




EDUCATION – JOB NUMBER 1

Norwegian Strategy for Delivering Education for All by 2015



UTENRIKSDEPARTEMENTET

Norwegian Ministry of Foreign Affairs



"I NEED EDUCATION SO THAT ONE DAY I CAN GET A JOB"
YOKOSTA, 9 YEARS OLD, NICARAGUA



Preface by the Minister of International Development

Education is a human right. It is a precondition for economic, social and cultural development. It promotes health and plays a major role in combating HIV/AIDS. Ensuring education for all is the most important measure in eliminating poverty. That is why Norway views education as “job number 1”.

All UN member states have committed themselves to achieving the UN Millennium Development Goals. Education is a major instrument for realizing these goals. Thus, two of the Millennium Development Goals are related to education:

- Ensure that all boys and girls complete a full course of primary schooling
- Eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education by 2015

Through the Dakar Declaration of 2000 the international community committed itself to ensuring that no country that takes the goal of Education for All seriously shall lack the resources to accomplish this. In 2000, 115 million children had no access to primary education – most of these were girls. Eight hundred and sixty-two million adults and young people were illiterate. In other words, the international community has work to do.

In March 2002 the Government submitted its Action Plan for Combating Poverty in the South towards 2015. This outlines Norway’s contributions to the achievement of the UN Millennium Development Goals. In

drawing up our strategy for Norwegian development assistance to education, we are taking another step forward. We are specifying how we intend to help bringing about Education for All, a key goal of our Action Plan.

Nine per cent of the Norwegian development assistance budget is applied to education. This is not enough. We therefore plan to increase our commitment to education to 15 per cent by 2005. During the same period, we will increase our total development assistance budget from 0.93 per cent of our Gross National Income (GNI) in 2003 to 1 per cent in 2005. This involves a doubling of transfers for educational purposes, and entails an increase of about NOK 1 billion, or USD 140 million.

Even with its keen focus on development in general and education in particular, Norway is still a small player in the larger context. We therefore must seek to inspire other donors and development institutions. Through the “Norwegian Debt Relief Strategy towards 2000” we succeeded in influencing other countries to increase their debt relief. Similarly, by means of this strategy we aim to contribute to a greater international effort to promote education.

We shall make this effort because we acknowledge that education is a human right, a right for everyone. We shall carry out our strategy in cooperation with our partner countries and we shall reach those who need it the most. Therefore, we will concentrate our efforts on sub-Saharan Africa and on South Asia. We will coordi-

nate our efforts through the governments in our partner countries, in cooperation with the multilateral institutions and with like-minded countries. We shall support new approaches to reach more people, and we shall cooperate with civil society in our partner countries, internationally and here at home.

This strategy will lead and guide our new focus on education. However, it is the countries themselves that are responsible for drawing up plans and implementing reforms. Recipient responsibility is a mainstay of Norwegian development policy. Norway’s contribution is therefore a supplement to the efforts of the countries themselves. In practice, it is a matter of finding the right form of cooperation and a clear division of roles. This strategy must therefore also be read as an instrument to promote such discussions with our partner countries’ governments and NGOs in a joint effort to achieve the best possible results in education.

We know what we want to do, why we want to do it and where. We also have a good idea of how to do it. The eight-year-old who made the drawing on the front cover called it “Big steps”. Big steps is what Norway intends to take. And we intend to take them now. I hope many will join us in moving forward.

Hilde F. Johnson
Minister of International Development

The rights-based perspective

Education for all is a human right. Our assistance to education will be based on this principle. The rights-based perspective is rooted in UN conventions on economic, social, cultural, civil and political rights, on children's rights and against the discrimination of women and racial groups. Every single human being has a right to education in accordance with his or her needs and interests, abilities and aptitudes.

This means that race, colour, sex, language, religion, political or other views, national or social origin, property, birth or other status must not preclude the right to education. It is particularly important that the right to education becomes a reality for discriminated and disadvantaged groups. The human dignity of all children must be respected. They must have a right to freedom of speech and religion and not be subjected to

degrading treatment, financial exploitation or sexual abuse.

The public authorities must take the main responsibility for education. The authorities must respect and promote human rights. They must therefore take measures to safeguard children's rights and to ensure that all children have access to compulsory and free primary education of good quality. In this connection it is immaterial whether the school is public or private. The authorities must incorporate international commitments into their national legislation, support secondary and higher education and make efforts to ensure that it is available to all. Norway will seek to make this possible. The rights-based approach underlies all the principles on which Norway bases its assistance to education.

"ALL CHILDREN SHOULD BE GIVEN EDUCATION FOR FREE"
ALPHONSINA, 13 YEARS OLD

Guiding principles

- Education is a human right.
- Education must help combat poverty.
- Education must give the poor the possibility for economic, social and political participation.
- Education for girls must be given high priority.
- The statistics for education must reflect the number of pupils who complete their education, not the number enrolled.
- Primary education must be free.
- Primary education must promote democracy and human rights.
- Primary education must strengthen the pupils' self-respect and cultural identity.
- Our partner countries and the multilateral organizations will be our most important partners.
- Our partner countries are responsible for shaping their educational policy and for ensuring that their citizens are provided with basic education.
- NGOs will be used when they are the most effective tool for reaching vulnerable target groups.
- Norway will coordinate its efforts with other development stakeholders.
- Norwegian assistance must be long-term and consistent.
- Norway will support efforts to ensure that education is provided in emergencies and from day one in post-war rehabilitation situations.



SHUN, 7 YEARS OLD,
CHINA

"EDUCATION IS MY FUTURE"
UDAYA, 10 YEARS OLD



1. Education for all

THE MILLENNIUM AND DAKAR GOALS

The Norwegian goals for assistance to education are in keeping with the main goals that were adopted at the Dakar Conference in 2000. Two of the goals from Dakar are also UN Millennium Development Goals.

THE SIX DAKAR GOALS

We hereby collectively commit ourselves to the attainment of the following goals:

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.



HEDDA, 12 YEARS OLD, NORWAY



2. Why is education so important?

"EDUCATION IS IMPORTANT NOT ONLY FOR ME BUT FOR THE PROGRESS OF THE WHOLE NATION"
NITA, 14 YEARS OLD

THE ROLE OF EDUCATION IN DEVELOPMENT

Education is a precondition for development and it is the most important weapon against poverty.

The conditions under which children grow up influence the society of the future. Lack of literacy and numeracy is among the most important obstacles that prevent poor people from being able to exercise their rights and thus improve their social and economic situation. Deficiencies in basic knowledge and technical expertise are also a major cause of inadequate private sector development and lack of economic progress.

Investment in human resources, on the other hand, is decisive for promoting economic growth and combating poverty in poor countries. There is a clear correlation between education and economic and social development. Education is also essential for the promotion of democracy and human rights. Education is a basic requirement for individuals' ability to fulfil their potential, realize their ambitions and contribute to necessary social and economic change. A uniformly high level of education and knowledge in the population helps create an innovative and dynamic commercial and industrial sector. It is also a precondition for a country's successful integration into the world economy.

The most favourable investment, the investment that yields the highest return in strictly economic terms in a poor country, is education for girls. Nothing can beat it. This is not only because "when you educate a girl you educate the whole family". It is also because educating women achieves results in the areas of birth control, health, HIV/AIDS, income generation and many more. We achieve several development goals simultaneously.

Education is part of the basic infrastructure of a

society. Education strengthens individuals' competence, capacity and cultural identity, and makes people better able to manage technological change, hold their own in economic competition, achieve a reasonable standard of living and participate in decision-making processes in society.

Education has an intrinsic value in addition to its concrete social consequences. Nobel Laureate Amartya Sen maintains, rightly, that development in the deepest sense is a matter of expanding human capability. Norway shares this view, and here education is key. Every boy and girl deserves a good education.

THE CHALLENGES FOR THE POOREST COUNTRIES

The figures speak for themselves. One hundred and fifteen million children have no access to primary education. Most of these are girls. The percentage of children in school is lowest in Africa south of the Sahara. It is the countries in sub-Saharan Africa that will have the greatest difficulty in reaching the goal of providing primary education for all by 2015.

Eight hundred and sixty-two million young people and adults are unable to read or write. According to UNESCO (EFA Global Monitoring Report, 2002), if efforts to improve education are not considerably stepped up, at least 79 countries will probably not succeed in meeting the Dakar goal of halving the number of illiterate people by 2015. This applies primarily to countries in sub-Saharan Africa and South Asia.

For those attending school there are other challenges.

Attending school does not automatically mean that pupils learn. Classes are often crowded. Textbooks



**PATEL, 7 YEARS OLD,
INDIA**



and equipment are often lacking. The materials that are available are often unsuitable or of poor quality. There are too few teachers, and they are often poorly qualified. Large groups of children not only receive poor teaching but experience school as irrelevant and culturally and linguistically alien. For many parents, sending their children to school involves expenses, either in the form of school fees, uniforms and other equipment or because the school takes the children out of employment. Large numbers of those who start school fail to complete their primary education.

In many countries there are tensions between different forms of education: between the colonial school system on the one hand and various traditional pre-colonial forms of education on the other, and between rigid, authoritarian forms of teaching and activity learning centred on the child's needs. Selecting the appropriate language of instruction is also a major challenge.

In a number of countries, girls and women are being systematically discriminated. They are regarded as inferior, and have little access to resources or positions of power. There are still fewer girls than boys attending school. Most illiterate people are women. The gender differences are particularly marked in south-west Asia, countries in the Middle East and in sub-Saharan Africa.

In recent years, secondary education has been overshadowed by the international community's focus on primary education. In many developing countries, access to secondary education is extremely limited and the education that is available is often mainly academic, with very little emphasis on vocational training. In sub-Saharan Africa less than a third of young people in the relevant age group are offered education or training at

the secondary level in general, technical, commercial or vocational subjects.

Higher education and research experience major problems in many developing countries, owing partly to budget cuts and partly to the "brain drain". Countries manage only to a small degree to pursue their own research and to cover national teaching needs, survey the extent of their own national knowledge base, utilize international research-based knowledge or apply this knowledge to their national development processes.

Furthermore, the HIV/AIDS pandemic is in the process of undermining the education system in many developing countries. The situation is particularly serious in sub-Saharan Africa. Teachers are falling ill and dying. The school administration at all levels is losing essential expertise. Pupils are missing out on schooling because adult care providers are dying. In this situation the increased burden of work is falling mainly on the girls. In many countries the number of orphans is growing rapidly, and many of these children are being cared for by relatives who already live under difficult conditions, or by older siblings. A large number of children have to manage on their own, and are fighting a daily battle for survival.

3. What do we want to do?

"WE MUST GIVE MONEY FOR SCHOOL TEXTBOOKS AND OTHER EQUIPMENT"
ANDREAS, 14 YEARS OLD

Norway has taken a broad approach to the development of the education sector. This does not mean that Norway's technical and economic involvement as a donor country will be equally great in all areas. The present chapter describes the areas that Norway considers important. However, priorities depend on the situation in the individual countries, efforts by other donors and the choice of assistance channels. In some cases Norway will support primary education, in other cases secondary and higher education. In many cases we will provide considerable financial assistance, while in others we will restrict ourselves to technical or political initiatives. The order below therefore is not a rigid list of priorities.

GIRLS' EDUCATION

We know that educating girls is among the most effective forms of development. Educating girls reduces maternal and infant mortality and leads to lower birth rates. This results in health improvements for the poor, which again is of major importance for economic development. It has been found that women who themselves have received schooling are more likely to see the necessity of sending their children to school. Emphasis on schooling for girls will thus create an upward spiral and, according to international research reports, will be the best possible investment in development. However, in many countries girls' education is often given low priority, particularly where resources are scarce.

Norway is already actively involved in education for girls. We intend to further strengthen this involvement. This includes raising awareness among the public authorities, local communities and parents as regards girls' and women's rights and the value of providing them with education. In conjunction with grant schemes and other financial incentives, this should increase the number of girls attending school. Ensuring girls' well-being and safety by reducing the distance



FARZANA, 12 YEARS OLD,
BANGLADESH

**"AT MY SCHOOL WE NEED MORE TEACHERS"
ROSEMARY, 13 YEARS OLD**



FEMALE EDUCATION SCHOLARSHIP PROGRAMME

Norway has supported the Female Education Scholarship Programme (FESP) in Bangladesh since 1992. This national programme is also supported by the World Bank and the Asian Development Bank. The largest contributor is the government itself. Education for girls receives high priority in Bangladesh, and the government has recently extended the grant scheme to include girls attending secondary school.

Grants for school fees, books and examination fees are given to girls who satisfy certain criteria, including that they do not marry until they have taken the secondary school examination or have reached the age of 18. They must also commit themselves to attending 75 per cent of the teaching during a school year. The grant scheme only covers part of the cost of attending school, and thus does not help the very poorest, who are unable to pay fees that are not covered by the grant. However, it is clear that the grant has motivated many poor families to allow girls to attend secondary school.

Surveys from Bangladesh confirm that it pays to invest in education for girls. It functions as a support and results in economic and social rewards not only to the pupil herself, but also to her family, which is particularly important in rural areas, where most people are poor. Girls who have received grants and have attended secondary school choose to marry later, are more successful in finding jobs and give birth to fewer children than girls who have not attended secondary school. In this way, the grant scheme is helping to change women's socio-economic status.

The goal of increasing the number of girls attending secondary school has to a large extent been achieved, but a large proportion fail to complete the course. The challenge now lies in raising the quality of the teaching and creating a better learning environment and better sanitary conditions for the girls. It is also important to train more female teachers.

they have to travel to school and improving school facilities will also increase the chances of girls enrolling in and completing an education. We will concentrate more on training female teachers and head teachers in order to improve the school environment and provide the girls with valuable role models. The syllabuses and textbooks should not promote sexual discrimination in any way. In order to reduce the problem of girls dropping out of school before completing their primary education, teaching must be relevant and closely associated with their everyday lives.

LITERACY TRAINING

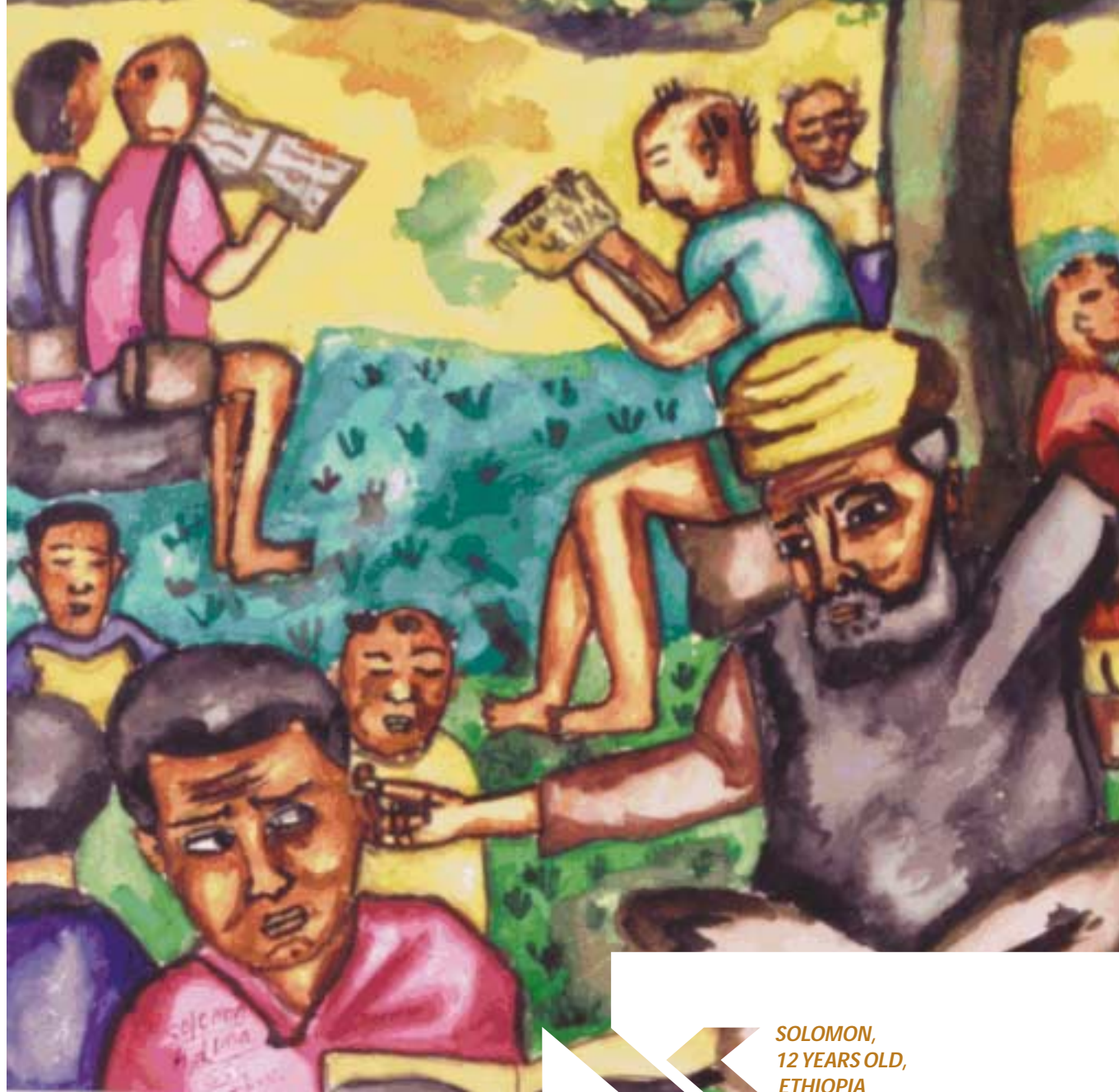
Eight hundred and sixty-two million young people and adults are unable to read or write. Norway will therefore increase its support for literacy training programmes. Particular priority must be given to women.

We will particularly support programmes that combine acquiring basic reading and writing skills with adult

education measures that teach students how to run a business, participate in society and take decisions concerning their own families. Norway will support the development of relevant teaching materials and the testing of new methods in this field.

GOOD TEACHERS

Teachers are the key learning catalysts. Investment in teacher training is investment in human infrastructure. Even if buildings and roads to school are destroyed by wars or natural disasters, a teacher can still share her or his knowledge, skills and values. If we are to meet the Dakar goals for good primary education for all, we must develop and improve the quality of teacher training. Norway will strengthen its support for the reform of teacher training and for continuing education. This will primarily be part of Norwegian support for the education sector as a whole and reforms in the public sector.



*SOLOMON,
12 YEARS OLD,
ETHIOPIA*

GOOD TEACHING AIDS AND A LEARNING ENVIRONMENT

Pupils and teachers need teaching aids, furniture and equipment. If we are to achieve primary education for all, old schools must be rehabilitated and new schools built. Pupils and teachers need teaching materials of high quality adapted to the country's own history and culture. We will therefore increase our support for the modernization of curricula and the development and production of good-quality textbooks. Norway will sup-

port the use of adapted technology, and promote solutions that unite traditional and modern approaches.

SUPPORT FOR VULNERABLE GROUPS

Children with disabilities, minorities and children affected by armed conflict are vulnerable groups, and reaching them is a particularly difficult challenge. Norwegian development cooperation policy gives particular emphasis to vulnerable groups, and Norway will seek to ensure that such groups also receive rele-

vant schooling. This can be done both by specialized programmes and through integration. Integrating disabled children into ordinary school classes will call for a major effort from most developing countries. It will require knowledge of the children's special needs and adaptation of school buildings and teaching. An important part of this work involves raising the awareness of the children, their families, the teachers and the authorities regarding the universal right to education. Teachers should therefore be trained to attend to the interests and needs of disabled children.

EDUCATION IN THE EVENT OF CRISES AND EMERGENCIES

Children are a particularly vulnerable group when countries are affected by war and other disasters. When Norway provides humanitarian assistance in such situations, education will be a major priority. Whether the children are refugees, internally displaced persons or in other ways victims of disaster or violent conflict, it is essential to create or re-establish some form of schooling. This may help to reduce the risk of children being recruited as soldiers, but a primary function is also to give the children and their families hope for the future.

When a conflict is settled, it is crucial to re-establish and reinforce schooling as quickly as possible. In order to achieve this, all the relevant actors must cooperate closely. This applies both to governments and to NGOs, and not least to international donors, whether they are involved in humanitarian work or in long-term development cooperation. Norway will play an active role in bringing this about.

RELEVANT EDUCATION

Every country must itself develop the content of its schooling. At the same time all countries are obliged to draw up educational strategies and curricula that promote international human rights principles such as

tolerance and equal worth. Norway will support experimental activities aimed at ensuring that education meets local and national needs. These may involve adaptation of teaching methods and bringing local culture into the school. They may also involve testing more democratic forms of social interaction and working methods that focus on the children themselves, or mother-tongue instruction for children whose first language is different from the national language.

ADAPTED VOCATIONAL TRAINING AND SECONDARY EDUCATION

Much higher priority must be given to lifelong learning, including technical, vocational and occupational training that promotes employment and economic growth. Training is needed in primary industries as well as in the manufacturing and service sectors. Norway will support the development and improvement of secondary education in order to improve accessibility, increase the relevance of teaching materials and enhance learning efficiency. Particular emphasis will be placed on

vocational training, which has been neglected in many countries. We will support training programmes and measures that provide relevant competence and skills to groups that fall outside the formal school system. In order to bring about more demand-driven vocational training, Norway will attempt to involve the private sector more closely in both planning and implementation. A separate strategy has been designed for private sector development in the South, which will supplement the education strategy in this area.

STRENGTHENING HIGHER EDUCATION AND RESEARCH

Support for higher education and research is an important contribution to developing countries' knowledge- and competence-building efforts. Support for higher education is also essential for capacity building in the public administration. In most developing countries the authorities' capacity is inadequate to deal with the responsibilities assigned to them. A larger supply of qualified civil servants would improve the efficiency of

MAKING HIGHER EDUCATION RELEVANT TO RURAL POVERTY – THE EXPERIENCE OF EARTH UNIVERSITY

Located in Costa Rica, Earth University is dedicated to education in the agricultural sciences and natural resources. The university has students from the whole of tropical Latin America. For a number of years, Norway has supported the university by partially financing scholarships for students from Nicaragua, Honduras and Guatemala. One of a number of special features of Earth University is that the students are hand-picked from some of the poorest rural areas of Latin America. One of the most important criteria for selection is motivation for working in agriculture and thereby contributing to social and economic development both locally and nationally. The curriculum is unique, but is currently being emulated by a number of colleges and universities in developing countries. The main aim is to qualify agricultural entrepreneurs and agents of social change. One of the methods that has been adopted is to require all students to establish and run a business during the course period (four years). Another part of the curriculum involves social work in the local community.

Equal emphasis is placed on establishing a basic understanding of ecological parameters and on encouraging the adoption of environmentally sustainable production processes. In the last few years professors and students have cooperated on developing a number of innovative solutions for the production of, for example, bananas and dairy products, and for the utilization of the biological resources of the rain forest.

Although it has only been in existence for about 10 years, Earth University is already showing impressive results. Most of the students return home and as many as 80 per cent have found work in the private sector in agriculture and agribusiness. A considerable number of them have started their own businesses. Others have become involved in social development work and a couple of them have already become central political decision-makers in agriculture and resource management.

the central government administration and thereby of public services. A separate strategy has been drawn up for Norwegian support to research and higher education in developing countries. Norway also wishes to strengthen national research institutions in priority sectors, for example educational research, particularly in partner countries where Norway is heavily involved in the education sector and through regional and multi-lateral organizations. The regional research community in sub-Saharan Africa is small. Norway wishes to strengthen such research communities, which can make a valuable contribution to the development of the education sector.

IMPROVING PUBLIC ADMINISTRATION

If we are to achieve Education for All, developing countries' capacity for planning and implementation must be improved. Many of our partner countries are characterized by a weak public administration and a hierarchical and centralized administrative system. The administration in these countries must be put in a position to plan and implement educational reforms and provide more efficient services. Norway will support administrative reforms through capacity building and institutional development. This includes support for competence-building measures for the production of relevant and reliable statistics and information that can be used for education analysis and planning, and support for the improvement of financial administration.

PARTICIPATION AND GREATER TRANSPARENCY

Through participation in decision-making and control of and access to the educational system, local community committees, parent associations and mothers' groups can improve the content of education and help combat corruption. In Uganda, the financial situation of local primary schools was considerably improved when the state grant to each school was made public. This reduced corruption and is an illustration of the importance of transparency and ownership. However,

greater popular participation and influence can only be achieved through a lengthy learning process, requiring changes in the country's administrative culture and in the individual school. This is a sensitive process that may conflict with the authorities' need for insight and control. Norway will therefore support schemes for increased local participation in decision-making in dialogue with the authorities and civil society, so that a reasonable balance can be struck between national responsibility and local influence.

COMBATING HIV/AIDS

In 2002 over a million children lost their teachers as a result of HIV/AIDS. Small village schools with only one teacher have had to close down. The HIV/AIDS pandemic is so extensive and has such dramatic consequences that it must be fought in every area of Norwegian development assistance. It is particularly important to prevent the pandemic from undermining the education system as a whole. Information and consciousness raising with an emphasis on the responsibility of teachers and the school must be a major priority and must also be integrated into teacher training. The fight against HIV/AIDS starts in the primary school, where information on how the pandemic spreads and consideration for those who are infected must be emphasized. Norway will seek to ensure that multi-lateral programmes and funds for combating HIV/AIDS actively focus on the problems faced by schools and on how they can contribute to preventive measures.

A GOOD START IN LIFE

In addition to measures for ensuring that infants and small children survive and are healthy, Norway will support measures that reflect a holistic view of early childhood and promote children's social, emotional and intellectual development. Such measures enhance children's learning and help them to cope better later in life. Norway will support measures that give underprivileged and vulnerable pre-school children better





health and nutrition and promote their emotional and intellectual development. Experience shows that investment in day care institutions and other pre-school activities helps to ensure that children start and complete their schooling.

EDUCATION TO PREVENT CHILD LABOUR

Norway places great importance on combating child labour, and education plays an important role in this fight. In a transitional period it may be necessary to establish educational programmes that can be combined with jobs as the children's income is essential to their own and their families' survival. This can give the children a footing outside the workplace, reinforce their knowledge of their own rights and provide them with insight and skills to improve their situation. However, the goal is to remove children completely from situations where they are being exploited so that they can receive a satisfactory education. Education cannot therefore be viewed in isolation from other developmental challenges. Only by giving parents the opportunity for gainful employment can child labour eventually be eliminated.

THE BOLSA ESCOLA SCHOOL GRANT SCHEME

In Brazil several successful school grant schemes have been launched since 1995 under the name "Bolsa Escola". The main feature of the programme is that families are provided with cash grants to keep their children in school. The goal is to ensure that all children attend school. In Brazil, as in other developing countries, the children of the poorest families often have low school attendance rates. One reason for this is that the children have to work in order to provide more income for their families. Under the programme, mothers are encouraged to send their children to school instead by providing them with cash grants for each child that attends school, which improves the child's future prospects.

The programme also increases the incomes of poor families. Poverty alleviation in the short and long term is combined in a single measure. The school grant is only paid to families with very low incomes, and is discontinued if the child is taken out of school for a shorter or longer period. Compared with other programmes, there is less likelihood of corruption since the money is paid directly to the mothers. The programme uses a specific payment card issued by a state bank for paying the monthly support.

The programme benefits five million families and affects more than 10 million children. It also has several other positive effects. By increasing the purchasing power of families, Bolsa Escola boosts the local economy in poor neighbourhoods. Since the money is paid to the mothers, it helps to strengthen the position of women, and the programme is also recipient-oriented in the sense that the mothers or families themselves decide how the money is used. The programme has also resulted in increased pressure by the population on municipal and state authorities to improve educational conditions in low-priority areas. Owing to the good results, Bolsa Escola was introduced at the federal level in 2001.

4. How do we achieve Education for All?

"EDUCATION IS THE BACKBONE OF A NATION"
MARIA, 12 YEARS OLD

NORWEGIAN SUPPORT FOR EDUCATION IS TO BE DOUBLED

Norway intends to increase the share of the development assistance budget used for education to 15 per cent by 2005. At the same time, we will increase the total development assistance budget to 1 per cent of GNI. This involves doubling the resources for education and may constitute an increase of approximately NOK 1 billion, or USD 140 million.

Norway will primarily support Education for All efforts in sub-Saharan Africa and in South Asia. The proportion of poor people is greatest in Africa, but the majority of poor people live in Asia. Those are the ones we must reach.

NORWAY WILL ADOPT A HOLISTIC APPROACH

Norwegian assistance to education is part of a joint international effort to achieve the Millennium and Dakar goals. Increased assistance to education demands greater global coordination. Norway will actively support this work, in which UNESCO and the World Bank are central coordinating bodies. For Norway, cooperation with other Nordic and like-minded countries also has special value, and the Nordic cooperation as well as that between the development ministers of the five countries in the "Utstein group" (Germany, Norway, The Netherlands, Sweden and the United Kingdom) are good examples of this.

In addition to its role as a donor and supporter, Norway has an important proactive role to play in relation to partner countries and in relation to the multilateral organizations through its representation on boards and through dialogue. Official Development Assistance declined during the 1990s. This reduction has caused the most distress for the very poorest, and has resulted in setbacks in education investment in a number of countries. The United

States and the EU committed themselves at the UN conferences in Monterrey and Johannesburg to a considerable increase in assistance. However, this constitutes only a small share of what is needed. Thus, by increasing its support to education, Norway is trying to set a good example. For a small country like Norway, what we can do to influence other donors to make a collective effort is just as important as what we contribute directly. Since 1996 Norway has supported UNICEF's educational programme for girls in Africa, which was extended in 2001 from 18 to 34 countries. The experience gained through this programme has played an important role in making girls' education one of UNICEF's five priority areas. Similarly, the Norwegian Education Trust Fund in the World Bank has helped to strengthen the organization's work on education. Norway intends to continue its proactive role in supporting the international community's efforts to meet the Millennium and Dakar goals and to ensure primary education for all by 2015.

Norway cannot do everything, but we will concentrate our efforts in the areas we believe are most important in order to achieve the Millennium and Dakar goals in individual countries. The Norwegian educational strategy is based on the principle that all measures must be founded on the national poverty reduction strategies (PRSPs). The developing countries must themselves analyse their situation, define their goals and draw up

*TINA, 16 YEARS OLD,
TANZANIA*



strategies and plans for achieving them. This is recipient responsibility in practice.

Norway will base its funding of education on a programme and sector approach. By this we mean that we will support collective national plans for education rather than separate projects. Such an approach contributes to national ownership and increased transparency and responsibility. In line with the Action Plan for Combating Poverty, we will therefore continue our reallocation of project support to budget and programme support. However, if this is to result in the best possible schooling, it is essential that our partner countries have sufficient institutional and technical capacity. Hence, improving administrative and financial control is important.

CHANNELS

Norway employs four main criteria when choosing channels and instruments in its efforts to improve education. Firstly, support must go to the poorest and most needy. Secondly, support must be given through development partners that are capable of utilizing the assistance efficiently. Thirdly, support must be part of the collective, coordinated international efforts to improve education. Fourthly, support must be directed towards innovative measures and new solutions. These four considerations may be difficult to reconcile, but they all influence our choice of working methods for the support of education. In order to reach as many people as possible, Norway will use a large and varied selection of channels.

USE OF BILATERAL CHANNELS

The Norwegian Agency for Development Cooperation (NORAD) plays an important role in Norway's international development cooperation. Long-term bilateral cooperation is concentrated on a small number of main partner countries that all belong to the group of least developed countries. In 2002

Norway had seven main partner countries, Tanzania, Zambia, Malawi, Uganda, Mozambique, Bangladesh and Nepal, and 17 other partner countries and regions. Cooperation is arranged with governments through negotiations on programmes. The sectors selected for Norwegian support differ from country to country and over time, on the basis of the needs that manifest themselves and in relation to contributions from other donors. Norway will continue to concentrate its assistance on a small number of main partner countries, but it may be appropriate to increase the extent and breadth of the support given to education in countries where Norway is already a major partner. In addition to this, we will consider providing assistance to education in other countries.

Norway will also channel support through like-minded donor countries or multilateral organizations. This will make it possible to contribute to Education for All in countries where Norway has no development cooperation, and will also contribute to the coordination and more efficient utilization of assistance.

COOPERATION WITH MULTILATERAL ORGANIZATIONS

A considerable part of Norway's increase in assistance to education will be provided via multilateral channels. Multilateral organizations play a major role in the efforts for better education, through funding, research, coordination and operational expertise. The technical dialogue conducted with and through these organizations is essential to the efficient international effort to achieve the Millennium Development Goals.

Organizations such as UNICEF, the World Bank, UNESCO and the regional development banks are highly relevant partners in education.





Closer cooperation with multilateral organizations ensures better coordination with other donor countries' efforts. Cooperation with other donors within existing structures results in better utilization of the available funds, and Norway will therefore support sectoral programmes and participate in multi-donor funds to an increasing extent. This will also reduce the burden of reporting for partner countries.

**UNICEF:
A STRONG PRESENCE AT COUNTRY LEVEL**

UNICEF is a key education partner. This is not least due to the fact that girls' education is one of UNICEF's top priorities. The organisation has initiated an accelerated effort in selected countries where the situation of girl's education is particularly challenging. Norway will support this accelerated effort. UNICEF's African Girl's Education Initiative (AGEI) has inspired a number of effective and innovative educational models, which provide basis for replication.

One of UNICEF's comparative advantages is the organization's strong presence at country level, including countries in particularly difficult situations. This presence helps to ensure a continuous dialogue with governments and other relevant development stakeholders. The case of Afghanistan is illustrative: Within just a few months UNICEF was able to spearhead an effort which brought more than 3 million children back to school, following the fall of the Taliban rule.

In line with its mandate, UNICEF's activities are

rights-based. This involves ensuring education for children who live under particularly difficult conditions, children affected by armed conflict, HIV/AIDS etc. UNICEF plays an important role in advocating children's right to education both at national and international levels. At the Dakar Conference, UNICEF was assigned the role to lead the United Nations Girls' Education Initiative.

UNICEF has an important role in ensuring a clear gender perspective in national policy- and strategy development. In our dialogue with UNICEF we will encourage focused action towards especially vulnerable groups of children. Children who are out of school need special attention. Norway will support UNICEF's effort in targeting the poorest groups of children, including children in emergencies and post-conflict situations.

**DEVELOPMENT BANKS:
TECHNICAL GUIDANCE AND FUNDING**

Development banks, particularly the World Bank, play an important role in the development of the education sector in poor countries. The World Bank is the largest donor in the education sector and is involved in the funding of 153 projects in 69 countries. In addition to funding, the bank also provides technical advice. The regional development banks also provide valuable support for education in their regions.

A major reason for using the World Bank as a channel is its influence and strength in relation to the finance authorities in borrower countries. This

*ALLA, 9 YEARS OLD,
RUSSIA*



strength must be used to ensure that priority is given to education in national budgets and development plans. We must also ensure that the World Bank coordinates its activities at country level with other players in the education sector.

The Education for All Fast Track Initiative (FTI) was launched in June 2002 to provide funding for primary schooling in a number of countries. The countries that participate in the FTI are in the process of drawing up plans for a more rapid increase in support to education. It is important that the FTI is integrated into these countries' educational strategies. The FTI is an example of a major educational initiative that Norway will help to fund.

In our policy in relation to the World Bank, we wish to strengthen efforts to reach the poorest sections of the population by encouraging the integration of the bank's main objective of poverty reduction into lending programmes, technical assistance and advisory services. The economic dimension has always been the principal element of the bank's work. Norway seeks to promote better integration

of the social and political dimensions into the bank's activities. Norway's emphasis on education in its work in relation to the World Bank is a logical consequence of this.

UNESCO: MONITORING THE PROGRESS OF EDUCATION FOR ALL

In the context of education and development, the Dakar declaration of 2000 on Education for All was a watershed. The declaration contains specific goals both for the developing countries themselves and for the donors. In the international arena, the World Bank, UNICEF, UNESCO and civil society have been assigned key roles in their various fields, and within this framework UNESCO has a specific responsibility for monitoring the progress of the work on Education for All.

In its support for UNESCO and its affiliated special institutions, Norway focuses on statistics, analysis, monitoring and progress of the whole Education for All process. The UNESCO system promotes competence building, adult education, special education, teacher training, planning, and drawing up HIV/AIDS strategies in the education sector. The

TANZANIA

Out of approximately seven million children of school age in Tanzania, only four million attend school. The quality of primary school teaching is low and only 20 per cent pass the final leaving examination. However, the abolition of school fees as from the fiscal year of 2000–2001 has led to a significant increase in the number of pupils enrolled.

Norway participates through NORAD in the funding of the sectoral programme Primary Education Development Plan (PEDP). The programme has achieved good results both in relation to the uptake of pupils and as regards the building of new classrooms. Tanzania is also one of the countries where the Education for All Fast Track Initiative has been proposed, which will further increase the amount of money available for primary education.

In the higher education sector, Norway supports the University of Dar es Salaam (UDSM). This support is directed towards the increase of institutional capacity and UDSM's own restructuring process. The support for Mzumbe University (MU) has been devoted partly to capacity building for the university's teaching staff and partly to the longstanding cooperation with Agder University College. Sokoine University of Agriculture (SUA) is receiving support as part of the increased focus on private sector development. A research programme is being carried out in cooperation with the Ministry of Agriculture and Cooperatives with the support of the Agricultural University of Norway.



organization's efforts to promote quality and to adapt teaching to local cultural and linguistic conditions are also of interest to us. Owing to the central role played by the organization, Norway will seek through critical dialogue to encourage UNESCO to implement the Dakar mandate in the best possible way.

COOPERATION WITH NGOS: THROUGH NGOS WE REACH OTHER GROUPS

Through their capacity for mobilization and cooperation with local partners, NGOs can both raise people's awareness regarding the benefits of education and training and reach groups that may be difficult to access through other channels. This particularly applies to disadvantaged groups in poorly governed countries where government-to-government cooperation cannot be justified. The educational efforts of NGOs may moreover represent an alternative, providing special expertise in areas not covered by the public education system of the recipient country. NGOs can help develop pilot models for different types of teaching, adapted to groups with special needs and groups that fall

outside the normal school system. In the ordinary education system too, schools run by voluntary organizations provide a valuable supplement to state schools. It is imperative that they work in the context of national educational programmes and in close cooperation with the government. Norwegian NGOs are important channels for Norwegian assistance, including assistance to education. The NGOs also form a central element of Norway's rights-based approach to education, and are important for reaching the weakest groups.

In addition, Norway wishes to identify new development partners, both public and private, preferably in the South, that promote Education for All through innovative approaches. Good ideas from such sources must be encouraged so that they can be realized quickly and effectively. Norway wishes to play a proactive role in such efforts.

EDUCATION THROUGH BROADCASTING – AN AFRICAN STORY OF INNOVATION

Despite its strong economic position on the African continent, South Africa has a considerable shortage of qualified teachers. In order to provide a large number of schools and pupils with high-quality teaching, the Liberty Foundation established the Learning Channel in cooperation with the South African Broadcasting Corporation 12 years ago. This broadcasts lessons at high-school level in mathematics, physics, chemistry, biology and English. Approximately 700 hours of free educational television are currently broadcast each year.

In addition to this, weekly supplements are distributed through 11 different newspapers, which over the course of a year make up complete textbooks.

The Liberty Foundation has now established a new organization, Mindset, in order to reach even more groups. Among the new target groups are teachers, adults and lower school grades. These will now be reached via the Internet and by launching more educational television channels.

The Learning Channel has had good results in the form of a major increase in the number of examinations passed in the schools that make use of the facilities.

Via TV Africa Network, educational television is also broadcast to a further 28 African countries, and reaches an estimated 100 million students.



**KAHAGALLA,
15 YEARS OLD, SRI LANKA**

5. There is always room for improvement

"I WANT EDUCATION TO BE IMPROVED IN MY SCHOOL"
FRANCIS, 17 YEARS OLD

The efforts to achieve Education for All must be followed up and evaluated regularly. And we must plan and implement our education strategies on the basis of the lessons learned from the evaluations. This applies to both partner countries and donor countries. Our efforts must match our intentions, and must yield lasting results. It is particularly important to build capacity in developing countries for compiling statistics, monitoring results and making assessments. Norway will cooperate with its partner countries on joint assessments of national efforts.

In addition, global monitoring and assessment of the collective efforts of the international community are needed. In connection with our assistance to education, we will give priority to measures for this type of monitoring and analysis.

Norway will also monitor its own efforts, and ensure that funds reach those for whom they are intended, and that they really contribute to combating poverty, promoting human rights and achieving Education for All. This will be even more important now that we are increasing our assistance to education and beginning to use new channels and new approaches.

Our goal is clear: to reach Education for All by 2015. Failure is not an option. This is why we will intensify our efforts and improve our efficiency. This strategy is the guideline for our endeavour. We will give every boy and girl the opportunity to take their own big steps. Giving them this opportunity is our common responsibility.

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"EDUCATION IS KEY TO EVERYTHING IN LIFE"
LIGHTNESS, 13 YEARS OLD, TANZANIA