

keep the **G8 PROMISE** to Africa

# THE DATA REPORT 2006 education

# EDUCATION

## WHY IS EDUCATION IMPORTANT?

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

- In Africa, just one additional year of female schooling reduces the probability of child death by 8%.<sup>1</sup>
- Educated mothers are 50% more likely to have their children immunized.<sup>2</sup>
- In Swaziland, 2/3 of girls who are in school are HIV-negative, while 2/3 of girls out of school are HIV-positive.<sup>3</sup>
- A 2004 study concluded that universal primary education could prevent 700,000 HIV cases per year.<sup>4</sup>
- In low income countries, a young woman's average earnings increase between 10% and 20% with each additional year of education.<sup>5</sup>

Education is also a key tool in the effort to develop and strengthen young democracies. Education promotes wider community cohesion and stability as people are given control over their lives and hope for the future. A free public education where children can learn about civic engagement, democracy and equality, provides an alternative to other means of organized schooling. For example, while the vast majority of religious schools provide a quality education, a small minority are run by radical extremists who teach intolerance. A strengthened formal school system can help avoid a generation of vulnerable children coming under the sway of these extremists. In addition to its other benefits, education also fosters democracy and political participation, and helps fight corruption and improve governance.

This report focuses specifically on the G8 donors, their commitment to education in Africa and what actions are necessary to achieve those goals.

## WHAT WAS THE G8 PROMISE?

### UNIVERSAL PRIMARY EDUCATION IN AFRICA

**PARAGRAPH 17.** "The core aims for education and health are stated in the UN Millennium Declaration. We support our African partners' commitment to ensure that by 2015 all children have access to and complete free and compulsory primary education of good quality..."

### EDUCATION FOR ALL / FAST TRACK INITIATIVE

**PARAGRAPH 18A.** "...we will work to support the Education for All agenda in Africa, including continuing our support for the Fast Track Initiative (FTI) and our efforts to help FTI-endorsed countries to develop sustainable capacity and identify the resources necessary to pursue their sustainable educational strategies..."

**INTERPRETING THE COMMITMENT:** The G8's 2005 education commitment reiterated the Millennium Development Goal of ensuring that all children be able to complete a full course of primary schooling by 2015, which would require all primary school-age children to be enrolled by 2010. This report measures progress against this target with particular reference to Africa. To calculate outcome targets and interim goals, DATA tracks the number of additional primary school-age African children that will need to be in school each year between 2006 and 2010 using linear growth estimates, and the increase in funding required annually to support that goal. The numbers of children have been calculated using the latest data available (2004) from the U.N. Educational, Scientific and Cultural Organization (UNESCO) Global Monitoring Report (GMR) 2007 and the UNESCO Institute of Statistics and then extrapolated for future years using World Bank population growth estimates. The funding target for 2010 of \$10 billion (2005 prices) is based on estimates from the UNESCO GMR 2007 and the U.K.'s Department for International Development (DFID) report, "From Commitment to Action: Education." DATA estimates that approximately 50% of this total (\$5 billion) will be required for Africa.

## DELIVERING THE PROMISE

The U.N. Educational, Scientific and Cultural Organization (UNESCO) 2007 Global Monitoring Report (GMR) estimates there were 111 million African children of primary school-age in 2004 and 38 million of them (34%) were out of school. Using the World Bank's population growth estimate of 2% per annum, there will be approximately 126 million African children in this primary school-age group by 2010. Without a substantial expansion of education in Africa, a growing proportion of this age group will be out of school.<sup>6</sup>

In a growing number of countries, real progress is being made in increasing primary school enrollments and improving the quality of education. Impressive results have been achieved when donors have increased support to African governments who are committed to delivering free universal primary education with a special emphasis on gender equality, and who have embraced transparency and accountability to parents and civil society watchdogs:

- Gross enrollments in primary school in sub-Saharan Africa (which includes pupils of non-primary school-age) jumped by 20 million children between 2000 and 2004.<sup>7</sup>
- In 2005, Ghana abolished user fees across the country and saw primary school enrollments increase by 14%.<sup>8</sup>
- In Gambia, an initial \$4 million from the Fast Track Initiative's Catalytic Fund is enabling the country to purchase thousands of textbooks for grades one to four.<sup>9</sup>
- Tanzania has used its savings from debt relief to increase education spending and eliminate school fees. Almost overnight, an estimated 1.6 million children enrolled in school. By 2003, 3.1 million additional children were attending school.<sup>10</sup> Similar results have played out in Mozambique, Kenya, Malawi, Uganda, Rwanda and Ethiopia.

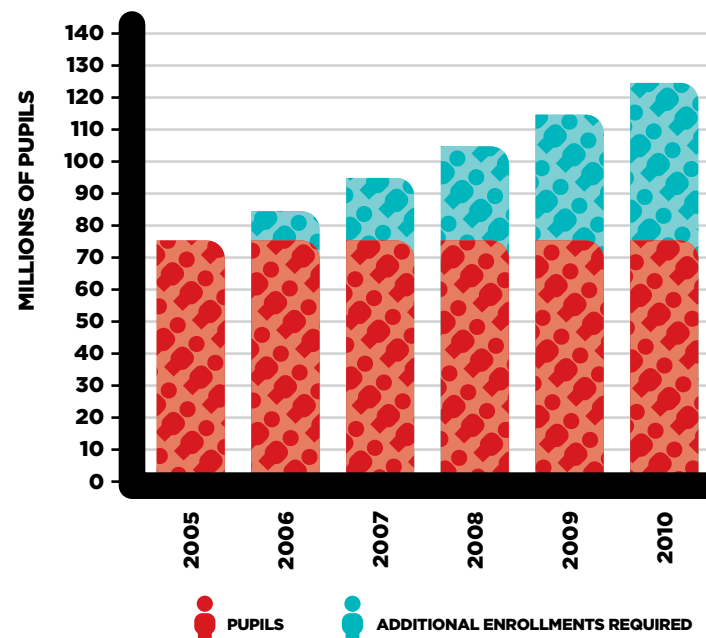
## WHAT DOES THE G8 NEED TO DO?

### ACTIONS AND OUTCOMES

In order to meet the Millennium Development Goal of universal primary education completion by 2015, DATA estimates that approximately 50 million additional African children of primary school-age will need to be enrolled between 2006 and 2010.

This number represents the difference in the projected primary school-age population in 2010 (126 million) and the estimated 2005 primary school-age enrollment (75 million). Meeting this goal will require enrolling 10 million children in primary school every year until 2010, assuming a straight line trajectory.

### ADDITIONAL ENROLLMENTS REQUIRED BETWEEN 2006 AND 2010



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

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

Elimination or reduction of school fees provides an immediate impact on school enrollments. Malawi, Uganda, Tanzania and Kenya each enrolled one million new children in primary school after abolishing user fees.<sup>11</sup> Other financial barriers still keep children from school, however, such as the cost of school uniforms, books or other materials.

#### TRAINED TEACHERS AND ADDITIONAL WELL-RESOURCED

**CLASSROOMS:** Providing universal access to education must not mean a trade-off with education quality. Effective policies

must be put into place that enhance both education access and outcomes. Substantial investments need to be made in teacher salaries, recruitment and training, curriculum modernization, classroom expansion and teaching materials in order to meet the demands from higher student enrollments. UNESCO estimates that sub-Saharan Africa will need another 1.6 million teachers by 2015 in order to provide every child with a primary education.<sup>12</sup>

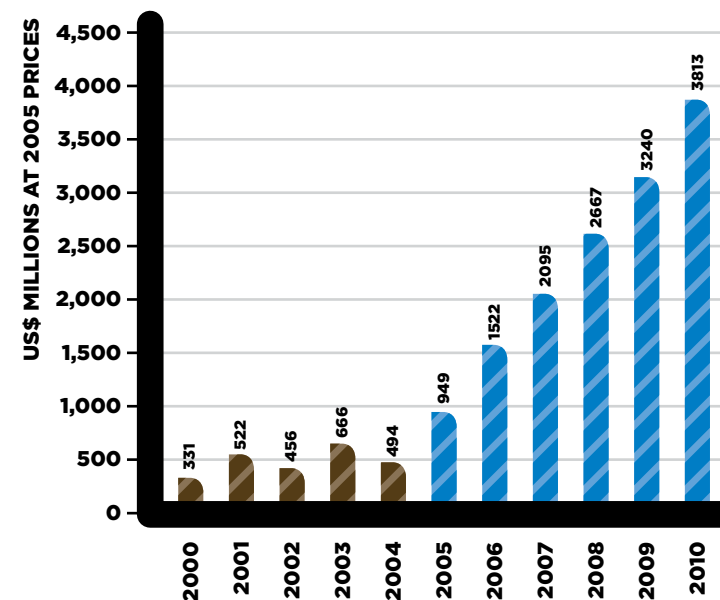
**ELIMINATION OF DEMAND-SIDE CONSTRAINTS:** The indirect costs to a family of sending a child to school when he or she would otherwise be working at home must be overcome in order to improve access. These indirect costs particularly affect girls, as families will often choose to send their son to school when forced to choose between their children. Moreover, in order to provide truly equitable access for boys and girls, sufficient numbers of female teachers, safe and hygienic lavatories and access to clean water must also be provided.

**EXTRA COSTS OF HIV/AIDS TO EDUCATION SYSTEMS:** HIV/AIDS creates a burden on education systems beyond the extra costs associated with recruiting and training new teachers. Extra funding must also be budgeted to incorporate HIV/AIDS education into school curricula and teacher training programs, develop and distribute learning materials throughout the school system, and provide counselling to students and staff affected by the crisis.

**RESOURCES NEEDED IN AFRICA**

Development assistance for primary education from G8 donors to sub-Saharan Africa has been on an upward path in recent years, but it has not escalated quickly enough to support ambitious goals such as universal primary education. Funding more than doubled between 2000 and 2003 but decreased by 25% in 2004.

**RESOURCES NEEDED FROM THE G8 TO ACHIEVE UPE IN AFRICA**



Enrolling an additional 50 million children in school between 2006 and 2010 in sub-Saharan Africa will require scaling up donor assistance to \$5 billion annually. UNESCO’s 2007 GMR and the U.K.’s Department for International Development (DFID) estimate that \$10 billion per year will be needed from donors for universal primary education (UPE) worldwide by 2010 (see box “What is the cost of Universal Primary Education?”). Approximately 50% (\$5 billion) of this will be required for Africa.

## WHAT IS THE COST OF UNIVERSAL PRIMARY EDUCATION?

UNESCO and DFID have determined that the cost of achieving UPE by 2015 will require an average of \$10 billion per year between 2005 and 2015. DFID recommends scaling up to \$10 billion a year by no later than 2010. Both studies are based on the same 2003 World Bank study (Bruns et al), which put the average annual cost of UPE at \$3.7 billion between 2003 and 2015 (at 2000 prices). Both UNESCO and DFID then updated key aspects of the World Bank study, which had under-estimated the external financing requirements. Specifically, UNESCO and DFID made adjustments in four key areas:

- 1 Assumptions for growth in revenue and public spending in recipient countries;
- 2 Additional investments required to address demand-side constraints, such as the costs of uniforms, books, 'voluntary' school contributions, transport, etc;
- 3 Extra costs to the education system from HIV/AIDS, beyond recruiting and training new teachers, and
- 4 Extra costs to education systems in fragile countries affected by conflict, instability and natural disasters.

UNESCO's 2006/2007 Global Monitoring Reports and the DFID study are regularly confused as different cost estimates because they were published using different prices. The 2006 GMR put the average annual cost of UPE at \$7 billion between 2003 and 2015 in 2000 prices. This is the estimate recently adopted by the FTI Secretariat. The 2007 GMR and DFID's 2005 study take the additional measure of compensating for aid not provided between 2000 and 2004. The 2007 GMR estimate puts the average annual cost of UPE at \$9 billion between 2005 and 2015 in 2003 prices. DFID's 2005 study calculated the annual cost of UPE to be close to \$10 billion in 2005 prices. If the 2007 GMR estimate is converted from 2003 prices to 2005 prices, the cost is also close to \$10 billion per year.

The G8's equitable share of the \$5 billion needed in Africa taken as a share of all OECD countries would be 76% or \$3.8 billion. In addition, African countries will need to scale up their domestic resources and other leading donors on education such as the Netherlands will also help fill the remaining financing gap. Assuming a linear scale-up of financing between 2005 and 2010, the G8 should begin by committing \$1.5 billion in 2006 (an increase of approximately \$1b over 2004).

<b>G8 EQUITABLE SHARES BASED ON SHARE OF OECD GNI (US \$ MILLIONS AT 2005 PRICES)</b>							
	<b>2004 (ACTUAL)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>CANADA</b>	\$79	(\$41)	(\$66)	\$90	\$115	\$140	\$165
<b>FRANCE</b>	\$78	\$78	\$124	\$171	\$218	\$265	\$312
<b>GERMANY</b>	\$36	\$102	\$163	\$225	\$286	\$348	\$409
<b>ITALY</b>	\$3	\$64	\$102	\$141	\$179	\$218	\$256
<b>JAPAN</b>	\$70	\$172	\$276	\$380	\$483	\$587	\$691
<b>UNITED KINGDOM</b>	\$69	\$82	\$132	\$182	\$231	\$281	\$331
<b>UNITED STATES</b>	\$160	\$411	\$659	\$907	\$1,154	\$1,402	\$1,650
<b>TOTAL</b>	<b>\$494</b>	<b>\$949</b>	<b>\$1,522</b>	<b>\$2,095</b>	<b>\$2,667</b>	<b>\$3,240</b>	<b>\$3,813</b>

In 2006, G8 donors must significantly increase assistance to primary education in Africa over 2004 levels:<sup>13</sup>

- **CANADA** will need to maintain its development assistance to primary education in Africa in 2006 at approximately \$79 million in 2006.
  - **FRANCE** will need to increase its development assistance to primary education in Africa by \$46 million over its 2004 level to a total of \$124 million in 2006.
  - **GERMANY** will need to increase its development assistance to primary education in Africa by \$127 million over its 2004 level to a total of \$163 million in 2006.
  - **ITALY** will need to increase its development assistance to primary education in Africa by \$99 million over its 2004 level to a total of \$102 million in 2006.
  - **JAPAN** will need to increase its development assistance to primary education in Africa by \$206 million over its 2004 level to a total of \$276 million in 2006.
  - **U.K.** will need to increase its development assistance to primary education in Africa by \$63 million over its 2004 level to a total of \$132 million in 2006.
  - **U.S.** will need to increase its development assistance to primary education in Africa by \$499 million over its 2004 level to a total of \$659 million in 2006.
- In total, the G8 donors will need to treble their development assistance to primary education in Africa from \$494 million in 2004 to \$1.522 billion in 2006.

## THE EDUCATION FOR ALL FAST TRACK INITIATIVE

The Education for All Fast Track Initiative (FTI) is the principal mechanism for channelling education funding to recipient countries. The FTI was specifically highlighted by the G8 in the 2005 Gleneagles communiqué, which stated: “Our aim is that every FTI-elected country will develop the capacity and have the resources necessary to implement their sustainable education strategies.”

The FTI, launched in 2002, provides a framework to support and promote (a) sound national education plans, (b) better donor coordination, (c) predictable financial support and (d) measurable results. The Initiative is a partnership between donors and low income-countries based on the idea of mutual commitments: developing countries prioritize primary education, produce national education plans, and increase domestic education funding while donors, in turn, provide coordinated and increased financial and technical assistance.

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

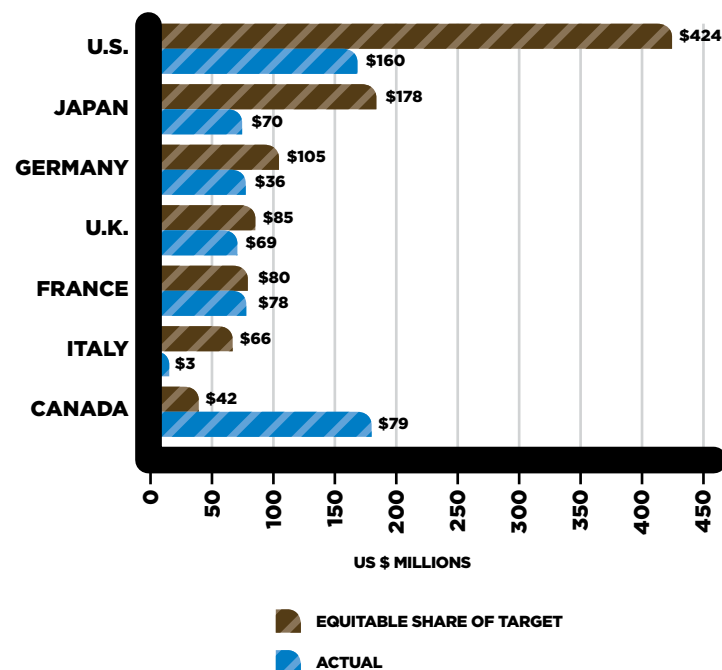
All low income countries are, in principle, eligible for support from the FTI once their education plans have been endorsed by the FTI partnership. So far, 28 countries have been endorsed and another three are expected to be endorsed by the end of 2006.<sup>14</sup>

The G8 must immediately fill the financing gap for countries that already have endorsed plans. The initial 20 countries endorsed by the FTI face a \$510 million financing gap in 2006 and this gap is projected to increase steadily. When the remaining qualified countries develop endorsed education plans, total funding requirements will increase even further.

## IS THE G8 ON TRACK?

The graph below gives a comparison of the relative efforts the G8 countries were putting into primary education in 2004. It tracks their actual development assistance for basic and primary education in Africa relative to what their equitable share would have been if they had begun scaling up towards the \$10 billion target in 2004.<sup>15</sup> This graph is for illustrative purposes only: the G8 countries reiterated their education commitment in 2005, and therefore, going forward, DATA will be holding donors accountable for increases made between 2006 and 2010, as outlined in the Table on page 5. However, to show individual progress on education, this graph uses the most recently available 2004 data to gauge relative commitments had the scale-up begun in that year. As the graph demonstrates, most of the G8 countries would not be on track to meet their equitable share of financing for UPE in Africa.

**ACTUAL AND EQUITABLE SHARE CONTRIBUTIONS FOR UPE IN AFRICA 2004**



## LEADING AND LAGGING ON EDUCATION

### LEADERS ON PRIMARY EDUCATION FUNDING:

- **U.K.** has led the way in providing a predictable flow of resources by announcing \$15 billion for universal primary education over the next ten years up to 2015.
- **CANADA** has committed to increase its education budget by 50% by 2010 from \$88.9 million in 2006 to \$133 million. The Canadian government has also committed to providing \$18 million to support the FTI Catalytic Fund.

### NEITHER LEADING NOR LAGGING:

- **FRANCE** provided close to its equitable share in 2004 but was still short of the target. France has increased the priority given to primary education in its development budget, but it still spends a large share of its overall education budget on higher education and imputed student costs.

### LAGGARDS ON PRIMARY EDUCATION FUNDING:

- **JAPAN** provided \$70 million in assistance for primary education to Africa in 2004, well under half of their equitable share. Within their overall education budget, spending on primary education is relatively low.
- **GERMANY'S** development assistance for education is primarily directed to higher education and imputed student costs. In 2006, Germany has set a target for bilateral support to primary education of \$127 million. The government's annual target for primary education from 2007 onwards is \$153 million.
- **U.S.** has not offered assistance for primary education anywhere close to what is needed to achieve UPE. President Bush requested less in his FY2007 budget than Congress appropriated in FY2006.
- **ITALY** has made statements in support of Education for All but its development assistance for primary education in Africa was just \$3 million in 2004 and no future plans to increase this level appear to have been announced.

## METHODOLOGY

### HOW DO YOU DETERMINE AN 'EQUITABLE SHARE'?

This report defines G8 equitable shares as each donor's share of the Organization for Economic Co-operation and Development (OECD) countries' GNI but caps the U.S. share at 33%. Using this methodology, the total G8 share of OECD GNI is 76.2%.

### HOW DO YOU DEAL WITH INFLATION?

All data have been shown at 2005 prices so progress can be measured fairly, taking account of exchange rates and inflation. This means that 2004 figures in current prices are adjusted using the Development Assistance Committee (DAC) deflators (available at [www.oecd.org/dac](http://www.oecd.org/dac)).

### HOW DO YOU DETERMINE DONORS' ACTUAL SPENDING IN 2004?

Donor spending figures for 2004 are from the OECD DAC and include assistance to basic and primary education. This includes bilateral grants, bilateral loans at grant equivalent and a pro rated share of multilateral assistance.

<sup>1</sup> 'Returns to Women's Schooling.' In Elizabeth King and M. Anne Hill, eds., *Women's Education in Developing Countries: Barriers, Benefits, and Policy*. Baltimore: Johns Hopkins University Press (1993).

<sup>2</sup> Gage, Anastasia, Elizabeth Sommerfelt, and Andrea Piani. Household Structure and Childhood Immunization in Niger and Nigeria. *Demography* 34 (2): (1997) 195-309.

<sup>3</sup> Joint United Nations Programme on HIV/AIDS and World Health Organization. *AIDS Epidemic Update*, (2003)

<sup>4</sup> Global Campaign for Education, *Learning to Survive: How Education for All Would Save Millions Of Young People from HIV/AIDS*, (2004).

<sup>5</sup> G. Psacharopoulos and H. Patrinos, World Bank Policy Research Working Paper 2881, *Returns to Investment in Education: A Further Update* (2002).

<sup>6</sup> UNESCO Global Monitoring Report (2007) and UNESCO Institute of Statistics.

<sup>7</sup> UNESCO Institute of Statistics.

<sup>8</sup> EFA FTI Fact Sheet (Jan. 2006).

<sup>9</sup> EFA FTI Fact Sheet (Jan. 2006).

<sup>10</sup> Letter from the President's Office, The United Republic of Tanzania (Feb. 17, 2004).

<sup>11</sup> DFID Education Fact Sheet (Sept. 2005).

<sup>12</sup> UNESCO Institute of Statistics, *Teachers and Educational Quality: Monitoring Global Needs for 2015* (2006).

<sup>13</sup> Because 2005 data is not yet available from the OECD, the estimates for increases in 2006 have been compared to actual 2004 figures.

<sup>14</sup> These are Benin, Bhutan and Sierra Leone.

<sup>15</sup> If donors had begun such a scale-up in 2004, DATA estimates the total need would have reached \$980 million, which was extrapolated by drawing a linear trajectory from 2003 to 2010. The \$10 billion estimate for universal primary education is from 2005 onward; however, it was used in this case to determine an approximate funding target for 2004 in order to provide a consistent goal.

DATA aims to raise awareness about, and spark response to the following crises facing Africa: unpayable Debts, the uncontrolled spread of AIDS, and unfair Trade rules which keep Africans poor. We also call on Africa's leaders to strengthen democracy, accountability and transparency to ensure that increased support benefits the people that need it most.

DATA is part of a rising tide of action to beat back AIDS and extreme poverty in Africa. At the core of DATA's mission is a view that these issues are not about charity, but about equality and justice.

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