector. In Zanzibar both the GPE and the bilateral support is directed towards basic education.

SIDA'S DISBURSEMENT TO EDUCATION PER REGION 2016 (MSEK)



SIDA'S DISBURSEMENT TO EDUCATION PER SUBSECTOR 2016 (MSEK)



STORY OF CHANGE

Delivering quality early childhood education is one of the most critical and cost-effective investments to achieve better learning outcomes. Cambodia is building 100 formal preschools, introducing 1,000 community-based early

childhood education programs and 500 home-based parental education programs. The goal is to have more than half of all children (over half a million children) ages 3 through 5 enrolled in preschool by 2017.