

## EDUCATION

An extensive body of research indicates that investment in education, with a particular focus on girls, may be one of the highest-yield investments available in the developing world.<sup>1</sup> In addition to equipping children with the knowledge and skills needed for a productive life, a quality education has been proven to yield significant returns in economic growth and health, and contribute to good governance and peace and stability.

### FASTER ECONOMIC GROWTH

Increasing the share of women with a secondary education by one percentage point boosts annual per capita income by 0.3% on average.<sup>2</sup>

### HIGHER WAGES

In low-income countries, a young woman's average earnings increase by 10%–20% with each additional year of education.<sup>3</sup>

### HEALTHIER CHILDREN

Educating girls for five years could boost child survival rates by up to 40%.<sup>4</sup> Educated mothers are 50% more likely to immunise their children than are uneducated mothers.<sup>5</sup>

### FEWER HIV/AIDS INFECTIONS

A study in Uganda found that children who finished secondary education were seven times less likely to contract HIV – and those who finished primary education half as likely – as those who received little or no schooling.<sup>6</sup>

## WHAT DID THE G8 PROMISE?

### UNIVERSAL PRIMARY EDUCATION IN AFRICA

#### PARAGRAPH 17

‘The core aims for education and health are stated in the UN Millennium Declaration. We support our African partners’ commitment to ensure that by 2015 all children have access to and complete free and compulsory primary education of good quality.’

### EDUCATION FOR ALL FAST TRACK INITIATIVE

#### PARAGRAPH 18A

‘We will work to support the Education for All agenda in Africa, including continuing our support for the Fast Track Initiative (FTI) and our efforts to help FTI-endorsed countries to develop sustainable capacity and identify the resources necessary to pursue their sustainable educational strategies.’

### UPDATING THE COMMITMENT

At the 2007 G8 Summit in Heiligendamm, Germany, G8 leaders emphasised their strong support for the Fast Track Initiative:

#### PARAGRAPH 37

‘We reaffirm that no country seriously committed to ‘Education for All’ will be thwarted in their achievement of this goal by lack of resources.’

#### PARAGRAPH 38

‘The G8 reiterate their commitment to ‘Education for All’ for sustainable development in Africa. As part of this commitment, in 2002 the major donors launched the Fast Track Initiative (FTI) to guide and accelerate the delivery of universal primary education in the world’s poorest countries. This approach focuses on sustainable multi-year education plans, measurable results, fiduciary controls, and coordinated donor funding, and as such enjoys the G8’s full support. The G8 will continue to work with partners and other donors to meet shortfalls in all FTI endorsed countries, estimated by the FTI Secretariat at around \$500 million for 2007. We will work together with other donors and recipient governments towards helping to fund long-term plans provided by countries to ensure every child gets to school, with attention to low-

income countries and fragile states furthest away from the 2015 target of universal primary completion. We will especially focus on high-quality education and capacity development. This initiative helps bring rigour to programming as it is based upon a strong commitment by host governments and a sound combination of bilaterally and multilaterally funded programmes.’

### INTERPRETING THE COMMITMENT

The G8’s 2005 education commitment reiterated the Millennium Development Goal (MDG) of ensuring that all children, boys and girls alike, are able to complete a full course of primary schooling by 2015. The G8 committed to supporting African partners’ efforts to reach this goal and committed themselves, as donors, to work through the Education for All Fast Track Initiative (FTI). The G8 reiterated their support at the 2007 G8 Summit when leaders committed to fill the \$500 million funding shortfall for countries endorsed by the FTI.

To analyse G8 progress on these education commitments, DATA has tracked donor progress in delivering the overall financing required to meet the education MDG in sub-Saharan Africa (also known as ‘universal primary education’), which includes donor support for FTI countries. Due to data limitations and time lags, however, donor support for FTI plans can only be approximated. For example, while it is possible to track individual donor support for primary education in an FTI country, it is not always possible to tell how much of that support is aligned with the country’s FTI plan, as opposed to a donor-driven education project. Ideally, donors should be supporting the country’s FTI plan in line with the principles of the Paris Declaration.

In addition to tracking donor financing for primary education, this chapter also monitors sub-Saharan Africa’s progress in achieving universal primary education (UPE). DATA has tracked the region’s progress on the two indicators used to monitor performance on the education MDG: the net primary enrolment ratio (NER) and the primary completion rate (PCR).

The NER represents the percentage of children of official primary school age who are actually enrolled in primary school. It provides a useful indication of a country’s (or region’s) distance from UPE. The PCR measures the number of primary

“  
No country seriously committed to ‘Education for All’ will be thwarted in their achievement of this goal by lack of resources  
”

2007 G8 COMMUNIQUÉ

## PROGRESS TO DATE

**29** million

More kids in school.

**33** million

Kids still out of school.

Between 1999 and 2005, the region's net primary enrolment rate increased from **57%** to **70%**, the largest increase in any region. However, sub-Saharan Africa still has the world's lowest primary enrolment rate; globally, the average net enrolment rate was 87% in 2005.

school-age pupils who complete the final grade of primary school in relation to the number who entered the first year (see Methodology section for more detail). Given the absence of appropriate quality and outcome indicators for a large number of countries, PCRs also serve as a rough, though imperfect, proxy for quality of education by assessing how many children complete a full course of primary education. Parents are more likely to keep their children in primary school through to completion if the quality of education is of a reasonable standard. In order to meet the MDG, sub-Saharan Africa will need to have close to 100% NER and be on track for 100% PCR by 2015.<sup>7</sup>

DATA recognises that primary education is just one part of the education continuum and that addressing pre-primary, secondary and tertiary education, and literacy and vocational training, is critical to building well-functioning states and prosperous economies. In order to remain consistent with the discipline of this report, however, DATA has chosen only to track progress on primary education, since this was the focus of the 2005 Gleneagles commitment.

### HOW AMBITIOUS WAS THE G8 PROMISE?

The G8's 2005 commitment on education was a reiteration of Millennium Development Goal 2 and of earlier commitments (notably the Education for All agenda from the 2000 World Education Forum in Dakar, Senegal) to ensure that every child completes a full course of primary schooling by 2015.

Achieving universal primary education globally will require an average of \$9.8 billion per year from all sources between 2005 and 2015 (at 2004 prices). This figure is based on estimates from UNESCO's Global Monitoring Report 2007 and the report 'From Commitment to Action: Education' by the UK's Department for International Development (DFID). Though this may seem at first glance to be a large sum of money, \$10 billion is equivalent to the annual operating budget for New York City's public schools.<sup>8</sup> DFID recommends scaling up to \$9.8 billion per year no later than 2010, the target date used in this report. DATA anticipates that, at a minimum, approximately 50% of this total – \$4.9 billion –

will be required for Africa, as the continent is home to nearly half of the world's out-of-school children. This is a conservative and necessarily rough approximation, as there is no regional breakdown of the global cost estimate. Such an analysis based on country plans is urgently needed if donors are to make progress on this commitment.

### DELIVERING THE PROMISE

Meeting the challenge of providing a quality primary education for all children by 2015 requires a multi-faceted response:

#### ELIMINATION OF SCHOOL FEES AND PROVISION OF MATERIALS

Elimination or reduction of school fees immediately increases school enrolments. Malawi eliminated its tuition fees in 1994 and increased enrolments by 50%; Uganda abolished its primary school fees in 1996 and enrolments surged by 70%.<sup>9</sup> When Kenya eliminated fees in 2003, enrolments jumped from 5.9 million to 7.2 million children; and in Tanzania in 2001 enrolment more than doubled, from 1.4 million to 3 million children.<sup>10</sup> Other financial barriers still keep children from school, however, such as the cost of school uniforms, books and other materials.

#### TRAINED TEACHERS AND ADDITIONAL WELL-RESOURCED CLASSROOMS

Providing universal access to education should not mean a trade-off with quality, and therefore it must be complemented by a commitment to boost the quality of education. Long-term investments in teacher salaries, recruitment and training, curricular modernisation, classroom expansion and teaching materials are necessary to boost quality while meeting the demands created by higher student enrolment. UNESCO estimates that sub-Saharan Africa will need another 1.6 million teachers by 2015 in order to provide every child with a primary education.<sup>11</sup>

#### ENABLING EQUAL ACCESS, ESPECIALLY FOR GIRLS

For many families, the indirect costs of sending a child to school who would otherwise be working must be overcome in order to improve access. These indirect costs particularly affect girls, as families will often choose to send a son to school when forced to choose between their children. Additional measures are necessary to meet cultural and practical requirements for enrolling and keeping girls in school. For example, time spent collecting water – a burden that falls mainly to young girls and consumes many hours each day – often means that girls do not have time to attend school. Studies show that girls are 12% more likely to attend school if water is available within 15 minutes' walk of home, rather than one hour's walk.<sup>12</sup>

#### EXTRA COSTS OF HIV/AIDS TO EDUCATION SYSTEMS

HIV/AIDS creates a burden on education systems beyond the extra costs associated with recruiting and training new teachers. Extra funding must also be budgeted to incorporate HIV/AIDS education into school curricula and teacher training programmes and to take particular account of the need to reach girls. In sub-Saharan Africa young women are more vulnerable to HIV infections, but have less comprehensive knowledge about HIV than young men.<sup>13</sup>

The UNESCO Global Monitoring Report 2008, which tracks global progress in meeting international education commitments, estimates that there were approximately 115 million African children of primary school age in 2005 and that 33 million of them – nearly 30% – were out of school.<sup>14</sup> These alarming figures actually represent a dramatic improvement compared with 1999. Sub-Saharan African countries enrolled an additional 29 million children in primary school between 1999 and 2005, thanks in large part to savings from debt relief. Between 2004 and 2005 alone, primary school enrolments in sub-Saharan Africa jumped by 5.7 million children. Despite these impressive gains, however, demographic pressure will remain a challenge for the next decade. Sub-Saharan Africa's primary school-age population is projected to grow by 22% over the next ten years. Without a substantial expansion of education in Africa, a growing proportion of them will be out of school.

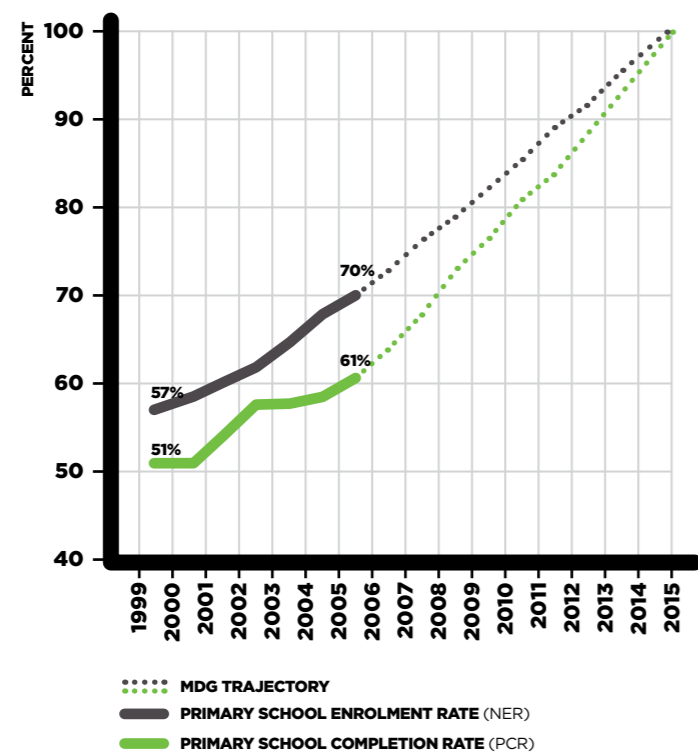
### 29 MILLION MORE CHILDREN IN PRIMARY SCHOOL IN SUB-SAHARAN AFRICA (1999–2005)

#### PRIMARY ENROLMENTS (ALL AGES)

**1999** 80,825,460  
**2005** 109,662,758

In order to meet the MDG of universal primary education, close to 100% (97% or more) of primary-age children in sub-Saharan Africa will need to be enrolled in primary school by 2015. In addition, African countries will need to be on track to reach 100% completion for all children enrolling in Grade 1 in 2015. As a whole, sub-Saharan Africa has made progress toward this goal. Between 1999 and 2005, the region's net primary enrolment rate increased from 57% to 70%, the largest increase in any region. However, sub-Saharan Africa still has the world's lowest primary enrolment rate; globally, the average net enrolment rate was 87% in 2005. Primary school completion rates have also improved modestly but remain lowest in sub-Saharan Africa, averaging just 61%.

### AFRICA'S PROGRESS TOWARDS UNIVERSAL PRIMARY EDUCATION



#### KEY STATISTICS: 2005

GLOBAL	AFRICA
Increase in enrolments 1999–2005: 41 million	Increase in enrolments 1999–2005: 29 million
Primary-age children out of school: 72 million	Primary-age children out of school: 33 million
Net enrolment rate: 87%	Net enrolment rate: 70%
Primary completion rate: 87%	Primary completion rate: 61%
Teacher shortage: 2.7 million	Teacher shortage: 1.6 million

### WHAT DO THE G8 NEED TO DO?

Ensuring that all children have access to, and complete, a full course of primary schooling will require commitment from African governments and scaled-up external resources. Ultimately, achieving UPE requires a two-pronged approach that 1) fully supports education plans in FTI-endorsed countries with a demonstrated commitment and 2) uses more creative approaches to ensure that children in post-conflict and fragile countries have the opportunity to attend school.

### THE EDUCATION FOR ALL FAST TRACK INITIATIVE

The Fast Track Initiative (FTI) is the principal mechanism for channelling education funding to recipient countries. It was launched in 2002 in response to the pledge made by donors and developing countries at the World Education Forum in Dakar, Senegal in 2000 to provide free UPE, and to the commitment that 'No country seriously committed to 'Education For All' will be thwarted in their achievement of this goal by lack of resources.'

FTI was designed around the idea of mutual commitments: developing countries prioritise primary education, produce national education plans and increase domestic education funding, while donors in turn provide coordinated and increased financial and technical assistance. The initiative provides a framework to support and promote better donor coordination and to guarantee increased and more predictable financial support to poor countries in exchange for measurable results.

Currently, 21 African countries (35 countries globally) have had their national education plans endorsed by the FTI. In 2008, five more African countries are expected to be endorsed, and by the end of 2009 another eight countries could receive endorsement. Increased external financing will be critical to the global partnership's continued expansion.

The FTI was highlighted by the G8 in the 2005 Gleneagles Communiqué and was given significant attention in the 2007 Heiligendamm Communiqué, in which the G8 committed

themselves to filling the \$500 million financing gap for the countries endorsed by the FTI at the time.

Strong gains in primary education can be seen in countries that have been endorsed by the FTI:

- Globally, 12 million more children enrolled in primary school in FTI-endorsed countries between 2000 and 2005, a 26% increase in five years.
- If recent trends are maintained, all but three FTI countries will achieve the goal of gender parity in primary education by 2015.
- Six countries FTI countries – Benin, Ethiopia, Guinea, Madagascar, Mozambique and Rwanda – have increased primary completion rates by at least three percentage points per year over the past five years.

As described above, the FTI is designed to promote better coordination and scaled-up bilateral assistance to fill a country's external financing gap. It is not intended to be a 'Global Fund' for primary education. However, the FTI does administer two multi-donor trust funds which provide resources to countries without the capacity to design and/or implement a national education plan themselves. The Education Programme Development Fund provides technical assistance to governments seeking to develop their education strategies, while the Catalytic Fund provides short-term financing for countries unable to attract sufficient donor funding – the so-called 'donor orphans'. According to the FTI Secretariat, the Catalytic Fund faces a looming crisis, with a projected shortfall of \$454 million in mid-2008.

### EDUCATION IN FRAGILE STATES

Not all countries have the ability to meet the FTI's standards for endorsement. More than one-third of the world's out-of-school children – 27 million – live in so-called 'fragile states'.<sup>15</sup> While some of Africa's fragile states are on course to receive FTI endorsement, many are not. Therefore, it is important that

donor support for primary education encompasses more than FTI countries alone. In sub-Saharan Africa, 20 countries are listed as fragile states by the OECD DAC, and these account for well over half of sub-Saharan Africa's out-of-school children.

Government institutions in many of these countries are often too weak and under-funded to run a functioning national education system. Unable to satisfy the 'mutual commitments' principle of the FTI, they are excluded from any possibility of endorsement and, in most cases, have no alternative source of financing for the sector. The situation is quite paradoxical as providing education, at all levels, is key to post-conflict demobilisation, reconciliation and reconstruction. The most common source of assistance for post-conflict and fragile states is humanitarian assistance, but only a small portion of such assistance is allocated for education, since it is not considered to be life-saving or to be addressing an emergency. In fact, in 2006, only 1.1% of humanitarian development assistance was allocated to education.<sup>16</sup> On average, between 2004 and 2006, fragile and conflict-affected countries received nearly four times less basic education assistance per primary-age child out of school than other low-income countries.<sup>17</sup> This disparity is evident in a number of fragile African states such as, Côte d'Ivoire, the Democratic Republic of Congo, Liberia, Nigeria, Somalia and Sudan.

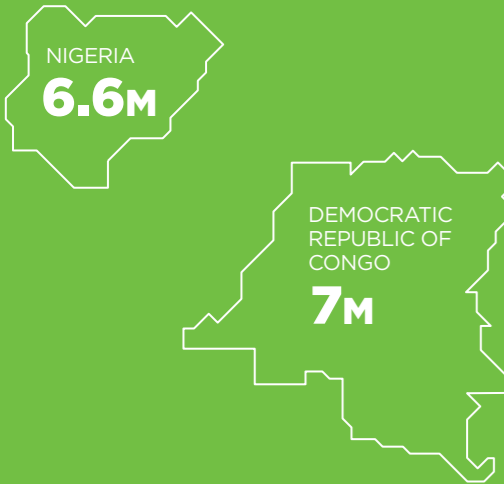
Of course, providing quality primary schooling in such challenging circumstances is not merely a question of resources, but also a question of execution. In the absence of functional and accountable national systems, providing children with a basic education requires creative approaches that utilise the expertise and responsiveness of international organisations, local NGOs and faith-based programmes. At the same time, reliance on NGOs in post-conflict situations should not mean the creation of parallel structures that could undermine post-conflict governments.

While delivering education assistance in many of these countries is challenging and risky, their needs cannot be ignored. Nigeria and the Democratic Republic of Congo alone are home to over 13 million out-of-school children. Africa will not achieve UPE unless the needs of these countries, and other countries like them, are addressed.

# EDUCATION NEEDS IN FRAGILE STATES

**27 million**

Over one-third of the world's out-of-school children live in so-called 'fragile states'.



Nigeria and the Democratic Republic of Congo alone are home to over 13 million out-of-school children.

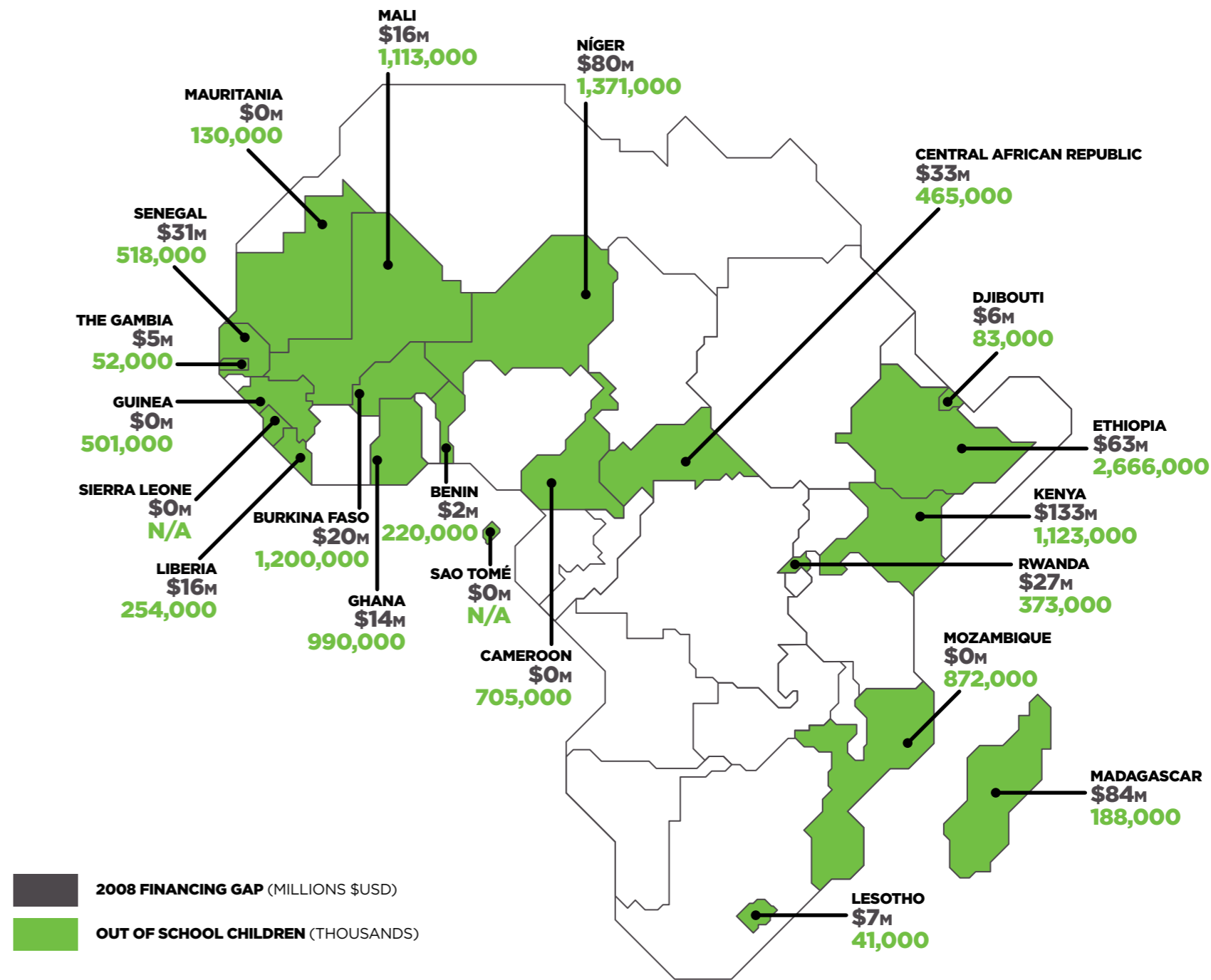
## ARE THE G8 ON TRACK?

G8 donors are not fully financing the needs of current FTI countries, nor are they on track to support the goal of achieving universal primary education.

## FINANCING FOR AFRICAN FTI COUNTRIES

As a first step towards meeting their Gleneagles and Heiligendamm commitments, the G8 must immediately fill their share of the financing gap for African countries that already have FTI-endorsed plans. The 21 FTI-endorsed African countries currently face a financing gap of \$537 million and this gap is projected to increase to nearly \$1 billion by the end of 2008 as more countries are endorsed. If all the African countries that are expected to receive endorsement do so, total external funding requirements will grow to as much as \$2.7 billion by 2010.<sup>18</sup>

The annual financing needs of endorsed countries are modest relative to their need (as measured by the number of primary-age children out of school).

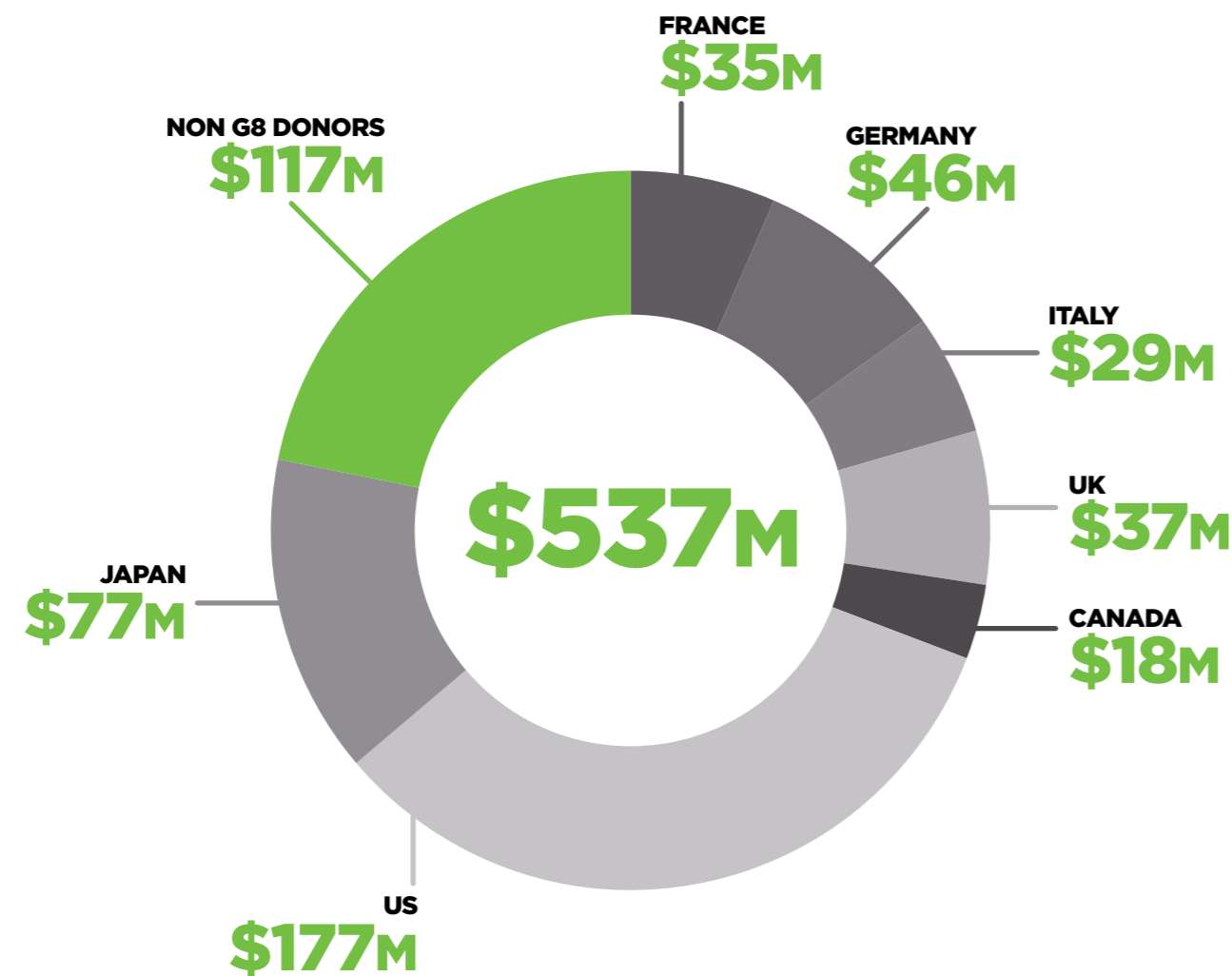


■ 2008 FINANCING GAP (MILLIONS \$USD)  
■ OUT OF SCHOOL CHILDREN (THOUSANDS)

Unfortunately, as previously mentioned, individual donor progress on financing specific FTI plans cannot be measured because these data are not consistently reported nor provided in a timely manner. The FTI needs to develop a better accountability framework for measuring donor support for country plans. Donors, for their part, should make such information readily available through the FTI Secretariat and

the DAC's system for reporting new commitments (the Creditor Reporting System, or CRS), so that progress can be monitored specifically against FTI plan financing. Though DATA can not specifically track the amounts each country has provided in support of FTI plans to date, a straight proportionate share of the current \$537 million gap is illustrated below.

**G7 SHARE OF \$537 MILLION EXTERNAL FINANCING GAP FOR 21 FTI-ENDORSED AFRICAN COUNTRIES**



**DONOR PLEDGES TO CATALYTIC FUND**

PLEDGES AS OF 28 FEBRUARY 2008	\$ MILLION
COUNTRY	TOTAL 2003-2011
Netherlands	565.2
<b>UK</b>	<b>270.3</b>
Spain	87.3
EC (ACP) Part 1	83.0
Norway	61.2
Denmark	47.5
Ireland	40.2
Australia	32.0
EC Part 2	30.8
<b>FRANCE</b>	<b>22.3</b>
<b>CANADA</b>	<b>17.0</b>
Sweden	15.7
<b>ITALY</b>	<b>14.6</b>
<b>GERMANY</b>	<b>7.2</b>
Belgium	6.5
Russia	4.0
<b>JAPAN</b>	<b>1.2</b>
Romania	0.5
<b>TOTAL</b>	<b>1,306.6</b>

**DONOR PLEDGES TO EDUCATION PROGRAMME DEVELOPMENT FUND**

PLEDGES AS OF 28 FEBRUARY 2008	\$ MILLION
COUNTRY	TOTAL 2003-2011
Norway	41.57
Netherlands	13.50
<b>UK</b>	<b>12.30</b>
<b>FRANCE</b>	<b>7.74</b>
Ireland	3.41
<b>CANADA</b>	<b>3.40</b>
Russia	3.20
Sweden	2.60
Luxembourg	2.20
<b>JAPAN</b>	<b>1.20</b>
<b>TOTAL</b>	<b>91.12</b>

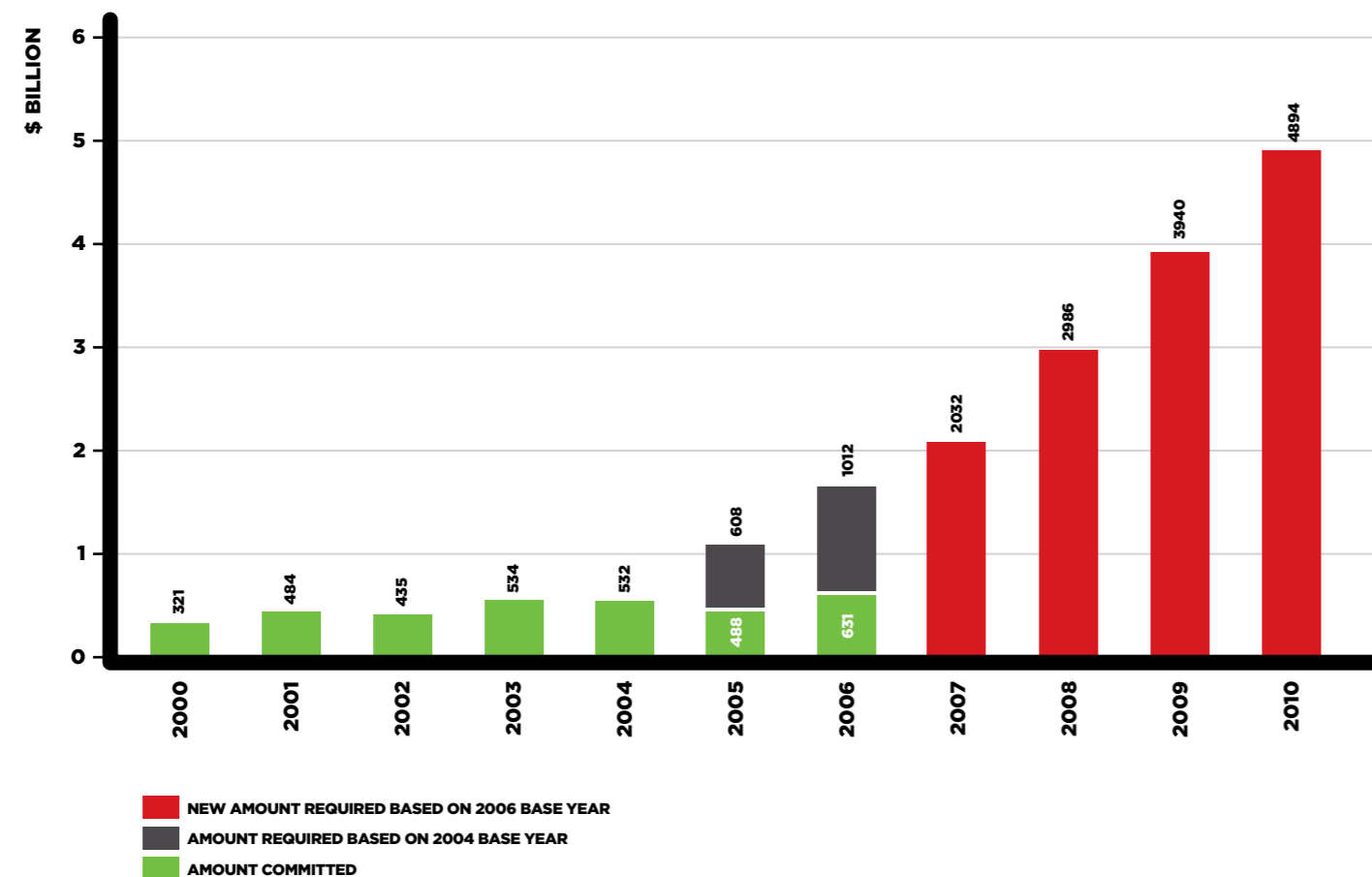
For African nations that have devoted the political, policy and financial resources needed to achieve UPE and have developed costed and technically feasible education plans, the G8 need to ensure that resources are available to finance them. FTI is the most coordinated mechanism for doing so. In the short term, this requires that G8 donors fully finance the FTI proposals in Africa, ensuring that the Education Programme Development Fund and the Catalytic Fund are adequately resourced, so that new countries can enhance their plans and overcome short-term financing gaps. Donors must also ensure that their education programmes and assistance to FTI countries are aligned with the country's objectives, and are not simply uncoordinated stand-alone programmes that could undermine the quality and effectiveness of education assistance.

## FINANCING FOR UPE IN AFRICAN COUNTRIES

Development assistance from G8 donors for primary education has not increased quickly enough to finance the goal of UPE. Since 2000, funding from the G8 for primary education in Africa has increased modestly, rising from \$321 million in 2000 to \$532 million in 2004, but dropping back to \$488 million in 2005. In 2006, funding increased again to \$631 million.

The G8's equitable share of the \$4.9 billion needed in Africa, taken as a share of all DAC countries, would be 78% or \$3.8 billion by 2010. On a linear scale-up of financing needs between 2005 and 2010, the G8 should have committed \$1.1 billion in 2005 and \$1.6 billion in 2006. The latest figures show that the G8 committed only \$488 million in 2005 and \$631 million in 2006, meeting just 44% and 39% of each year's respective target.

**G8 FINANCING REQUIRED TO MEET UPE IN AFRICA BY 2010**



**ACTUAL CONTRIBUTIONS COMPARED WITH FAIR SHARES NEEDED OVER TIME**  
(\$ MILLION AT 2004 PRICES)

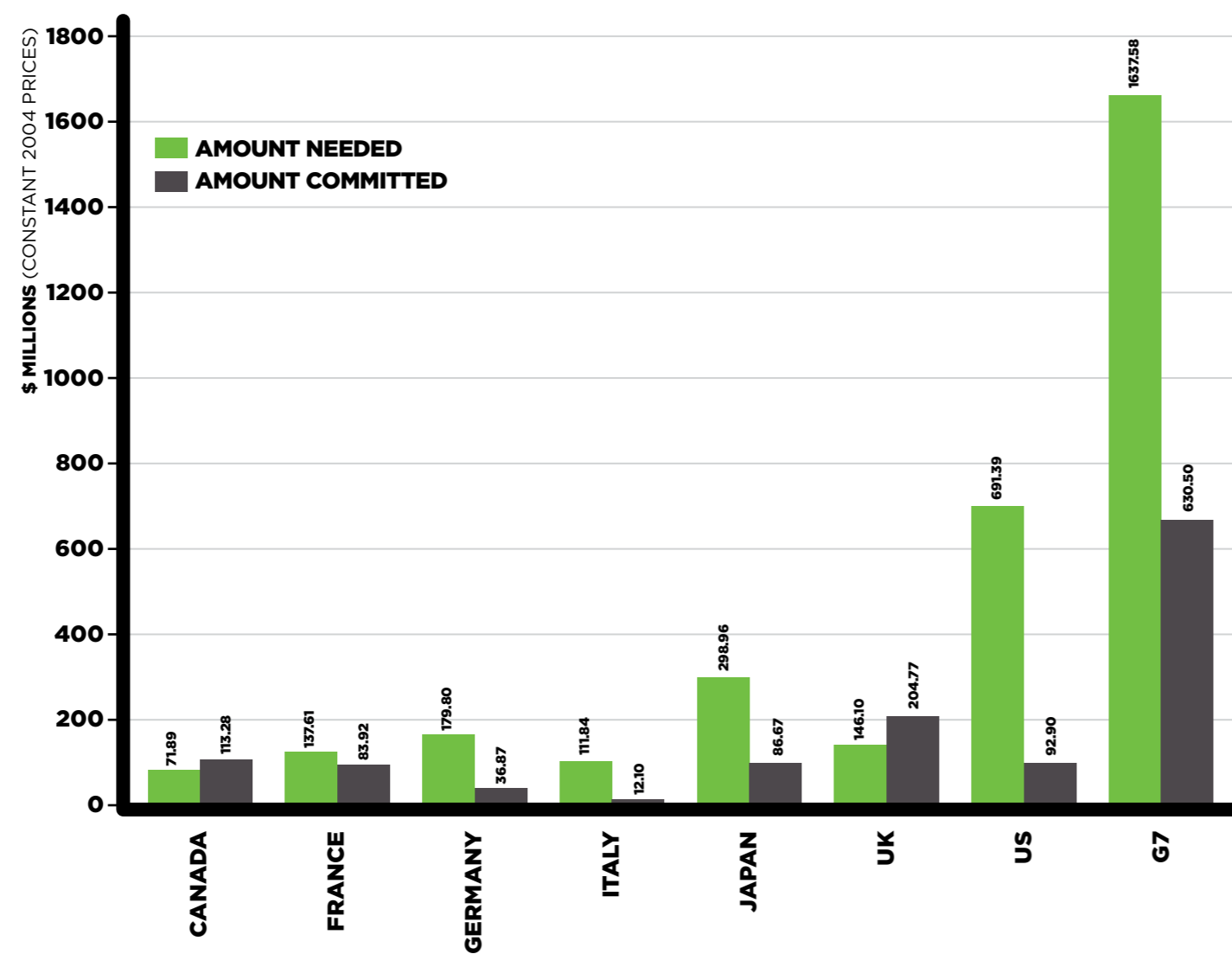
	ACTUAL AMOUNT			AMOUNT NEEDED TO BE ON TRACK, 2004 BASE YEAR		AMOUNT NEEDED TO BE ON TRACK, NEW 2006 BASE YEAR			
	2004	2005	2006	2005	2006	2007	2008	2009	2010
<b>CANADA</b>	81	64	113	48	72	70	102	135	168
<b>FRANCE</b>	87	37	84	92	138	133	196	259	321
<b>GERMANY</b>	28	54	37	120	180	174	256	338	420
<b>ITALY</b>	10	16	12*	75	112	108	159	210	261
<b>JAPAN</b>	89	77	87	200	300	290	426	562	698
<b>UK</b>	86	151	205	98	147	142	208	275	341
<b>US</b>	151	90	93	463	693	671	985	1,300	1,615
<b>G7 TOTAL</b>	<b>532</b>	<b>488</b>	<b>631</b>	<b>1,097</b>	<b>1,642</b>	<b>1,588</b>	<b>2,334</b>	<b>3,080</b>	<b>3,825</b>
<b>DAC</b>	<b>705</b>	<b>697</b>	<b>1,078</b>	<b>1,403</b>	<b>2,101</b>	<b>2,032</b>	<b>2,986</b>	<b>3,940</b>	<b>4,894</b>

\*Italy's figures do not include bilateral spending in 2006 due to incomplete sectoral data.

The graph below gives a comparison of the relative efforts put into primary education by the G8 countries in 2006. It tracks their actual development assistance for primary education in Africa relative to what their equitable share would have been

had they begun scaling up towards the \$4.9 billion target in 2005. As the figure demonstrates, in 2006 most of the G8 countries were not on track to meet their equitable share of financing for UPE in Africa.

### ACTUAL ODA COMMITTED IN 2006 TO PRIMARY EDUCATION COMPARED WITH EQUITABLE SHARE OF TARGET



To account for the slow pace of scaled-up assistance, DATA has redrawn the financing trajectory to 2010 by using 2006 as the base year. This steeper trajectory means that the G8 will need to increase their commitments by \$1.7 billion in 2008 (compared with actual 2006 spending) to be on course with the financing required to achieve UPE. While this is less than the amount required in the original trajectory, the steeper trajectory means that the G8 will need to make much bigger year-on-year increases in assistance to 2010. In addition, African countries will need to scale up their domestic resources, and other leading donors on education (such as the Netherlands) will have to continue their leadership by filling the remaining financing gap.

### FILLING THE GAP

**\$1.6bn**

The amount of aid the G8 should have provided to primary education in sub-Saharan Africa in 2006.

**\$631m**

The amount of aid the G8 actually provided to primary education in sub-Saharan Africa in 2006.

**1.6 million**

Additional teachers sub-Saharan Africa will need by 2015 in order to provide every child with a primary education

## INDIVIDUAL COUNTRY PERFORMANCE

### ON TRACK UPE FUNDING FOR AFRICA

#### UK

The UK provided \$205 million for primary education to Africa in 2006 and will need to maintain this level of assistance in 2008 by providing no less than \$208 million. The UK has led the way in providing a predictable flow of resources by announcing \$15 billion for universal primary education over the ten years up to 2015. It recently announced a partnership with France to put 16 million children into school in Africa by 2010 and to improve the quality of education. The UK will support 8 million of these children and intends to spend \$1 billion in support of education in Africa by 2010/11. It has also launched a 'Beyond Borders' education initiative that will deliver education in emergency, conflict and post-crisis countries, utilising education experts from UNICEF and Save the Children. As part of the plan, the UK will provide additional support for education in Sierra Leone, Burundi, Somalia, Afghanistan, Nepal, the Democratic Republic of Congo and Liberia.

#### CANADA

Canada provided \$113 million for primary education to Africa in 2006 and will need to maintain this level of assistance in 2008. Funding has quadrupled since 2000 and the country's finance minister announced in 2006 that Canada's bilateral funding for education in Africa would increase to approximately \$130 million a year over the following four years.

### OFF TRACK UPE FUNDING FOR AFRICA

#### US

The United States delivered \$93 million for primary education to Africa in 2006. In order to provide a proportionate share of the finances required to support universal primary education, the US would need to increase its assistance by \$892 million in 2008 to a total of \$985 million. US education spending in Africa is increasing significantly, although not at pace to reach the universal primary education target. In FY2007, the US allocated \$175 million for basic education in Africa and plans to commit \$245 million in FY2008. Such funding is directed to programs such as the African Education Initiative, which provides teacher training, scholarships, textbooks and other learning materials. In September 2007, the White House announced an additional five year \$525 million for the President's International Education Initiative which aims to provide comprehensive basic education for four million children in six Education for All Fast Track Initiative countries -- Ethiopia, Liberia, Ghana, Mali, Honduras and Yemen. In May 2007, a bipartisan five year \$10 billion Education for All Act was introduced in Congress and remains under consideration.

#### ITALY

Italy provided \$12 million for primary education to Africa in 2006 through multilateral channels, but information on bilateral spending was not available at the time of printing. It will need to increase its assistance by \$147 million in 2008 to a total of \$159 million. Italy has made statements in support of Education for All, but its development assistance for primary education in Africa in 2006 represents a 25% cut from 2005. No future plans to increase this level of funding appear to have been announced.

#### JAPAN

Japan provided \$87 million for primary education to Africa in 2006, less than one-third of its equitable share target, and it will need to increase its assistance by \$339 million in 2008 to a total of \$426 million, in order to provide a proportionate share of the total needed. Within its overall education budget, spending on primary education is relatively low. Japan is currently serving as a co-chair of the Fast Track Initiative. On April 23, 2008, Minister of Foreign Affairs Masahiko Koumura announced that Japan will construct 1,000 schools in sub-Saharan Africa and train 300,000 teachers in math and science over the next five years. Japan aims to train 100,000 teachers in sub-Saharan Africa.

#### GERMANY

Germany provided just \$37 million in bilateral primary education assistance to Africa in 2006, less than a quarter of its equitable share target. Germany will need to increase its assistance by \$219 million in 2008 to a total of \$256 million, in order to provide a proportionate share of the total needed. Analysis of Germany's 2007 budget shows that it has allocated \$151 million for education globally. Germany made notable efforts to follow through on the Heiligendamm promise to fill the \$500 million financing gap for FTI countries. The government planned to allocate an additional \$41 million to FTI countries at the end of the year, which would fulfil Germany's share of the 2007 financing gap. Due to budgetary restrictions, however, Germany was limited to providing only an additional \$21 million in 2007, which was used to support the education sector in three African FTI-endorsed countries. The remaining \$21 million, which was expected to be disbursed in early 2008, may not be disbursed at all due to temporary restrictions on basket funding by parliament.

#### FRANCE

France provided \$84 million for primary education to Africa in 2006, compared with its equitable share of \$142 million, and will need to increase its assistance by \$112 million in 2008 to a total of \$196 million. France has increased the priority given to primary education in its development budget, but it still spends a large share of its overall education budget on higher education and imputed student costs. It made a potentially bold commitment in March 2008, when it announced a partnership with the UK to get 16 million children into school in Africa by 2010. France will support 8 million of these children by 2010. France and the UK also intend to place a renewed emphasis on the quality of education and on the monitoring and measurement of learning outcomes. Both countries will support recruitment and training for the additional teachers needed to reach UPE by 2015.