

EDUCATION

WHY IS EDUCATION IMPORTANT?

Education is a basic human right. In addition to equipping a child with the knowledge and skills needed for a productive life, universal primary education offers societies even deeper and wider returns for health and economic growth.

- The under-five mortality rate falls by more than 50% for mothers with a primary school education.¹
- A 2004 study concluded that universal primary education could prevent 700,000 HIV cases per year.²
- In low-income countries, a young woman's average earnings increase by 10%–20% with each additional year of education.³

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

The G8 made no new commitments on primary education in Africa at St Petersburg.

INTERPRETING THE COMMITMENT

The G8's 2005 education commitment reiterated the Millennium Development Goal (MDG) of ensuring that all children are able to complete a full course of primary schooling by 2015, which would require all primary school-age children to be enrolled by 2010.⁴ The G8 further committed to supporting African partners' efforts to reach this goal through the Education for All Fast Track Initiative (FTI). To fully analyse G8 progress on these education commitments, DATA would need to monitor the support of individual donors for specific FTI proposals and their progress in delivering the overall financing required to meet the goal of universal primary education (UPE) in sub-Saharan Africa. While this report does track individual donor progress on UPE, data limitations make it impossible to monitor individual donor support for specific FTI plans. Progress on these plans can only be approximated and tracked on a group basis.

To calculate outcome targets and interim goals, DATA has tracked the number of additional primary school-age children in Africa who will need to be in school each year between 2006 and 2010, using a straight-line trajectory that factors in population growth, and the increase in funding required annually to support those goals. The number of children has been calculated using the latest data available (2004) from UNESCO's Institute of Statistics, which was then extrapolated for future years using World Bank population growth estimates.

HOW AMBITIOUS WAS THE G8 PROMISE?

The G8's 2005 education commitment was a reiteration of Millennium Development Goal (MDG) 2 and of earlier commitments to ensure that every child completes a full course of primary schooling by 2015; this requires all primary school-age children to be enrolled in school no later than 2010. MDG 3, which sought to eliminate gender disparity in primary and secondary education by 2005, has still not been met two years after the target date. The G8 did not set a resource target for the achievement of the goal, but real

progress against the commitment will require full financing for FTI countries, as well as innovative support to address education challenges in African countries that have not yet developed donor-endorsed education plans.

Achieving universal primary education will require an average of \$10 billion a year globally between 2005 and 2010 (at 2005 prices). This figure is based on estimates from UNESCO's Global Monitoring Report (GMR) 2007 and the report 'From Commitment to Action: Education' by the UK's Department for International Development (DFID). DFID recommends scaling up to \$10 billion a year no later than 2010, the target date used in this report. DATA anticipates that, at a minimum, approximately 50% of this total – \$5 billion – will be required for Africa. This is a conservative approximation, as there is no regional breakdown of the global cost estimate.

DELIVERING THE PROMISE

The UNESCO 2007 GMR estimates that there were 111 million African children of primary school age in 2004 and that 38 million of them – 34% – were out of school.⁵ Using the World Bank's population growth estimate of 2% per annum, there will be approximately 126 million African children in this age group by 2010. Without a substantial expansion of education in Africa, a growing proportion of them will be out of school.

Meeting the challenge of universal primary education by 2015 requires a multi-faceted response:

- **ELIMINATION OF SCHOOL FEES AND PROVISION OF MATERIALS:** Elimination or reduction of school fees provides an immediate impact on school enrolments. Malawi, Uganda, Tanzania and Kenya each enrolled 1 million new children in primary school after abolishing user fees.⁶ Other financial barriers still keep children from school, however, such as the cost of school uniforms, books or other materials. Furthermore, many schools remain poorly equipped – in Cameroon, for instance, fewer than one child in 100 has a textbook for maths or English.⁷
- **TRAINED TEACHERS AND ADDITIONAL WELL-RESOURCED CLASSROOMS:** Providing universal access to education must not mean a trade-off with the quality of education.

Long-term investments in teacher salaries, recruitment and training, curriculum 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.⁸

- **ENABLING EQUAL ACCESS, ESPECIALLY FOR GIRLS:** Girls are more often denied access to primary schooling than boys. 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.
- **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.⁹ For example, in Swaziland two-thirds of girls who are in school are HIV-negative, while two-thirds of girls out of school are HIV-positive.

THE EDUCATION FOR ALL FAST TRACK INITIATIVE

The Education for All Fast Track Initiative (FTI) is the principal mechanism for channelling education funding to recipient countries. The FTI was launched in 2002 in response to the pledge made by donors and developing countries at the 2000 World Education Forum in Dakar, Senegal to provide free universal primary education. The FTI was specifically highlighted by the G8 in the 2005 Gleneagles Communiqué, which stated: 'Our aim is that every FTI-elected country will develop the capacity and have the resources necessary to implement their sustainable education strategies.'

The FTI provides a framework to support and promote sound national education plans, better donor coordination, predictable financial support and measurable results. The Initiative is a partnership between donors and low-income countries and

THE IMPORTANCE OF EDUCATION

50%

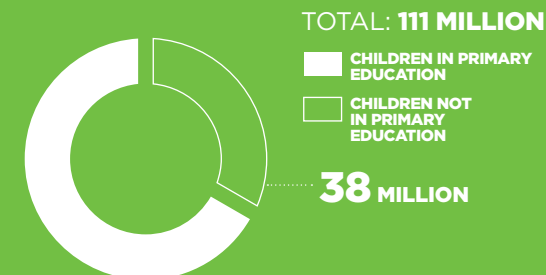
Rate at which the under-five mortality rate falls for mothers with a primary education.

700,000

HIV cases that could be prevented per year with universal primary education.

HOW MANY AFRICAN CHILDREN ARE ACTUALLY IN PRIMARY EDUCATION?

UNESCO 2007 GMR estimates there were 111 Million African children of primary school age in 2004 and that 38 million were out of school.



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Six African countries with FTI-endorsed plans have seen enrolments grow by 40% in four years
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is based on 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.

For those countries without the capacity to design and/or implement a national education plan, the FTI has two trust funds: the Education Programme Development Fund, which provides technical assistance to governments seeking to develop their education strategies, and the Catalytic Fund, which provides short-term financing for countries unable to attract sufficient donor funding. A new Extended Catalytic Fund is currently being designed within the FTI framework to allow recipient countries to receive support for a longer period and in a more predictable manner.

Currently, 17 African countries have had their national education plans endorsed by the FTI, with nine expected to receive endorsement in 2007 and eight more in 2008. The G8 must immediately fill the financing gap for countries that have already endorsed plans.

AFRICAN PROGRESS: EDUCATION

African countries have demonstrated a strong commitment to mobilising the political and financial resources needed to provide free and compulsory primary education by 2015. At the Financing for Development in Africa conference held in Abuja, Nigeria in May 2006, 22 African finance ministers committed to the preparation of ten-year plans for education. In September 2006, 17 of those plans were presented at the World Bank/IMF Annual Meetings, involving an identified resource need of \$80 billion, of which \$50 billion would be raised domestically.¹⁰

More than half the countries in sub-Saharan Africa with data available spend over 15% of their government budget on education.¹¹ Botswana and Guinea are examples of countries where more than a quarter of government expenditure is allocated to education. Public spending on education as a share of GNP is also on the

rise in many African countries, increasing by 30% or more in Benin, Cameroon, Madagascar, Malawi and Zambia between 1999 and 2004.¹²

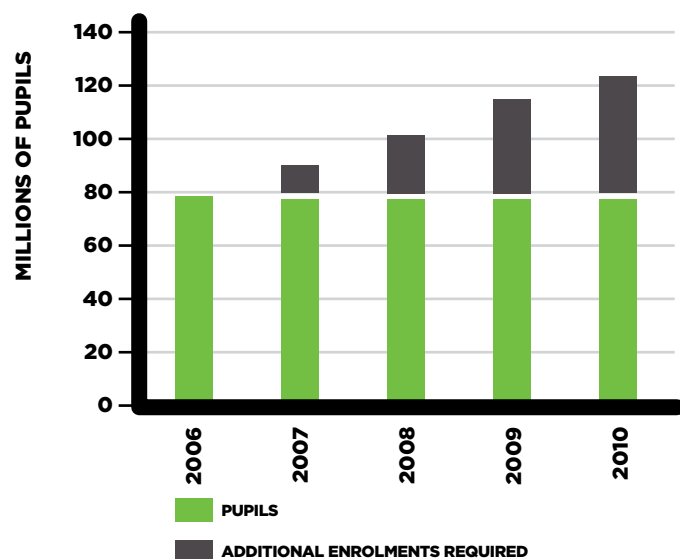
Savings from debt cancellation have provided a significant boost to funding for primary school education in many African countries, and donors should be credited with enabling governments to redeploy their resources to this important sector. Impressive results have also been achieved when donors have increased support to African governments that are committed to delivering free universal primary education, with a special emphasis on gender equality, and to countries that have embraced transparency and accountability to parents and civil society watchdogs.

- Gross enrolments in primary school in sub-Saharan Africa (which includes pupils of non-primary school age) jumped by 20 million children between 2000 and 2004.¹³
- Proceeds from debt relief have been used in Nigeria (\$140 million in 2006) to hire an additional 40,000 teachers.
- The abolition of school fees resulted in a 10% increase in enrolments in Madagascar, a 14% increase in Ghana, an additional 3 million children in school in Tanzania and an additional 1 million children in school in Kenya. Similar results have been seen in Mozambique, Malawi, Uganda, Rwanda and Ethiopia.
- Since receiving FTI endorsement in 2002, Burkina Faso has increased its primary school enrolments by 55%, sending nearly 500,000 more children to school.¹⁴
- Donor assistance to Niger has nearly quadrupled from about \$10 million to \$39 million per year since the country joined the FTI in 2002. Between 2002 and 2005, teacher recruitment jumped by 1,000% and enrolments doubled from 530,000 to 1.1 million children.¹⁵
- Six African countries with FTI-endorsed plans have seen enrolments grow by 40% in four years.¹⁶

WHAT DOES THE G8 NEED TO DO?

In order to meet the MDG of universal primary education completion by 2015, DATA estimates that an additional 47 million African children of primary school age will need to be enrolled between 2007 and 2010. This number represents the difference in the estimated 2006 primary school age enrolment (79 million) and the projected primary school age population in 2010 (126 million). Meeting this goal will require enrolling 11.7 million children in primary school every year until 2010, assuming a straight-line trajectory.

CLOSING THE EDUCATION GAP



In partnership with African nations, the G8 need to ensure both that all countries develop costed and technically feasible plans for scaling up education and then, as these plans are finalised, that the resources are available to finance them. 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 work to develop new strategies to scale up education in partnership with

governments and/or civil society in those countries where sound plans have not been developed.

In order to meet its commitment, the G8 must immediately fill their share of the financing gap for African countries that already have FTI-endorsed plans. The 17 FTI-endorsed African countries already face a \$690 million financing gap and this gap is projected to increase to nearly \$1 billion by the end of 2007. When the remaining qualified countries develop endorsed education plans, total funding requirements will increase even further.

FINANCING GAPS FOR CURRENT AND POTENTIAL AFRICAN FTI COUNTRIES

ENDORSED COUNTRIES

- Benin
- Burkina Faso
- Ethiopia
- Mali
- Mauritania
- Mozambique
- Niger
- Cameroon
- Ghana
- Kenya
- Lesotho
- Senegal
- Djibouti
- The Gambia
- Guinea
- Madagascar
- Rwanda

FINANCING GAP: **\$690 MILLION**

POTENTIAL FOR 2007

- Angola
- Burundi
- Chad
- Republic of Congo
- Guinea Bissau
- Liberia
- Sierra Leone
- Zambia
- Sao Tomé

FINANCING GAP: **\$266 MILLION**

POTENTIAL FOR 2008

- Central African Republic
- Congo, DRC
- Eritrea
- Malawi
- Nigeria
- Tanzania
- Togo
- Uganda

FINANCING GAP: **\$1.6 BILLION**

FTI is not the only way that donors are contributing to education in Africa. For example, another important way in which they provide support is through international institutions and organisations that provide schooling in post-conflict countries and/or countries with weak institutions. However, in countries with credible education plans, these stand-alone programmes are not always aligned with the country's objectives, and this can

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The G8 are off track on education. They did half of what they needed to do in 2005
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undermine the quality and effectiveness of education assistance. For countries that have developed credible education plans, the FTI is the most organised, coordinated and accountable mechanism for providing education assistance.

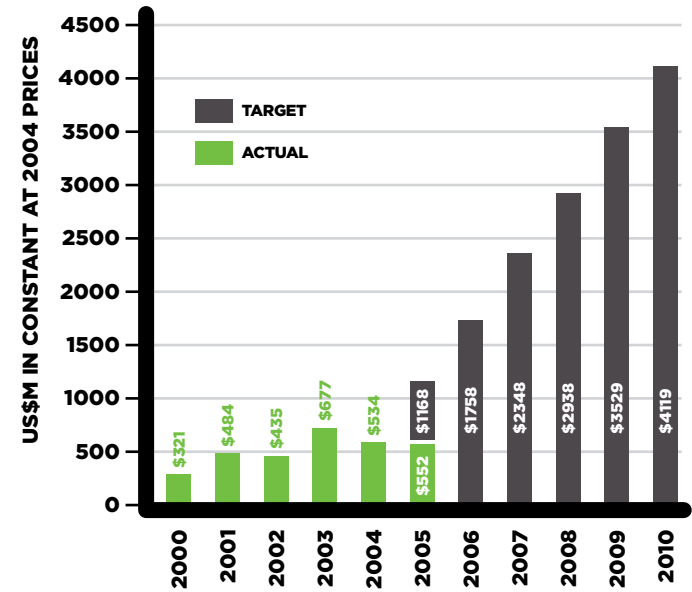
Achieving UPE ultimately requires a two-pronged approach that fully supports education plans in countries with a demonstrated commitment and that also uses more creative approaches to ensure that children in post-conflict countries have the opportunity to attend school.

As mentioned above, individual donor progress on financing specific FTI plans cannot be measured because these data are not reported. Donors should make such information readily available through the FTI Secretariat so that progress can be monitored specifically against FTI plan financing. In lieu of such data, this report monitors progress against the ultimate goal of UPE, fully acknowledging that actual implementation of resources is contingent upon sound partnership and plans with African nations.

ARE THE G8 ON TRACK?

Development assistance from G8 donors for primary education has not increased quickly enough to fully finance the needs of African FTI countries, let alone the goal of achieving universal primary education. Funding from the G8 for primary education in Africa peaked in 2003 at \$680 million, but dropped back to \$535 million in 2004. It increased by 3% in 2005 to \$552 million.

**G8 FINANCING REQUIRED TO MEET UPE IN AFRICA BY 2010
 BILATERAL AND MULTILATERAL CHANNELS**



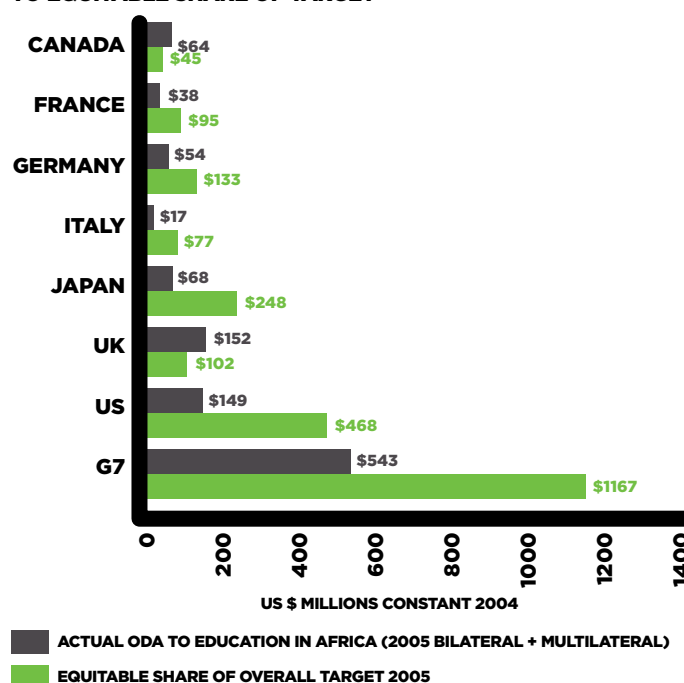
The G8’s equitable share of the \$5 billion needed in Africa, taken as a share of all OECD countries, would be 84% or \$4.1 billion by 2010. Drawing a linear scale-up of financing needs between 2004 and 2010, the G8 should have committed \$1.2 billion in 2005 and \$1.8 billion in 2006. The latest figures show that the G8 only committed \$552 million in 2005, meeting just 47% of the target based on equitable shares. The G8 countries will need to increase their commitments to a total of \$2.3 billion in 2007 to be back on track. 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.

TABLE 1: G8 EQUITABLE SHARES BASED ON SHARE OF OECD GNI (US \$ MILLIONS AT 2004 PRICES)

	ACTUAL AMOUNT		AMOUNT REQUIRED TO BE ON TRACK					
	2004	2005	2005	2006	2007	2008	2009	2010
CANADA	81	64	45	68	91	114	137	160
FRANCE	86	44	95	143	191	240	288	336
GERMANY	40	60	133	200	267	335	402	469
ITALY	5	20	77	115	154	193	232	271
JAPAN	83	66	248	373	498	623	748	873
UNITED KINGDOM	80	152	102	154	205	257	309	360
UNITED STATES	159	147	468	704	941	1,177	1,414	1,650
TOTAL	535	552	1,168	1,758	2,348	2,939	3,529	4,119

The graph below gives a comparison of the relative efforts put into primary education by the G8 countries in 2005. 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 \$5 billion target in 2005.¹⁷ As the graph demonstrates, most of the G8 countries are not on track to meet their equitable share of financing for UPE in Africa.

ACTUAL ODA TO PRIMARY EDUCATION IN AFRICA COMPARED TO EQUITABLE SHARE OF TARGET



FILLING THE GAP

\$2.3bn

Increase needed by G8 countries to be back on track for 2007.

\$1bn

Financing gap faced by FTI-endorsed countries by the end of 2007.

THE G8 ARE OFF TRACK ON EDUCATION

To get back on track in 2007, the G8 need to more than quadruple 2005 spending levels.

2005

\$552 MILLION

2007

\$2.3 BILLION

DATA acknowledges that, at the time of writing, most of the 2007 budget decisions had been made. The numbers below refer to what DATA expects donors to have allocated for assistance to primary education in Africa. If the donors fall short of this increase in 2007, next year's report will show an even steeper increase required to get individual donors back on track. The G8 should use the graph on the previous page to measure the ambition of their assistance levels when making provisions for their 2008 budgets.

In 2007, G8 donors must significantly increase assistance to primary education in Africa over 2005 levels.

- **CANADA** will need to increase its assistance by \$28 million over its 2005 level, to a total of \$91 million in 2007.
- **FRANCE** will need to increase its assistance by \$153 million over its 2005 level, to a total of \$191 million in 2007.
- **GERMANY** will need to increase its assistance by \$213 million over its 2005 level, to a total of \$267 million in 2007.
- **ITALY** will need to increase its assistance by \$137 million over its 2005 level, to a total of \$154 million in 2007.
- **JAPAN** will need to increase its assistance by \$430 million over its 2005 level, to a total of \$498 million in 2007.
- **UK** will need to increase its assistance by \$53 million over its 2005 level, to a total of \$205 million in 2007.
- **US** will need to increase its assistance by \$791 million over its 2005 level, to a total of \$941 million in 2007. In total, the G8 donors will need to more than quadruple their development assistance to primary education in Africa, from \$552 million in 2005 to \$2,348 million in 2007.

The G8 are off track on education. They did half of what they needed to do in 2005. The data are not yet available for 2006. To get back on track in 2007, the G8 need to more than quadruple 2005 spending levels, from \$552 million to \$2.3 billion. This level will need to rise even further to \$2.9 billion in 2008 to be on track.

OVERALL ASSESSMENT

ON TRACK ON PRIMARY EDUCATION FUNDING

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 has already signed long-term plans with Mozambique.

CANADA has committed to increase its education spending. Funding has quadrupled since 2000 and the 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. This included a further \$22 million in addition to the \$40 million Canada had already committed to the FTI.

OFF TRACK ON PRIMARY EDUCATION FUNDING

FRANCE provided \$44 million in 2005, compared with a target of \$95 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, which do not directly support national education sector objectives.

JAPAN provided \$66 million in assistance for primary education to Africa in 2005, around a quarter of its equitable share. Within its overall education budget, spending on primary education is relatively low.

GERMANY's development assistance for education is primarily directed to higher education and imputed student costs. In 2006, Germany set a target for bilateral support to primary education of \$127 million. The government's annual target for primary education from 2007 onwards is \$153 million and there have been indications of renewed interest in education

from the German government, which DATA hopes will be reflected at the 2007 G8 Summit.

US has not offered anywhere near enough assistance for primary education to achieve UPE, despite the African Education Initiative, which provides teacher training, scholarships, textbooks and other learning materials. In the President's 2008 budget request, education spending in Africa would decrease by approximately 25% from its 2006 level. However, there is renewed interest in education from the White House and the US Congress, and DATA hopes that the US will soon change its approach to this crucial issue.

ITALY has made statements in support of Education for All, but its development assistance for primary education in Africa was just \$20 million in 2005 and no future plans to increase this level of funding appear to have been announced.