Missing the Mark

A School Report on Rich Countries' Contribution to Universal Primary Education by 2015

Global Campaign for Education www.campaignforeducation.org April 2005

Missing the Mark - Summary

> 'At this defining moment in history, we must be ambitious. Our action must be as urgent as the need, and on the same scale.' – Kofi Annan, *In larger freedom: towards development, security and human rights for all* (March 2005).

On a balmy September day in New York five years ago, heads of state set themselves eight tough goals for ending global poverty: the Millennium Development Goals. Among the most important of these was universal completion of primary education. Free basic education was declared to be the right of every child as long ago as 1948, but this time world leaders vowed to make it a reality, and no later than 2015.

As a first step, they promised to get as many girls as boys into school by 2005. And they pledged to dramatically increase their aid to basic education, promising that 'No country seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources.'

On both counts, they are falling short. With 60 million girls still out of school, the 2005 girls' education target has already been missed. Lack of resources has played a large role in this shameful failure. Aid to basic education in low-income countries has increased since 2000, but only very modestly, reaching about $1.7bn in 2003. The 22 OECD countries assessed in this report gave about $875m of that.

This spectacularly half-hearted effort still leaves the international community $5.4bn away from guaranteeing its share of the projected costs of getting every girl and every boy into school. The missing money amounts to less than two and a half days' global military spending, or about the cost of four Stealth bombers.

Only two countries, Norway and the Netherlands, are providing their fair share of the total funding gap for universal access to primary education, while 13 donors provide less than 50 per cent of their share. In practice this means that in 2003, every Norwegian citizen contributed $66 to education in the developing world, while each US citizen contributed only $0.55.

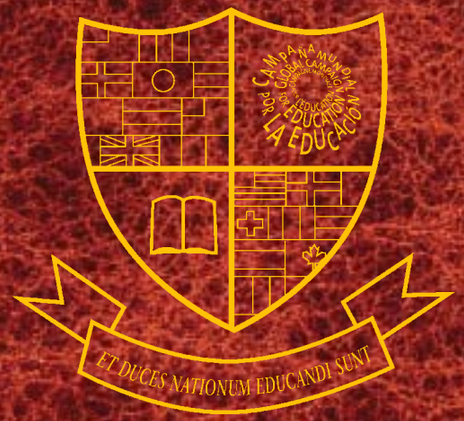
A quality basic education for every girl and boy in the world is an attainable and affordable goal, but it is too big for anyone – no matter how rich and powerful – to achieve on their own. Perhaps the most worrying trend uncovered in this report is the lack of donor commitment to working together through the Education for All Fast Track Initiative (FTI), the only coordinated global effort to reach the education goals. As a partnership between rich and poor countries, the FTI is supposed to ensure that poor countries with good policies, and clear plans to educate every child, receive all the external funding they need to implement their plans.

However, due to lack of rich-country support, the FTI is able to cover only 13 countries, out of 51 that are currently eligible; and even those 13 countries have yet to receive sufficient and predictable financing. Only five donors (Norway, Canada, Netherlands, UK and Denmark) get full marks for their support to FTI countries; nine are doing less than 10 per cent of their share. More recent donor commitments to FTI (which are not captured in our data, but are outlined in the Overview) hold out hope that the initiative may finally receive full donor backing. Nevertheless, it is fair to say that the majority of rich countries are still not pulling their weight in making this global partnership a success.

In fact, despite rhetoric about helping poor countries with good policies, rich countries continue to direct most of their aid elsewhere. Only 39 per cent of all aid to education goes to sub-Saharan Africa, even though the region accounts for 75 per cent of the global education financing gap. In 2003, only six countries gave over 80 per cent of their aid to education to the poorest countries (Denmark, Ireland, Norway, Sweden, the UK, and Portugal).

To reach the goal of universal primary education and girls' education, rich countries must aim higher, and work together better.

Our report cards use internationally comparable data to assess 22 rich countries against targets and principles that they themselves have endorsed: giving 0.7 per cent of Gross National Income to assist developing countries; focusing on basic education and on the poorest countries, where girls most lack access to education; working together to support countries with good policies, especially those endorsed through the Fast Track Initiative; and spending aid wisely, on core service delivery costs, not consultants and red tape.



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Report Cards

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Marks and final grades

		Indicators (each marked out of 20)						
Class position	Country	1. Meeting the 0.7% target	2. Funding a fair share of access to education	3. Committing to co-ordinate for better results	4. Focusing on poorest countries where girls most lack access to education	5. Providing high-quality aid to education	Marks out of 100	Final grade (A-F)
1st	Norway	20	20	20	20	20	100	A
2nd	Netherlands	20	20	20	18	17	95	A
3rd	Denmark	20	7	20	20	19	86	B
4th	Sweden	20	10	15	20	19	84	B
5th	United Kingdom	10	11	20	17	18	76	B
6th	Ireland	11	10	13	20	20	74	B
7th	Canada	7	15	20	13	10	65	C
8th	Switzerland	11	4	13	15	16	59	C
9th	Belgium	17	3	9	16	10	55	C
10th	Finland	10	6	0	17	15	48	D
11th	France	12	10	7	5	12	46	D
12th	Luxembourg	20	0	0	11	10	41	D
13th	Portugal	6	3	1	16	12	38	D
14th	Greece	6	16	0	0	15	37	D
15th	Japan	6	2	7	10	10	35	D
16th	Germany	8	3	7	7	9	34	D
17th	Australia	7	6	0	10	8	31	D
18th	Italy	5	0	1	16	1	23	E
18th	Spain	7	3	6	3	4	23	E
19th	New Zealand	7	5	0	5	5	22	E
20th	USA	4	2	2	10	0	18	F
21st	Austria	6	1	1	0	3	11	F

Report Card

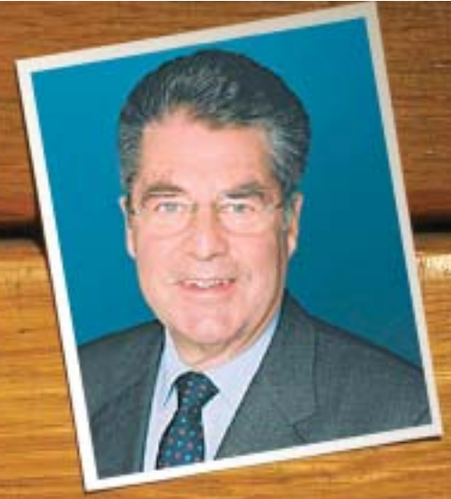
Name: John Howard Country: Australia

Overall mark: 31/100 Overall grade: D Position in class: 17th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	D
Providing a fair share of the funding needed for Universal Primary Education	E
Committing to co-ordinate for better results	E
Focusing on poorest countries where girls most lack access to education	C
Providing high-quality aid to education	D

Teacher's Remarks

Mediocre. John has made little improvement since his last report. He remains less than half-way to meeting the internationally recognised aid target. His main weakness is working with others, and he still shows little inclination to fund the global Fast Track Initiative. He has done better at focusing on countries where girls most lack access to education and in untying his aid, but he has a long way to go to fulfil his promise.



Report Card

Name: Heinz Fischer Country: Austria

Overall mark: 11/100 Overall grade: F Position in class: 21st

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	E
Focusing on poorest countries where girls most lack access to education	F
Providing high-quality aid to education	E

Teacher's Remarks

Heinz is bottom of the class this term. He has let slip any focus Austria had on delivering to the poorest countries, and continues to ignore the importance of funding education. He will have to work extremely hard if he is to catch up with the class, in all areas of his work.

Report Card

Name: Guy Verhofstadt Country: Belgium

Overall mark: 55/100 Overall grade: C Overall position: 9th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	B
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	D
Focusing on poorest countries where girls most lack access to education	B
Providing high-quality aid to education	C

Teacher's Remarks

Guy again shows promise. He has increased his overall aid budget and unties all his aid to education. He has let himself down, though, on providing adequate finance for basic education, and could do much better on co-ordinating with others through the Fast Track Initiative.

Report Card

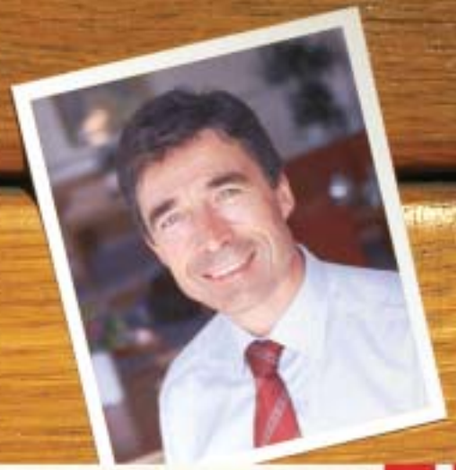
Name: Paul Martin Country: Canada

Overall mark: 65/100 Overall grade: C Overall position: 7th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	C
Committing to co-ordinate for better results	A
Focusing on poorest countries where girls most lack access to education	C
Providing high-quality aid to education	C

Teacher's Remarks

Paul does reasonably well, but he is not yet among the top performers. He shows real commitment to working with others to support Fast Track countries. He provides most of his fair share for primary education, focuses most of his aid on the poorest countries, and unties most of his aid. The real shame is that he gives so little of his money, spoiling his score with his lack of generosity.



Report Card

Name: Anders Fogh Rasmussen Country: Denmark

Overall mark: 86/100 Overall grade: B Overall position: 3rd

Subject	Grade (A-F)
Meeting the internationally recognised aid target	A
Providing a fair share of the funding needed for Universal Primary Education	E
Committing to co-ordinate for better results	A
Focusing on poorest countries where girls most lack access to education	A
Providing high-quality aid to education	A

Teacher's Remarks

Anders has done excellently this term, and is top of the class in focusing on the poorest countries where girls most lack access to education. He has really made an effort to improve his grades. It is therefore a shame that he lets himself down by providing so little of his fair share to primary education and, despite his current A grade, is cutting his aid budget.

Report Card

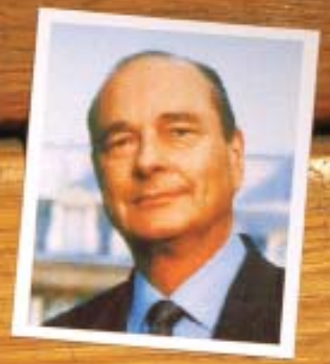
Name: Matti Taneli Vanhanen Country: Finland

Overall mark: 48/100 Overall grade: D Overall position: 10th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	D
Providing a fair share of the funding needed for Universal Primary Education	E
Committing to co-ordinate for better results	F
Focusing on poorest countries where girls most lack access to education	B
Providing high-quality aid to education	B

Teacher's Remarks

Matti continues to fall behind his Scandinavian colleagues. They have done a far better job of meeting the internationally recognised aid target and co-ordinating for better results. Given that he focuses well on the poorest countries where girls most lack access to education, and in providing high-quality aid to education, it would be good to see a greater commitment in other areas also.



Report Card

Name: Jacques Chirac Country: France

Overall mark: 46/100 Overall grade: D Overall position: 11th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	C
Providing a fair share of the funding needed for Universal Primary Education	D
Committing to co-ordinate for better results	D
Focusing on poorest countries where girls most lack access to education	E
Providing high-quality aid to education	C

Teacher's Remarks

Jacques should be doing better given his ostensible commitment to development. However, he is moving towards his promise to meet the internationally recognised aid target in 2012. In two areas where he has done poorly this term – providing a fair share of the funding needed for Universal Primary Education, and focusing on countries where girls lack access to education – he is improving his performance. In addition, he should pay attention to the amount of his education budget that is spent on consultancy and on French schools in developing countries.

Report Card

Name: Gerhard Schroeder Country: Germany

Overall mark: 34/100 Overall grade: D Overall position: 16th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	D
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	D
Focusing on poorest countries where girls most lack access to education	D
Providing high-quality aid to education	D

Teacher's Remarks

Gerhard is among the poorer performers in the class, and a great disappointment considering the example he could set to his classmates. In particular, he needs to concentrate on providing his fair share of aid to Universal Primary Education, the area where his performance is weakest. Although he does reasonably well in focusing on the poorest countries and untying aid, his overall marks have slipped as he does not concentrate on girls' education, or on reducing his consultancy budget. As a potential candidate for the Security Council, he should think harder about his progress towards the internationally agreed aid target.

Report Card

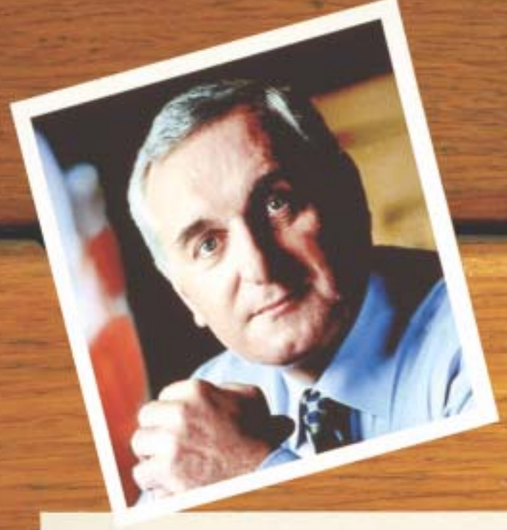
Name: Konstandinos Simitis Country: Greece

Overall mark: 37/100 Overall grade: D Overall position: 14th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	B
Committing to co-ordinate for better results	F
Focusing on poorest countries where girls most lack access to education	F
Providing high-quality aid to education	B

Teacher's Remarks

Konstandinos has done much better this term. He has really tried to meet his responsibilities to basic education, and provide aid of better quality. There is room for improvement, though, in being more generous with the aid budget and to the poorest countries, which would bring him into the top half of the class.



Report Card

Name: Bertie Ahern Country: Ireland

Overall mark: 74/100 Overall grade: B Overall position: 6th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	D
Providing a fair share of the funding needed for Universal Primary Education	D
Committing to co-ordinate for better results	C
Focusing on poorest countries where girls most lack access to education	A
Providing high-quality aid to education	A

Teacher's Remarks

Bertie has missed his chance for top marks by breaking his promise to meet the internationally recognised aid target in 2007. This is especially disappointing given his excellent record on providing high-quality aid and his real concern for the poorest countries.

Report Card

Name: Silvio Berlusconi Country: Italy

Overall mark: 23/100 Overall grade: E Overall position: 18th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	E
Focusing on poorest countries where girls most lack access to education	B
Providing high-quality aid to education	F

Teacher's Remarks

Silvio has had another poor term, and is bottom of the class at providing high-quality aid to education. Once again, however, he has pulled up his marks thanks to a good focus on the poorest countries where girls most lack access to education.

Report Card

Name: Junichiro Koizumi Country: Japan

Overall mark: 35/100 Overall grade: D Overall position: 15th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	D
Focusing on poorest countries where girls most lack access to education	C
Providing high-quality aid to education	C

Teacher's Remarks

Junichiro is still performing poorly across the board and, worse, since last term he has cut his aid budget. If he wants to join the Security Council, he should really pay more attention to this. His only effort has been to focus aid to education on the poorest countries, but he has not paid as much attention to countries that have large numbers of girls out of school.

Report Card

Name: Jean-Claude Juncker Country: Luxembourg

Overall mark: 41/100 Overall grade: D Overall position: 12th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	A
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	F
Focusing on poorest countries where girls most lack access to education	C
Providing high-quality aid to education	C

Teacher's Remarks

Jean-Claude could be top of the class if he chose. He does very well on meeting the internationally recognised aid target and focusing on the poorest countries, but he falls down by making silly mistakes, such as not reporting his data for basic education and tying of aid. And he has still made no contribution to the Fast Track Initiative countries.

Report Card

Name: Jan Peter Balkenende Country: Netherlands

Overall mark: 95/100 Overall grade: A Overall position: 2nd

Subject	Grade (A-F)
Meeting the internationally recognised aid target	A
Providing a fair share of the funding needed for Universal Primary Education	A
Committing to co-ordinate for better results	A
Focusing on poorest countries where girls most lack access to education	A
Providing high-quality aid to education	B

Teacher's Remarks

Jan Peter's grades show what can be done when a country puts its mind to it. He takes his aid commitments seriously, with a dedication to focusing on the poorest countries where girls most lack access to education and to supporting Fast Track Initiative countries, way beyond what is required. He has been overtaken by Norway, though, and if he is to regain his position as top of the class he should pay even more attention to focusing on the poorest countries where girls most lack access to education and to the quality of his aid.

Report Card

Name: Helen Clark Country: New Zealand

Overall mark: 22/100 Overall grade: E Overall position: 19th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	E
Committing to co-ordinate for better results	E
Focusing on poorest countries where girls most lack access to education	E
Providing high-quality aid to education	E

Teacher's Remarks

Helen has made an effort, which means she is no longer bottom of the class. She is disclosing more data, even if her results are still poor. She still does not contribute to the Fast Track Initiative, but she gets some credit for her recent commitment to basic education in the Solomon Islands, a Least Developed Country in her region. This is an encouraging start on breaking her bad habit of spending too much on consultants and tertiary scholarships.

Report Card

Name: Kjell Magne Bondevik Country: Norway

Overall mark: 100/100 Overall grade: A Overall position: 1st

Subject	Grade (A-F)
Meeting the internationally recognised aid target	A
Providing a fair share of the funding needed for Universal Primary Education	A
Committing to co-ordinate for better results	A
Focusing on poorest countries where girls most lack access to education	A
Providing high-quality aid to education	A

Teacher's Remarks

Top of the class! Kjell has surpassed himself to become a class leader, improving in every subject. He has made a particular effort to improve in his share of basic education funding and his commitment to the Fast Track Initiative. He is an inspiration to his classmates.

Report Card

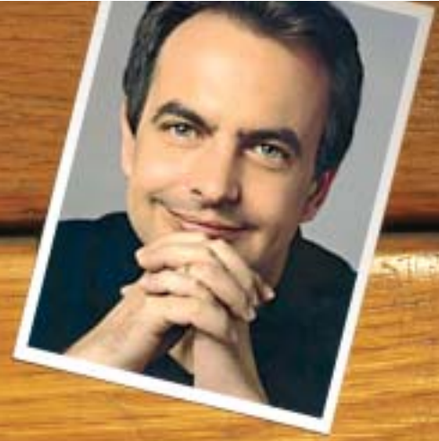
Name: Pedro Santana Lopes Country: Portugal

Overall mark: 38/100 Overall grade: D Overall position: 13th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	E
Focusing on poorest countries where girls most lack access to education	B
Providing high-quality aid to education	C

Teacher's Remarks

When Pedro concentrates he does well – for example, focusing on the poorest countries and untying aid to education. When he doesn't, he does poorly, spending very little on aid overall and contributing only a small amount of his fair share to basic education. More all-round effort and a focus on FTI countries would boost his marks.



Report Card

Name: José Luis Rodriguez Zapatero Country: Spain

Overall mark: 23/100 Overall grade: E Overall position: 18th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	E
Focusing on poorest countries where girls most lack access to education	E
Providing high-quality aid to education	E

Teacher's Remarks

José has made a lot of promises, but still has a long way to go if he wants to improve his grades. He is a newcomer to the class, but in coming terms should prove himself by increasing the quality and quantity of his aid and reviewing his strategy on aid to education. He has committed to contribute to the Fast Track Initiative, but still has to show concrete results. There are high expectations of José, and he should respond quickly and decisively.

Report Card

Name: Goran Persson

Country: Sweden

Overall mark: 84/100

Overall grade: B

Overall position: 4th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	A
Providing a fair share of the funding needed for Universal Primary Education	D
Committing to co-ordinate for better results	B
Focusing on poorest countries where girls most lack access to education	A
Providing high-quality aid to education	A

Teacher's Remarks

Goran is showing others what can be achieved. He should now work on co-operating with others through the Fast Track Initiative and focusing on countries where large numbers of girls lack access to school. In all other areas his performance is excellent, and he should be proud of his solid record.

Report Card

Name: Joseph Deiss

Country: Switzerland

Overall mark: 59/100

Overall grade: C

Overall position: 8th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	D
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	C
Focusing on poorest countries where girls most lack access to education	B
Providing high-quality aid to education	B

Teacher's Remarks

Joseph has made little change to the Swiss grade since the last School Report. He has upped the aid budget slightly, but still fails to pull his weight in supporting basic education. He continues a history of excellence on untying. Otherwise, it is a pity his appointment has not given the grades a boost.

Report Card

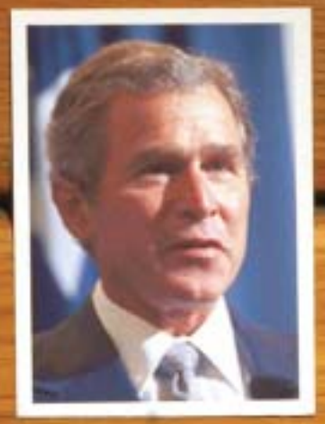
Name: Tony Blair Country: United Kingdom

Overall mark: 76/100 Overall grade: B Overall position: 5th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	D
Providing a fair share of the funding needed for Universal Primary Education	D
Committing to co-ordinate for better results	A
Focusing on poorest countries where girls most lack access to education	B
Providing high-quality aid to education	A

Teacher's Remarks

Tony's record has definitely improved. He is providing more aid, a better share of aid to basic education, and an improved focus on the poorest, while 100 per cent of his aid to education is untied. He has made promises that should see his grades improving further in future years – for instance, setting a date to meet the internationally recognised aid target. If he really wants to be top of the class, he should improve funding for primary education further, and examine his consultancy budget.



Report Card

Name: George Bush Country: USA

Overall mark: 18/100 Overall grade: F Overall position: 20th

Subject	Grade (A-F)
Meeting the internationally recognised aid target	E
Providing a fair share of the funding needed for Universal Primary Education	F
Committing to co-ordinate for better results	E
Focusing on poorest countries where girls most lack access to education	C
Providing high-quality aid to education	F

Teacher's Remarks

George is making strides to increase basic education funding, although he is not yet living up to his potential. He is also focusing more on girls' education, and does better at focusing on poorer countries than in other subjects. To make a real difference, though, he should increase his assistance to primary education and disclose how much aid is untied.

Indicator 1: Meeting the internationally recognised aid target

Measured by Net Official Development Assistance (ODA) as a percentage of Gross National Income (GNI)

Providing quality education for all does not simply require investment in education. Resources for health, water and sanitation, and infrastructure are all vital to ensuring that children the world over receive a good-quality education. These resources are particularly critical to efforts to increase girls' access to education. When death or illness strikes a family, for example, girls are often the first to be taken out of school to provide care for family members or to look after siblings. Rich countries first agreed to a target of providing aid equivalent to at least 0.7 per cent of their Gross National Income (GNI) in 1970. If every rich country met this target, it would mean that enough resources would be available to eradicate poverty, including ensuring that all children had access to a quality education. However, currently just five rich countries make the grade.

Grading:
A: 0.7% or more of GNI is given in aid
B: 0.55-0.69%
C: 0.4-0.54%
D: 0.25-0.39%
E: 0.1-0.24%
F: 0.1% or less

Table 1: Meeting the internationally recognised aid target

Country	Net ODA as % of of GNI, 2003	Marks out of 20	Grade (A-F)
Norway	0.92	20	A
Denmark	0.84	20	A
Luxembourg	0.81	20	A
Netherlands	0.80	20	A
Sweden	0.79	20	A
Belgium	0.60	17	B
France	0.41	12	C
Ireland	0.39	11	D
Switzerland	0.39	11	D
Finland	0.35	10	D
United Kingdom	0.34	10	D
Germany	0.28	8	D
Australia	0.25	7	D
Canada	0.24	7	E
Spain	0.23	7	E
New Zealand	0.23	7	E
Portugal	0.22	6	E
Greece	0.21	6	E
Japan	0.20	6	E
Austria	0.20	6	E
Italy	0.17	5	E
USA	0.15	4	E

Data source: DAC database, OECD, Table 1, 2003

Indicator 2: Providing a fair share of the funding needed to achieve universal access to primary education

Measured by the amount each donor gives to basic education relative to the amount each donor should contribute to the $5.6bn funding gap, according to its national income (GNI)

In Dakar, Senegal in 2000, rich countries agreed that 'no countries seriously committed to Education for All will be thwarted in their achievement of this goal by lack of resources'. Central to the aims of Education for All was meeting gender equality in education, including eliminating gender disparities in primary and secondary education by 2005. However, 70 countries are set to miss this target and, worldwide, 60 million girls remain out of school.

The UN has calculated that $5.6bn each year is needed to fund universal participation, by both boys and girls, in primary education. Rich-country donors should share this additional financing need fairly between them, with wealthier countries assuming more of the financing burden than less wealthy ones. Sadly, only two rich countries devote the funding required of them to make up the gap.

Grading:
A: 100% or more of the fair share of aid to primary education is provided
B: 80-99.9%
C: 60-79.9%
D: 40-59.9%
E: 20-39.9%
F: 19.9% or less

Table 2: Providing a fair share of the funding needed to achieve universal access to primary education

Country	Aid to basic education, $ million, 2003	Donor GNI as % of Total DAC GNI	Fair share of $5.6bn based on donor GNI, $ million	% of fair share actually given	Marks out of 20	Grade (A-F)
Norway	80.58	0.8	57.6	140.02	20	A
Netherlands	162.8	1.8	129.3	125.9	20	A
Greece	36.7	0.6	44.8	82.1	16	B
Canada	164.9	3.1	221.0	74.6	15	C
United Kingdom	268.4	6.6	473.6	56.7	11	D
Sweden	41.03	1.1	78.2	52.5	10	D
Ireland	17.3	0.5	33.0	52.2	10	D
France	227.42	6.3	456.3	49.8	10	D
Denmark	18.2	0.8	54.0	33.7	7	E
Finland	12.2	0.6	41.5	29.4	6	E
Australia	36.2	1.8	127.6	28.3	6	E
New Zealand	4.4	0.3	19.0	23.3	5	E
Switzerland	15.5	1.2	87.2	17.8	4	F
Spain	37.3	3.0	217.3	17.2	3	F
Belgium	13.5	1.1	79.7	17.0	3	F
Germany	96.8	8.6	619.5	15.6	3	F
Portugal	5.2	0.5	37.7	13.7	3	F
Japan	127.6	15.7	1132.7	11.3	2	F
USA	226.8	39.5	2842.7	8.0	2	F
Austria	4.3	0.9	64.8	6.8	1	F
Italy	3.1	5.2	376.4	0.8	0	F
Luxembourg	No data available				0	F

Data sources: DAC database, OECD, Table 1, 2003; DAC database, OECD, Table 5, 2003 and 2002

Indicator 3: Committing to co-ordinate for better results

Measured by the 'fair share' that countries have contributed to the Education for All Fast Track Initiative

The Education for All Fast Track Initiative (EFA-FTI) provides financial support to developing countries that put forward good plans for education. The proposed education plan must include a strategy for the education of girls. The Fast Track Initiative offers a good means for donors to provide co-ordinated aid to countries where it can be most immediately effective.

This indicator measures how much rich donors have contributed to the FTI, compared with how much they should contribute, based on their relative wealth. Only five donors provided their fair share in 2004. Countries endorsed by the FTI are therefore frustrated in their aims, including that of getting girls into school. Yemen, for example, is short of $64m needed in 2005 to expand girls' enrolments, including a programme of stipends that has proven very successful in attracting poor girls to school.

Grading:
A: 100% or more of fair share contributed
B: 70-99.9%
C: 50-69.9%
D: 30-49.9%
E: 0.1-29.9%
F: 0%

Table 3: Committing to co-ordinate for better results

Country	Fair share of finance required to fill the financing gap for the 12 FTI-endorsed countries, based on GNI, 2004, $ million	Amount committed to the FTI-endorsed countries, $ million, 2003/2004	Amount committed as % of fair share	Marks out of 20	Grade (A-F)
Norway	4.8	25.3	531.9	20	A
Canada	18.3	56.4	308.4	20	A
Netherlands	10.7	29.2	273.1	20	A
United Kingdom	39.2	92.0	234.6	20	A
Denmark	4.5	4.6	101.7	20	A
Sweden	6.5	5	77.2	15	B
Ireland	2.7	1.8	66.6	13	C
Switzerland	7.2	4.8	66.0	13	C
Belgium	6.6	2.9	44.2	9	D
Germany	51.3	18.7	36.5	7	D
Japan	93.8	33.4	35.6	7	D
France	37.8	13.3	35.1	7	D
Spain	18.0	5.2	29.1	6	E
USA	235.3	20.3	8.6	2	E
Portugal	3.1	0.2	7.1	1	E
Italy	31.2	2	6.4	1	E
Austria	5.4	0.1	2.5	1	E
New Zealand	1.6	0.03	2.1	0	E
Australia	10.6	0.008	0.1	0	E
Finland	3.4	0	0	0	F
Greece	3.7	0	0	0	F
Luxembourg	0.5	0	0	0	F

Data sources: EFA-FTI Status of Implementation Report November 2004; Catalytic Progress Report March 2005; DAC database, OECD, Table 1, 2003 and Creditor Reporting System, OECD, Table 2, Commitments, Aggregated by Sectors, 2003 and 2002

Indicator 4: Focusing on the poorest countries where girls most lack access to education

Measured by the percentage of aid to education going to the poorest countries, and to those countries where girls most lack access to primary school

The poorest countries in the world are those most dependent on aid financing for investments in education, and those least able to meet international education targets. A certain amount of aid may still be appropriate for middle-income countries with large pockets of poverty, and this is reflected in the grading. However, too many rich countries still allocate aid according to their own political, security, cultural, and military links, which diverts aid from those who need it most.

While the poorest countries also tend to be those with the weakest records on girls' education, in 2005 an indicator was added which measures with greater precision how much aid goes to countries with the biggest problems in getting girls into primary education – those with a girls' primary school enrolment rate of less than 75 per cent. Just six donor countries really focus their aid on the poorest, while only seven give more than half of their aid to the countries with the lowest primary school enrolment rates for girls.

Grading:
A: 18-20 total marks
B: 15-17
C: 10-14
D: 6-9
E: 3-5
F: 0-2

Table 4: Focusing on the poorest countries where girls most lack access to education

Country	% of aid to education in Low Income Countries	Marks out of 10	% of aid to education spent in countries where girls' primary school enrolment is under 75%	Marks out of 10	Total marks out of 20	Grade (A-F)
Denmark	98.9	10	84.9	10	20	A
Ireland	87.8	10	54.3	10	20	A
Norway	90.9	10	49.8	10	20	A
Sweden	85.7	10	66.6	10	20	A
Netherlands	72.1	8	48.5	10	18	A
Finland	66.9	7	63.1	10	17	B
United Kingdom	83.0	10	37.6	7	17	B
Belgium	67.5	7	45.7	9	16	B
Italy	62.1	6	55.4	10	16	B
Portugal	99.4	10	32.2	6	16	B
Switzerland	60.0	5	55.6	10	15	B
Canada	70.5	8	31.1	5	13	C
Luxembourg	67.9	7	24.3	4	11	C
Australia	22.7	0	62.1	10	10	C
Japan	75.2	9	13.1	1	10	C
USA	57.0	4	34.9	6	10	C
Germany	57.1	4	21.4	3	7	D
France	42.3	1	26.0	4	5	E
New Zealand	55.0	4	15.0	1	5	E
Spain	36.4	0	21.8	3	3	E
Austria	19.8	0	6.0	0	0	F
Greece	0.7	0	0.2	0	0	F

Data sources: Creditor Reporting System, OECD, Table 2, Commitments, Aggregated by Sectors, 2003 and 2002; UNICEF

Indicator 5: Providing high-quality aid to education

Measured by percentage of aid to education that is untied, combined with the percentage not spent on Technical Assistance

When aid is tied, the donor places restrictions on where the money that it gives can be spent, often requiring it to be spent on goods and services in the donor country. Tying aid means it provides less value for money, and puts the interest of the donor country above that of the receiving country.

This year's School Report separates out another aspect of the way in which aid to education is poorly spent by donors – the concentration of aid on Technical Assistance, or consultancy and research, which is often provided by advisers from the donor country. While some Technical Assistance can be of use to developing countries, large amounts of aid channelled for this purpose crowd out funding for other educational investments. It is an expensive way to spend aid money, especially when it is provided by donor-country personnel. Half of all the donors spend more than 80 per cent of their aid to education on Technical Assistance.

Grading:
A: 18-20 total marks
B: 15-17
C: 10-14
D: 6-9
E: 3-5
F: 0-2

Table 5: Providing high-quality aid to education

Country	% of aid to education untied	Marks out of 10	% of aid to education not spent on Technical Assistance	Marks out of 10	Total marks out of 20	Grade (A-F)
Ireland	100	10	93	10	20	A
Norway	100	10	76	10	20	A
Denmark	93.7	9	98	10	19	A
Sweden	86.7	9	95	10	19	A
United Kingdom	100	10	55	8	18	A
Netherlands	99.9	10	52	7	17	B
Switzerland	100	10	39	6	16	B
Greece	99.8	10	33	5	15	B
Finland	99.1	10	37	5	15	B
Portugal	98.5	10	11	2	12	C
France	97.0	10	11	2	12	C
Belgium	100	10	0	0	10	C
Canada	60.1	6	27	4	10	C
Japan	39.4	4	43	6	10	C
Luxembourg	No data	0	100	10	10	C
Germany	76.3	8	9	1	9	D
Australia	66.3	7	10	1	8	D
New Zealand	37.8	4	10	1	5	E
Spain	8.1	1	18	3	4	E
Austria	8.6	1	16	2	3	E
Italy	0	0	6	1	1	F
USA	No data	0	0	0	0	F

Data sources: Creditor Reporting System, OECD, Table 2, Commitments, Aggregated by Sectors, 2003, 2002, and 2001; EFA-FTI Status Report November 2004

Glossary

DAC	Development Assistance Committee.
Education financing gap	The amount of money still needed to fund Education for All.
Education for All	Everyone in the world getting access to free basic education.
Education for All Fast Track Initiative	A system set up by rich countries, intended to ensure that developing countries with good education plans receive the financial support they need. Rich countries have, so far, given less than half the money required for a successful beginning.
FTI	Education for All Fast Track Initiative (see above).
Global Campaign for Education	A global alliance of development organisations and teachers' unions in 180 countries who believe that education is a human right, and a key to fighting poverty.
GNI	Gross National Income (see below).
Gross National Income	The sum of all the income received by people in that country (in that year). Countries with a higher GNI have more money than those with a lower GNI.
LICs and LDCs	LICs (Low Income Countries) are those with a GNI per capita of $745 or less in 2001. There are 64, of which 49 are LDCs (Least Developed Countries), suffering from additional severe problems of low living standards and economic insecurity.
ODA	Official Development Assistance (see below).
OECD	Organisation for Economic Co-operation and Development.
Official Development Assistance	Aid that better-off countries provide to developing countries.
Tying	Restricting the source of products or personnel paid for with the aid provided – which usually requires the recipient countries to use products or personnel from the donor countries. Tying aid makes it less effective, as countries can't go for the best-value option. It also increases dependency on foreign products and personnel. Rich countries do it because they want to benefit themselves.
Untying	The opposite of 'tying' (see above).
World leaders	The heads of government of the countries of the world.

Notes on data and calculations

Figures are taken from data supplied by rich-country donors to the Organisation for Economic Co-operation and Development (OECD), which is the only source of globally comparable data available. The 22 donor countries are all members of the OECD's official body of donors, the Development Assistance Committee (DAC). Between them, they possess more than half the world's wealth and provide most of the world's aid.

Reliable information on composition of aid to education is difficult to obtain, although the OECD databases upon which we relied have improved as a basis for analysis. Any assumptions are set out in this section. Shortcomings in donor reporting and aid classification systems prevented us from capturing all the aspects of aid performance that we would have liked. While a few countries have already reported to the OECD on aid breakdowns for 2004, most have not, so we have had to use 2003 figures. Few donors report fully on actual disbursements (as opposed to mere commitments). The data do not show how much is allocated to supporting the core service-delivery needs of country education systems – a figure that the World Bank suggests may be 25-50 per cent lower than the total aid reported by donors. On the other hand, neither do the data account for the increasing share of aid that is provided as budget or sector support, of which the share to education goes largely unrecorded. It was also extremely difficult to obtain good information on incremental aid flows to the 13 Fast Track Initiative (FTI) countries.

The final scores of this School Report are not directly comparable with those of the 2003 School Report. This year's report has been refined, so that two of the indicators incorporate new components, and some of the underlying assumptions have changed. The final grades are also scaled differently.

Indicator 1:

Meeting the internationally recognised aid target

Measured by Net Official Development Assistance (ODA) as a percentage of Gross National Income (GNI).

Marking:

28.6X where X = ODA as % of GNI. Maximum mark is 20, achieved by contributing 0.7% or above.

Indicator 2:

Providing a fair share of the funding needed to achieve universal access to primary education

Measured by the amount each donor gives to basic education relative to the amount each donor should contribute to the $5.6bn funding gap, according to its national income.

Marking:

0.2X where X = % of fair share of funding provided. Maximum mark is achieved by providing 100% or above.

Data analysis:

- The grades are determined from the total finance required to achieve Universal Primary Education – an estimated funding gap of $5.6bn – in addition to current contributions to basic education.
- It is not possible to obtain figures for aid to primary education. Instead, basic education is a broader category defined by the DAC as 'primary, basic life skills for youth and adults and early childhood education'.
- Aid to education also includes unspecified commitments, which may include general sector (i.e. non-project) support. It is assumed that one third of aid to unspecified education budgets goes to basic education. Hence total basic education is calculated as [aid to basic education + (aid to unspecified education)/3].
- Some countries report their sectoral aid data by commitments, and others by gross disbursements. However, the nine donors that reported by commitments in 2003 disbursed 75 per cent or more of their total aid commitments, so in contrast with the 2003 School Report, we did not feel it was necessary to adjust the data.
- A question arises as to how the funding gap can remain the same as in the 2003 School Report, when bilateral aid to basic education has risen. The funding gap remains constant as multilateral aid has decreased, and therefore overall aid to basic education has remained the same. In terms of this analysis of bilateral aid, using the same funding gap is still valid when calculating fair shares for the 2004 Report, but it means that the data are not exactly comparable with those in the 2003 Report, as it does not account for trends in bilateral aid.
- Data gaps: data on ODA to education for Ireland are only available for 2002. Luxembourg has provided no data since 2000, so it receives a mark of 0 for non-reporting.

Indicator 3:

Committing to co-ordinate for better results

Measured by the 'fair share' that countries have contributed to the Education for All Fast Track Initiative (EFA-FTI).

Marking:

0.2X where X = % of fair share of funding given to the Fast Track Initiative. Maximum mark is achieved by providing 100 per cent or above.

Data analysis:

- The FTI is a 'global education partnership' and the most ambitious attempt to date to establish an international funding mechanism for education. Therefore it was felt that this indicator would also embody a measure of a donor's commitment to working with others.
- The amount of money that is needed is derived from estimates of the total cost of primary education minus total available government financing, for the 12 countries endorsed by the FTI in 2004.
- The proportion of this total that is each donor's 'fair share' of the FTI bill was calculated on the basis of donor GNI as a percentage of total DAC GNI.
- The amount committed by each donor to the FTI in 2004 is the sum of donor pledges to the Catalytic Fund in 2004 (recorded in the FTI Status Report) and donors' aid to basic education in the 12 endorsed countries (data from the DAC). The DAC data are only available for 2003, but this was taken as a proxy for 2004. Some donors may have been over-rewarded using this method, as it is unknown how much of this aid to basic education is provided through FTI mechanisms. Donors should make such data publicly available in FTI Status Reports, but this is currently not being done.
- Donor commitments exclude those made to the Education Program Development Fund, which advises on the development of country plans beyond the 12 endorsed countries. So far, only Norway has deposited $5m in the Fund account for 2005, while the UK has pledged $1m for the same year.

Indicator 4:

Focusing on the poorest countries where girls most lack access to education

Measured by (a) the percentage of aid to education going to LICs (Low Income Countries), and (b) the percentage going to those countries where girls' primary enrolment is less than 75 per cent.

Marking:

(a) 0.25 (X-40) where X = % of aid to education going to LICs. Maximum is 10 marks, achieved by providing 80% or more. Minimum is 0, achieved by providing only 40% or less.
(b) 0.25 (X-10) where X = % of aid to education going to countries where girls' primary enrolment is 75% or less. Maximum is 10 marks, achieved by providing 50% or more. Minimum is 0, achieved by providing only 10% or less.

Data analysis:

- Data were available only for commitments, which can differ from the more standard measure of gross disbursements. However, commitments still represent a statement of intent about the direction of aid flows.
- This analysis leaves out 'unallocated' aid (which goes to regional or multilateral projects and programmes), unlike the 2003 indicator, which attempted to apportion unallocated aid on guesstimates of the LDC/LIC share for each region.
- The data on net primary enrolment rates for girls come from UNICEF. Thirty-seven countries have net primary enrolment rates of under 75 per cent. It is not expected that all donors should be operating in all of these 37 countries, nor that all aid to education should be concentrated in them. For this reason, an A grade is awarded to donors who give 50 per cent or more of their aid to education to these countries.
- Data gaps: data for Luxembourg are only available for 2002.

Indicator 5:

Providing high-quality aid to education

Measured by (a) the percentage of aid to education that is untied, and (b) the percentage that is not spent on Technical Assistance.

Marking:

(a) 0.1X where X = % of aid that is untied.
(b) 0.143X where X = % of aid not spent on Technical Assistance. Maximum is 10 marks, achieved by allocating 70% or more of aid to expenditures other than Technical Assistance.

Data analysis:

- Donors were penalised equally for partially tying aid (to the purchase of goods from the donor and/or developing countries) as well as tying aid (to purchase from the donor country).
- All the data were calculated as commitments.
- The Technical Co-operation data are from 2002, based on calculations for the EFA-FTI November 2004 Status Report. Although there is no proven relationship between numerical amounts spent on Technical Assistance and its effectiveness (reflecting the fact that so little aid is well assessed), we have chosen the indicator to highlight the high proportion of aid to education that is channelled into Technical Assistance, at the expense of other investments.
- Data on tying to the education sector have improved. However, not all aid to education is reported by tying status, so the proportion was taken for data reported as such. For the Netherlands and Japan we used 2002 data, and for Italy 2001 data. The USA and Luxembourg were penalised in the final scores for not reporting any recent data.

Final grade

The final grade was awarded for the following marks out of 100. All of the five indicators were considered equally important: A = 90-100, B = 70-89, C = 50-69, D = 30-49, E = 20-29, F = 0-19

Outstanding issues

The DAC data upon which the School Report relies under-report aid to education, because aid channelled through national budgets is not classified in sectoral breakdowns. This penalises donors such as DFID in the UK, which has its own classification system and estimates that around 20 per cent of its budget support goes to education. Unfortunately, the paucity of globally comparable data hinders accurate calculations for Indicators 2–5.

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