

***Thematic global evaluation of
European EC support to the
education sector in partner countries
(including basic and secondary education)***

Final Report
Volume IId

December 2010

Evaluation for the European Commission





European Group for Evaluation EEIG
Germany



PARTICIP GmbH
Germany

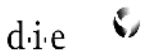


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Framework contract for

**Multi-country thematic and regional/country-level
strategy evaluation studies and synthesis in the area
of external co-operation**

LOT 2:

**Multi-country evaluation studies on social/human
development issues of EC external co-operation**

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**Thematic global evaluation of
European EC support to the education
sector in partner countries
(including basic and secondary education)**

Final Report Volume IId

December 2010

***This evaluation was carried out by
Particip GmbH***

The core evaluation team was composed by: Georg Ladj (Team leader), Wim Biervliet, Armand Hughes d'Aeth, François Orivel, Peter Christensen.

The evaluation was managed by the Joint Evaluation Unit (EuropeAid, DG DEV and DG Relex).

This report has been prepared by Particip GmbH. The opinions expressed in this document represent the views of the authors, which are not necessarily shared by the European Commission or by the authorities of the countries concerned.

Thematic global evaluation of European Commission support to the education sector in partner countries (including basic and secondary education)

Final Report

The report consists of two volumes:

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Volume II: Annexes

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1 Annex 12: Terms of Reference



EUROPEAN COMMISSION
EuropeAid Co-operation Office

Evaluation

**Thematic global evaluation of European Commission support
in the education sector in partner countries
(Including basic and secondary education)**

TERMS OF REFERENCE

14th December 2007

as revised on 29th April 2009

and on 17th May 2010

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1. Mandate

Systematic and timely evaluation of its expenditure programmes is an established priority for the European Commission, as a means of accounting for the management of allocated funds and as a way of promoting a lesson-learning culture throughout the organisation.

The Commission Services have requested the Evaluation Unit of the EuropeAid Co-operation Office to undertake an evaluation of the EC support to the education sector in partner countries, including basic and secondary education.

This evaluation was included in the 2007-2013 work programme of the Evaluation Unit, as approved by the Commissioner for External Relations and European Neighbourhood Policy in agreement with the Commissioner for Development and Humanitarian Aid on 26th March 2007.

2. Background

2.1. EC education policy in development co-operation

Education plays a key role in the human, social and economic development. It is linked to economic growth, poverty reduction, improvements in health, and an information revolution.

For the European Commission, support to education represents an important priority, which is reflected in policy documents, including the *The European Consensus on Development* of 2006. The EC continuously provides its support to quality education in partner countries, with an aim to achieve related Millennium Development Goals.

The Community's education policy in development co-operation is based on the March 2002 Communication on "Education and training in the context of the fight against poverty in developing countries". This set the basis for the adoption in May 2002 of a Council Resolution on "Education and poverty" and in May 2003 of a Parliament Resolution on "Education and training in the context of poverty reduction in developing countries".

The EC's approach is firmly anchored in the international community's commitments to education

- First, the **Dakar Framework for Action** adopted in April 2000 at the World Education **Forum on Education for All (EFA)**, whereby the international community collectively committed itself to reaching six goals by 2015 covering most levels of education, from early childhood care to secondary education as well as adult literacy.

The six EFA goals are:

Goal 1: Expand early childhood care and education

Goal 2: Provide free and compulsory primary education for all

Goal 3: Promote learning and life skills for young people and adults

Goal 4: Increase adult literacy by 50 per cent

Goal 5: Achieve gender parity by 2005, gender equality by 2015

Goal 6: Improve the quality of education

- Second, the **Millennium Development Goals (MDG)** adopted in September 2000 by the UN Millennium Assembly. The education MDGs are a subset of the EFA objectives and aim: first, to give a full primary education to all boys and girls by 2015 (universal primary completion); and second, to eliminate gender disparity in primary and secondary education preferably by 2005, and for all levels of education by 2015 at the latest.

Evaluation – education

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EC is committed to achieve **universal primary education** for all children, with a particular view to closing the **gender gap** and to

- Ensure a **holistic and coherent approach** also encompassing pre-school education, secondary and higher education as well as vocational education and adult literacy.
- Focus on the **most urgent needs**, that is, those of the poorest people and of people at the greatest disadvantage (girls and women, orphans, children in conflict/post-conflict zones, etc.).
- Pay special attention to **issues of particular importance** for education, in particular gender equality, the impact **of HIV/Aids** on education and how education can contribute to responding to the pandemic, the link between education and the job market, etc.

The EC action is based on **key principles** which can be summarised as follows:

- The EC approach is based on the principle of **country ownership**. This means that partner countries have the prime responsibility to reach the MDGs through credible education policies, adequate financing and, where necessary, reform of their education systems. It also means that partner countries decide whether or not education should be amongst the priorities of their co-operation with the EC.
- As far as aid instruments are concerned, the EC started under the 9th EDF to move away from a project-based approach towards budget support, where conditions allow. The preferred funding modality is thus education **sector budget support**.
- **Complementarity and co-ordination** with other donors and government must be achieved to reinforce the efficiency and impact of development aid. This concerns primarily EU Member States, for which the Commission has a special responsibility, but also other bilateral and multilateral donors. The growing trend to move away from projects towards pool funding, sector wide approaches and budget support is a result of donors' increased will to harmonise their actions in close link with partner countries.

The European Consensus on Development (2006) reaffirmed the EC commitment towards education:

"(Paragraph 95) MDG-related performance indicators will be strengthened to better link sector and budget support to MDG progress and to ensure adequate funding for health and education.

(Paragraph 96). The Community aims to contribute to 'Education for All'. Priorities in education are quality primary education and vocational training and addressing inequalities. Particular attention will be devoted to promoting girls' education and safety at school. Support will be provided to the development and implementation of nationally anchored sector plans as well as the participation in regional and global thematic initiatives on education."

2.2. The EC's direct support to education

ACP countries under the 9th EDF

Some €480 million have been programmed for education in 21 ACP countries under the 9th European Development Fund (EDF) (2002-2007). This represents around 6% of the total allocation for all sectors. Projects remain by far the dominant instrument to provide education support: there are 13 education projects compared to only five sector budget support opera-

tions (SBS), the inclusion of a specific education tranche in two general budget support operations and one contribution to a pooled fund.

2.3. The EC's involvement in the Education for All Fast Track Initiative

Launched in April 2002, the FTI is a global initiative that aims to contribute to Education for All (EFA) by helping low-income countries with sound policies but insufficient resources reach the Millennium Development Goal (MDG) of giving all children, boys and girls alike a full primary education by 2015. All low-income countries with an approved Poverty Reduction Strategy or equivalent and an education sector plan endorsed by the local donor group whose primary education component is consistent with FTI criteria are eligible for support.

The FTI is a partnership that ties donors and partner countries through reciprocal obligations. Partner countries commit themselves to developing and implementing a sound and sustainable education sector plan, and to increasing domestic finance for primary education. Donors commit themselves to supporting this sector plan with increased financing, alignment and harmonisation. The FTI's implementation rests on a highly decentralised process led by the partner country working closely with local donor representatives under the leadership of the in-country lead donor.

The FTI is an original mechanism with financing based on two legs: bilateral contributions through existing financing channels at country level, and contributions of the Catalytic Fund. This approach gives donors flexibility in choosing the most appropriate support mechanism, and it gives partners with insufficient donor support at country level access to further funding to meet their financing needs. Another trust fund, Education Programme Development Fund, provides funding for partner countries to develop comprehensive education sector plans.

The Commission has supported the FTI since its inception and was the Co-Chair of the Initiative for the period July 2006-June 2007. During the co-chairmanship the Commission worked on ensuring clear and transparent governance of the FTI, on strengthening the country level processes and on improving donor harmonisation and aid effectiveness in education as well as increasing external assistance to education. The Commission will continue to reinforce the EU's collective role in the FTI in close co-operation with the Member States.

The EC's financial contribution to the FTI was €100 million under the 9th EDF. This included €63 million for the Catalytic Fund. The rest was in the form of additional bilateral contributions to primary education in Mozambique (€2 million), Burkina Faso (€15 million) and Niger (€20 million). A further contribution of €22 to the Catalytic Fund is foreseen in 2008 under the Thematic Programme "Investing in People".

2.4. General Budget Support

In addition to direct support to education, the EC provides indirect support to the sector through general budget support (GBS). GBS funds are un-earmarked and finance the entire budget with the aim of supporting the implementation of national development strategies within which health and education play a relevant role. GBS contributes to cover the overall financial needs of a country's public expenditures, including recurrent costs in education and health (salaries of teachers, doctors and nurses, maintenance of buildings etc.)

Part of the GBS – the co-called variable tranche - is linked to social outcomes. These annual tranches are typically released against sectoral performance monitored on the basis of outcome indicators (for instance the primary enrolment rate or the primary completion rate, broken up by gender), for which annual targets have been fixed. This approach is fully in line with the principle of ownership, it encourages sound macro-economic policies and a sound management of public finances, it reduces the burden for partner countries as it links directly into normal budgetary processes, and it facilitates co-ordination and harmonisation with other partners.

Since GBS is un-earmarked, the key means by which the Commission can ensure the contribution of GBS to education is through high quality and sustained sector policy dialogue and through the use of several means ranging from the variable tranche mechanism to the Commission's position in negotiations around the content of harmonized performance assessment frameworks. The Commission also monitors changes or improvements in existing practices in all contexts, including fragile States.

In line with the European Consensus (art 115), which states that "Where conditions allow, the preferred modality for support to economic and fiscal reforms and implementation of Poverty Reduction Strategies will be budget support", the EC under the new programming cycle (10th EDF) has confirmed and extended its use **of budget** support, and has also proposed in selected countries, the use of the new "MDG contract" which will explicitly link budget support to MDG indicators. This will be particularly relevant to the education sector.

3. PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation is to assess to what extent the Commission assistance has been relevant, efficient, effective and sustainable in providing the expected impacts in the education sector. It should also assess the co-ordination and complementarity with other donors and actors, the coherence with the relevant EC policies and the partner Governments' priorities and activities as well as with international legal commitments in education.

The evaluation should serve policy decision-making and project management purposes. The main users of the evaluation will be DG DEV, DG Relex, the EuropeAid Co-operation Office and the EC Delegations. Other EC services like ECHO, DG RTD and DG EAC may benefit from the results of this evaluation too. The evaluation should also generate results of interest to a broader audience, including governments of partner countries, Member States, civil society and others.

All the aspects of **EC support to basic and secondary education** in partner countries fall within the **scope of this evaluation**. On the other hand, support to vocational training activities as well as co-operation in higher education are not to be covered. These themes are to be evaluated separately in 2008 and 2010, as approved in the multiannual evaluation work programme.

All regions where EC co-operation is implemented (with the exception of regions and countries under the mandate of DG Enlargement) are included **in the scope** of this evaluation.

The evaluation should come to a **general overall judgement** of the extent to which Commission policies, strategies and sector programmes, including Sector budget Support and General Budget Support, have contributed to the achievement of the objectives and intended impacts, based on the answers to the agreed **evaluation questions**.

The evaluation should cover activities that fall within the relevant sub-sectors, financed from thematic and geographical budget lines/instruments, EDF and other financial instruments.

The evaluation shall lead to conclusions based on objective, credible, reliable and valid findings and provide the EC with a set of operational and useful **recommendations**.

The evaluation shall be forward looking and take into account the most recent policy and programming decisions, providing lessons and recommendations for the continued support to the education sector within the present context and relevant political commitments (such as the European consensus, the Paris Declaration, all regional instruments and "Investing in people") as well as taking into account the current processes within the Commission.

The evaluation will include a comprehensive desk phase followed by country case studies to be carried out in **6 different representative countries** (considering geographical criteria as well as various types of co-operation). The evaluators shall identify and formulate in-depth questions and test hypotheses for country case studies, allowing addressing the issues of relevance, effectiveness, efficiency, effects and sustainability of aid delivery to the education sector. The case studies shall be selected in consultation with the Reference group, taking into account different experiences in the area of support to the education sector as well as different country/regional contexts.

The evaluation shall cover aid implementation over the period 2000-2007. To provide relevant and forward looking recommendations, also the 10th EDF programming should be seriously looked into, so that all its implications on education in ACP countries are examined.

4. Methodology and Approach

The overall methodology guidance is available on the web page of the Evaluation Unit under the following address:

<http://ec.europa.eu/comm/europeaid/evaluation/methodology2/index> .

In addition, **the consultants are asked to refer to and test the evaluation techniques and tools previously elaborated for the evaluation of the education sector**¹.

All the relevant documentation, which is available on AIDCO Intranet address http://www.cc.cec.dgintranet/europeaid/activities/evaluation/education/sec_edu_en.htm will be made available by the Evaluation Unit.

¹ EuropeAid / Contract B-7 6510/2002/003; Evaluation techniques and tools. Sectors and Themes – Education.

The consultants are invited to critically use all the available literature/studies/results (partial or completed, official or unofficial) done so far on the subject if they consider it can be useful for the redaction of the report.

The evaluation approach should encompass the following fundamental tasks:

- i. identify, explain and prioritise the Commission's objectives in the field of education, their logic and coherence, their **relevance** both to EU objectives and to the needs of recipient countries, the intended impact² corresponding to each objective, and finally how these intended impacts fit within broader and changing contexts (sociological, cultural, economic, political).
- ii. identify all recorded **impacts** including unintended impacts or deadweight/ substitution effects (and compare them to intended impacts); assess **effectiveness** in terms of how far the intended results were achieved and also - to the extent that the interventions were effective - their **efficiency** in terms of how far funding, personnel, regulatory, administrative, time and other resource considerations contributed to, or hindered the achievement of results;
- iii. consider the **sustainability** of education activities, that is an assessment of whether key results, taking account in particular of the institutional capacity required to maintain consistent levels of access and service delivery;
- iv. assess how far the development and delivery of education programmes has taken account of **cross cutting issues** (environment, capacity-building, etc.);
- v. assess what is the **EC added value** of the actions, not only as concerns financing, but also regarding policy dialogue and other aspects. Co-ordination, complementarity and synergies with EU member states and other donors are also to be examined. In this respect, the evaluation should build on Paris declaration principles.

The evaluation basic approach consists of **5 phases**, subdivided in **subsequent methodological stages** (phases for which consultant contribution is requested are marked in grey).

<i>Five Main Phases of Development:</i>	<i>Methodological Stages:</i>
1. Preparation Phase	<ul style="list-style-type: none"> ▪ Reference group constitution ▪ ToR drafting
	<ul style="list-style-type: none"> ▪ Launch Note
2. Desk Phase 3. Field Phase 4. Synthesis phase	<ul style="list-style-type: none"> ▪ Structuring of the evaluation ▪ Data Collection, verification of hypotheses ▪ Analysis ▪ Judgements on findings

² Please note the ordering of the five criteria. In the context of the programmes of the External Relations Directorates-General, the increased focus on *impact* is of particular importance given the current emphasis on results-based management as well as on partner Governments to focus their policies more on poverty alleviation, good governance, democracy, and sound macroeconomic management.

5. Feedback and Dissemination	Dissemination Seminar in Brussels
	<ul style="list-style-type: none"> ▪ Quality Grid ▪ Summaries ▪ Evinfo (summary for OECD and Commission databases) ▪ <i>Fiche contradictoire</i> (a statement of key recommendations followed by the Commission's response)

4.1. Preparation Phase

The evaluation manager, within the Evaluation Unit, identifies the Commission services to be invited to the Reference Group (RG), which will ensure that the Commission expertise is fully utilised and all the relevant information is provided.

The evaluation manager prepares the *Terms of References* (ToR) for the evaluation and sends them to the Contractor.

The contractor will then present a *Launch Note* that shall contain: (i) the contractor understanding of the ToR, (ii) the proposed composition of the core evaluation team with individuals' *Curriculum Vitae* and (iii) the proposed workplan and budget for the evaluation.

4.2. Desk phase

4.2.1 Inception report

Following the approval of the *Launch Note* by the Evaluation Unit, the work will proceed to the structuring stage which shall lead to the production of an *Inception Report*.

The *Inception report* will be divided into two parts. The first part (inventory) will contain the complete overview of EC financial contributions (commitments and disbursement) and their typology³. This overview will also include all relevant Budget Support operations (both General budget support and Sector budget support). The related database will form integral part of the inventory.

The second part of the inception report will consist of the analysis of all relevant key documents, including the relevant policy, programming documents and agreements. On the basis of the information collected, the evaluators will:

³ Previous contribution of the consortium EGEval - 'Typology of operations supported by the EC in Education' (2004) will be also taken into account.

1. **Reconstruct the intervention logic** of the EC aid to partner countries within the education sector, by producing policy impact diagrams relevant for the evaluated period and geographic sub-areas;
2. Propose a set of criteria for selection of country studies. Based on these criteria, justify the choice of several **representative country case studies** which would be examined in detail during the desk phase. Out of this sample of case studies, 6 representative countries will be selected for the field phase of the evaluation. All the specific aspects of the intervention logic for each selected country are to be highlighted.
3. Specify the **methodological tools** that will be used;
4. Present a **preliminary set of evaluation questions (EQ)** together with judgement criteria for each EQ and provisional indicators for each of the proposed judgement criteria;
5. Present the approach to ensure **quality assurance** throughout the different phases of the evaluation.
6. (Present a detailed **workplan**, specifying the organisation and time schedule for the evaluation process.

The Contractor will present the *Inception Report* which shall be formally approved by the Evaluation Unit. The Reference group will comment on the *Inception Report* and validate the Evaluation Questions and the proposed Country Case Studies.

4.2.2 Desk phase report

Upon approval of the *Inception Report*, the team of consultants will proceed to the Desk Phase of the evaluation. The Desk Phase shall be the moment when relevant information in Headquarters is gathered and analysed.

The desk report takes up the points dealt with in the inception report and goes into as much detail as necessary. In this stage, consultants are asked to:

- (1) Present a final set of **evaluation questions** along with appropriate **judgement criteria** and relevant quantitative and qualitative **indicators**;
- (2) Present a set of selected **case studies**, the selection criteria applied and the relevant identified questions, judgement criteria and indicators;
- (3) Present the methodology for **data and information collection and validation**, both for the Desk phase and for the forthcoming field phase.
- (4) Present the **methods of analysis** of the information and data collected in order to draw findings that would enable to draw general conclusions; due to the difficulty of this exercise any limitation should be made explicit;
- (5) Present the way to come to **judgements** that directly relate to the Judgement criteria, though adaptable should the field findings require doing so.
- (6) Present the **preliminary findings responding to the evaluation questions** and the first hypotheses to be tested in the field based on the specific methods identified in the *Inception Report*.

At the completion of this work, the evaluation team will present a *Desk Phase Report* setting out the results of this first phase of the evaluation including all the above listed tasks⁴ (the core part of the *Inception Report* will be annexed to the *Desk Phase Report*). The RG will comment on *Desk Phase Report* based on which the necessary amendments will be specified. Formal approval of this report is to be made by the Evaluation Unit.

4.3 Field phase

Following satisfactory completion of the Desk Phase, the evaluation team will proceed to

- the field missions⁵
- the analysis of the European Court of Auditors (CoA) reports on education and GBS in Africa (Niger, Liberia, Namibia, Tanzania and Burkina Faso);
- report on cross-checked evaluation findings and on conclusions on selected topics originating from (video-)conferences (to be organized from Brussels) with a number of selected Delegations (focus group) - sample of Delegations from geographic regions, and covering fragile states.

The fieldwork shall be undertaken on the basis set out in the Final Desk Phase Report. Planned field mission will be agreed by the RG and by the EC Delegations of countries proposed for visits. If during the course of the fieldwork any significant deviations from the agreed methodology and/or schedule are perceived necessary, the Consultant must receive the approval of the Evaluation Unit before they can be applied.

Prior completion of each country visit the Evaluation team shall prepare for the EC Delegation concerned a debriefing of the field mission, seeking to validate the data and the information gathered.

For each country case study and following completion of the field mission, the team will proceed to prepare **case study notes** to be submitted to the Evaluation Unit within ten working days after returning from the field (see Annex 2 for an outline structure of the country notes). These education country profiles in the field visit countries will cover among other:

- Education policy and laws (in context PRSP, 5- or 10 Year Planning, Education Sector Plan)
- Financing of education
- Governance of education
- Policies and strategies to promote equity
- Progress and achievements in basic education (2000-2007) – e.g. related to MDG/EFA
- Progress in secondary education (2000-2007) – e.g. related to MDG/EFA
- Main challenges/constraints (e.g. quality, teachers, curricula, attainment)
- Description of major EC supported interventions in the field visit countries, covering:
 - Programme objectives
 - EC support objectives and approach
 - Results achieved, e.g. based on ROM documents, other evaluations.

⁴ All the databases produced for this aim will be integral part of the document.

⁵ Nevertheless, if considered necessary for the adequate preparation of the field phase, the contractor might undertake pilot mission in parallel to the Desk Phase (subject to approval of the Evaluation Unit).

These notes will be annexed to the *Final Report*. When all field missions are conducted, and before the start of the Final report phase, the Evaluation team shall present results of the field phase in a form of detailed debriefing for the Reference Group.

4.4 Final report-writing phase

Following the formal approval of *Desk Phase Report* the evaluators will submit the *Draft Final Report*.

The *Draft Final Report* will follow the structure set out in Annex 3, taking in due account comments received during de-briefings in Delegation and meetings with the RG. The *Draft Final Report* shall include the answers to the evaluation questions and a synthesis of main conclusions of the evaluation.

The evaluation manager will verify the quality of the submitted draft report, on the basis of the quality assessment grid in Annex 4. If the quality of the draft report is acceptable, the manager circulates it to the Reference group members for comments. The report will then be discussed in the last RG meeting with the Evaluation Team.

On the basis of the comments expressed by the EC services (RG members and Delegations) the Evaluation Team shall make appropriate amendments and submit the *Final Report*. If comments are rejected by the evaluation team, they shall explain reasons in writing.

The *Final Report* quality will be again judged according to the quality assessment grid in Annex 4. The Final Report should clearly account for the observations and evidences on which findings are made so as to support the reliability and validity of the evaluation. The report should reflect a rigorous, methodical and thoughtful approach. Conclusions and recommendations shall build upon findings.

Recommendations must be:

- Linked to the conclusions
- Clustered, prioritised and targeted at specific addressees
- Useful and operational
- If possible, presented as options associated with benefits and risks.

The final version of the *Final Report* shall be presented in a way that enables publication without any further editing. The *Final Report* shall be written in English and submitted to the Evaluation Unit in 200 copies.

4.5 Dissemination and follow-up

Following the approval of the final report, the evaluation manager will proceed to dissemination of the results (conclusions and recommendations) of the evaluation: (i) make a formal judgement on the evaluation using a standard quality assessment grid (see Annex 4); (ii) prepare an Evaluation Summary following the standard DAC format (EvInfo); (iii) prepare and circulate a three-column *Fiche Contradictoire* (FC). The FC is prepared by the Evaluation Unit in order to ensure feedback from the evaluation and an active response from the Commission services. All three documents will be published on the Web alongside with the *Final Report*.

The Evaluators will be required to assist in dissemination and follow-up activities. In coordination with the Evaluation Unit, they shall present the conclusions and recommendations

during a seminar in Brussels. Limited number of other brief presentations might also be required.

5. Identification of the Evaluation Questions/Issues

The evaluation will be based on a set of key evaluation questions which are intended to give a more precise and accessible form to the evaluation criteria and to articulate the key areas of interest of EC services, thus optimising the focus and utility of the evaluation.

Evaluators will identify the evaluation questions building upon the purpose and scope of the evaluation as specified under chapter 3 above. The evaluation questions should also reflect particular interests from EC services represented in the Reference Group.

A non-exhaustive indicative list of evaluation questions has been proposed within the "Guidance for evaluations related to education" available on AIDCO intranet: (http://www.cc.cec/dgintranet/europeaid/activities/evaluation/education/sec_edu_ger_en.htm). As stated in chapter 4 on Methodology (see above), the evaluation team is asked to use and test the Guidance. Text will be made available by the Evaluation Unit.

It is expected that the following main topics/issues will be addressed:

1. Overall profile of EC support to education: geographical focus, poverty focus, continuity over time, etc.
2. Alignment of EC support to education with national development priorities (PRSPs etc.) and with national education sector plans;
3. Contribution of the EC support - in terms of impacts and sustainability-
 - a. to nationally identified priorities in education
 - b. the internationally agreed objectives, particularly as defined by *Education for all* initiative :
 - Goal EFA 1: Expand early childhood care and education
 - Goal EFA 2: Provide free and compulsory primary education for all
 - Goal EFA 3: Promote learning and life skills for young people and adults
 - Goal EFA 4: Increase adult literacy by 50 per cent
 - Goal EFA 5: Achieve gender parity by 2005, gender equality by 2015
 - Goal EFA 6: Improve the quality of education

and related *Millennium development goals*:

- Goal MDG 2 – Achieving universal primary education
- Goal MDG 3 – Promoting gender equality and empowerment of women

4. Education service delivery, in terms of:

- Population covered (with a focus on gender equality); accessibility; issues related to equity and ethnicity/minorities;
- Quality and quantity
- Improving literacy and basic education skills

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- Alignment with partner Countries education programmes / instruments / procedures.
5. Awareness raising on issues such as HIV/Aids, nutrition needs, environment, and other transversal topics. Good governance.
 6. Financing mechanisms and aid modalities (including sector and general budget support operations) and effectiveness of the linked sector policy dialogue.
 7. Co-ordination, complementarity and synergies with MS and other donors,
 8. Coherence with the EC/EU's own policy priorities, in particular in the education sector;
 9. Complementarity among various instruments (e.g. National Indicative programmes, Regional indicative programmes, thematic budget lines).
 10. EC value added.

6. Management and supervision of the evaluation

The responsibility for the management and supervision of the evaluation will rest with the Evaluation Unit of the EuropeAid Co-operation Office. The progress of the evaluation will be followed closely by the Reference Group (RG) consisting of members of EC services concerned.

The RG will act as the main interface between the Evaluation Team and the Commission Services. The principal function of the Reference Group is to follow the evaluation process and more specifically:

- to advise on the scope and focus of the evaluation and the elaboration of the Terms of Reference;
- to act as the interface between the consultants and the Commission services;
- to advise on the quality of the work of the consultants;
- to facilitate access to information and documentation;
- to facilitate and assist in feedback of the findings and recommendations from the evaluation.

Several Reference Group meetings (about 4/5) will take place during the process of the evaluation, as indicated below in a time schedule.

7. Evaluation team

This evaluation is to be carried out by a team with advanced knowledge and experience in development co-operation in general terms and in various aid implementation modalities (including the SBS and GBS).

Special expertise will be required concerning support in basic and secondary education. Previous experience of conducting big evaluations for international organisations (UNESCO, UNICEF etc.) will be considered as an asset. Experience in evaluating Budget support operations with link to education/social sector indicators will be also considered an advantage.

The team leader must have a proved experience in EC evaluation methodology.

Consultants should possess an appropriate training and documented experience in the management of evaluations as well as evaluation methods in field situations. The team should comprise a reasonable mix of consultants familiar with the different regions. The team must be prepared to work in English, and possess excellent drafting skills. Knowledge of French and Spanish in particular for the field phase, is required.

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The Evaluation Unit recommends strongly that consultants from beneficiary countries will be employed (particularly, but not only, during the Field Phase).

Furthermore the team-leader shall have considerable experience in managing evaluations of a similar size and character. In addition, each country team should be led by an experienced member of the team (or directly by the team leader).

The agreed Team composition may be subsequently adjusted if necessary in the light of the final Evaluation Questions once they have been validated by the Reference Group.

A declaration of absence of conflict of interest should be signed by each consultant and annexed to the launch note.

8. Timing

The evaluation started in December 2007, the completion of the *Final Report* is scheduled for October 2010 and the *Dissemination seminar* will take place in November 2010.

The following is the *indicative* schedule⁶:

<i>Evaluation Phases and Stages</i>	<i>Notes and Reports</i>	<i>Dates</i>	<i>Meetings</i>
Terms of Reference		December 2007 revised on April 2009 and on May 2010	
Starting Stage	Launch Note	May 2009	
Desk Phase			
Structuring Stage	Inception Report	September 2009	RG meeting
Desk Study	Draft Desk Report	January 2010	RG meeting
	Final Desk Report	February 2010	
Field Phase		March – April 2010	
	Presentation for the RG (including final notes on case studies)	June 2010	RG meeting
Final Report-Writing Phase			
	Draft Final Report	September 2010	RG meeting
	Final Report	October 2010	
Dissemination Seminar		November 2010	

⁶ The dates mentioned in the above table may only be changed in view of optimising the evaluation performance, and with the agreement of all concerned.

9. Cost of the Evaluation and payment modalities

The overall cost of the evaluation should not exceed **460 000 €**.

This amount includes a provision for the international feedback seminar in Brussels. Seminar will be organised by the Evaluation Unit to present the results of the Evaluation; the presentation will be followed by a debate that shall be open to a large audience including Member States, other donors, international organisations, foundations and representatives of Civil society organisations. The budget for the seminar (fees, per diems and travel) will be presented separately in the launch note.

According to the service contract, payments modalities shall be as follow: 30% at the acceptance of the *Inception Note*; 50% at acceptance of *Draft Final Report*; 20% at acceptance of *Final Report*⁷. The invoices shall be sent to the Commission only after the Evaluation Unit confirms in writing the acceptance of the reports.

⁷ Due to the fact that the 30% plus the 2.5% quality control has already been paid on the acceptance of the inception report, the consultants should provide an invoice for the difference on the 30% and on the 2.5% due to the increased total amount.

7. Annex 1 – Key Documentation (NON-EXHAUSTIVE LIST)

EC Policy documents:

"The European Consensus"- Joint statement by the Council and the representatives of Governments of the Member States meeting with the Council, the European parliament and the Commission" – Official Journal C 46(2006)

Communication on an EU strategy for Africa: Towards a Euro-African pact to accelerate Africa's development" – COM (2005)489

http://europa.eu.int/comm/development/body/communications/docs/eu_strategy_for_africa_12_10_2005_en.pdf#zoom=100

Communication on "Education and training in the context of the fight against poverty in developing countries" – COM (2002)116

http://europa.eu.int/eur-lex/en/com/cnc/2002/com2002_0116en01.pdf#zoom=100

From Monterrey to the European Consensus on Development: "Keeping Europe's promises on Financing for Development" - The Commission's fifth annual monitoring report, April 2007 (COM 2007/0164)

COM (2000) 212(01), The European Community's Development Policy Communication (2004) 487 "Financial perspectives 2007-2013"

European Neighbourhood Policy: strategy papers, action plans, progress reports (see http://ec.europa.eu/world/enp/documents_en.htm)

Communication (2005) 324 "External actions through thematic programmes under the future financial perspectives 2007-2013"

Regulation 1638/2006 laying down general provisions establishing a European Neighborhood and Partnership Instrument (ENPI)

Regulation 1905/2006 establishing a financing instrument for development co-operation

"EU Code of Conduct on Complementarity and Division of Labour in Development Policy", May 2007

Communication (2005) 489 "EU strategy for Africa: towards a Euro-African pact to accelerate Africa's development"

From Monterrey to the European Consensus on Development: "Keeping Europe's promises on Financing for Development" - The Commission's fifth annual monitoring report, April 2007

Programming and monitoring tools:

Programming guidelines for Country Strategy Papers on Education – Detailed version of January 2006

Indicators in education: "Tool for monitoring progress in the Education sector" in English

http://europa.eu.int/comm/development/body/theme/human_social/docs/education/03-02_education_monitoring_tools_en.pdf#zoom=100

Methodology to assess partner countries' performance in education and health for the purposes of the 2004 Mid-Term Review and the 2006 End of Term Review of the 9th European Development Fund (EDF)

http://europa.eu.int/comm/development/body/theme/human_social/docs/education/04-02_methodology_MTR_education.pdf#zoom=100

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Toolkit on mainstreaming gender equality in EC development co-operation

http://www.cc.cec/EUROPEAID/ThematicNetworks/qsg/Networks/newGender/documents/tk_section2_priority_areas.pdf

On programming, the EC interservice quality support group intranet web page is to be used (accessible within EC computer network only):

<http://www.cc.cec/home/dgserve/dev/newsite/index.cfm?objectid=95E08920-E0CF-8351-805A6B642803AD28>

ROM (Results oriented monitoring) reports on education, available in CRIS database, including ex-post ROM reports, produced since January 2007

Reference Web sites:

The overall methodology guidance for evaluations:

<http://ec.europa.eu/comm/europeaid/evaluation/methodology2/index> .

All the relevant documentation within the "Guidance for evaluations related to education", which is available on AIDCO Intranet address

http://www.cc.cec/dgintranet/europeaid/activities/evaluation/education/sec_edu_en.htm

Millennium Development Goals - www.un.org/millenniumgoals/

Fast Track Initiative Web page - <http://www.fasttrackinitiative.org/>

Education for All (EFA) Framework - www.unesco.org/education/efa/index.shtml

UN Millennium Development Goal Indicators Database

http://unstats.un.org/unsd/mi/mi_goals.asp

UNESCO Institute of Statistics -

http://www.uis.unesco.org/ev_en.php?ID=2867_201&ID2=DO_TOPIC

Other key documents:

Paris Declaration on Aid Effectiveness, OECD (2 March 2005)

Relevant evaluation reports related to the education sector, for details see:

Evaluation reports commissioned by the Evaluation Unit

http://ec.europa.eu/europeaid/evaluation/intro_pages/reports.htm

European evaluation inventory

http://ec.europa.eu/comm/dg/aidco/ms_ec_evaluations_inventory/evaluationslist.cfm?start=101

Alliance 2015 report: The EU's contribution to the Millennium Development Goals - Halfway to 2015:Mid-term Review, June 2007

Alliance 2015 report: The EU's contribution to the MDGs, Special Focus: Education, October 2006

Relevant reports issued by WB, UNDP and other multilateral institutions, reports from MS and other donors

Publication and sources on Budget Support

Guidelines on the Programming, Design & Management of General Budget Support, EC, 2007

The Joint Evaluation of General Budget Support 1994–2004, Burkina Faso, Malawi, Mozambique, Nicaragua, Rwanda, Uganda, Vietnam, Evaluation of General Budget Support: Synthesis Report IDD and Associates, May 2006 (available on http://ec.europa.eu/comm/europeaid/evaluation/document_index/2006/705_docs.htm)

Note on Approach and Methods for the Evaluation of General Budget Support, IDD and Associates, January 2007

European Court of Auditors. Information note by the European Court of Auditors on Special Report No 2/2005 concerning EDF budget aid to ACP countries: the Commission's management of the public finance reform aspect. (September 13, 2005) European Court of Auditors: Luxembourg.

Revue du Programme d'Appui Budgétaire Conjoint pour la Réduction de la Pauvreté (2004-2006) de la Commission Européenne au Bénin, Novembre 2006, ADE s.a.

All other recent evaluations of Budget Support should be extensively used.

Annex 2. Guidance on the country notes for the country case studies

Length: The country note should be maximum 20 pages (excluding annexes).

This evaluation is partly based on a number of country case studies. These case studies allow the evaluation team to gather information on the EC support (to the sector/theme of the evaluation) at the country level, which together with the desk phase findings should feed the global assessment reported in the synthesis report. This reporting is needed for transparency reasons, i.e. to clearly account for the basis of the evaluation, and also to be able to have a factual check with the concerned EC Delegations and other stakeholders.

This reporting should be seen as building blocks for the evaluation and as documents to be circulated with the Reference Group and the Delegations involved. In the end of the evaluation the country notes will be published as part of the overall evaluation exercise in annexes to the synthesis report (so editing is required). These notes should be prepared after the missions, they should respect the agreed structure and they should go further than the oral presentations conducted at the end of the missions. Furthermore, the evaluation questions are formulated to be answered on the global level using the sum of the information collected from the different case studies and the desk study, and should hence not be answered at the country case study level.

Indicative structure:

1. Introduction:
 - The purpose of the evaluation;
 - The purpose of the note;
 - The reasons for selecting this country as a case study country.
2. Data collection methods used (its limits and possible constraints)
3. Short description of the sector in the country
4. Findings on the sector (focused on facts and not going into analysis)
5. Conclusions at two levels: (1) covering the main issues on this sector in the context of the country and (2) covering the elements confirming or not confirming the desk phase hypothesis.

Annexes:

- The list of people interviewed;
- The list of documents consulted;
- The list of the projects and programmes specifically considered;
- Any database produced;
- All project assessment fiches;
- All questionnaires;
- Acronyms and abbreviation.

Annex 3. Outline Structure of the Final Evaluation Report

Length: The overall length of the final evaluation report should not be greater than *60 pages* (including the executive summary). Additional information on overall context, programme or aspects of methodology and analysis should be confined to annexes (which however should be restricted to the important information).

1. Executive Summary

Length: 5 pages maximum

This executive summary must produce the following information:

- 1.1 – Purpose of the evaluation;
- 1.2 – Background to the evaluation;
- 1.3 – Methodology;
- 1.4 – Analysis and main findings for each Evaluative Question; short overall assessment;
- 1.5 – Main conclusions;*
- 1.6 – Main recommendations.*

** Conclusions and recommendations must be ranked and prioritised according to their relevance to the evaluation and their importance, and they should also be cross-referenced back to the key findings. Length-wise, the parts dedicated to the conclusions and recommendations should represent about 40 % of the executive summary*

2. Introduction

Length: 5 pages

- 2.1. Synthesis of the Commission's Strategy and Programmes: their objectives, how they are prioritised and ordered, their logic both *internally* (ie. the existence – or not – of a logical link between the EC policies and instruments and expected impacts) and *externally* (ie. Within the context of the needs of the country, government policies, and the programmes of other donors); the implicit assumptions and risk factors; the intended impacts of the Commission's interventions.*
- 2.2. Context: brief analysis of the political, economic, social and cultural dimensions, as well as the needs, potential for and main constraints.*
- 2.3. Purpose of the Evaluation: presentation of the evaluative questions

** Only the main points of these sections should be developed within the report. More detailed treatment should be confined to annexes*

3. Methodology

Length: 10 pages

In order to answer the evaluative questions a number of methodological instruments must be presented by the consultants:

- 3.1. Judgement Criteria: which should have been selected (for each Evaluation Question) and agreed upon by the steering group;
- 3.2. Indicators: attached to each judgement criterion. This in turn will determine the scope and methods of data collection;
- 3.3. Data and Information Collection: can consist of literature review, interviews, questionnaires, case studies, etc. The consultants will indicate any limitations and will describe how the data should be cross-checked to validate the analy-

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sis.

3.4. Methods of Analysis: of the data and information obtained for each Evaluation Question (again indicating any eventual limitations);

3.5. Methods of Judgement

4. Main Findings and Analysis

Length: 20 to 30 pages

- 4.1. Answers to each Evaluative Question, indicating findings and conclusions for each;
- 4.2. Overall assessment of the EC Strategy. This assessment should cover:
 - Relevance to needs and overall context, including development priorities and co-ordination with other donors;
 - Actual Impacts: established, compared to intended impacts, as well as unforeseen impacts or deadweight/substitution effects;
 - Effectiveness in terms of how far the intended results were achieved:
 - Efficiency: in terms of how far funding, personnel, regulatory, administrative, time and other resource considerations contributed or hindered the achievement of results;
 - Sustainability: whether the results can be maintained over time.
 - EC value added

5. A Full Set of Conclusions and Recommendations

Length: 10 pages

A Full set of Conclusions* and Recommendations* (i) for each evaluation question; (ii) as an overall judgement. (As an introduction to this chapter a short mention of the main objectives of the country programmes and whether they have been achieved)

**All conclusions should be cross-referenced back by paragraph to the appropriate findings. Recommendations must be ranked and prioritised according to their relevance and importance to the purpose of the evaluation (also they shall be cross-referenced back by paragraph to the appropriate conclusions).*

Annexes should include logical diagrams of EC strategies; judgement criteria forms; list of the projects and programmes specifically considered; project assessment fiches; list of people met; list of documentation; Terms of Reference; any other info (also in the form of tables) which contains factual basis used in the evaluation; etc.

- Power point presentation with 4 slides for each evaluation questions illustrating in a synthetic and schematic way the evaluation process: 1st slide) logical diagram with the evaluation question, 2nd slide) judgment criteria, indicators and target level, 3rd slide) findings compared with success criteria, and 4th slide) interventions of the EC plus limits of the evaluation.

Annex 4 - Quality assessment grid

Concerning these criteria, the evaluation report is:	Unacceptable	Poor	Good	Very good	Excellent
1. Meeting needs: Does the evaluation adequately address the information needs of the commissioning body and fit the terms of reference?					
2. Relevant scope: Is the rationale of the policy examined and its set of outputs, results and outcomes/impacts examined fully, including both intended and unexpected policy interactions and consequences?					
3. Defensible design: Is the evaluation design appropriate and adequate to ensure that the full set of findings, along with methodological limitations, is made accessible for answering the main evaluation questions?					
4. Reliable data: To what extent are the primary and secondary data selected adequate. Are they sufficiently reliable for their intended use?					
5. Sound analysis: Is quantitative information appropriately and systematically analysed according to the state of the art so that evaluation questions are answered in a valid way?					
6. Credible findings: Do findings follow logically from, and are they justified by, the data analysis and interpretations based on carefully described assumptions and rationale?					
7. Validity of the conclusions: Does the report provide clear conclusions? Are conclusions based on credible results?					
8. Usefulness of the recommendations: Are recommendations fair, unbiased by personnel or shareholders' views, and sufficiently detailed to be operationally applicable?					
9. Clearly reported: Does the report clearly describe the policy being evaluated, including its context and purpose, together with the procedures and findings of the evaluation, so that information provided can easily be understood?					
Taking into account the contextual constraints on the evaluation, the overall quality rating of the report is considered.					

(for details on how criteria are rated refer to:

http://ec.europa.eu/comm/europeaid/evaluation/methodology/guidelines/guide_qual_flr_trg_en.htm)

2 Annex 13: Evaluation methodology

2.1 Evaluation objectives and scope

The thematic global evaluation of European Commission (EC) support to the education sector in partner countries (including basic and secondary education) is part of the 2007 evaluation programme approved by the External Relations Commissioners and commissioned by the Joint Evaluation Unit common to the European Commission's Directorates General (DG) Development, External Relations and the EuropeAid Co-operation Office (also referred to respectively as DG RELEX, DEV and AIDCO). The evaluation was implemented between May 2009 and October 2010.

According to the Terms of Reference (ToR, see Annex 12), *“the purpose of the evaluation is to assess to what extent the Commission assistance has been relevant, efficient, effective and sustainable in providing the expected impacts in the education sector. It should also assess the co-ordination and complementarity with other donors and actors, the coherence with the relevant EC policies and partner Governments' priorities and activities as well as with international legal commitments in education.”*

The ToR specify the following main issues related to the scope of the evaluation:

- All the aspects of **EC support to basic and secondary education** in partner countries fall within the scope of this evaluation. On the other hand, support to vocational training activities and co-operation in higher education are not to be covered. These themes are to be evaluated separately in 2008 and 2010, as approved in the multiannual evaluation work programme.
- The evaluation should cover **activities that fall within the relevant subsectors**, financed from thematic and geographical budget lines/instruments, EDF and other financial instruments.
- All **regions where EC co-operation is implemented** (with the exception of regions and countries under the mandate of DG Enlargement) are included in the scope of this evaluation.
- The evaluation shall cover **aid implementation over the period 2000-2007**. To provide relevant and forward-looking recommendations, the 10th EDF programming should also be seriously looked into, so that all its implications on education in ACP countries are examined.

According to the ToR, the evaluation shall lead to conclusions based on objective, credible, reliable and valid findings, and provide the EC with a set of operational and useful recommendations. Moreover, the evaluation should come to a general overall judgment on the extent to which EC policies, strategies and sector programmes, including Sector Budget Support (SBS) and General Budget Support (GBS), have contributed to the achievement of the objectives and intended impacts, based on the answers to the agreed evaluation questions.

In addition, the ToR emphasise the forward-looking aspect of the evaluation, implying that it should take into account the most recent policy and programming decisions, and that it should provide lessons and recommendations for the continued support to the education sector within the present context and relevant political commitments (such as the European Consensus, the Paris Declaration, all regional instruments, and "Investing in people").

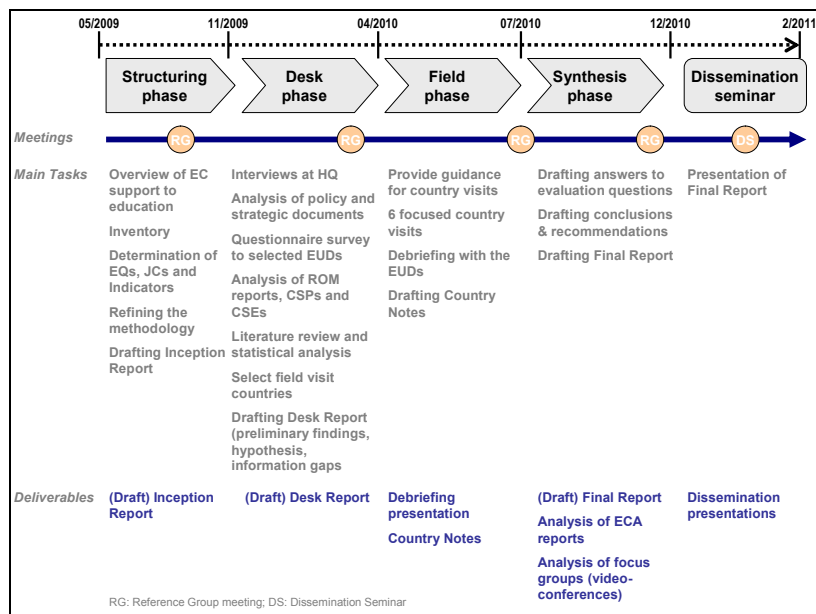
It should be noted that a variety of definitions exists that outlines basic terms related to the different facets of support to education. This evaluation uses the definitions produced by the Development Assistance Committee of the Organisation for Economic Co-operation & Development (OECD/DAC) and those provided in COM(2002) 116 on "Education and training in the context of the fight against poverty in developing countries". Annex 14 outlines them.

2.2 Key steps of the evaluation process

The methodology applied for this evaluation is based on the methodology developed by the Joint Evaluation Unit (see website for more information). The guidelines produced give an overall framework, structure the evaluation process in several phases, and provide an array of tools that can be used for evaluations. The evaluation has thus been conducted in four main phases. This evaluation was managed and supervised by the Joint Evaluation Unit (JEU). Evaluation progress was closely followed by a Reference Group (RG), chaired by the Joint Evaluation Unit and consisting of members of DGs RELEX, DEV, AIDCO, ECHO.

The following figure provides an overview of these different phases and their timing, specifying for each of them the main activities carried out, the deliverables produced, and the EC Reference Group (RG) meetings organised.

Figure 1: The evaluation process



The evaluation process adopts a systematic approach that uses different building bricks to gradually construct an answer to the EQs and to formulate conclusions and recommendations. The various phases and subsequent “stages” coincide with the different methodological steps undertaken within the framework of the evaluation:

- First, it was essential to have a clear understanding and overview of the object of the evaluation, by producing an inventory and typology of EC support to education falling within the scope of the evaluation. This took place in the “inventory stage”.
- Once this overview was available, the team built the methodological framework for the entire exercise during the inception stage.
- On the basis of the established methodological framework, data collection could take place in two steps:

From the desk during the desk study;

- Through country visits in the field phase
- The synthesis phase was then devoted to constructing answers to the evaluation questions and formulating conclusions and recommendations on the basis of the data collected throughout the process.
- A final step consists of a dissemination seminar.

As shown above, the results of each step were described in a report, which was then submitted to the JEU and the Reference Group, composed of education specialist from various DGs. Feedback obtained during the meetings, and in written form, was then considered in the next version of an individual report. Reports were then formally approved once they were perceived as being satisfactory by the JEU.

2.3 Describing the object of the evaluation (inventory stage)

As a first step in the evaluation process, it was essential to provide an overview and typology of EC support to the education sector that falls within the scope of the evaluation. This work proved particularly challenging as such an overview and typology did not exist until then, and because the information required for this task was hard to identify from the available data base. As a consequence, substantial resources of the evaluation had to be devoted to this task. A detailed approach to the inventory and its main challenges and limits is presented in Annex 2.

The following main types of sources have been used:

- Common RELEX Information System (CRIS);
- Interviews with EC staff involved or previously involved in support to education and/or General Budget Support;

- 181 CSPs/NIPs⁸;
- Documents related to GBS to identify if they have a link to the education sector (Financing Agreements, etc.)

Despite the limitations encountered in terms of availability of information, the approach has enabled the construction of the most complete and thorough overview to date of the EC support to basic and secondary education.

2.4 Developing the methodological framework (structuring stage)

As foreseen by the methodology of the Joint Evaluation Unit, the next step consisted of establishing the methodological framework that served as a basis for the entire evaluation exercise. The first task was to define the intervention logic underlying the EC support to basic and secondary education in the EC's external co-operation with partner countries. This was a prerequisite for the evaluation since it facilitates understanding of the hierarchy of the objectives aimed at being achieved with a view to contributing to the overall objectives of the EC's development policy. It therefore constituted the basis for formulating the Evaluation Questions and served as the benchmark against which to evaluate the activities financed. Given the mandate of the evaluation, this intervention logic focused primarily on basic and secondary education, excluding VET and Higher Education. More details on this **intervention logic** and how it was constructed are provided in Annex 20.

The second task consisted of defining and structuring a set of evaluation questions. Indeed, the purpose of the evaluation is to verify to what extent the EC's intended objectives have materialised as envisaged. It should also allow for covering the five DAC criteria and a number of key issues identified in the terms of reference and through discussion with key stakeholders. Accordingly, a set of **nine EQs** has been defined, so as to shed light on some critical points of the intervention logic and provide more concrete content to the traditional DAC criteria. With a view to facilitate the data collection as well as the construction of answers to these questions at a later stage, each question has been further structured. For each question, the **judgment criteria and indicators** needed to answer the question were defined. Furthermore, **information sources** were identified for each indicator, as well as the **approaches for collecting the information**. Annex 20 explains in more detail how the evaluation questions were defined, how they are linked to the DAC criteria and the key issues, and how they were structured. It should be noted that a number of Judgment Criteria and Indicators were changed or removed during the desk phase, as it transpired that they were either redundant or did not measure what they were supposed to measure, or that the research information did not exist or was unlikely to include the necessary data. Other indicators were added to complete the sets.

Importantly, at this stage of the evaluation process **a set of 23 countries was selected to be further analysed through a desk study**, a procedure suggested by the TOR: The Inception Report should "propose a set of criteria for selection of country studies. Based on these criteria, justify the choice of several representative country case studies which would be examined in detail during the desk phase. Out of this sample of case studies, six representative countries will be selected for the field phase of the evaluation."

These countries should be considered as representing and reflecting the broad range of EC support to basic and secondary education. The following table sets out the criteria applied to select these country studies, thus making the choice transparent.

The evaluation team has tried to accommodate numerous factors in this selection that are assumed to be important and relevant. As this selection had to be made during the Structuring Phase of the evaluation process, it is evident that selection can mainly only refer to the results of the inventory, combined with additional figures on the countries' population in order to allow for highlighting the magnitude of per capita support to a country. The selection of the counties has been automated, to the extent possible, using the excel data related to the inventory, and a data set on country population in 2007 (source: World Bank).

Initially, benchmarks had been set for each criterion, to arrive at a pre-selection of roughly 35 countries. The following table reflects these benchmarks and specifies the criteria used.

⁸ Because the temporal scope of this evaluation is the period 2000-2007, for the ACP regions, the 2000-2007 CSP/NIP and their addendum following the mid-term and end-term review have been screened, whereas for the other regions (ALA, MEDA, TACIS) the 2002-2006 and the 2007-2013 CSP/NIP have been screened.

Table 1: *Criteria for the selection of country studies for the desk study (initial selection)*

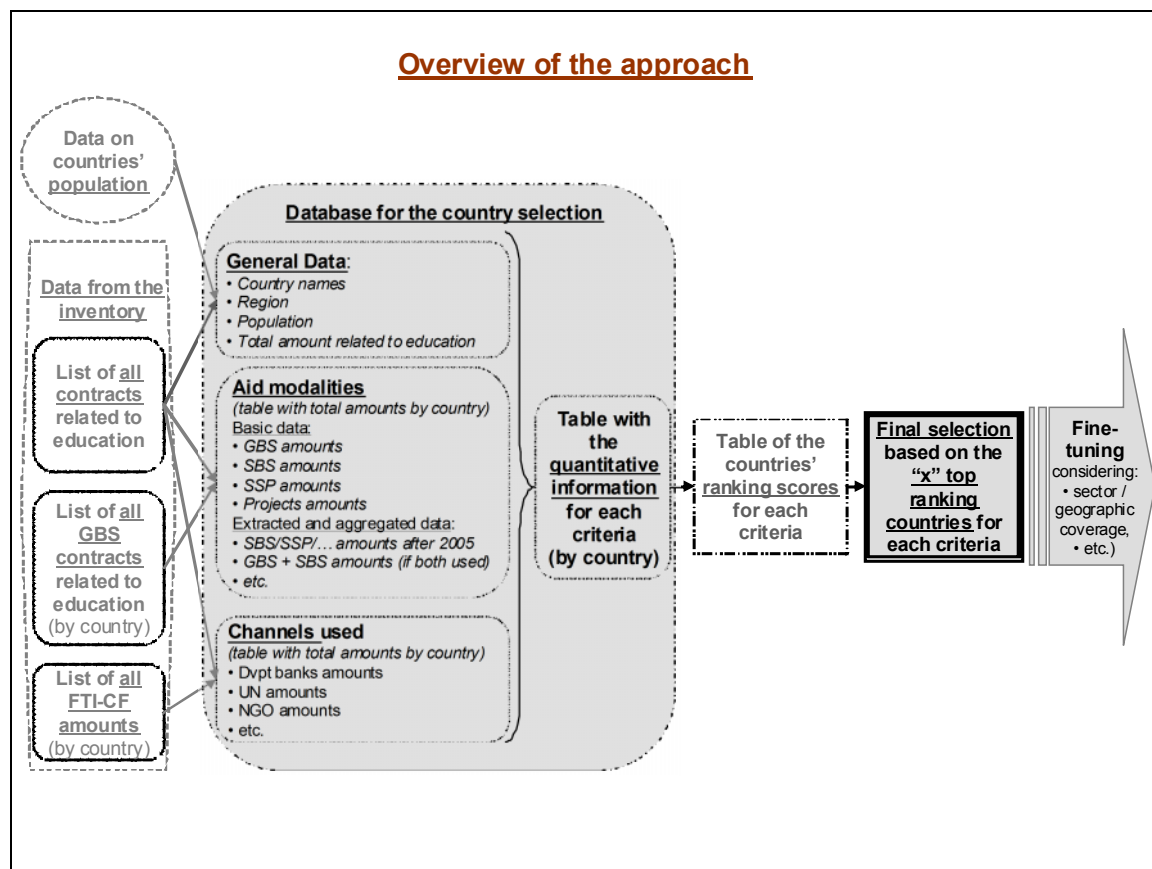
Level of criteria	No. of criterion		Number of countries to match criterion	Criterion to be met	Additional justification for criterion
Basic condition		A maximum of	35	countries	
Basic criteria for selection	C1	The country is among the	5	countries that have contracted the highest total amounts of support to the education sector (excluding VET and Higher Education)	
	C2	The country is among the	3	countries that have contracted the highest per capita amount of support to the education sector (excluding Vet and Higher Education)	
	C3	The country is among the	5	countries that have contracted the highest total amounts of GBS support related to education	
	C4	The country is among the	3	countries that have contracted the highest per capita amounts of GBS support related to education	
Additional criteria to complement the selection to the total number of cases	C5	A minimum of	5	countries that have contracted GBS and SBS , where countries are selected that have the highest combined amount of these modalities ⁹	
	C6	A minimum of	5	countries that have contracted GBS and Support to sector programmes excluding SBS , where countries are selected that have the highest combined amount of these modalities ¹⁰	
	C7	A minimum of	5	countries that have not contracted GBS but (SBS or Support to sector programmes excluding SBS) from 2005 onwards	To identify countries that have made a complete shift from project to forms of sector support.
	C8	A minimum of	5	countries that have contracted only project support (no SBS or other)	
	C9	A minimum of	3	countries that have benefitted from the channel: "Development banks"	
	C10	A minimum of	3	countries that have benefitted from the channel "UN bodies"	
	C11	A minimum of	5	countries that have benefitted from the channel "NGO" only (no other channel)	
	C12	A minimum of	5	countries that have benefitted from the FTI Catalytic Fund until the end of 2007	

⁹ In this context, we applied an approximation as follows: the amount of GBS is multiplied by 0.15, and added to the amount of direct support. This way of dealing with GBS is certainly debatable, but refers to estimates of the FTI, which includes in its calculation of "aid for education" 20% of GBS support amounts. Given the fact that this evaluation deals only with parts of the education sector, the team reduced this percentage (see: FTI (2008): The Road to 2015: Reaching the Education Goals, Annual Report 2008, page 22).

¹⁰ Idem

The following figure provides a schematic overview of the approach chosen for the selection of the countries.

Figure 2: Overview of approach to selecting desk study countries



This pre-selection was discussed during the RG meeting on September 28, 2009, where suggestions for adding and deleting countries were made, based on the knowledge and experience of the participating RG members. In order to arrive at a reasonable sample of approximately 20 countries for the desk study, the following elements were then also taken into consideration:

- The geographical distribution among the partner countries should approximately reflect the overall commitments per region.
- A reasonable spread of EC support over time.
- The same principle applies for the sub-sectoral distribution along the three main subsectors: basic education, secondary education, and education level unspecified, where attention was given to increasing the share of countries with support for secondary education.
- The sample should also include countries benefiting from the emerging MDG contract.

The selection finally covered 23 countries, and included the six top ranked beneficiary countries of direct support to education.

Table 2: Countries suggested for the desk study

ACP	ASIA	ENP - MEDA	ENP - TACIS	LATIN AMERICA
BOTSWANA	BANGLADESH	TUNISIA	RUSSIA	ARGENTINA
BURKINA FASO*	INDIA	WEST BANK AND GAZA STRIP		NICARAGUA
DOMINICAN REPUBLIC	INDONESIA			
ERITREA	PAKISTAN			
GHANA*	TAJIKISTAN			
JAMAICA	VIETNAM			
MOZAMBIQUE				
NIGER				
SOMALIA				
SOUTH AFRICA				
TANZANIA				
UGANDA				

* MDG contract country

The selection covered 52% of the GBS that has a relation to education. The following table provides an overview of what this selection would cover in terms of total amount contracted, share between regions and sub-sectors. Due to the fact that the biggest beneficiaries are included in the selection, and that these are Asian Countries, there is necessarily a more pronounced share of Asian countries represented in relation to total support, and in relation to the support to Asia. This also leads to changes in the ratio between basic education and education level unspecified, while secondary education receives increased attention.

Related to the Human Development Index, the country sample presents as follows (see also table):

- 2 countries are among those with a High Human Development;
- 16 countries are ranked as Medium Human Development,
- 4 countries fall under Low Human Development
- 1 country is a so-called "Other UN Member State".

Table 3: Coverage of selected countries

	ACP	ASIA	ENP-MEDA	ENP-TACIS	LATINAMERICA	MULTIREGION	Total
Total Education Support (€)	757.861.896	734.531.284	189.206.980	14.372.539	185.751.356	32.249.758	1.913.973.812
Percentage per region related to total education support	40%	38%	10%	1%	10%	2%	100%
Budget covered by countries selected (€)	321,730,947	674,310,535	73,000,430	8,346,227	80,643,562	-	1,158,031,701
Percentage of budget covered by countries selected in relation to overall support to the region	42%	92%	39%	58%	43%	0%	
Percentage per region in relation to portfolio covered by countries selected	28%	58%	6%	1%	7%	0%	100%

	Basic education	Education level unspecified	Secondary education	Total
Total education per sub-sector (€)	1,003,078,444	869,364,464	41,530,904	1,913,973,812
Total education per sub-sector (%)	52%	45%	2%	100%
Budget covered by countries selected per sub-sector(€)	714,324,122	413,056,148	30,651,431	1.158,031,701
Percentage of budget covered by countries selected in relation to overall support to sub-sectors	71%	48%	74%	
Sub-sectoral ratio between countries selected (%)	62%	35%	3%	100%

Table 4: Spread of countries selected on the Human Development Index

Very High Human Development		High Human Development		Medium Human Development		Medium Human Development		Low Human Development	
Rank	Country	Rank	Country	Rank	Country	Rank	Country	Rank	Country
1	Norway	39	Bahrain	77	Colombia	117	Moldova	159	Togo
2	Australia	40	Estonia	78	Peru	118	Equatorial Guinea	160	Malawi
3	Iceland	41	Poland	79	Turkey	119	Uzbekistan	161	Benin
4	Canada	42	Slovakia	80	Ecuador	120	Kyrgyzstan	162	Timor-Leste
5	Ireland	43	Hungary	81	Mauritius	121	Cape Verde	163	Côte d'Ivoire
6	Netherlands	44	Chile	82	Kazakhstan	122	Guatemala	164	Zambia
7	Sweden	45	Croatia	83	Lebanon	123	Egypt	165	Eritrea
8	France	46	Lithuania	84	Armenia	124	Nicaragua	166	Senegal
9	Switzerland	47	Antigua and Barbuda	85	Ukraine	125	Botswana	167	Rwanda
10	Japan	48	Latvia	86	Azerbaijan	126	Vanuatu	168	Gambia
11	Luxembourg	49	Argentina	87	Thailand	127	Tajikistan	169	Liberia
12	Finland	50	Uruguay	88	Iran (Islamic Republic of)	128	Namibia	170	Guinea
13	United States	51	Cuba	89	Georgia	129	South Africa	171	Ethiopia
14	Austria	52	Bahamas	90	Dominican Republic	130	Morocco	172	Mozambique
15	Spain	53	Mexico	91	Saint Vincent and the Grenadines	131	Sao Tome and Principe	173	Guinea-Bissau
16	Denmark	54	Costa Rica	92	China	132	Bhutan	174	Burundi
17	Belgium	55	Libyan Arab Jamahiriya	93	Belize	133	Lao People's Democratic Republic	175	Chad
18	Italy	56	Oman	94	Samoa	134	India	176	Congo (Democratic Republic of the)
19	Liechtenstein	57	Seychelles	95	Maldives	135	Solomon Islands	177	Burkina Faso
20	New Zealand	58	Venezuela (Bolivarian Republic of)	96	Jordan	136	Congo	178	Mali
21	United Kingdom	59	Saudi Arabia	97	Suriname	137	Cambodia	179	Central African Republic
22	Germany	60	Panama	98	Tunisia	138	Myanmar	180	Sierra Leone
23	Singapore	61	Bulgaria	99	Tonga	139	Comoros	181	Afghanistan
24	Hong Kong, China (SAR)	62	Saint Kitts and Nevis	100	Jamaica	140	Yemen	182	Niger

Very High Human Development		High Human Development		Medium Human Development		Medium Human Development		Low Human Development	
Rank	Country	Rank	Country	Rank	Country	Rank	Country	Rank	Country
25	Greece	63	Romania	101	Paraguay	141	Pakistan	Other UN Member States	
26	Korea (Republic of)	64	Trinidad and Tobago	102	Sri Lanka	142	Swaziland	1001	Iraq
27	Israel	65	Montenegro	103	Gabon	143	Angola	1002	Kiribati
28	Andorra	66	Malaysia	104	Algeria	144	Nepal	1003	Korea (Democratic People's Rep. of)
29	Slovenia	67	Serbia	105	Philippines	145	Madagascar	1004	Marshall Islands
30	Brunei Darussalam	68	Belarus	106	El Salvador	146	Bangladesh	1005	Micronesia (Federated States of)
31	Kuwait	69	Saint Lucia	107	Syrian Arab Republic	147	Kenya	1006	Monaco
32	Cyprus	70	Albania	108	Fiji	148	Papua New Guinea	1007	Nauru
33	Qatar	71	Russian Federation	109	Turkmenistan	149	Haiti	1008	Palau
34	Portugal	72	Macedonia (the Former Yugoslav Rep. of)	110	Occupied Palestinian Territories	150	Sudan	1009	San Marino
35	United Arab Emirates	73	Dominica	111	Indonesia	151	Tanzania (United Republic of)	1010	Somalia
36	Czech Republic	74	Grenada	112	Honduras	152	Ghana	1011	Tuvalu
37	Barbados	75	Brazil	113	Bolivia	153	Cameroon	1012	Zimbabwe
38	Malta	76	Bosnia and Herzegovina	114	Guyana	154	Mauritania		
				115	Mongolia	155	Djibouti		
				116	Viet Nam	156	Lesotho		
						157	Uganda		
						158	Nigeria		

Source: <http://hdr.undp.org/en/statistics/data/>

2.5 Collecting data (Desk Study and Field Phase): Overview on process and tools

These two next phases were mainly devoted to information and data collection to feed each indicator:

2.5.1 Desk Study

During the Desk Study, data was mainly collected through interviews at the EC's headquarters, through document studies including which an analysis of CSPs/NIPs, existing EC Country Strategy Evaluations that deal with education as a focal sector, ROM data, and a web-based survey to EUDs.

Raw data related to each EQ was gathered in various data collection grids related to the main tools applied (CSPs, Country Strategy Evaluations). These grids were then used as a basis to produce the reports. Data from the web questionnaire survey to EUDs was compiled in data extractions from the survey tool used.

On the basis of the information collected, the team identified preliminary findings, hypotheses to be tested, and information gaps to be filled during the Field Phase. These were presented in the Desk Report.

2.5.1.1 The final list of EQs, JCs and Indicators

The Inception Report outlined EQs, JCs and related indicators. The Desk Report presented a final set of EQs, along with appropriate judgment criteria and relevant quantitative and qualitative indicators.

Data research during the desk study and further reflections about the feasibility of retrieving necessary data resulted in changes that are depicted in Annex 16. These changes did not negatively impact on the evaluation's evidence base, but helped in simplifying this already complex exercise.

It should be emphasised that:

- No EQ was changed.
- One JC was removed from EQ3 and another from EQ8 as their content can be covered by another JC in the same question.
- The wording of a number of indicators was refined, and a considerable number of indicators were removed, either because they were doubling up or were considered no longer to be relevant. One indicator was added to EQ 1, JC1, to better capture the issue of relevance.

As already observed in the Inception Report, the table suggests using a considerable number of broadly agreed international education indicators. A note on education indicators in Annex 22 provides information on comparability of major indicators used in MDGs, EFA and Fast Track Initiative (FTI).

It should be noted that, given the fact that the changes in the indicators were as result of the desk work undertaken, the CSP analysis (Annex 26) in particular presents results of the use of individual tools that still follow the initial list of criteria and indicators presented in the Inception Report. As their wording is always indicated, it should therefore be clear what the findings exactly relate to.

2.5.2 Field Phase

The Desk Phase was followed by a series of six country visits¹¹ – case studies - each of a maximum of 10 days on average, travel included. The missions were organised in close consultation with the JEU. The main tools used for data collection were: document study, semi-structured interviews, and focus groups. Country Notes were produced for each country (see Volume 2d).

The teams to undertake the country visits were composed as follows:

- An international consultant (team leader of the field mission), member of the core team;
- A national/regional consultant (team member of the field mission). The national expert prepared the field survey in advance by contacting the EUD, collecting documents, preparing an

¹¹ Initially, eight country visits had been foreseen. Due to a number of reasons, it was not possible to maintain the eight countries suggested by the evaluation team. Moreover, possible alternatives could not be agreed upon. Given this likely loss in evidence base from field visits, it was decided to implement an analysis of recent reports of the European Court of Auditors (preliminary findings) related to education or GBS, in order to strengthen the evidence base for the evaluation, especially for ACP countries.

education country profile, arranging meetings, and drafting specific parts of the field visit reports.

The team leader of an individual field visit was responsible for co-ordinating team members and for the thematic quality of the Country Note (including the integration of the various results of data collection tools to be applied). Country Notes have been produced for each of the six countries.

2.5.2.1 Objectives of the field visits

The main objective of the field phase was to complete the data collection and to contribute to answering the EQs. It should be emphasised that the field visits go beyond the analysis carried out during the Desk Phase. Their aim was to capture specific issues more in-depth than have been identified during the desk phase, to fill data gaps, and to test hypotheses developed for each country on the basis of a desk review. Each Country Note presents country-specific hypotheses. The field phase covered both policy and strategy aspects and implementation issues.

Nevertheless, **the field phase was not intended to conduct an in-depth assessment of the implementation of specific EC interventions.** The analysis of specific interventions was aimed at exemplifying results and impacts of EC support. Emphasis was on processes and achievements, which could not be fully covered by the tools of the desk analysis.

2.5.2.2 Countries suggested for field visits

As indicated in the Inception Report, the countries proposed for the field visits belong to the group of 23 countries proposed in the Inception Report as desk study countries. The criteria for selection of the field visit countries had already been outlined in Inception Report. They are as follows:

- The geographical distribution among the partner countries should approximately reflect the overall commitments per region: ACP: 40%, Asia: 38%, ENP-MEDA and ENP-TACIS: 11% together, Latin America: 10%;
- Adequate representation of the different regions. This should reflect the policy emphasis on required increase in funding for least developed countries and Africa. A tentative distribution may be: two African countries one or two other ACP countries, one or two ALA Asia, one ALA Latin America, one MEDA/ENP country and, if required, one TACIS country;
- A reasonable spread of EC support over time.
- The same principle applies for the subsectoral distribution among the three main subsectors: basic education, secondary education, and education level unspecified, where attention was given to increase the share of countries with support to secondary education.
- At least two countries participating in the FTI scheme (length of participation to be discussed), possibly one country benefiting from the emerging MDG contract;
- Mix of modalities for SBS, GBS other forms of sector support and projects (to be borne in mind: out of the 37 countries that benefited from GBS with regard to the education sector, 35 are part of the ACP group of countries, one of the ENP-MEDA region, and one is located in Latin America);
- Countries in a specific context (fragile/failed states, difficult partnership, post-conflict, LRRD¹²);
- Avoiding countries chosen by the Court of Auditors for their field case study in the framework of the audit on evaluation (the Court has chosen for field visits *Namibia, Tanzania, Burkina Faso* and *Nepal*, and for desk review it selected *Bangladesh, Pakistan, Niger* and *Liberia*).
- At least one French-speaking and one Spanish-speaking country.
- Countries should be avoided where a CSE has been undertaken recently or is being planned (CSE in 2005 at the earliest, and under the auspices of the JEU).

The following table provides a utility analysis for most of the above criteria, introducing as well a weighting factor per criterion.

¹² Linking Relief, Rehabilitation and Development (LRRD)

Table 5: Preselecting field visit countries

	Scoring levels	Weighting	BOTSWANA	BURKINA FASO	DOMINICAN REPUBLIC	ERITREA	GHANA	JAMAICA	MOZAMBIQUE	NIGER	SOMALIA (KENYA)	SOUTH AFRICA	TANZANIA	UGANDA	BANGLADESH	INDIA	INDONESIA	PAKISTAN	TAJIKISTAN	VIETNAM	TUNISIA	OCCUPIED PALESTINIAN TERRITORY	RUSSIA	ARGENTINA	NICARAGUA
			ACP													Asia						ENPI			Latin America
Spread of EC support over time	1-3, 3 for more or less continuous support	3	6	9	9	0	3	0	6	9	9	9	9	9	9	9	9	9	3	6	9	9	9	6	9
Importance of country portfolio	1-3	4	12	0	12	8	12	8	12	12	4	8	12	12	12	12	8	12	4	8	12	8	4	4	12
Subsectoral distribution																									
Basic education	1-3	3	0	9	3	0	0	0	3	6	6	3	9	9	9	3	9	3	3	9	9	6	3	0	9
Secondary Education	1-3	5	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	15	0	0	0	0
Education level unspecified	1-3	3	9	6	9	9	3	0	3	6	0	9	9	3	0	0	0	9	0	9	0	6	6	9	0
Participation in FTI Catalytic Fund	2	4	0	8	0	0	8	0	8	8	0	0	0	0	0	0	0	0	8	8	0	0	0	0	8
MDG contract country	2	4	0	8	0	0	8	0	8	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0
Mix of modalities	1-3	4	4	8	12	8	8	4	8	8	4	8	12	12	12	8	8	12	4	12	8	4	4	4	12
Countries in a specific context	3	5	0	0	0	15	0	0	0	0	15	0	0	0	0	0	0	15	0	0	0	15	0	0	0
Court of Auditors' countries	-1 (for desk study) and -3 (for field visit)	3	0	-9	0	0	0	0	0	-3	0	0	-9	0	-3	0	0	-3	0	0	0	0	0	0	0
French-speaking or Spanish-speaking country.	3 scores for countries with those languages language	3	0	9	9	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	9	0	0	9	9
Countries where a CSE has been undertaken	-1 for CSEs 2005 and before under JEU responsibility; -2 for more recent ones	3	-6	-6	0	0	0	0	-6	0	0	0	-3	-6	0	-6	0	0	0	-6	0	0	0	0	-6
Total points			25	42	54	40	42	12	42	60	38	37	39	47	39	26	34	57	22	46	62	48	26	32	53
Ranks			21	9	4	12	9	23	9	2	15	16	13	7	13	19	17	3	22	8	1	6	19	18	5

Country list of countries participating in FTI available on <http://www.educationfastrack.org/partners/developing-countries/>

From the scoring, as well as the discussions with the Reference Group and the JEU, the following selection of field study countries was agreed, given non-feasibility of visits in countries suggested in the Desk Report, respectively as alternatives after acceptance of the Desk Report.

Table 6: Countries suggested for the field phase

ACP	ASIA	ENP - MEDA	ENP – TACIS	LATIN AMERICA
DOMINICAN REPUBLIC	BANGLADESH	TUNISIA	-	-
NIGER	PAKISTAN			
SOUTH AFRICA				

As can be seen, none of these countries are beneficiaries of an MDG contract, given the fact that the selected country had to be removed from the list.

These countries represent 21% of EC funds contracted to the education sector (between 2000 and 2007) and within the scope of the evaluation, and 6% of EC GBS with education-related indicators. The rather limited amount relating to GBS is due to the reduction in the number of field visit countries.

The field visits helped in completing and verifying the preliminary findings of the Desk Report. As for some JCs and indicators, only a small amount of information could be retrieved, so a main emphasis of the field visits was therefore to fill these gaps. The gaps had been specified in the tables at the end of each EQ in the Desk Report.

2.5.2.3 Research focus in individual countries

Based on the desk analysis, the evaluation team identified research focuses for each of the field visit countries, from which a number of additional insights were expected, to feed into the synthesis report. For each of these focuses, prior to the field mission, hypotheses were developed. These are presented in the individual Country Notes.

Table 7: Focus of research in the selected countries

Country	Research focus – additional insights
Dominican Republic	<ul style="list-style-type: none"> • Role and outcomes of three main modalities - SBS, projects, GBS • Appropriateness of SBS as aid modality; how has compliance to indicators affected release to the education budget / specific budget items • Degree to which disbursement is linked to meeting targets of indicators and the effect of this on education budget/education finance indicators and MTEF over time • Logic of sequencing of modalities: SBS and GBS in parallel, plus still on-going projects (related to disaster preparedness and reconstruction)
Niger	<ul style="list-style-type: none"> • What has been the link between large GBS and support to basic education, and has there been any synergy/exchange? • Degree to which disbursement is linked to meeting targets of indicators and the effect of this on education budget/education finance indicators and MTEF over time • Scope and effects of project support • Role of FTI and Catalytic Fund in the country in relation to EC support
South Africa	<ul style="list-style-type: none"> • Logic of sequencing and linking various kinds of central and regional support (sector support, schools infrastructure, rehabilitation, etc.), to an SBS – possible value added by such a shift • Tentative outcomes of the various efforts at increasing access: quality, learning achievements • Obtaining insight into learning achievement through analysing several surveys in which RSA participates • Coherence of financing mechanisms: use of NGOs for basic life skills, value added
Bangladesh	<ul style="list-style-type: none"> • What has been achieved by a strong and continuous focus on primary education over the entire evaluation period? What is the EC's role in this? • How well has that been complemented by Non-formal Education (NFE) to reach out to disadvantaged groups and out-of-school youth, and to increase literacy and life skills (also related to secondary education)? To what extent has there been a shift from a parallel NFE system to an integrated provision?

Country	Research focus – additional insights
	<ul style="list-style-type: none"> • How does support via trust funds work in the different stages of programming and implementation cycle (PEDP II trust fund via ADB), what is the complementarity to / synergy with direct support? Bottlenecks?
Pakistan	<ul style="list-style-type: none"> • Appropriateness of SBS as aid modality; how has compliance to indicators affected release to the education budget / specific budget items? • SBS in a fragile state not at central/national level but at provincial level: how does that work, what might be problems related to central-province-EUD relationships, enhancing service delivery and dealing with accountability and transparency issues?.How have they been tackled • Appropriateness of using a big NGO in a rather fragile environment (Aga Khan Foundation) • How support via trust funds works (ADB in North-Western Frontier Province, after earthquake), and using UN bodies (UNICEF) as “contractors”
Tunisia	<ul style="list-style-type: none"> • Appropriateness of SBS as aid modality: how has compliance to indicators affected release to the education budget / specific budget items? • Relevance and usefulness of shifting from basic to secondary education, and link with support to TVET • Issues related to quality of education, especially related to curricula reform

2.5.2.4 Selection of country level interventions

The following table provides a sample of main programmes directly supporting education for further research during the field phase.¹³ The selection was made based on the following major considerations:

- Subsector coverage to allow an overall picture within a country and between countries;
- Aid modalities and channels used;
- Range of stakeholders involved (national counterparts from ministries and other public institutions, NSAs, NGOs, etc.);
- Implementation status, i.e. including finalised and ongoing activities, to allow a check of possible impacts but also current trends and possible bottlenecks;
- Currently available documentation, allowing for preparation (e.g. ROM-, progress or evaluation reports).

Data collection related to the interventions selected focused on issues necessary for answering to the EQs. It is worth noting that the field phase was not intended to conduct an in-depth assessment of the selected EC interventions. Moreover, from among the projects financed by the EC through thematic budget lines in the field visit countries, some examples focusing on disadvantaged groups were selected in individual countries, subject to updated data bases prior to the field mission and feasibility in term of time for example, the project “Développer l’offre éducative pour les enfants handicapés au Niger pour une meilleure intégration dans la société” in *Niger*.

¹³ A more detailed list is provided in Annex 4.

Table 8: Field visit countries: Sample of main programmes for further analysis

Country	Programmes	Contract signature (first contract)	Status*	Title decision	Subsector	Subsector	Contracted amount	Remainder*	Aid modality	Aid channel
BANGLADESH	PEDP preparation and implementation	2002	Closed and Ongoing	Second Primary Education Development Programme PEDP II	11220	Primary education	104.299.210	41.709.710	SSP	Development Banks; Private companies / development agencies
BANGLADESH	Support for Non-Formal Primary Education (NFPE) – various projects	2005	Closed and ongoing	Support for Non-Formal Primary Education (NFPE)	11220	Primary education	27.341.395	14.894.984	Project	Private companies / development agencies, NGO
BANGLADESH	Empowerment of adolescent girls project	20.12.2005	In progress	Empowerment of adolescent girls project	11230	Basic life skills for youth and adults	5.850.000	2.213.401	Project	UN bodies
DOMINICAN REPUBLIC	Sector support and related contracts	2006	In progress	Deuxieme phase apui budgetaire sectoriel Education	11100	Education, level unspecified	51.087.375	10.347.765	SBS	Governments
DOMINICAN REPUBLIC	Planning of support	2003	Closed	ESTUDIO DE FACTIBILIDAD Y PROGRAMACION DEL 9NO FED SECTOR EDUCACION	11100	Education, level unspecified	147.024	0	Project	Not encoded in CRIS
DOMINICAN REPUBLIC	Support to sector planning	07.05.2004	Closed	PLAN DE DESARROLLO EDUCATIVO (PLANDE)	11100	Education, level unspecified	46.336	0	Project	Not encoded in CRIS
DOMINICAN REPUBLIC	Reconstruction of schools	2001-2007	Closed and ongoing	RECONSTRUCTION OF SCHOOLS FOR BASIC EDUCATION	11200	Basic education	4.429.501	215.741	Project	Private companies / development agencies or not encoded
NIGER	Programme de soutien à l'éducation de base, and related	2001	Ongoing and closed	PROGRAMME DE SOUTIEN A L EDUCATION DE BASE	11200	Basic education	7.246.748	898.828	SSP	Governments; Private companies / development agencies
NIGER	Carte scolaire de l'enseignement de base	2002	Closed	CARTE SCOLAIRE DE L'ENSEIGNEMENT DE BASE	11200	Basic education	1.043.602	0	Project	Governments, Private companies / development agencies
PAKISTAN	Sindh Sector Support and related	2004	Ongoing	Sindh Education Plan - Support Programme (SEP-SP)	11100	Education, level unspecified	38.200.065	27.179.992	SBS	Governments; Private companies / development agencies

Country	Programmes	Contract signature (first contract)	Status*	Title decision	Subsector	Subsector	Contracted amount	Remainder*	Aid modality	Aid channel
PAKISTAN	NWFP – earthquake	2005	Ongoing and closed	EC Earthquake Early Recovery and Reconstruction Support to Pakistan	11220; 11100	Primary education	40.189.758	11.768.000	Project	UN bodies; Development Banks
PAKISTAN	AGA Khan – Northern Pakistan and other	2001	Ongoing and closed	The Northern Pakistan Education Programme	11100	Education, level unspecified	29.713.053	5.135	Project	NGO; Private companies / development agencies
SOUTH AFRICA	Schools Infrastructure Support Programme	2004	Ongoing and closed	Schools Infrastructure Support Programme	11120	Education facilities and training	16.045.778	1.443.364	SSP	Governments
SOUTH AFRICA	Education sector support	2003	Closed	1998/01 EU - EDUCATION SECTORAL SUPPORT PROGRAMME (ESSP)	11100	Education, level unspecified	227.358	0	Project	Private companies / development agencies
SOUTH AFRICA	TA Department of Education	2004	closed	1996/04 - TECHNICAL SUPPORT TO THE SOUTH AFRICAN DEPARTMENT OF EDUCATION	11110	Education policy and administrative management	866.205	0	Project	Private companies / development agencies
TUNISIA	Programme d'appui à la réforme de l'éducation de base	2001-2004	Closed	Programme d'appui à la réforme de l'éducation de base	11200	Basic education	39.794.475	0	SBS	Governments
TUNISIA	Programme d'appui à la réforme de l'Enseignement secondaire en Tunisie	2006	Ongoing	Programme d'appui à la réforme de l'Enseignement secondaire en Tunisie	11320	Secondary education	29.889.624	11.971.315	SBS	Governments
UGANDA	Support to Universal Primary Education	2001 - 2004	Closed	SUPPORT TO UNIVERSAL PRIMARY EDUCATION	11220	Primary education	30.709.221	0	SBS	Governments, Not encoded in CRIS

* As of June 2009

SSP = Support to sector programmes excluding SBS

This list is complemented by research related to GBS support with reference to education in the following field visit countries that have benefitted from substantial support in that regard (see also following table):

- *Dominican Republic* – quite recent
- *Niger* – continuously throughout the evaluation period

Table 9: *List of general budget support financed by the Commission between 2000 and 2007 (field visit countries)*

Decision Ref	Country	Year of first transfer	Status	Title of GBS	Total amount transferred (€)	Reference to the education sector
FED/2007/018-825	Dominican Republic	2006	On-going	BUDGET SUPPORT FOR POVERTY REDUCTION	37,600,000	yes
FED/2000/015-214	Niger	2000	Closed	APPUI PROGRAMME AJUSTEMENT STRUCTUREL (PAPAS V)	23,640,000	yes
FED/2001/015-535		2002	Closed	CONTRIBUTION SUPPLEMENTAIRE AU PROGRAMME COMMUNAUTAIRE D'APPUI A L'AJUSTEMENT STRUCTUREL (PAPAS IV)	3,160,000	no
FED/2002/015-890		2002	Closed	PROGRAMME D APPUI A LA RESTAURATION DES EQUILIBRES MACRO ECONOMIQUES	19,250,000	no
FED/2003/016-251		2003	Closed	PROGRAMME PLURIANNUEL D'APPUI A LA REDUCTION DE LA PAUVRETE 2003-2005 - (PPARP 2003-2005)	74,250,000	yes
FED/2005/017-874		2005	On-going	PROGRAMME PLURIANNUEL D'APPUI A LA REDUCTION DE LA PAUVRETE	56,751,000	yes

Source: Inventory

A final list of interventions that were considered during the field phase is annexed to the Country Notes.

2.5.2.5 Field visit procedure and allocation of tasks

For the purpose of the field phase, a methodology was prepared aiming at ensuring that a harmonised approach was being used. A general grid of issues/questions to be researched was produced. Each country team (composed of one international expert and one national expert) adjusted the grid to its individual requirements and undertook research along these lines. Methodology was discussed in phone conferences and via screen sharing between the team leader and the team members. A physical meeting was not possible due to constraints of availabilities.

The following table provides a standard template for such visits, based on the lessons learnt from field visits for other thematic evaluations. The main elements of a field visit are as follows:

- At the beginning, the evaluation team will hold a briefing with each EUD concerned.
- Various interview rounds, usually in capital cities, will follow: interviews with staff in EUD, National Officials – NAO, Ministries, Parliamentarians, Local Authorities, with Implementing and Co-ordinating Agencies and Non-State Actors (NSA);
- Site visits to a selection of interventions are undertaken;
- Prior to leaving the country, the team will give an on-the-spot debriefing (oral) on their provisional findings, seeking to validate the data and the information gathered.

After all field missions had been conducted, and before the start of the Final Report Phase, the evaluation team presented the results of the field phase in the form of a detailed debriefing for the Reference Group in Brussels.

Table 10: *Field visit procedure*¹⁴

Step	Task
Step 1: Preparation Phase 1	<ul style="list-style-type: none"> • Evaluation Unit communicates with relevant EUD concerning country visit (EC) • Evaluation Team identifies key gaps in country specific data base and key documentation. • Evaluation Team contacts JEU and EUDs for key documentation. • EUD provides relevant documentation • Evaluation team prepares draft skeleton Country Profiles and outlines gaps/key documentation requirements. • National consultants contact the EUD (NE) and key agencies (e.g. EMIS, MoE) and are provided with relevant data/ documents as available at EUD level (see step 4) • Production of updated country profile by national consultant (NE), based on documents and data received., • Preparation of a draft itinerary for the mission (based on pre-selection of interventions); presentation of the work plan for the field visit team • Final selection of meetings and site visits on the basis of the following criteria (in collaboration with EUD): <ul style="list-style-type: none"> ○ Coverage of various types of financing instruments, aid modalities and channels, as well as thematic issues ○ Accessibility (logistical considerations) ○ Timeline: past and ongoing support in order to assess experience, trends • Arranging appointment for a courtesy visit to the Head of EUD and NAO (email itinerary and TOR in advance to the EUD) (NE) • Selecting and contacting key ministries and officers dealing with education and with which the EUD interacts (NE/IE) • Management of the visa procedure (IE) • Booking flight and hotel for international expert (TL) • Preparing documents for field surveys if considered relevant (team) • Preparing interviews, i.e. also equipment required
Step 2: Preparing Phase 2	<ul style="list-style-type: none"> • Arrival of international expert • Preparatory meeting for international consultant and national consultant
Step 3: Briefing with EUD in country	<ul style="list-style-type: none"> • Courtesy visit to the Head of the Delegation / NAO • Round table discussion with key staff in Delegation working on education and related sectors, such as PFM, decentralisation • Collecting reports, programme documents, etc. available from the EC (evaluation reports, etc.); subsequent study of reports that have not been obtained by national consultant • Confirmation of key ministries and relevant staff dealing with education • Cross-check results of inventory
Step 4: Interviews with staff in EUD	<ul style="list-style-type: none"> • Interviewing EUD staff dealing with education, complementing information gathered by survey
Step 5: Interviews with national officials	<ul style="list-style-type: none"> • Interviewing relevant officials dealing with education and those dealing with other EC instruments, e.g. in: <ul style="list-style-type: none"> ○ Ministry of Education ○ Ministry of Finance (e.g. NAO) ○ Ministry of Planning ○ Ministry of Local Govt - decentralisation
Step 6: Interviews with other relevant development partners	<p>E.g.:</p> <ul style="list-style-type: none"> • UN Country Team (UNDP, UNESCO, UNICEF) • World Bank and other donors, FTI representing body • EU Member States active in the sector • Interviewing other relevant national stakeholders such as NSAs, NGOs
Step 7: Carry out Field Visits	<ul style="list-style-type: none"> • Interview local stakeholders (including beneficiaries) and assess their perception as regards education issues • Cross-check findings of previous evaluations where they exist

¹⁴ EUD=Delegation of EC; NAO=National Authorising Officer; IE=International Expert; NE=National Expert; JE=Junior Expert; TL=Team Leader

Step	Task
	<ul style="list-style-type: none"> • Carry out group discussions, focus group, individual interviews
Step 9: Debriefing with EUD	<ul style="list-style-type: none"> • Short presentation of preliminary findings
Step 9: Writing of field mission report	To be submitted to the JEU within 10 working days after the field mission

Table 11: Preliminary allocation of tasks for country studies

International Consultant (Team Leader of the field visit)	National Consultant
<ul style="list-style-type: none"> • Planning and management of the mission • Drafting preliminary country profile • Responsible for final visits/programme in country • Delegate work to national consultant (and junior expert) according to ToR • Finalise Country Profile assisted by National Consultant • Carry out interviews and use various tools for gathering and analysing data • Financial management • Record keeping and expenditure approval at national level • Logistical arrangements • Country Case Study Report • Overall analysis and report preparation covering the findings, conclusions and recommendations 	<ul style="list-style-type: none"> • Liaise with EUD • Collect relevant field based documents • Prepare education profile for country (based on existing documentation) • Arrange appointments and accompany international consultant • Assist in preparing Country Case Study Report • Assist in preparing final report • Assist in preparing / hold group discussions, interviews and focus groups • Responsible for specific parts of the evaluation (to be determined by Team Leader of field visit)

It should be noted that the evaluation team (management) made a major effort to target the most relevant informants and, to the extent possible, the same type of informant in the six countries. It should be noted that after submission of the Desk Report, the evaluation team proceeded with the organisation of the visits, though these were supposed to start only after the formal approval from the Evaluation Unit. Given the fact that countries selected had to be dropped, some preparatory work became redundant.

2.5.2.6 Outputs of the Field Phase

The results of the Field Phase were Country Notes, combining the data collected in the field with the document analysis and the results of the EUD survey for the given country. The objective was to provide a perspective on the EC implemented strategy related to education in a systemic way and taking into account the country context. Given the heterogeneity of the countries selected and the various combinations of aspects covered in each country, the case study will have a mostly formative purpose – namely, to better understand the dynamics in different contexts and to extract lessons.

It should be emphasised once again that these analyses do not replace a country strategy level evaluation or any other kind of programme/project evaluation. The proposed outline for the Country Notes is presented below (see TOR); it was detailed and translated into a template prior to the field visits.

Box 1: *Draft outline for country case studies*

<p>1. Introduction:</p> <ul style="list-style-type: none"> • The purpose of the evaluation; • The purpose of the note; • The reasons for selecting this country as a case study country. <p>2. Data collection methods used (including limits and possible constraints)</p> <p>3. Short description of the sector in the country</p> <p>4. Findings on the sector (focused on facts and not going into analysis)</p> <p>5. Conclusions at two levels: (1) covering the main issues on this sector in the context of the country, and (2) covering the elements confirming or not confirming the desk phase hypothesis/findings.</p> <p>Annexes:</p> <ul style="list-style-type: none"> • The list of people interviewed; • The list of documents consulted; • The list of the projects and programmes specifically considered; • Any database produced; • All questionnaires; • Acronyms and abbreviations.
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After all field missions had been conducted, and before the start of the Final Report Phase, the evaluation team presented the results of the field phase in the form of a detailed debriefing for the Reference Group in Brussels.

2.5.3 Additional data collection

It should be noted that, due to the reduction in the number of field visit countries, additional data collection, initially not foreseen, could be carried out during and after the field visits. These cover:

- Three **focus groups** with a selection of countries to cross-check evaluation findings and conclusions on selected topics. These focus groups were implemented using the video conference facilities available at EuropeAid premises in Brussels. A detailed report has been produced (see Annex 5) originating from (video-)conferences.
- Given the fact that field visits had especially been reduced in Africa, it was agreed to balance this by making a detailed **analysis** of the preliminary findings of missions and desk studies of **the European Court of Auditors** (ECA) on education and GBS undertaken very recently. The analysis aimed at cross-checking the evaluation's own evidence, at complementing it, at making comparisons between the countries, and at identifying trends and patterns that emerged from the ECA reports. A detailed report has been produced (see Annex 4) originating from the data analysed. The results of the analysis fed into the final report.

2.6 Collecting data: Details

2.6.1 Tools used during the Desk Study and the Field Phase

A number of tools have been used during both Desk Study and Field Phase. The following table presents them.

Table 12: *Overview on tools for the desk study and field phase*

Tool	What was done?	What for?	Specific product
Analysis of CSPs/ NIPs and RSPs	In the CSPs/NIPs and RSPs, the information was researched in relation to a number of criteria and indicators as defined by the "sources of information" in the EQs.	This information fed into the responses given to the EQs.	Yes. Summary of findings / trends in support, also per region where possible
Web-questionnaire survey of a sample of Delegations	A structured questionnaire including quantitative and qualitative elements was developed and validated by the JEU. It was prepared as a web-survey, and information on the survey was sent to the 23 desk study countries selected. The survey was managed in-house. Questions developed relating to a number of crite-	This survey enabled the obtaining of the views of the Delegations on relevant EQs, JCs and indicators, as well as on main weaknesses and strengths of ongoing EC support. A strong focus	Yes. Summary of findings.

Tool	What was done?	What for?	Specific product
	ria and indicators for which EUDs had been defined as “sources of information” in the EQs. Full data analysis extended beyond the desk phase, an experience already made in earlier evaluations. Therefore, some additional findings could be included in the final report.	was put on issues related to modalities and channels. The tool allows for triangulation of some of the findings from the field visits and other tools used in the desk study. The information fed into the responses given to the EQs.	
ROM analysis ¹⁵	The ROM data base is often more complete than the CRIS data base. Downloads were made for the desk study countries from the data base, including monitoring reports, programme documents, evaluations. Selected interventions were analysed and analysis was included in the desk and final report.	To allow for triangulation of some of the findings from the field visits and, for instance, the questionnaire survey.	No.
Interviews, both structured and unstructured	A round of interviews was held with relevant EC staff in Brussels ¹⁶ ; numerous interviews were held during the field visits. Interviewees were selected on the specific added value they were supposed to provide concerning specific EQs or issues. The interviews were mainly of a structured and semi-structured nature. Semi-structured guides or checklists were prepared before interviews. Interviews were often carried out in small groups, but also with individuals. Besides face-to-face interviews, a few telephone interviews were made	Interviews enable the obtaining of the views of the stakeholders concerned on relevant EQs, JCs and indicators, as well as on main weaknesses and strengths of programmes and policies. The information fed into the responses given to the EQs, in the Desk Report, in the Country Notes and in the Final Report.	Interview grids and related answers (notes), not published
Literature review and analysis of statistics	Further literature included: <ul style="list-style-type: none"> • Major documents related to the countries selected, obtained before and during the field visits • Evaluation reports related to education (EC and other donors), and Country Strategy Evaluations with education as focal sector • Sets of Guidelines (cross-cutting issues, etc.) • WB, UNESCO EFA statistics, FTI statistics, etc. 	To complement primary and other sources. This information fed into the responses to the EQs.	No
Focus group	In order to further strengthen the evidence base for the evaluation (i.e. beyond the desk study and the country visits), three video conferences have been organised with a number of selected EUDs, each of which formed a focus group. Facilities available at EuropeAid premises in Brussels were used. The <i>specific purpose of the focus groups</i> was to cross-check evaluation findings and conclusions on selected topics.	To cross-check findings from desk and field phases on a number of major issues.	Yes Summary of findings

The following table relates these tools to the EQs.

¹⁵ The information in the ROM data base also served as further analysis with regard to support in the countries selected for the field visits (use of CRIS and ROM to gather more information on these countries such as project documents; financing sheets; ROM reports; etc.).

¹⁶ The main limitations of such interviews could be as follows: unavailability of EC staff, which would impact on how representative the information collected was; bias in the information given, due to lack of confidence or specific interests.

Table 13: Approach to data collect per EQ

	EQ1-relevance	EQ2-access to education	EQ3-secondary education	EQ4-quality of education	EQ5-skills	EQ6-delivery	EQ7-transparency & accountability	EQ8-3Cs	EQ9-modalities and channels
Desk Study:									
Document study (CSP/NIP, GBS, FTI, UNESCO/EFA statistics, and other)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Analysis of CSPs for the desk study countries	✓					✓		✓	✓
Analysis of EC Country Strategy Evaluations covering the desk study countries	✓	✓	✓	✓	✓	✓	✓	✓	✓
Web-based questionnaire survey to EUDs	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interviews at EC HQ	✓	✓	✓	✓	✓	✓	✓	✓	✓
Analysis of ROM documents	✓	✓	✓	✓	✓	✓		✓	✓
Field work: Case studies									
Document study	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interviews: EUDs	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interviews: Partner countries staff	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interviews: Other donors	✓	✓	✓	✓	✓		✓	✓	✓
Interviews: Beneficiaries (focus groups)	✓	✓	✓	✓	✓	✓	✓		
Additional data collection during and after field work									
Focus groups (video conference)		✓	✓	✓		✓	✓	✓	✓
Analysis of ECA reports	✓	✓	✓	✓	✓	✓	✓	✓	✓

2.6.2 Process of data collection and analysis

Given the considerable amount of information theoretically available, the evaluation team built on the following logic to obtain and cross-check information.

Table 14: Hierarchy of data collection and analysis

	Tool	Purpose
World-wide	Literature review related to education in general, Education for All Initiative (EFA), Millennium Development Goals (MDGs), different aid modalities, etc.	To identify trends in support to education To feed in issues
World-wide	Analysis of other relevant evaluations, such as the General Budget Support (GBS) evaluation	To support and cross-check evidence collected
World-wide, desk study countries	Data base extractions from various international sources collecting education-related indicators: EFA, World Bank Edstats, UNESCO, Education Policy & Data Center (financed by USAID and the Academy for Educational Development (AED)), the latter being the only source providing data for the sub-national level ¹⁷	To generate figures and general trends for the period 2000 to 2007 (sometimes 2008) for numerous indicators selected for answering the EQs, at various levels: worldwide, groups of countries, desk study countries
World-wide, region-specific, desk study country-specific	Interviews with EC staff in Brussels	To discuss specific topics related to EQs, and corresponding to responsibilities of staff
Desk study countries	Country level analysis of inventory for the 23 desk study countries	To identify trends in portfolio for desk study countries
Desk study countries	Analysis of two sets of Country Strategy Papers (CSPs) (2002/03, 2007/2008) for the 23 countries suggested for the desk study, as well as of the related mid-term reviews where available (see Annex 26)	To identify information and produce findings related to a limited number of indicators, as has been specified in the Inception Report
Desk study countries	Analysis of EC Country Strategy Evaluations (CSEs) with an EQ on education (or social sector including education), and/or with General Budget Support, with education-related indicators (condition: evaluation produced 2005 or later). This analysis covered the following countries of the desk study: <i>Bangladesh, Botswana, Burkina Faso, Eritrea, Ghana, India, Indonesia, Jamaica, Mozambique, Nicaragua, Tanzania, Uganda, Vietnam.</i>	To generate evidence on EC contributions to achievement of EC objectives in education, along the lines of the EQ To inform JCs and indicators of the evaluation, already at a relatively aggregated level. To allow for comparison across countries.
	In addition, specific analysis of a number of education sector interventions in these countries, using: CSPs and NIPs, but also ROM-information, external evaluations, Financing Agreements (FAs) and Technical and Administrative Provisions (TAPs), Mid-Term Reviews (MTRs), Joint Review Missions, etc.	To complement the existing rather aggregated information by lower level evidence.
Desk study countries	For those countries not covered by CSEs: Analysis of 1-4 interventions per country along the issues of the EQs, using available information in CRIS - Common Relex Information System, such as external evaluations ¹⁸ , ROM-information, progress reports, FAs and TAPs, MTRs, Joint Review Missions, etc. ¹⁹	To complement information for the countries selected for the desk study To allow for comparison across countries To generate aggregated information

¹⁷ There exist numerous blanks in data sets downloaded, with a huge number of time series being incomplete. Some gaps could be filled during the Field Phase.

¹⁸ It should be noted that access to evaluations implemented in individual countries, and not managed by EC HQ, is difficult. During the field visits, some such additional information sources could be retrieved.

¹⁹ It must be emphasised that the quality and quantity of information available in CRIS is very heterogeneous. Therefore, these analyses were necessarily also of a heterogeneous quality.

	Tool	Purpose
Desk study countries	Analysis of other country-related documents, such as evaluations, Sector Reviews	To complement information for the countries selected for the desk study
Desk study countries	Web-survey to the 23 EUDs selected for the desk study	To generate perceptions of a major stakeholder group on a number of JCs and indicators, as well as on general issues of concern 21 questionnaires were received, more or less completed, with some delays.
Six case studies out of the 23 desk study countries	Country visits to six countries out of the 23 desk study countries	To examine specific issues more in-depth than identified during the desk phase To fill data gaps To test hypotheses developed during the desk phase To cross-check information
Sample of ACP Desk Study countries and others	Analysis of the European Court of Auditors (ECA) reports on education and GBS in Africa (<i>Niger, Liberia, Namibia, Tanzania and Burkina Faso</i>)	To balance the reduction to six field visit countries by a detailed analysis of the preliminary findings of missions and desk studies of the European Court of Auditors (ECA) on education and GBS undertaken very recently. To cross-check the evaluation's own evidence, and to complement it To identify trends and patterns that emerged from the ECA reports.
Other countries not included in the desk study sample	Three video conferences with a number of selected EU Delegations (EUDs), each of which formed a focus group. 12 countries covered: Group 1: <i>Madagascar, Jordan, Ethiopia, Papua New Guinea, Fiji</i> Group 2: <i>Cambodia, Somalia, Zimbabwe</i> Group 3: <i>El Salvador, Morocco, Paraguay, Ecuador</i>	To further strengthen the evidence base for the evaluation To cross-check evaluation findings and conclusions on selected topics

2.7 Analysing and judging: Synthesis Phase

Following the debriefing presentation of the field work to the RG, the evaluation team proceeded to the Synthesis Phase. The information collected was analysed and synthesised so as to answer the EQs, provide overall conclusions and recommendations, and reach an overall judgment on the EC's support to basic and secondary education. Thematic issues were analysed with a matrix approach (vertically by country, and horizontally by theme). This approach allows for the detecting of any common factors operating across countries, and how country-specific factors influence specific themes common to all countries.

This work resulted in a Draft Final Report. The JEU organised a meeting with the RG to discuss the Draft Final Report in the presence of the evaluation team. On the basis of comments received from the Evaluation Unit and the RG, the evaluation team made final amendments and submitted the Final Report.

2.7.1 Overall approach

The factual information on which the evaluation is based is provided in detail in the following annexes:

- Annex 2: Inventory
- Annex 26: CSP analysis
- Annex 4: Analysis of ECA report
- Annex 5: Focus Group Analysis (Results of video-conferences with a sample of EU Delegations)
- Volume IIc: Country Notes

Moreover, results from the CSE analysis (produced in Excel grids), from interviews held in Brussels and from analysis of ROM documents, had already been directly integrated into the Desk Report.

Already during the Desk Study, a first set of findings was validated. Analysis was continued during the Synthesis Phase, in which all information collected was aggregated with a view to constructing answers to the evaluation questions.

For each EQ, a grid setting out the judgment criteria (JC) and indicators (I) was prepared, along with the analysis already made and a list of the documents from which other relevant information was retrieved. All information collected was analysed in accordance with this grid (intended for internal use only).

Information from various sources was combined, cross-referenced and cross-checked, as illustrated below; this served as a basis for developing the argumentation. For each EQ, the team thus constructed balanced answers using the building bricks that are the indicators and the JCs. Regular consultations were held between team members to ensure coherence in filling the grids. Information on all JCs and indicators was provided to each team member, who then collated the information and ensured coherence of the answer.

Table 15: Cross-checking information

EQ 1	Indicators	Sources of information									
		CSP analysis	CSE analysis	EUD survey	ECA analysis	Focus group video-conference	Country Note A	...	International and national statistics	Other sources	...
JC11	I-111										
	I-112										
JC12	I-121										
	I-122										

The combination of answers to the different EQs (see section 3 in the main report) allowed the team to formulate more general judgments in the form of Conclusions (see section 4)²⁰ and, on that basis, propose a set of Recommendations (see section 5). This approach allowed for a clear linkage between EQs (findings), conclusions and recommendations.

2.7.2 Template for analysing data

The following table shows the grid that was used when comparing countries or identifying trends at the level of the desk study countries. The grid is based on:

- Regions of support,
- Human Development Index (HDI).

Additionally, analysis further considered the issue of “failed/fragile states”. In the knowledge that these concepts are part of broader debates and subject to discussion (see box below), this evaluation limits the consideration of that aspect to a few desk study countries that are high on the following published lists (see also Appendix 1):²¹

- Countries in the World Bank’s harmonised list of fragile states 2010 – based on the Country Policy and Institutional Assessment (CPIA) – that score 3.2 or below²²;
- Countries that are among the 10 highest ranking countries in the failed states index 2009.

This, therefore, leads to the selection of:

- *Somalia*: CPIA not ranked; Failed States Index rank 1
- *Eritrea*: CPIA of 2.392; Failed States Index rank 36
- *Pakistan*: CPIA not ranked; Failed States Index rank 10
- *Occupied Palestinian Territory*: CPIA not ranked; Failed States Index rank 58.

²⁰ Conclusions provide clear answers to the questions asked at the beginning of the evaluation. They involve judgments on the merits and worth of the support (see EuropeAid evaluation Guidelines: http://ec.europa.eu/europeaid/evaluation/methodology/methods/mth_ccl_en.htm).

²¹ See

http://www.foreignpolicy.com/articles/2009/06/22/2009_failed_states_index_interactive_map_and_rankings, and http://siteresources.worldbank.org/EXTLICUS/Resources/511777-1247506883703/Fragile_Situations_List_FY10_Nov_17_2009_EXT.pdf

²² While many countries are making progress towards achieving the Millennium Development Goals, a group of about 50 fragile states (a third of all developing countries) is falling behind. It is estimated by OECD (Organisation for Economic Co-operation & Development) that fragile states receive 43% less aid than their level of poverty would justify.

Table 16: Desk study countries: Ranking in the Human Development Index and top rankings in fragile/failed states

ACP ²³	ASIA - DCI	ENP ²⁴ - MEDA ²⁵	ENP - TACIS ²⁶	LATIN AMERICA
BOTSWANA	BANGLADESH	TUNISIA	RUSSIA	ARGENTINA
BURKINA FASO	INDIA	OCCUPIED PALESTINIAN TERRITORY		NICARAGUA
DOMINICAN RE-PUBLIC	INDONESIA			
ERITREA	PAKISTAN			
GHANA	TAJIKISTAN			
JAMAICA	VIETNAM			
MOZAMBIQUE				
NIGER				
SOMALIA				
SOUTH AFRICA				
TANZANIA				
UGANDA				

Categories according to HDI

	High Human Development
	Medium Human Development
	Low Human Development
	Other UN Member States

Other categorisation

	Fragile/failed states
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2.8 Dissemination

A dissemination seminar is foreseen in Brussels after approval of the final report.

2.9 Challenges and limits of the evaluation

2.9.1 General challenges and limits

This evaluation focuses on a number of issues related to the education sector that were derived from the intervention logic – that is, from what the EC intends to achieve with its support at the global level, while also including lower levels of support – in the partner/beneficiary countries. More specifically, the evaluation focuses on primary and lower secondary education, as already indicated in the TOR and the Inception Report.

The evaluation scope includes education policies and their translation into results/impacts. Therefore, many indicators specifically investigated in the course of this evaluation refer to achievements at a global level. It also looked at specific country achievements, progress made and constraints encountered, through specific case studies/field visits at the country level.

None of the identifiable dynamics and effects at these levels are solely dependent on EC contributions/funds, but are an interaction of various stakeholders and contextual factors. This makes it impossible to attribute progress directly to EC support, and, therefore, rather difficult to correlate a specific contribution of the EC directly to the current situation in the education sector in a given country, or at the regional or global level.

²³ Africa, Caribbean and Pacific countries (ACP)

²⁴ European Neighbourhood Policy (ENP)

²⁵ Mediterranean Basin and Middle-East group of nations (MEDA)

²⁶ Technical Assistance to the Commonwealth of Independent States

The use of some aid modalities, especially GBS, adds to the complexity of assessing EC contributions. While there are often education-related indicators in governing agreements, approaches in terms of how to assess this modality at a general level are still subject to discussions²⁷.

In order to better assess possible the EC contribution to progress related to a huge number of indicators²⁸, depending on the EQ, a specific focus has been placed on the following issues:

- Disaggregating data at international and national levels, to the extent possible, given limited availability of such data from the standard data sources such as UNESCO, World Bank (WB) or Education Policy Committee (EDPC), but often also at country level;
- Analysing the evolution of standard indicators over time and link them to EC support;
- Gathering information on output and impact indicators;
- Combining quantitative data with qualitative assessments on the role played by the EC – for example, through the survey to EUDs, through evaluations, ROM reports;
- Cross-checking the information being gathered.

During the Desk Phase, a sample of countries had been selected, to which the EUD survey was applied. For most of these countries, further analysis of existing documents, data and reports was made to allow for additional substantial data input into the indicators and judgment criteria. However, it has become clear that the indicators used are often of a very precise nature and for which data could be found only during the field visits, if at all – including sources such as Education Management Information Systems (EMIS)²⁹.

During the Field Phase, the aim was to capture specific issues more in-depth that have been identified during the desk study. Nevertheless, it is important to bear in mind that the aim at country level was to **understand better, to illustrate and to provide insights into EC support and its contribution to the achievement of set objectives**. The aim is not to base information on a representative sample in the usual sense of the word.

Another challenge of the exercise is related to the country visits. These were extremely short, so it was of utmost importance to cover, as set out in the TOR, only the main issues related to education in the context of the country, as well as the elements confirming or not confirming the desk phase findings. It is therefore clear that not all interventions in a country could be visited, and that these visits do not pretend to be, or replace, a “sector evaluation”.

The scope of the exercise is wide and ambitious, yet it is important to remember that it focuses on basic and secondary education, not touching upon Vocational Education and Training (VET), for which simultaneously the “Thematic global evaluation of EC support in the sectors of ESI (employment and social inclusion) in partner countries” is ongoing. The selected EQs reflect the basic and secondary education scope.

2.9.2 Some specific challenges and limits

2.9.2.1 Inventory

Challenges and limits relating to the **inventory** are presented in Annex 2 in detail. Three key challenges had to be tackled in constructing the inventory and typology.

7. The **first challenge** is common to all mapping exercises for thematic evaluations and relates to the information source on which they are based. The main source for identifying interventions of the Commission in the education sector is indeed the EC’s Common RELEX Information System (CRIS), which is mainly used by Commission staff in Brussels and in partner

²⁷ The JEU is currently working on the development of specific methodology to evaluate GBS.

²⁸ Bearing in mind the limitations of such an exercise concerning thematic evaluations, and especially assessing effects and impact due to the variety of donors, regional and national situations and availability of information.

²⁹ According to UNESCO, the expansion of education systems has been accompanied by an emergence of multiple levels of decision-making. While the former trend increases the amount of data to be handled, the latter implies the multiple levels where data are demanded. Efforts towards decentralisation have also contributed to this. There is now an increasing demand for developing Educational Management Information Systems (EMIS) and for data use to monitor progress and evaluate outcomes.

EMIS integrates all information related to educational planning and management activities that are available from various sources. The organisation of EMIS involves collection, processing, storage, retrieval, analysis and dissemination of data.

countries for the day-to-day management of the Commission's interventions. It has therefore some limits for the purpose of an inventory of a sectoral evaluation, such as the fact that it does not offer the possibility of obtaining a readily available list of all the EC financial contributions to the education sector. Indeed, in many cases **no sector code** has been attributed to the interventions.³⁰

8. A **second challenge** is related both to the use of CRIS and to the nature of the aid modalities used in the education sector. It is indeed **not** possible to identify automatically in CRIS whether the EC's funds have been delivered through **sector budget support (SBS) or general budget support (GBS)**. Information on the type of modality used by the Commission to deliver the aid is not encoded as such.
9. The **third challenge** relates more specifically to the need to tackle GBS in the inventory. GBS, per se, are un-earmarked funds transferred to the national treasury of the beneficiary country to support its national development strategy. These funds are used by the country in accordance with its public financial management system. The funds provided by the EC through GBS are thus not supporting directly a particular sector. They might nevertheless be indirectly linked to a certain sector. For instance, the Commission might define performance indicators in a particular sector, to guide the release of the so-called variable tranches³¹. For several GBS, such indicators refer to the education sector. The inventory thus also covers GBS, that is, in this sense, "relevant" to the education sector. Such coverage of GBS has not yet been carried out in any of the thematic evaluations performed so far. It is challenging for mainly two reasons: Because it requires an identification of GBS, and because it requires an identification of those GBS that refer to the education sector.

With a view to tackling these three key challenges, the evaluation team developed a specific and systematic approach that allowed:

- Identifying the relevant interventions in terms of Commission's support to the education sector;
- Categorising these interventions by type of modality used by the Commission to deliver its aid;
- Identifying those GBS that are relevant to the education sector.

A distinction should be made in this respect between the approach developed to cover the direct support of the Commission in the education sector and the indirect support (the GBS). Each of these approaches is further detailed in Appendix 1.

The specific approach used for the elaboration of the inventory of the EC's "direct" and "indirect" support to the education sector is considered by the evaluation team as the best possible, most comprehensive way of tackling this complex exercise. However, it is important to make explicitly clear the limits of this exercise.

With respect to the approach for the inventory of the "**direct**" support, the following elements should be taken into account:

- A number of choices needed to be made by the team:
 - These concerned notably the set of key terms to be used for the screening of the EC's interventions in the CRIS database. Although there is a rational basis for these choices, and although they have been chosen with a view to maximising the coverage, one cannot exclude the possibility that relevant interventions have not been grasped by the key words selected.
 - Once the list of interventions of EC support to the education sector was established, the team had to make choices in terms of classification of the interventions under an education DAC sector code and assignment of the aid modality used. Here again, while there was a sound basis for each choice made, it is clear that it relied mainly on information presented in the database and on the interpretation of this information.

³⁰ Only 27% of the interventions have a DAC sector code encoded in CRIS. This percentage has been calculated by the evaluation team on the basis of the data extraction from CRIS for all contracts signed by the Commission between 2000 and 2007. Indeed, out of 41,637 contracts, only 11,319 contracts have a DAC sector code attributed.

³¹ GBS disbursements are made through the use of either fixed or variable tranches. According to the Commission guidelines on GBS, fixed tranches have "a fixed value and are disbursed in full (if all conditions set in the Financing Agreement are met) or not at all." Variable tranches have "a maximum value and are disbursed in full or in part, with the amount being disbursed being based on performance achieved in relation to pre-specified targets or designated performance criteria and indicators".

- Although a sound and systematic approach was applied, the results remain dependent to a certain extent on limits that concern the CRIS database³². Indeed, some of the work depended on the information provided in the decision or contract title. As an example, if none of them referred to one of the key words but was relevant to education, it was not included in the list. However, the data cross-checking with previous education inventories and internal work of the EC services in charge of education interventions helped the team to obtain the most comprehensive inventory.

Some limits concern also the inventory for the “**indirect**” support.

- In terms of “indirect” support through GBS, the approach starts with the assumption that GBS are foreseen in the CSP/NIP and/or indicated in their addendum following the mid-term and end-term review. Although it is considered as the best possible approach to delimit the number of interventions to be screened line by line in order to identify GBS in CRIS, one cannot exclude the possibility that some GBS have not been identified because they were not mentioned in the CSPs/NIPs. However, cross-checking with internal Commission documents on GBS allowed the team to identify those GBS not foreseen in the CSP/NIP.
- The identification of GBS within each country data extractions is based on a sound and systematic analysis of the information provided in CRIS. However, it relies only on what is provided in CRIS, with all its limitations, and the interpretation of this information by the evaluation team.
- Clear criteria were used to determine whether a GBS was relevant to the education sector or not. These were based exclusively on information displayed in the FA. The analysis of the FAs for GBS enable the identifying of the goals the EC wished to support when providing the funds. However, it is not possible to analyse whether these funds have actually supported the education sector and whether the disbursements of these funds have been done on the basis of improved education performance indicators set in the FA.

2.9.2.2 Access to accurate and readily available information, coverage of information

Information available in EC databases was not easily retrievable. As specified above, this made the inventory very time-consuming and resource-consuming. Nevertheless, the information was sufficient to allow construction of an overview and typology of the magnitude of funds for support of the education sector. Furthermore, the **availability of documents** on individual support in individual countries **differed** considerably. For some countries and interventions, CRIS information is sketchy, while others are well documented. These gaps could only partly be compensated by documents that are stored within the ROM system. Field visits helped in complementing information. Earlier parts of the period under evaluation are, in particular, rather weakly documented, and the gaps could not be completely filled during, for example, field visits.

The sample countries only covered a few countries with relevant **FTI** experience. Only Niger was covered well here and in the desk study, the evaluation only had few examples of active engagement by EUD in FTI (e.g. Burkina Faso and Tajikistan). The limited country case studies on FTI meant a corresponding increased emphasis on the desk study findings and those of the recently completed FTI evaluation. While the findings of both are robust, the latter had a broader focus (on FTI as a whole), which hence reduced its direct relevance for this evaluation.

Also, the analysis of using UN and development banks as **channels** is based on few cases only. Therefore, some cases of e.g. procedural challenges may be due to local idiosyncrasies and not generalisable. Care was therefore taken to pass judgement on this basis.

Moreover, the evaluation team was confronted by “**institutional memory**” limits at both EC HQ and field levels. Indeed, owing to the rotation of staff and the incomplete incorporation of documents in EC databases, the people interviewed stated in several cases that they had only partial knowledge of a requested issue – for instance, a specific intervention and its historical roots. However, as the evaluation team used different information sources (including documents and information provided by other interviewees), this could to a certain extent be compensated for by cross-checking and combining the information retrieved from different sources.

³² The limits inherent in CRIS for the purpose of an inventory for sectoral/thematic evaluations are described in depth in the Inventory Notes for the *Evaluation of Commission's external co-operation with partner countries through the organisations of the UN family*, May 2008, for the *Evaluation of Commission's aid delivery through development banks and EIB*, November 2008 and for the evaluation of *EC aid delivery through civil society organisations*, December 2008, available on the EuropeAid website.

As for the **Field Phase**, field visits could be organised in a way that relevant EUD staff were usually available. However, results of both *Niger* and *Tunisia* field visits have been compromised:

- In *Tunisia*, despite efforts made by the EUD, clearance was not obtained from the “Ministère du Développement et de la Co-opération Internationale” (MDCI), in charge of issuing clearance letters authorising the consultants to contact and interview Tunisian civil servants involved in the implementation of the reforms supported by the EU. However, it was possible to hold interviews with the Ministry of Finance, where the MDCI clearance was not requested.
- In *Niger*, some key stakeholders – such as the World Bank representative – could not be interviewed due to their absence from the country. On the government side, all directors in the Ministry of Secondary Education had been recently replaced by new staff after the 2010 military coup. It was the same situation at the Ministry of Economy and Finance. Only in the ministry dealing with primary education (MEBA) were former directors still in place, but access to them was delayed up to the last day of the mission due to communication problems with the new minister (the request had been lost within the ministry’s communication channels).

Through more extensive desk research, the evaluation team tried to fill the gaps occurring due to these situations.

2.10 Appendix 1: Definitions: Failed states and fragile states

No single definition of a “fragile state” has been adopted by international consensus, but some common features can be identified. According to OECD/DAC 2006 and 2008³³, **fragile states** are defined as follows: “Fragile states are commonly defined as those states where the government cannot or will not deliver core functions to the majority of its people, including the poor. They suffer deficits in governance that hinder development. Conditions are too unstable for long-term planning and investment, with society focusing on short-term coping strategies to secure basic needs. Fragility may reflect the internal dynamics of the society, or it may reflect exogenous factors such as natural disaster or regional conflict. (...) Definitions of fragility used by the DAC and several aid agencies emphasise the lack of capacity and willingness of a government to perform key state functions for the benefit of all. The effects of fragility stretch beyond poor services to include conflict, state collapse, loss of territorial control, extreme political instability, clientelist policies, and repression or denial of resources to sub-groups of the population.”

The World Bank provides the following definition: a country is defined as a Fragile State if it is a low income country or territory, IDA eligible (including those countries which may currently be in arrears), with a Country Policy and Institutional Assessment (CPIA) score of 3.2 or below. Those countries for which CPIA data is not available are automatically included. The CPIA is used to assess the quality of country policies and CPIA ratings are a key determinant of the IDA Performance Based Allocations system, CPIA data have been publicly disclosed for IDA countries since 2004. Countries are considered “**core**” **fragile states** if their CPIA is below 3.0 or there is no data available. Countries are considered “**marginal**” **fragile states** if their CPIA score is between 3.0 and 3.2. These designations are meant to provide guidance to policymakers in working with those countries with weak governance and limited institutional capacity for development. The CPIA scores provide guidance on the “spectrum” of fragility and should not be interpreted as definitive, particularly as there is some variation and margin of uncertainty in the CPIA scores themselves.

Many development partners have their own list of fragile states, based on various parameters, including risk of conflict, accountability of government institutions, capacity to manage public resources and deliver services, territorial control, levels of poverty, and ability to protect the poorest. Fundamental to all fragile states is the lack of effective political processes to influence the state to meet social expectations. Other characteristics include weak institutions and governance systems. Most experience conflict, but not all fragile states experience endemic violence. All suffer from poor governance and limited administrative capacity.

There is also no clear universal definition of a ‘**failed state**’. The US thinktank Fund for Peace and the magazine Foreign Policy publish an annual index called the Failed States Index. According to them, **failed states**³⁴ are defined thus: “A state that is failing has several attributes. One of the most common is the loss of physical control of its territory or a monopoly on the legitimate use of force. Other attributes of state failure include the erosion of legitimate authority to make collective decisions, an inability to provide reasonable public services, and the inability to interact with other states as a full member of the international community. The 12 indicators cover a wide range of elements of the risk of state failure, such as extensive corruption and criminal behaviour, inability to collect taxes or otherwise draw on citizen support, large-scale involuntary dislocation of the population, sharp economic decline, group-based inequality, institutionalised persecution or discrimination, severe demographic pressures, brain drain, and environmental decay. States can fail at varying rates through explosion, implosion, erosion, or invasion over different time periods.”

³³ OECD (2006): Making sure fragile states are not behind. Factsheet; OECD/DAC (2008): Service Delivery In Fragile Situations. Key Concepts, Findings and Lessons. See also: <http://www.eldis.org/go/topics/dossiers/health-and-fragile-states/introduction-health-in-fragile-states/what-are-fragile-states>

³⁴ A list of failed states is available on http://www.foreignpolicy.com/articles/2009/06/22/2009_failed_states_index_interactive_map_and_rankings.

3 Annex 14: Sub-sector definitions for the education sector

The following table presents the definitions for major education-related terms used in the framework of this evaluation.

Table 17: *Some definitions: Basic, primary and secondary education*

Sub-sector	Definition
Early Childhood Education	Refers to educational programmes and strategies either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme normally geared toward children from age 3 to age 6-8
Primary Education	Refers to education programmes normally designed to give children a firm grounding in reading, writing and mathematics and an understanding of other subjects. In most countries this level covers approximately six years of full-time formal schooling
Basic Education	<p>Is understood to comprise of Early Childhood Education, Primary Education, and Literacy . International and EC policy statements identify "basic" education as a priority, but the term "basic" is not used consistently across different contexts and systems.</p> <p>The Communication defines (COM(2002) 116 Annex 1): "Basic education as such embraces formal primary education but also covers all the skills, knowledge, attitudes, values and motives considered necessary for an individual to fully master the skills of reading and writing and to lay the necessary foundations for lifelong learning. (...) The length and nature of the "basic" school cycle varies from one country to another: from a minimum of 3-4 years of primary school to a nine-year cycle inclusive of lower secondary."</p> <p>According to the OECD/DAC, Basic education includes:</p> <ul style="list-style-type: none"> • Primary education: Formal and non-formal primary education for children; all elementary and first cycle systematic instruction; provision of learning materials. • Basic life skills for youth and adults: Formal and non-formal education for basic life skills for young people and adults (adults education); literacy and numeracy training. • Early childhood education: Formal and non-formal pre-school education. <p>The report takes the term of Basic Education as encompassing formal primary education and non-formal education that aims at meeting the basic learning needs (literacy, numeracy and life skills) of children, youths and adults. Any references to inclusion of Lower Secondary in this definition during field trips will be clearly defined.</p>
Secondary Education	Refers to Lower Secondary (usually Years 1-3) general education immediate after transition from the primary cycle and Upper Secondary (usually Years 4-5) leading to matriculation
Training	Vocational training geared to preparing young people and adults for work and basic living skills; secondary-level basic and technical vocational training; continuing training; apprenticeship including informal vocational training
Non Formal Education	Refers to non-formal age-specific basic education programmes which are organised outside the formal system and aimed at providing basic learning skills for students who remains out of formal education due to non-enrolment or drop-out. It can be seen as part of the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment). It may also include the various non-formal programmes of professional and vocational training.
General formal education & ISCED	<p>The definition for "General formal education" follows the "International Standard Classification of Education" (ISCED-97) adopted by the UNESCO General Conference, and has been developed to improve the comparability of education statistics in OECD countries. The ISCED framework defines education according to the level and cross-classification categories in OECD countries. It is a fairly complicated system due to the great variance of the education systems in the OECD countries (Source: Manual for ISCED-97 Implementation in OECD countries, 1999 Edition).</p> <p>General formal education includes four levels³⁵:</p> <ul style="list-style-type: none"> • Pre-primary (ISCED Level 0); • Primary education (ISCED Level 1). In some countries this is called elementary education (grades 1-5, 1-7) or basic education (1-9); • Secondary education (ISCED Level 2 and 3); • Post-secondary or higher education (sometimes called "Tertiary Education")

³⁵ For more details please refer to the "Delineation" of the education sector evaluation guidelines.

4 Annex 15: Definitions of major education-related indicators

<i>Indicator</i>	<i>Definition</i>
Average years of schooling of adults (aged 15+)	Average years of schooling of adults (aged 15+) is the years of formal schooling received, on average, by adults (total, male, female) over age 15. (Data Source: Barro-Lee Data Set)
Current education expenditure on teaching materials (%), primary	Current education expenditure on teaching materials (%), primary is defined as the current spending on school books and other teaching materials for public educational institutions of primary education (ISCED 1), expressed as a percentage of the total (public and private) current expenditure on those educational institutions. (Data Source: UNESCO Institute for Statistics)
Current education expenditure on teaching materials (%), secondary	Current education expenditure on teaching materials (%), secondary is defined as the current spending on school books and other teaching materials for public educational institutions of secondary education (ISCED 2+3), expressed as a percentage of the total (public and private) current expenditure on those educational institutions. (Data Source: UNESCO Institute for Statistics)
Drop-out rate (%), primary	Drop-out rate (%), primary is the percentage of a cohort of pupils (total, male, female) enrolled in the first grade of primary education who are not expected to reach the last grade of primary education. It is calculated as 100% minus the survival rate to the last grade of primary education. (Data Source: UNESCO Institute for Statistics)
Duration of education, compulsory	Duration of education, compulsory is the number of years during which children and young people are legally obliged to attend school. (Data Source: UNESCO Institute for Statistics)
Duration of education, lower secondary	Duration of education, lower secondary is the number of grades (years) in lower secondary education. (Data Source: UNESCO Institute for Statistics)
Duration of education, primary	Duration of education, primary is the number of grades (years) in primary education. (Data Source: UNESCO Institute for Statistics)
Duration of education, secondary	Duration of education, secondary is the number of grades (years) in general secondary education. (Data Source: UNESCO Institute for Statistics)
Duration of education, upper secondary	Duration of education, upper secondary is the number of grades (years) in upper secondary education. (Data Source: UNESCO Institute for Statistics)
Entrance age, primary	Entrance age, primary is the age at which pupils would enter primary education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating or skipping a grade. Note that the theoretical entrance age to a given programme or level is often but not always the typical or most common entrance age. (Data Source: UNESCO Institute for Statistics)
Entrance age, secondary	Entrance age, secondary is the age at which pupils would enter secondary education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating or skipping a grade. Note that the theoretical entrance age to a given programme or level is often but not always the typical or most common entrance age. (Data Source: UNESCO Institute for Statistics)
Expected primary completion rate (% of population at theoretical entrance age)	Expected primary completion rate is the number of children in a given year, regardless of age, who are expected to reach the last year of primary education expressed as a % of the population at the theoretical entrance age to primary education in the same year. It is calculated by multiplying the gross intake rate to grade 1 by the probability of survival to grade 5. (Data Source: UNESCO Institute for Statistics)
Expenditure on teachers' compensation in public institutions (% of current education expenditure)	Teachers' compensation (% of current education expenditure) is the share of teachers' salaries and other remuneration in total current (public and private) expenditure on education. (Data Source: UNESCO Institute for Statistics)
Female share of graduates by field of study (% , tertiary)	Female share of graduates by field of study (% , tertiary) is defined as the number of female students graduating in a particular field of study expressed as a percentage of the total number of graduates in that field of study. (Data Source: UNESCO Institute for Statistics)
GDP at market prices (current US\$)	GDP at market prices (current US\$): The gross domestic product is the sum of the gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. (Data Source: The World Bank)
GDP per capita (constant 2000 US\$)	GDP per capita: GDP per capita is gross domestic product divided by midyear population. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in constant U.S. dollars. (Data Source: The World Bank)

Indicator	Definition
GDP per capita (current US\$)	GDP per capita: GDP per capita is gross domestic product divided by midyear population. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in current U.S. dollars. (Data Source: The World Bank)
GDP (constant 2000 US\$)	GDP at purchaser's prices: Gross domestic product is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in constant 2000 U.S. dollars. Dollar figures for GDP are converted from domestic currencies using 2000 official exchange rates. For a few countries where the official exchange rate does not reflect the rate effectively applied to actual foreign exchange transactions, an alternative conversion factor is used. (Data Source: The World Bank)
GDP per capita, PPP (constant 2000 international \$)	GDP per capita based on purchasing power parity (PPP): PPP GDP per capita is gross domestic product divided by midyear population converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GDP as the U.S. dollar has in the United States. GDP at purchaser's prices is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in constant 2000 international dollars. (Data Source: The World Bank)
GDP per capita, PPP (current international \$)	GDP per capita based on purchasing power parity (PPP): PPP GDP per capita is gross domestic product divided by midyear population converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GDP as the U.S. dollar has in the United States. GDP at purchaser's prices is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in current international dollars. (Data Source: The World Bank)
GDP, PPP (constant 2000 international \$)	GDP, PPP: GDP is gross domestic product converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GDP as the U.S. dollar has in the United States. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in constant 2000 international dollars. (Data Source: The World Bank)
GDP, PPP (current international \$)	GDP, PPP: GDP is gross domestic product converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GDP as the U.S. dollar has in the United States. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in current international dollars. (Data Source: The World Bank)
Gender parity index (GPI), gross enrollment in tertiary education	Gender parity index (GPI), gross enrollment in tertiary education is the ratio of the female-to-male values of the gross enrollment ratio in tertiary education. A GPI of 1 indicates parity between sexes. (Data Source: UNESCO Institute of Statistics)
Gender parity index (GPI), gross enrollment ratio in primary and secondary education	Gender Parity Index (GPI), gross enrollment ratio in primary and secondary education is the ratio of the female-to-male values of the gross enrollment ratio in primary and secondary education. A GPI of 1 indicates parity between sexes. (Data Source: UNESCO Institute of Statistics)
Gender parity index (GPI), gross enrollment ratio in primary education	Gender parity index (GPI), gross enrollment in primary education is the ratio of the female-to-male values of the gross enrollment ratio in primary education. A GPI of 1 indicates parity between sexes. (Data Source: UNESCO Institute of Statistics)
Gender parity index (GPI), gross enrollment ratio in secondary education	Gender parity index (GPI), gross enrollment in secondary education is the ratio of the female-to-male values of the gross enrollment ratio in secondary education. A GPI of 1 indicates parity between sexes. (Data Source: UNESCO Institute of Statistics)
Girls' enrollment share (%), primary	Girls' enrollment share, primary is the number of girls enrolled in primary school, expressed as a percentage of the total number of pupils in primary school. (Data Source: UNESCO Institute for Statistics)

Indicator	Definition
Girls' enrollment share (%), secondary	Girls' enrollment share, secondary is the number of girls enrolled in secondary school, expressed as a percentage of the total number of students in secondary school. (Data Source: UNESCO Institute for Statistics)
Girls' enrollment share (%), tertiary	Girls' enrollment share, tertiary is the number of girls enrolled in tertiary education, expressed as a percentage of the total number of students in tertiary education. (Data Source: UNESCO Institute for Statistics)
Girls' graduates share (%), tertiary	Girls' graduates share, tertiary is the number of female graduates from tertiary education, expressed as a percentage of the total number of graduates of tertiary education. (Data Source: UNESCO Institute for Statistics)
GNI at market prices (current US\$)	GNI at market price (current US\$): (Gross National Income—formerly gross national product or GNP): GDP [the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output] plus net receipts of primary income (compensation of employees and property income) from abroad. (Data Source: The World Bank)
GNI per capita, Atlas Method (current US\$)	GNI per capita (formerly gross national product per capita or GNP per capita): Gross national income, converted to U.S. dollars using the World Bank Atlas method, divided by the midyear population. (Data Source: The World Bank)
GNI per capita, PPP (current international \$)	GNI per capita based on purchasing power parity (PPP): PPP GNI is gross national income (GNI) divided by midyear population converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GNI as a U.S. dollar has in the United States. GNI is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. Data are in current international dollars. (Data Source: The World Bank)
GNI, PPP (current international \$)	PPP GNI (formerly PPP GNP): GNI is gross national income converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GNI as a U.S. dollar has in the United States. Gross national income (GNI) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. Data are in current international dollars. (Data Source: The World Bank)
Graduates by field of study, female (% of total female graduates, tertiary)	Graduates by field of study, female (% of total female graduates, tertiary) is defined as the number of female students graduating in a particular field expressed as a percentage of the total female graduates of tertiary level of education. (Data Source: UNESCO Institute for Statistics)
Graduates by field of study (% of total graduates, tertiary)	Graduates by field of study (% of total graduates, tertiary) is defined as the number of students graduating in a particular field expressed as a percentage of the total number of graduates of tertiary education. (Data Source: UNESCO Institute for Statistics)
Graduates, tertiary	Graduates, tertiary, are defined as the number of pupils or students (total, female) who have successfully completed the final year of a tertiary education. In some countries completion occurs as a result of passing an examination or a series of examinations. In other countries it occurs after a requisite number of course hours have been accumulated. Sometimes both types of completion occur within a country. (Data Source: UNESCO Institute for Statistics)
Gross enrollment rate (%), lower secondary	Gross enrollment rate, lower secondary is the number of pupils (total, male, female) enrolled in lower secondary, regardless of age, expressed as a percentage of the population (total, male, female) in the theoretical age group for lower secondary education. (Data Source: UNESCO Institute for Statistics)
Gross enrollment rate (%), pre-primary	Gross enrollment rate, pre-primary is the number of pupils (total, male, female) enrolled in pre-primary, regardless of age, expressed as a percentage of the population (total, male, female) in the theoretical age group for pre-primary education. (Data Source: UNESCO Institute for Statistics)
Gross enrollment rate (%), primary	Gross enrollment rate, primary is the number of pupils (total, male, female) enrolled in primary, regardless of age, expressed as a percentage of the population (total, male, female) in the theoretical age group for primary education. (Data Source: UNESCO Institute for Statistics)
Gross enrollment rate (%), secondary	Gross enrollment rate, secondary is the number of pupils (total, male, female) enrolled in secondary, regardless of age, expressed as a percentage of the population (total, male, female) in the theoretical age group for secondary education. (Data Source: UNESCO Institute for Statistics)
Gross enrollment rate (%), tertiary	Gross enrollment ratio, tertiary is the number of pupils (total, male, female) enrolled in tertiary, regardless of age, expressed as a percentage of the population (total, male, female) of the five-year age group following on from the secondary school leaving age. (Data Source: UNESCO Institute for Statistics)

Indicator	Definition
Gross enrollment rate (%), upper secondary	Gross enrollment rate, upper secondary is the number of pupils (total, male, female) enrolled in upper secondary, regardless of age, expressed as a percentage of the population (total, male, female) in the theoretical age group for upper secondary education. (Data Source: UNESCO Institute for Statistics)
Gross intake rate to grade 1	Gross intake rate to grade 1 is the number of new entrants (total, male, female) in the first grade of primary education, regardless of age, expressed as a percentage of the population (total, male, female) of theoretical entrance age to primary education. (Data Source: UNESCO Institute for Statistics)
Gross primary graduation ratio	Gross primary graduation ratio is defined as number of graduates (total, male, female) from the last grade of primary education, regardless of age, expressed as a percentage of the population (total, male, female) at the theoretical graduation age. It reports the current primary outputs stemming from previous years of schooling and past education policies on entrance to primary education. (Data Source: UNESCO Institute for Statistics)
Gross tertiary graduation ratio (first degree)	Gross tertiary graduation ratio (first degree), is total number of graduates (total, male, female) from first degree programmes at ISCED 97 level 5A, regardless of age, expressed as a percentage of the population (total, male, female) at the theoretical graduation age for such programmes. (Data Source: UNESCO Institute for Statistics)
HIV prevalence (% of adults)	HIV prevalence (% of adults) is the percentage of people ages 15–49 who are infected with HIV. (Data Source: The World Bank)
Internet users	Internet users are people with access to the worldwide network. (Data Source: ITU's World Telecommunication Development Report database)
Internet users (per 100 people)	Internet users (per 100 people) are the number of people per 100 who have access to the worldwide network. (Data Source: ITU's World Telecommunication Development Report database)
Labor force, children 10-14 (% of age group)	Labor force, children 10-14 is the percentage ages 10-14 active in the labor force. (Data Source: ILO)
Labor force, female (% of total)	Labor force, female is the percentage of females that are active in the labor force. (Data Source: ILO / The World Bank)
Labor force, total	Labor force, total comprises people who meet the ILO definition of the economically active population. It includes both the employed and the unemployed. While national practices vary in the treatment of such groups as the armed forces and seasonal or part-time workers, the labor force generally includes the armed forces, the unemployed, and first-time job-seekers, but excludes homemakers and other unpaid caregivers and workers in the informal sector. (Data Source: ILO / The World Bank)
Labor force with primary education (% of total)	Labor force with primary education is the proportion of the (total, male, female) labor force that has a primary education, as a percentage of the (total, male, female) labor force. (Data Source: International Labour Organization)
Labor force with secondary education (% of total)	Labor force with secondary education is the proportion of the (total, male, female) labor force that has a secondary education, as a percentage of the (total, male, female) labor force. (Data Source: International Labour Organization)
Labor force with tertiary education (% of total)	Labor force with tertiary education is the proportion of the (total, male, female) labor force that has a tertiary education, as a percentage of the (total, male, female) labor force. (Data Source: International Labour Organization)
Literacy rate, adult (% of people 15+)	Literacy rate, adult (% of people 15+) is the percentage of people (total, male, female) ages 15 and older who can, with understanding, both read and write a short, simple statement about their everyday life out of the whole population (total, male, female) ages 15 and older. (Data Source: Estimates from the UNESCO Institute for Statistics)
Literacy rate, youth (% aged 15-24)	Literacy rate, youth is the percentage of people ages 15 to 24 who can, with understanding, both read and write a short, simple statement about their everyday life. (Data Source: Estimates from the UNESCO Institute for Statistics)
Mortality rate, under 5 (per 1,000)	Mortality rate, under 5 (per 1,000) is the probability that a newborn baby will die before reaching age five, if subject to current age-specific mortality rates. The probability is expressed as a rate per 1,000. (Data Source: UNICEF / The World Bank)
Net enrollment rate (%), primary level	Net enrollment rate, primary level is the number of pupils (total, male, female) in the theoretical age group for primary education enrolled in primary education expressed as a percentage of the (total, male, female) population in that age group. (Data Source: UNESCO Institute for Statistics)
Net enrollment rate (%), secondary, total	Net enrollment rate, secondary is the number of pupils (total, male, female) in the theoretical age group for secondary education enrolled in secondary education expressed as a percentage of the (total, male, female) population in that age group. (Data Source: UNESCO Institute for Statistics)
Net intake rate to grade 1	Net intake rate to grade 1 is the number of new entrants (total, male, female) in the first grade of primary education who are of the theoretical primary school-entrance age, expressed as a percentage of the (total, male, female) population of the same

Indicator	Definition
	age. (Data Source: UNESCO Institute for Statistics)
Out-of-school children, primary	Out-of-school children, primary is the number of children in the official primary-age range who are not enrolled in primary or secondary education. Children in the official primary-age range, who are enrolled in pre-primary education, are considered out-of-school. (Data Source: UNESCO Institute for Statistics)
Percentage of repeaters, primary (%)	Percentage of repeaters, primary is the number of pupils (total, male, female) enrolled in the same grade of primary education as in the previous year, expressed as a percentage of the total enrollment in that grade. (Data Source: UNESCO Institute for Statistics)
Percentage of repeaters, secondary (%)	Percentage of repeaters, secondary is the number of pupils (total, male, female) enrolled in the same grade of secondary education as in the previous year, expressed as a percentage of the total enrollment in that grade. (Data Source: UNESCO Institute for Statistics)
Personal computers	Personal computers are self-contained computers designed for use by a single individual. (Data Source: ITU's World Telecommunication Development Report database)
Personal computers (per 1,000 people)	Personal computers (per 1,000 people) is the number of self-contained computers designed for use by a single individual per 1,000 population. (Data Source: ITU's World Telecommunication Development Report database)
Population	Population, includes all residents (total, male, female) regardless of legal status or citizenship —except for refugees not permanently settled in the country of asylum, who are generally considered part of the population of their country of origin. (Data Source: The World Bank)
Population aged 0-14, total	Population aged 0-14 is defined as the population (total, male, female) of a particular country aged 0-14 (Data Source: The World Bank)
Population aged 15-64, total	Population aged 15-64 is defined as the population (total, male, female) of a particular country aged 15-64 (Data Source: The World Bank)
Population growth (annual %)	Population growth (annual %) is the exponential change of the population for the period indicated.
Primary completion rate	Primary completion rate is the total number of students (total, male, female) regardless of age in the last grade of primary school, minus the number of repeaters (total, male, female) in that grade, divided by the (total, male, female) number of children of official graduation age. Note that when repetition rates are high, this indicator is not always a reliable measure of primary completion. (Data Source: UNESCO Institute for Statistics)
Primary education, teachers	Primary education, teachers is the number of persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents). (Data Source: UNESCO Institute for Statistics)
Primary education, teachers (% female)	Primary education, teachers (% female) is the number of female teachers in primary education, expressed as a percentage of total number of teachers in primary education in a given school year. (Data Source: UNESCO Institute for Statistics)
Primary education, teachers (% trained)	Primary education, teachers (% trained) is the number of teachers (total, male, female) who have received the minimum organized teacher-training (pre-service or inservice) required for teaching at the primary level of education in the given country, expressed as a percentage of the total number of teachers (total, male, female) at the primary level of education. (Data Source: UNESCO Institute for Statistics)
Private enrollment share (%), primary	Private enrollment share (%), primary is the number of pupils in primary education enrolled in institutions that are not operated by a public authority but controlled and managed, whether for profit or not, by a private body such as a nongovernmental organization, religious body, special interest group, foundation or business enterprise, expressed as a percentage of the total number of pupils enrolled in primary education. (Data Source: UNESCO Institute for Statistics)
Private enrollment share (%), secondary	Private enrollment share (%), secondary is the number of pupils in secondary education enrolled in institutions that are not operated by a public authority but controlled and managed, whether for profit or not, by a private body such as a nongovernmental organization, religious body, special interest group, foundation or business enterprise, expressed as a percentage of the total number of pupils enrolled in secondary education. (Data Source: UNESCO Institute for Statistics)
Private enrollment share (%), tertiary	Private enrollment share (%), tertiary is the number of students in tertiary education enrolled in institutions that are not operated by a public authority but controlled and managed, whether for profit or not, by a private body such as a nongovernmental organization, religious body, special interest group, foundation or business enter-

Indicator	Definition
	prise, expressed as a percentage of the total number of students enrolled in tertiary education. (Data Source: UNESCO Institute for Statistics)
Progression to secondary level (%)	Progression to secondary level (%) is the number of new entrants to the first grade of secondary education (general programmes only) in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year. (Data Source: UNESCO Institute for Statistics)
Public current education expenditure (% of current education expenditure), primary	Public current education expenditure (% of current education expenditure), primary is defined as the share of public current expenditure on education that is devoted to primary education. (Data Source: UNESCO Institute for Statistics)
Public current education expenditure (% of current education expenditure), secondary	Public current education expenditure (% of current education expenditure), secondary is defined as the share of public current expenditure on education that is devoted to secondary education. (Data Source: UNESCO Institute for Statistics)
Public current education expenditure (% of current education expenditure), tertiary	Public current education expenditure (% of current education expenditure), tertiary is defined as the share of public current expenditure on education that is devoted to tertiary education. (Data Source: UNESCO Institute for Statistics)
Public current education expenditure, % of total education expenditure	Public current education expenditure, % of total education expenditure is defined as recurrent public expenditure on education expressed as a percentage of total public expenditure on education (current and capital) in a given financial year. (Data Source: UNESCO Institute for Statistics)
Public education expenditure as % of GDP	Total public expenditure on education as a % of Gross Domestic Product (GDP) is the current and capital expenditures on education by local, regional and national governments, including municipalities (household contributions are excluded), expressed as a percentage of the gross domestic product. (Data Source: UNESCO Institute for Statistics)
Public total education expenditure per student (% of p.c.GDP), primary	Public total education expenditure per student as a % of GDP per capita, primary is the total public expenditure per student on education in primary as a percentage of GDP per capita. (Data Source: UNESCO Institute of Statistics)
Public total education expenditure per student (% of p.c.GDP), secondary	Public total education expenditure per student as a % of GDP per capita, secondary is the total public expenditure per student on education in primary as a percentage of GDP per capita. (Data Source: UNESCO Institute of Statistics)
Public total education expenditure per student (% of p.c.GDP), tertiary	Public total education expenditure per student as a % of GDP per capita, by primary is the total public expenditure per student on education in primary as a percentage of GDP per capita. (Data Source: UNESCO Institute of Statistics)
Public total education expenditure per student (% of p.c. GDP), all levels	Public total education expenditure per student (% of p.c. GDP), all levels is defined as the total public expenditure per student combined across all levels as a percentage of GDP per capita. (Data Source: UNESCO Institute of Statistics)
Public total education expenditure, % of GNI	Public total education expenditure, % of GNI is current and capital expenditures on education by local, regional and national governments, including municipalities (household contributions are excluded), expressed as a percentage of the GNP. (Data Source: UNESCO Institute of Statistics)
Public total education expenditure, % of Gov-t spending	Public expenditure on education, % of total Gov-t spending is the current and capital expenditures on education by local, regional and national governments, including municipalities (household contributions are excluded) expressed as a percentage of total government expenditure on all sectors (including health, education, social services, etc.). (Data Source: UNESCO Institute for Statistics)
Pupil-teacher ratio, primary	Pupil-teacher ratio, primary is the average number of pupils per teacher in primary education in a given school-year, based on headcounts for both pupils and teachers. (Data Source: UNESCO Institute for Statistics)
Pupil-teacher ratio, secondary	Pupil-teacher ratio, secondary is the average number of pupils per teacher in secondary education in a given school-year, based on headcounts for both pupils and teachers. (Data Source: UNESCO Institute for Statistics)
Ratio of literate female to male among 15-24 years old	Ratio of literate female to male among 15-24 years old is defined as the number of females 15-24 who are considered literate in a particular country over the number of males of the same age group who are literate. It is a measure of gender parity in youth literacy. A literate person is one who can, with understanding, both read and write a short, simple statement about their everyday life. (Data Source: UNESCO Institute for Statistics)
School life expectancy (years)	School life expectancy is the number of years a child (total, male, female) of school entrance age is expected to spend at school, or university, including years spent on

Indicator	Definition
	repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education. Gross enrolment rate is used as a proxy to compensate for the lack of data by age for tertiary and partial data for the other ISCED levels. (Data Source: UNESCO Institute for Statistics)
Secondary education, teachers	Secondary education, teachers is the number of persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents). (Data Source: UNESCO Institute for Statistics)
Secondary education, teachers (% female)	Secondary education, teachers (% female) is the number of female teachers in secondary education, expressed as a percentage of total number of teachers in secondary education in a given school year. (Data Source: UNESCO Institute for Statistics)
Secondary education, teachers (% trained)	Secondary education, teachers (% trained) is the number of teachers (total, male, female) who have received the minimum organized teacher-training (pre-service or in-service) required for teaching at the secondary level of education in the given country, expressed as a percentage of the (total, male, female) number of teachers at the secondary level of education. (Data Source: UNESCO Institute for Statistics)
Share of public expenditure for primary education (% of total public education expenditure)	Share of expenditure for primary education (% of total education expenditure) is the share of public expenditure on education that is devoted to primary education in a given financial year. (Data Source: UNESCO Institute for Statistics)
Share of public expenditure for secondary education (% of total public education expenditure)	Share of expenditure for secondary education (% of total education expenditure) is the share of public expenditure on education that is devoted to secondary education in a given financial year. (Data Source: UNESCO Institute for Statistics)
Share of public expenditure for tertiary education (% of total public education expenditure)	Share of expenditure for tertiary education (% of total education expenditure) is the share of public expenditure on education that is devoted to tertiary education in a given financial year. (Data Source: UNESCO Institute for Statistics)
Student enrollment	Student enrollment is defined as the number of students (total, female) enrolled in a particular level of education (primary, secondary, tertiary). For secondary education, student enrolment includes enrolment in general programs as well as enrolment in technical and vocational programs. (Data Source: UNESCO Institute for Statistics)
Survival rate to grade 5	Survival rate to grade 5 is calculated on the basis of the reconstructed cohort method, which uses data on enrollment and repeaters for two consecutive years. It is defined as the percentage of a cohort of pupils (total, male, female) enrolled in the first grade of a primary cycle in a given school-year who are expected to reach grade 5, regardless of repetition. (Data Source: UNESCO Institute for Statistics)
Tertiary education, teachers	Tertiary education, teachers is the number of persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents). (Data Source: UNESCO Institute for Statistics)
Tertiary education, teachers (% female)	Tertiary education, teachers (% female) is the number of female teachers in tertiary education, expressed as a percentage of total number of teachers in tertiary education in a given school year. (Data Source: UNESCO Institute for Statistics)
Vocational and Technical enrollment (% of total secondary enrollment)	Vocational and Technical enrollment (% of total secondary enrollment) is the number of vocational and technical secondary level students (total, male, female) as percent of (total, male, female) secondary enrollment. Vocational and Technical education is defined as education mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities (e.g. Ministry of Education, employers' associations, etc.) in the country in which it is obtained. (Data Source: UNESCO Institute for Statistics)

Source: World Bank

5 Annex 16: Final set of evaluation questions, judgement criteria and indicators

Some changes in the indicators and JCs have been made in the course of the evaluation process in order to make them as simple as possible, e.g. the team removed reference to the kind of disaggregation to look into. Depending on the availability of data, the team moved to the level of disaggregation possible and feasible with reasonable research.

Table 18: Final set of EQs, Judgement Criteria and Indicators

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
EQ1-relevance: To what extent is EC support aligned to education development objectives in national development plans, such as PRSPs, and ensured coherence between EC development co-operation policies on education and other EC policies affecting education?			EQ1-relevance: To what extent is EC support aligned to education development objectives in national development plans, such as PRSPs, and ensured coherence between EC development co-operation policies on education and other EC policies affecting education?
<i>JC11: Degree to which EC education interventions are aligned with PRSP or similar national policy or strategy objectives</i>	<i>JC11: Degree to which EC education interventions are relevant to and aligned with PRSP or similar national policy or strategy objectives</i>	The issue of “relevance” had not been fully reflected in the JC so far	<i>JC11: Degree to which EC education interventions are relevant to and aligned with PRSP or similar national policy or strategy objectives</i>
	I-111: Appropriate consideration of in-country situation and beneficiary requirements in EC response strategy	The issue of “relevance” had not been fully reflected in the indicators so far	I-111: Appropriate consideration of in-country situation and beneficiary requirements in EC response strategy (general and support-specific)
I-111: Before proceeding with NIPs, CSPs are formally approved by national governments and co-signed by government and Community authorities	Removed	Irrelevant	
I-112: Percentage of EC education aid that uses partner country procurement systems	Removed here and moved to EQ9, JC91	Suits better to EQ9	
I-113: Percentage of EC aid to the education sector that is provided either as budget support or using programme-based approaches for supporting PRSP objectives			I-112: Percentage of EC aid to the education sector that is provided either as budget support or using programme-based approaches for supporting PRSP objectives
I-114: Change in number of project implementation units running parallel to government institutions within the education sector			I-113: Change in number of project implementation units running parallel to government institutions within the education sector
<i>JC12: Degree to which EC education support is harmonised, transparent and effective in supporting PRSP or similar national policy or strategy objectives</i>	<i>JC12: Degree to which EC education support is harmonised and transparent in supporting PRSP or similar national policy or strategy objectives</i>	The JC is not meant to be about effectiveness	<i>JC12: Degree to which EC education support is harmonised and transparent in supporting PRSP or similar national policy or strategy objectives</i>
I-121: Percentage of overall aid to the education sector	Removed	Identical as I-113	

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
that is provided either as budget support or using programme-based approaches for supporting PRSP objectives			
I-122: Joint (government and other development partners) field missions and shared analytical work in contrast to donor specific ones	I-122: Degree to which joint (government and other development partners) field missions and shared analytical work take place related to education support	More precise	I-121: Degree to which joint (government and other development partners) field missions and shared analytical work take place related to education support
I-123: Joint and harmonised education assistance strategies			I-122: Joint and harmonised education assistance strategies
<i>JC13: The EC has ensured the overall coherence of its education support</i>			<i>JC13: The EC has ensured the overall coherence of its education support</i>
I-131: DG Dev, DG Relex, AIDCO, ECHO and EAC (Education and Culture) have an operational working relationship in designing education-related strategies and programmes	I-131: The DGs dealing with education have an operational working relationship in designing education-related strategies and programmes	Simplification	I-131: The DGs dealing with education have an operational working relationship in designing education-related strategies and programmes
I-132: Coherence between the EC political and development responses (particularly conflict prevention strategies in difficult partnerships)	I-132: Coherence between the EC political and development responses (e.g. conflict prevention strategies and in difficult partnerships)	More precise	I-132: Coherence between the EC political and development responses (e.g. conflict prevention strategies and in difficult partnerships)
I-133: Coherence between the different (financial) instruments available for promoting education			I-133: Coherence between the different (financial) instruments available for promoting education
I-134: Coherence of EC responses to the different actors in the education arena (central and local governments, parliaments, NSAs, others)	I-134: Coherence of EC responses to the different actors in the education arena (central and local governments, parliaments, NSAs, others), at both national and regional levels		I-134: Coherence of EC responses to the different actors in the education arena (central and local governments, parliaments, NSAs, others), at both national and regional levels
I-135: Coherence between EC interventions undertaken at different levels (national and regional)	Removed.	Can be covered under previous indicator	
EQ2-access: To what extent has EC support to education contributed to improving access to basic education?			EQ2-access: To what extent has EC support to education contributed to improving access to basic education?
<i>JC21: All children access and complete a full course of primary schooling - (MDG 2) and (EFA 2)</i>			<i>JC21: All children access and complete a full course of primary schooling - (MDG 2) and (EFA 2)</i>
I-211: Apparent gross' intake rate disaggregated by in-country geographical zone	I-211: Apparent/Gross Intake Rate		I-211: Apparent/Gross Intake Rate
I-212: Net Enrolment Ratio in primary education disaggregated by geographic zone & Gross Enrolment Ratio in primary education disaggregated by region within country (if	I-212: Net Enrolment Ratio in primary education & Gross Enrolment Ratio in primary education	Language clearer. For the first part: exact reflection of MDGs, the	I-212: Net Enrolment Ratio in primary education & Gross Enrolment Ratio in primary education

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
population census is outdated and age specific population data are considered unreliable)		second part corresponds to EFA indicator 5	
I-213: Primary Completion Rate disaggregated by geographic zone	I-213: Primary Completion Rate		I-213: Primary Completion Rate
JC22: Gender parity in enrolment to primary, lower secondary and upper secondary education - (MDG 3) and (EFA 5)			JC22: Gender parity in enrolment to primary, lower secondary and upper secondary education - (MDG 3) and (EFA 5)
I-221: Ratio of girls to boys in primary and secondary education	I-221: Ratio of girls to boys in primary and secondary education / Gender parity index (GPI)	Corresponds to MDG 3A3.1	I-221: Ratio of girls to boys in primary and secondary education / Gender parity index (GPI)
I-222: Apparent Gross' intake rate disaggregated by sex	Removed	Covered in I-211	
I-223: Net Enrolment Ratio in primary education disaggregated by sex & Gross Enrolment Ratio in primary education disaggregated by sex (if population census is outdated and age specific population data are considered unreliable)	I-223: Gross Enrolment Ratio in primary and secondary education	Corresponds to EFA 5	I-222: Gross Enrolment Ratio in primary and secondary education
I-224: Primary Completion Rate disaggregated by sex	Removed	Covered under I-213 (to measure access and completion of full course of primary)	
JC23: Primary schooling is compulsory and free of costs to all pupils			JC23: Primary schooling is compulsory and free of costs to all pupils
I-231: Compulsory (and free) primary education enacted			I-231: Compulsory (and free) primary education enacted
I-232: School fees and other charges abolished			I-232: School fees and other charges abolished
I-233: Cost per student as a % of income per capita	Removed	Not relevant as it would not measure the fact to what extent primary schooling is compulsory and free	
JC24: Provisions to enhance access to 'out-of school youths', 'special target groups' and drop-outs	JC24: Provisions to enhance access to education by disadvantaged groups	Simplification	JC24: Provisions to enhance access to education by disadvantaged groups
I-241: Existence and implementation of inclusive education policies, strategies and financing modalities			I-241: Existence and implementation of inclusive education policies, strategies and financing modalities
I-242: School/population mapping to include 'unreached' groups and strategies to cater for their schooling needs	Removed	Covered by I-241	
I-243: Flexible schooling for special target groups (e.g.			I-242: Flexible schooling for special target groups

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nomadic groups, remote area dwellers)			(e.g. nomadic groups, remote area dwellers)
I-244: Existence of equivalency programmes for disadvantaged students in the formal and non-formal education sector			I-243: Existence of equivalency programmes for disadvantaged students in the formal and non-formal education sector
I-245: Policy and school level provision for students with special education needs	Removed	Covered under I-241	
I-246: Mother tongue initial instruction implemented	Removed	Considered in I-241 as element	
I-247: Stipend programme and food for education programs lowering the opportunity costs for education of poor children	I-247: Existence of stipend programme and food for education programs lowering the opportunity costs for education of poor children		I-244: Existence of stipend programme and food for education programs lowering the opportunity costs for education of poor children
EQ3-secondary: To what extent has EC support to education contributed to improving transition to secondary level (both lower and upper)?			EQ3-secondary: To what extent has EC support to education contributed to improving transition to secondary level (both lower and upper)?
<i>JC31: Internal Efficiency of the school cycle from Primary to Lower & Senior Secondary</i>			<i>JC31: Internal Efficiency of the school cycle from Primary to Lower & Senior Secondary</i>
I-311: Primary Completion (graduation) rate disaggregated by gender	Removed	Transition rate being used instead. PCR and graduation unlikely to be collected in a systematic manner	
I-312: Transition Rate from Primary to Lower to Upper Secondary disaggregated by gender/regions	I-312: Transition Rate from Primary to Lower Secondary, and Upper, where available		I-311: Transition Rate from Primary to Lower Secondary, and Upper, where available
I-313: Transition Rate from Lower to Upper Secondary disaggregated by gender / regions	Removed	Included in I-312	
<i>JC32: Capacity of secondary institutions to accommodate potential enrolments and to meet expected rise in demand for enrolment (especially at lower secondary level)</i>			<i>JC32: Capacity of secondary institutions to accommodate potential enrolments and to meet expected rise in demand for enrolment (especially at lower secondary level)</i>
	I-321: Provisions and budget allocations made to allow for increased access to secondary education	Basic requirement that needs to be fulfilled to allow for increase in capacity. Will also cover issues being indicated in JC33, i.e. remote and disadvantaged regions	I-321: Provisions and budget allocations made to allow for increased access to secondary education

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I-321: Capacity of JSS institutions to enroll possible entrants by region (no of places in relation to Primary graduates)	I-322: Capacity of secondary institutions to enrol possible entrants measured by e.g. no. of places in relation to Primary graduates	Simplification, to include I-322	I-322: Capacity of secondary institutions to enrol possible entrants measured by e.g. no. of places in relation to Primary graduates
I-322: Capacity of SSS institutions to enroll possible entrants by region (no of places in relation to JSS graduates)	Removed	Merged with I-321	
JC33: Capacity of school system to cater for lower secondary education for pupils in remote and disadvantaged areas	Removed	Covered under I-321	
I-331: Provisions made for lower secondary education in remote and disadvantaged regions	Removed	Covered under I-321	
I-332: Budgetary allocations made for lower secondary education in remote and disadvantaged regions	Removed	Covered under I-321	
EQ4-quality: To what extent has EC support to education contributed to improving the quality of education?			EQ4-quality: To what extent has EC support to education contributed to improving the quality of education?
JC41: Availability of strategies and resources to enhance quality of learning and teaching			JC41: Availability of strategies and resources to enhance quality of learning and teaching
I-411: Percentage of non-salary to salary budget allocation		Inverted with following indicator	I-411: Existence of strategies for improving quality of learning and teaching such as 'Whole school development'
I-412: Strategies for improving quality of learning and teaching such as 'Whole school development'	I-412: Existence of strategies for improving quality of learning and teaching such as 'Whole school development'	Inverted with previous indicator	I-412: Percentage of non-salary to salary budget allocation
I-413: Pupil-teacher ratio		Note: there exist discrepancies in judging what is a right level for the indicator.	I-413: Pupil-teacher ratio
I-414: Pupil-classroom ratio by region within country	I-414: Pupil-classroom ratio		I-414: Pupil-classroom ratio
I-415: Pupil-textbook ratio	Removed	Information difficult to obtain, and very sketchy. Other indicators should suffice to assess the JC	
JC42: Quality related efficiency measures			JC42: Quality related efficiency measures
I-421: Decreasing drop out rates			I-421: Decreasing drop out rates
I-422: Decreasing % repeaters among primary	I-422: Decreasing % repeaters among primary pupils		I-422: Decreasing % repeaters among primary pupils

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
<i>JC43: Qualifications and competencies of teachers and school leaders enhanced</i>			<i>JC43: Qualifications and competencies of teachers and school leaders enhanced</i>
I-431: Percentage of primary school teachers who are certified to teach according to national standards (teacher accreditation)			I-431: Percentage of primary school teachers who are certified to teach according to national standards (teacher accreditation)
I-432: School, cluster based or district-based in-service teacher upgrading institutionalized			I-432: School, cluster based or district-based in-service teacher upgrading institutionalized
I-433: Training of school leaders on pedagogic and managerial skills in place and implemented	I-433: Training of school leaders on managerial skills in place and implemented	Pedagogic issue included in last indicators	I-433: Training of school leaders on managerial skills in place and implemented
<i>JC44: Provisions made to ensure minimum quality education for children in difficult circumstances and ethnic minorities</i>			<i>JC44: Provisions made to ensure minimum quality education for children in difficult circumstances and ethnic minorities</i>
I-441: Upgrading of school buildings and construction of additional classrooms in remote areas			I-441: Upgrading of school buildings and construction of additional classrooms in remote areas
I-442: Incentive schemes for teachers in remote and disadvantaged areas operational			I-442: Incentive schemes for teachers in remote and disadvantaged areas operational
I-443: Prevalence of bilingual teacher training programmes or for multi-lingual environments	I-443: Provision made for consideration of different mother tongue languages within a country		I-443: Provision made for consideration of different mother tongue languages within a country
I-444: Curricula-teacher guides in mother tongue of language minorities	Removed	Covered in new I-443	
I-445: Textbooks in mother tongue of language minorities	Removed	Covered in new I-443	
EQ5-skills: To what extent has EC support to education contributed to enhancing basic education skills, especially literacy and numeracy?			EQ5-skills: To what extent has EC support to education contributed to enhancing basic education skills, especially literacy and numeracy?
<i>JC51: Literacy and numeracy enhanced</i>			<i>JC51: Literacy and numeracy enhanced</i>
I-511: Literacy and numeracy rates by age, sex and social group	I-511: Literacy and numeracy rates	Focus will be on 15-24 years olds, women and men, as this is target 2A of the MDGs	I-511: Literacy and numeracy rates
I-512: Results from surveys on literacy, numeracy and life skills			I-512: Results from surveys on literacy, numeracy and life skills
I-513: Primary School-leaving examination results over 3 year period	I-513: Primary School-grade passing and school-leaving examination results	Data are rather scarce, so removing the years should help in approaching the indicator more flexibly	I-513: Primary School-grade passing and school-leaving examination results

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
I-514: Primary completion rate	Removed	Covered in EQ2	
<i>JC52: Improved core learning achievements</i>			<i>JC52: Improved core learning achievements</i>
I-521: Pass rate for final examinations in math at Lower/Upper Secondary (at an acceptable level) at School Leaving Examination level disaggregated by gender	I-521: Pass rate for final examinations in math at Lower/Upper Secondary at School Leaving Examination level	Simplification	I-521: Pass rate for final examinations in mathematics, sciences and in the main language at Lower/Upper Secondary at School Leaving Examination level
I-522: Pass rate for final examinations in sciences at Lower/Upper Secondary (at an acceptable level) at School Leaving Examination Level disaggregated by gender/	I-522: Pass rate for final examinations in sciences at Lower/Upper Secondary at School Leaving Examination Level	Simplification, and them merged with I-521	
I-523: Pass rate for final examinations in the main language at Lower/Upper Secondary (at an acceptable level) disaggregated by gender at School leaving Examination Level	I-523: Pass rate for final examinations in the main language at Lower/Upper Secondary at School leaving Examination Level	Simplification, and them merged with I-521	
I-524: Results from surveys on mathematics and science with life skills approach	I-524: Results from surveys on mathematics and science	Simplification	I-523: Results from surveys on mathematics and science
EQ6-delivery: To what extent has EC support to education helped in improving education system service delivery and resourcing?			EQ6-delivery: To what extent has EC support to education helped in improving education system service delivery and resourcing?
<i>JC61: Sound pro-poor sector policy framework in place</i>	<i>JC61: Sound pro-poor sector education policy framework in place</i>	<i>More precise</i>	<i>JC61: Sound pro-poor sector education policy framework in place</i>
I-611: PRSP or comparable documents incorporate and budgets pro-poor strategies and measures	I-611: PRSP or comparable documents incorporate and budget pro-poor education strategies and measures	More precise	I-611: PRSP or comparable documents incorporate and budget pro-poor education strategies and measures
I-612: Existence of a costed medium term strategic plan complementing education sector policy			I-612: Existence of a costed medium term strategic plan complementing education sector policy
I-613: Increase in estimated effective hours of schooling in publicly financed primary schools	Removed	The link from "sound sector framework in place" to an increase in hours of schooling is too loose and too far. There is no direct cause-effect relationship.	
I-614: Schemes to deploy teachers from places with over supply to locations with teacher shortages (teacher rationalization and deployment)			I-613: Schemes to deploy teachers from places with over supply to locations with teacher shortages (teacher rationalization and deployment)
<i>JC62: Resource allocations in line with education sector requirements</i>			<i>JC62: Resource allocations in line with education sector requirements</i>
I-621: Increased budgetary resources allocated to the edu-			I-621: Appropriate budgetary resources allocated to

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
education sector (evolution of share of GDP allocated to education, and of share of education in public budget) between 2000 and 2007			the education sector (evolution of share of GDP allocated to education, and of share of education in public budget) between 2000 and 2007
I-622: Public expenditure on education as a percentage of GDP	Removed	Covered under I-621, not need to split up to that level of detail	
I-623: Public expenditure on education as a percentage of the national budget	Removed	Covered under I-621, not need to split up to that level of detail	
I-624: Primary education share of education budget	Removed	Covered under I-621, not need to split up to that level of detail	
I-625: Per pupil expenditure on primary education as a percentage of GNP per capita	Removed	Covered under I-621, not need to split up to that level of detail	
I-626: MTEF or the like operational	I-626: Education MTEF or the like operational	More precise	I-622: Education MTEF or the like operational
I-627: Achievement of MDG 2 and 3 and EFA 2 targets between 2000 and 2007 focusing on girls and disadvantaged regions / provinces	Removed	Too general, and no direct link to resource allocations	
<i>JC63: Evidence of linkages between education sector reform and broader national reforms; decentralisation, civil service reform and public finance management reform</i>			<i>JC63: Evidence of linkages between education sector reform and broader national reforms; decentralisation, civil service reform and public finance management reform</i>
I-631: Decentralisation caters for education sector requirements including setting and costing of minimum standards of services (MSS)			I-631: Decentralisation caters for education sector requirements including setting and costing of minimum standards of services (MSS)
I-632: Civil service reforms enables increase in teacher salaries or awaiting such reforms incentive payments granted for teachers in hardship posts	I-632: Civil service reforms enables increase in teacher salaries or, awaiting such reforms, incentive payments are granted for teachers in hardship posts	More precise	I-632: Civil service reforms enables increase in teacher salaries or, awaiting such reforms, incentive payments are granted for teachers in hardship posts
I-633: Financial Management System operational			I-633: Financial Management System operational
I-634: Public Finance Management Reform caters for appropriate disbursement flows from the Treasury to the schools.	Removed	Covered by I-633	
<i>JC64: Increased capacity for addressing education reform and management issues</i>			<i>JC64: Increased capacity for addressing education reform and management issues</i>
I-641: Increased competencies for performance measurement at national statistical service	I-641: Increased competencies for performance measurement of education in		I-641: Increased competencies for performance measurement of education in a timely manner, at

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
	a timely manner, at relevant levels (e.g. at national statistical service and of central and sub-national planning unit staff on Education Management Information Systems - EMIS)		relevant levels (e.g. at national statistical service and of central and sub-national planning unit staff on Education Management Information Systems - EMIS)
I-642: Increased competencies for performance measurement of central and sub-national planning unit staff on Education Management Information Systems (EMIS) in a timely manner	Removed, merged with the above indicator	Simplification	
I-643: Increased competencies for financial management and internal auditing throughout the system including national Education Ministry staff	I-643: Increased competencies for financial management and internal auditing	Simplification	I-642: Increased competencies for financial management and internal auditing
I-644: Training on policy analysis for national and sub/national staff			I-643: Training on policy analysis for national and sub/national staff
EQ7-transparency: To what extent has EC support to education helped strengthening transparency and accountability of the management of education service delivery?			EQ7-transparency: To what extent has EC support to education helped strengthening transparency and accountability of the management of education service delivery?
<i>JC71: Strengthened and operational institutional and procedural framework related to transparency and accountability issues at national and sub-national level</i>	<i>JC71: Strengthened and operational institutional and procedural framework in the education sector related to transparency and accountability issues at national and sub-national level</i>	More precise	<i>JC71: Strengthened and operational institutional and procedural framework in the education sector related to transparency and accountability issues at national and sub-national level</i>
I-711: Division of roles and responsibilities between the Ministry of Education, the Ministry of Finance, the National Auditing offices and internal auditing services of the Ministry of Education on accountability and transparency procedures	I-711: Roles and responsibilities defined between government stakeholders involved on issues of accountability and transparency	Simplification	I-711: Roles and responsibilities defined between government stakeholders involved on issues of accountability and transparency
I-712: Division of roles and responsibilities between national authorities and departments (Ministry of Education) and sub –national authorities /local government related to the Ministry of Interior	Merged with last indicator		
I-713: Internal audit function in place and operational (i.e. improved financial systems and/or improved control of transactions) in both Ministry of Finance and Ministry of Education	I-713: Improved control systems in place and operational	Simplification	I-712: Improved control systems in place and operational
I-714: Budgets including last years budget release and expenditures published for national level and sub-national levels (Forecast budgets of year n available by December 31 of year n-1, and executed budget available by Decem-	I-713: Education sector budgets including last years budget release and expenditures published for national level and sub-national levels (Forecast	More precise	I-713: Education sector budgets including last years budget release and expenditures published for national level and sub-national levels (Forecast budgets of year n available by December 31 of

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
ber 31 of year n+1)	budgets of year n available by December 31 of year n-1, and executed budget available by December 31 of year n+1)		year n-1, and executed budget available by December 31 of year n+1)
I-715: Procurement reformed to enhance accountability and transparency and thus lower incidences of mis-procurement	I-713: Procurement system enhances accountability and transparency and thus lower incidences of mis-procurement in the education system	More precise	I-714: Procurement system enhances accountability and transparency and thus lower incidences of mis-procurement in the education system
I-716: Procedures established to detect leakages in allocated funds between their release from the centre and arrival at the point of service delivery	Removed	Included in I-712	
	I-716: Reduction in teacher absenteeism	A strengthened framework materialise, among other, in such a decrease	I-715: Reduction in teacher absenteeism
<i>JC72: Strengthened role and involvement of civil society and local government in education sector management processes</i>			<i>JC72: Strengthened role and involvement of non-state actors, civil society and local government in education sector management processes</i>
I-721: Increased decentralisation of school management processes towards the regional/local level	I-721: Issues of school management dealt with within decentralisation act	Answer will also include roles and responsibilities of Village Education Committees and School Management Committees	I-721: Issues of school management dealt with within decentralisation act
I-722: Share of education budget managed at the local level	I-722: Share of education budget managed at the decentralised level		I-722: Share of education budget managed at the decentralised level
I-723: Within the local government act responsibilities of village education committees or the like and SMCs are defined	Merged into I-721	Simplification	
I-724: School stakeholders represented in school management and monitoring			I-723: School stakeholders represented in school management and monitoring
I-725: Responsibilities outlined for major decisions such as hiring and firing teachers / headteachers, checking accounts and book keeping	Removed	Covered by I-721	
I-726: Existence of public scrutiny mechanisms (e.g. through CSOs, press briefings, etc.) of State/ Parliamentary education-related procedural bodies and Ministries	I-726: Existence of public scrutiny mechanisms	Simplification	I-724: Existence of public scrutiny mechanisms
<i>JC73: Strengthened staff competencies related to accountability issues including Auditing services</i>	<i>JC73: Strengthened staff competencies related to accountability issues</i>	Simplification	<i>JC73: Strengthened staff competencies related to accountability issues</i>

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
I-731: Strengthened internal auditing system and units at different levels	Removed	Already existing as I-713	
I-732: Increased and strengthened accountancy and book-keeping competencies at different levels up to the communities and schools	I-732: Increased and strengthened accountancy and bookkeeping competencies at different levels	Simplification	I-731: Increased and strengthened accountancy and bookkeeping competencies at different levels
I-733: Joint sector reviews including budget reviews periodically taking place			I-732: Joint sector reviews including budget reviews periodically taking place
I-734: Increased competencies in Ministry of Education for establishing and monitoring Annual Work Plans and Budgets linked to education sector plans and MTEF (if existing)	I-734: Establishment and monitoring of Annual Work Plans and Budgets linked to education sector plans and education MTEF (if existing) by Ministry of Education	More precise	I-733: Establishment and monitoring of Annual Work Plans and Budgets linked to education sector plans and education MTEF (if existing) by Ministry of Education
<i>JC74: Degree to which EC support for education is promoting mutual accountability and predictability with partner countries</i>			<i>JC74: Degree to which EC support for education is promoting mutual accountability and predictability with partner countries</i>
I-741: Percentage of EC aid disbursement to education released according to agreed schedules in annual or multi-year frameworks			I-741: Percentage of EC aid disbursement to education released according to agreed schedules in annual or multi-year frameworks
I-742: Alignment of EC programming and financial cycle to partner country's fiscal cycle			I-742: Alignment of EC programming and financial cycle to partner country's fiscal cycle
EQ8-3Cs: To what extent and how has the EC contributed to improving co-ordination, complementarity and synergies with Member States and other donors in the education sector, in line with the Paris Declaration?			EQ8-3Cs: To what extent and how has the EC contributed to improving co-ordination, complementarity and synergies with Member States and other donors in the education sector, in line with the Paris Declaration?
<i>JC81: Donor co-ordination mechanisms are in place or being set up with the EC providing value added</i>			<i>JC81: Donor co-ordination mechanisms are in place or being set up with the EC providing value added</i>
I-811: EC programming and programme documents refer to other donors' policies, particularly that of Member States'			I-811: EC programming and programme documents refer to other donors' policies, particularly that of Member States'
I-812: Sharing of information and policy analysis on education among EC and EU Member States at the level of partner countries	Removed	Implicitly included in I-122, now I-121, and I-813, now I-812	
I-813: Specific co-ordination and consultative groups in country operational (e.g. for education sector or in relation to education conditions for budget support, Member States consultations)	I-812: Level of co-ordination and consultation (e.g. for education sector or in relation to education conditions for budget support, Member States consultations, or on TA and capacity building)	Simplification related to overlaps in indicators	I-812: Level of co-ordination and consultation (e.g. for education sector or in relation to education conditions for budget support, Member States consultations, or on TA and capacity building)

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
I-814: EC is or has been Chair of mechanisms such as Education Sector Working Groups			I-813: EC is or has been Chair of mechanisms such as Education Sector Working Groups
I-815: Percentage of aid provided as programme-based approaches	Removed	Covered under I-114. The indicator would not provide more insights here to measure co-ordination mechanisms	
<i>JC82: Complementarity between the interventions of the EC, the EU Member States and other donor agencies active in the education sector</i>	<i>JC82: Complementarity between the interventions of the EC, the EU Member States and other donor agencies active in the education sector, and in GBS support related to education</i>	This JC is to be merged with JC84, as it will simplify overall assessment	<i>JC82: Complementarity between the interventions of the EC, the EU Member States and other donor agencies active in the education sector, and in GBS support related to education</i>
I-821: ECD strategic planning documents identify gaps, discuss means of filling them, and identify action to minimise overlaps	I-821: EC/EUD strategic planning documents identify gaps, discuss means of filling them, and identify action to minimise overlaps		I-821: EC/EUD strategic planning documents identify gaps, discuss means of filling them, and identify action to minimise overlaps
I-822: Extent to which the EC programming process related to education is co-ordinated with other (EU) donors			I-822: Extent to which the EC programming process related to education is co-ordinated with other (EU) donors
I-823: Degree to which the ECD is active in donor consortia and has established fund in trust agreements with UN organisations, Development Banks and bilateral organisations including on GBS	I-823: Degree to which the EChas established trust fund agreements with UN organisations, Development Banks and bilateral organisations	Simplification, being active in donor consortia is dealt with under JC81	I-823: Degree to which the EC has established trust fund agreements with UN organisations, Development Banks and bilateral organisations
I-824: Consultative group of donors headed by Government on education sector (support) operational	Removed	Already covered in I-813	
<i>JC83: Level of synergy between EC-support trust funds and banks and EC support at country level</i>	<i>JC83: Level of synergy between EC-supported trust funds and banks and EC support at country level</i>		<i>JC83: Level of synergy between EC-supported trust funds and banks and EC support at country level</i>
I-831: Co-funding FTI, development banks and other UN organisations is complementary to other interventions funded by the EC	I-831: Co-funding FTI, development banks and other UN organisations is complementary to other education interventions funded by the EC		I-831: Co-funding FTI, development banks and other UN organisations is complementary to other education interventions funded by the EC
I-832: FTI', development banks' and other UN organisations' programmes co-funded by EC in the education sector are co-ordinated with other interventions funded by the EC (at country, or at regional level)			I-832: FTI', development banks' and other UN organisations' programmes co-funded by EC in the education sector are co-ordinated with other interventions funded by the EC (at country, or at regional level)
<i>JC84: Coordination and complementarity between EC and other donors to ensure that GBS triggers education sup-</i>	Merged with JC81	Simplification	

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
<i>port</i>			
I-841: Modalities for education sector dialogue in GBS countries established	Moved to JC81	Simplification	
I-842: Coordination with other donors to link GBS to TA and capacity building	Included in JC81	Simplification	
EQ9-modal: To what extent have the various aid modalities and funding channels and their combinations, in particular GBS/SBS/SSP/projects, been appropriate and contributed to improving access to, equity and policy-based resource allocation in education?			EQ9-modal: To what extent have the various aid modalities and funding channels and their combinations, in particular GBS/SBS/SSP/projects, been appropriate and contributed to improving access to, equity and policy-based resource allocation in education?
<i>JC91: Improved structuring of the selection and implementation process of aid modalities and channels (e.g. discussion of alternatives)</i>	<i>JC91: Improved analytical thoroughness in the selection and implementation process of aid modalities and channels (e.g. discussion of alternatives)</i>		<i>JC91: Improved analytical thoroughness in the selection and implementation process of aid modalities and channels (e.g. discussion of alternatives)</i>
I-911: Selection process of modalities outlined in process of formulation and negotiation of CSP/ education sector support	I-911: Selection of aid modalities explicitly discussed and analysed in the formulation and negotiation of CSP/ education sector support		I-911: Selection of aid modalities explicitly discussed and analysed in the formulation and negotiation of CSP/ education sector support
I-912: Selection process of channels outlined in process of formulation and negotiation of CSP and in discussions as reflected upon by government / ECD and NGOS	I-912: Selection of channels explicitly discussed and analysed in the formulation and negotiation of CSP and reflected upon by government / ECD		I-912: Selection of channels explicitly discussed and analysed in the formulation and negotiation of CSP and reflected upon by government / EUD
I-913: Procedures, performance indicators and partnership framework in financing agreement guide the modality implementation process	Removed	Formulation was unclear, issues covered under next indicator	
	I-913: Percentage of EC education aid that uses partner country procurement systems	Moved from I-112, as it suits better here	I-913: Percentage of EC education aid that uses partner country procurement systems
I-914: Aid modality implementation complies with performance indicators and triggers	removed	Identical with I-938, now I-933, better suits to JC93	
<i>JC92: Contribution of EC GBS and SBS to policy based resource allocations and pro-poor objectives</i>	<i>JC92: Contribution of EC GBS and SBS to policy based resource allocations and pro-poor objectives in the education sector</i>		<i>JC92: Contribution of EC GBS and SBS to policy based resource allocations and pro-poor objectives in the education sector</i>
I-921: The release of both fix and flexible tranches of budget support has been linked to education development	I-921: The release of both fixed and flexible tranches of General Budget		I-921: The release of both fixed and flexible tranches of General Budget Support has been

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
targets	Support has been linked to education development targets		linked to education development targets
I-922: Performance measurement for flexible tranches based on education sector indicators and policy triggers reflects importance of education sector	I-922: The release of fixed and variable tranches of SBS has been linked to education development targets and policy triggers	More precise	I-922: The release of fixed and variable tranches of SBS has been linked to education development targets and policy triggers
I-923: Policy dialogue is incorporating financing, accountability and capacity building measures	I-923: Policy dialogue is incorporating financing, accountability and capacity development measures in the education sector		I-923: Policy dialogue is incorporating financing, accountability and capacity development measures in the education sector
<i>JC93: Increased efficiency of EC aid delivery</i>			<i>JC93: Increased efficiency of EC aid delivery</i>
		Moved from I-936 as here is better placed in sequence	I-932: Education MTEF or the like operational
I-931: Disbursement and expenditure rates by aid modality and channel			I-932: Disbursement and expenditure rates by aid modality and channel
I-932: Efficiency ratings of the ROM system, per modality (and channel, if possible)	Removed	There exist rather few ROM reports on SBS and SPSPs, and the coding of interventions by ROM partly differs considerably from the coding of the evaluation team. Streamlining is impossible in the framework of this evaluation. Aggregation therefore also impossible	
I-933: Increased use of country public financial management systems instead of ad hoc project units	Removed	Covered in I-112-114	
I-934: Increased use of country procurement systems and procedures	Removed	Covered in I-112-114	
I-935: Reduction in use of dedicated structures for day-to-day management and implementation of education support	Removed	Covered in I-112-114	
I-936: Existence of functioning medium term expenditure framework (MTEF) or comparable tool for education	I-936: Education MTEF or the like operational	Identical with I-626, but kept here as well as it is equally important for measuring efficiency; moved at first place	

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
		under this JC	
I-937: Strengthened government/donor coordination	Removed	Too vague and secondly dealt with mainly in EQ8	
I-938: Monitoring missions on GBS and SBS reveal adequate compliance levels with regard to policy triggers and indicators	I-938: Adequate compliance levels by beneficiaries of GBS and SBS with regard to policy triggers and indicators	Less limitative in terms of sources for the indicator.	I-933: Adequate compliance levels by beneficiaries of GBS and SBS with regard to policy triggers and indicators
<i>JC94: EC's contribution to the FTI provides added value to EC support at country level</i>			<i>JC94: EC's contribution to the FTI provides added value to EC support at country level</i>
I-941: FTI Catalytic Fund improves partner country preparedness for EC sector support including SBS	I-941: FTI improves partner country preparedness for EC sector support including SBS		I-941: FTI improves partner country preparedness for EC sector support including SBS
I-942: Improved competencies to collect and process performance indicators for sector policy development in partner countries	Removed	Identical with I-641 and I-642.	
I-943: Level of regular consultations between ECD staff and FTI on sector support issues including SBS			I-942: Level of regular consultations between EUD staff and FTI on sector support issues including SBS
		Moved from JC95	I-9431: ECD consults EC HQ on results of FTI country appraisal undertaken
<i>JC95: EC support to development banks and UN bodies provides added value to EC support at country level</i>	<i>JC95: EC support to development banks provides added value to EC support at country level</i>	Arrangements with UN are normally standard contracts, where the UN bodies can be considered as normal service providers.	<i>JC95: EC support to development banks provides added value to EC support to education at country level</i>
I-951: Degree to which joint appraisals are taking place	Removed	Would not measure value added	
I-952: ECD consults EC HQ on results of FTI country appraisal undertaken	Moved to JC94		
I-953: Improved competencies to collect and process performance indicators for sector policy development in partner countries	Removed	Irrelevant as such support usually goes to specific programmes, and is not geared towards competencies related to performance indicators (except for FTI, which is dealt with in JC94)	

Original formulation in Inception Report	Suggested changes	Reasons, comments	Final list of EQs, JCs and Indicators
I-954: Level of regular consultations between ECD staff and Development Banks on cooperation and coordination regarding budget support roadmap and partnership framework issues	954: Level of regular consultations between ECD staff and Development Banks/UN bodies on cooperation and coordination (general and programme-specific, if relevant)	EC funds to banks usually go to programmes or as funds in trust arrangements, and have not necessarily to do with budget support roadmap. The new indicator is thus more relevant.	I-951: Level of regular consultations between EUD staff and Development Banks/UN bodies on cooperation and coordination (general and programme-specific, if relevant)

6 Annex 17: Test of EC Guidance for evaluations related to education

It is specified in the Terms of Reference that “the consultants are asked to refer to and **test the evaluation techniques and tools previously elaborated** for the evaluation of the education sector” (Evaluation techniques and tools. Sectors and Themes – Education (EuropeAid / Contract B-7 6510/2002/003).

In particular, Guidance for evaluations related to education has been designed in 2005. The document is available on the EuropeAid intranet.

The subject and process of testing has been described in the Inception Report

6.1 Objectives and approach of the test

The test aims at **assessing the information provided on evaluation techniques and tools for the evaluations of the education sector**.

It is to be noted that the test has been designed to assess the information provided on the techniques and tools and not to test the tools themselves; for instance, the purpose is not to test the impact diagram or to discuss the evaluation questions, criteria and indicators approach.

The test should lead to **specific recommendations** that might serve to improve the current Guidance.

A qualitative assessment of the information available in the Intranet has been suggested. This assessment is based on several criteria that can be grouped in three main categories: **Accessibility**, **Usefulness** and **Quality** of information.

This qualitative assessment should be carried out by two assessors with education-specific evaluation experience:

10. The evaluators screen each section of the Guidance and, based on their observations, fill in a “general assessment matrix”.
11. In addition to the assessment, at each step of the process, the assessors draft potential recommendations answering the questions: “what can be improved?” and “how can it be improved?”
12. The assessment of the two experts is then compared and a common view discussed.
13. The recommendations are combined and reorganised to help future updates of the guidance.

It is to be noted that the assessment has been done on the English version of the Guidance.

The following matrix was to be followed by the assessors.

Table 19: Matrix for assessing the quality of the education sector guidelines produced in 2005

Criteria / Sub criteria	Assessment Questions	Ratings (1 – 4, n/a)	Your assessment (rating)	Comments on quality assessment / observations	Recommendations
Criteria 1: Accessibility of the information					
Absolute accessibility	Is the path leading to the information existing and correct?	Yes No	This will be assessed by the automatic search of broken links		
Relative accessibility	To what extent is it easy to navigate within the section?	1:Very difficult 4:Very easy			
Criteria 2: Usefulness of the information					
Relevance	How relevant is the information to the needs of an evaluator?	1:Not relevant 4:Very relevant			
Comprehensiveness	To what extent the information covers all major issues related to the topic to be dealt with in the section, in sufficient quality and depth?	1:Very incomplete 4:Very comprehensive			
Transferability	How feasible is it to transfer the information to the intended use?	1: Not easy 4: Very easy			
Criteria 3: Quality of the information					
Clarity	How clear/ well organised is the information?	1:Not clear 4:Very clear			
Internal consistency	To what extent is the information within the section consistent?	1:Not consistent 4:Very consistent			
External coherence ³⁶	To what extent is the information provided within the section coherent with the information provided in other sections?	1:Not coherent 4:Very coherent			
Up-to-dateness	To what extent is the information (still) up-to-date? (Are any major trends / developments not included?)	1:Not up-to-date 4:Very up-to-date			

³⁶ You might be able to assess this criterion only after having gone through all documents.

6.2 Results of the tests

The test has been undertaken by the two education experts of the team that had not been involved in the drafting of the guidelines. It was undertaken in parallel to the inception and desk phase. Given the fact the guidelines' contents are most useful only during these phases there is no need to extend the assessment beyond these stages.

6.2.1 Quantitative assessment

Overall, the assessment is very positive and underlines the accessibility, usefulness and quality of the information provided in the guidelines. However, the quantitative assessment points out the need for an update of all sections of the Guidelines. Moreover, it highlights the fact that the Glossary section for the Education sector is not considered as very useful.

Table 20: *EC Guidance for evaluations related to education: Section-by-section assessment - quantitative*

Criteria / Sub criteria	Sect.1 <i>EQs, JCs, Ind</i>	Sect.2 <i>Impact Diag.</i>	Sect.3 <i>Delineation</i>	Sect.4 <i>EC policy</i>	Sect.5 <i>Donors</i>	Sect.6 <i>Tools</i>	Sect.7 <i>Glossary</i>	Sect.8 <i>Abbreviations</i>	Sect.9 <i>References</i>
Criteria 1: Accessibility									
Absolute accessibility (*)									
Relative accessibility (**)	4	4	4	4	3	4	3	4	4
Criteria 2: Usefulness									
Relevance (**)	4	3,5	3,5	4	3	3	2,5	4	2,5
Comprehensiveness (**)	3	3	3,5	4	3	3	2	2	2
Transferability (**)	3	3	3	4	3,5	1,5	2,5	4	3
Criteria 3: Quality									
Clarity (**)	3,5	3	4	4	3,5	3,5	2,5	4	4
Internal consistency (**)	3,5	3,5	4	4	3,5	3,5	4	4	3,5
External coherence (**)	3,5	3,5	4	4	3,5	3	4	4	3,5
Up-to-dateness (**)	2	2,5	3	4	2,5	2,5	2	2	1,5

(*) This is assessed by the automatic search of broken links.

(**) Rating scale: 1: weak/low; 4: strong/high.

6.2.2 Main results of the qualitative assessment and suggestions for improvement

The following table depicts some main results and makes a number of recommendations on how to improve the guidelines. It should be kept in mind that the guidelines were produced in 2005, and it is therefore clear that some element might be outdated.

Table 21: *EC Guidance for evaluations related to education: Section-by-section assessment - qualitative*

Section	Main findings
Section 1. Evaluation questions, criteria and indicators	<p>Main strengths</p> <ul style="list-style-type: none"> • Despite some broken links, the information is easy to use and relevant documentation is easy to access. • The information available here is comprehensive bearing in mind the assumption of the EFA and MDGs but not all countries may accord such priorities (e.g Middle Income Countries). <p>Suggestions of improvement</p> <ul style="list-style-type: none"> • This section requires a few updates (e.g. concept of Inclusive Education is now much broader than SEN and urban/rural divide). Moreover, it could refer to recent developments on quality (PISA) and to evaluation practices of other agencies (World Bank, Universities, etc.). • Given the fact that EC policy has not changed since the production of the questions, there is no real need to update them – they have proven very useful in the context of the preparation of the ongoing education evaluation.
Section 2. Impact diagrams	<p>Main strengths</p> <ul style="list-style-type: none"> • The information provided is relevant and consistent. • It is a good starting point from which a new evaluation can be built. <p>Suggestions of improvement</p> <ul style="list-style-type: none"> • Information can be organised in different ways depending on purpose. • Major issues of Basic Education relevance in relation to world of work not well covered.
Section 3. Delineation of the sector	<p>Main strengths</p> <ul style="list-style-type: none"> • The information in this section is very clear. • The coverage of the section is broad. <p>Suggestions of improvement</p> <ul style="list-style-type: none"> • Basic Education issues need to be broadened out.
Section 4. Overview on EC policy in the sector	<p>Main strengths</p> <ul style="list-style-type: none"> • The information provided is clear and comprehensive. <p>Suggestions of improvement</p> <ul style="list-style-type: none"> • The section on “Regional-specific Issues and Priorities” needs update to reflect the introduction of the new instruments like DCI, equally the section on Higher Education in the same regard. • The section on evaluations needs update.
Section 5. Donor overview and links to potentially interesting evaluations	<p>Main strengths</p> <ul style="list-style-type: none"> • The information is clear and is easy to use. <p>Suggestions of improvement</p> <ul style="list-style-type: none"> • This section requires considerable updates. • This section tends to emphasize the positive aspects of donors’ policies evolution in the field of education. But there are some less positive ones which are not mentioned (e.g., certain donors are reluctant to participate in SWAp; for some education objectives, priorities differ from one donor to another; the issue of adult literacy is de facto abandoned in FTI; etc.) • Reflection necessary if such a section is at all required in EC guidance; removing the section is an option.
Section 6. Examples of tools used in evaluations	<p>Main strengths</p> <ul style="list-style-type: none"> • The tools are well presented. • The section covers a variety of aspects. <p>Suggestions of improvement</p> <ul style="list-style-type: none"> • The tools cannot be used in all evaluations. The section could better show for which type of evaluations the tools presented can be used. • Better TVET tracer studies are available and could be shown here. • Distance Education technology has moved on since 2002, so the related information needs updating. • INSTANT Study (Namibia) is a useful starting point and could serve as a guide to formulating survey questionnaires. • The section could detail more the issues related to the representativeness of sample in surveys.

Section	Main findings
	<ul style="list-style-type: none"> It could be useful to refer to the “qualifications framework” for the selection of areas to be surveyed. Reflection necessary if such a section is at all required in EC guidance; removing the section is an option, professional evaluators should know where to find such information, and EC staff using the guidelines may not really be interested in such information
Section 7. Glossary of major terms used in the sector	<p>Main strengths</p> <ul style="list-style-type: none"> This section is well organised but only presents general concepts <p>Suggestions of improvement</p> <ul style="list-style-type: none"> The information provided could be clearer (e.g., basic education is more usually considered as “Primary + Lower education”). Other major definitions (such as Inclusive Education) could be presented. Because of the few definitions provided, the use of this section is limited. The information is partly redundant with the section “Delineation of the sector”. Reflection necessary, if section should be extended or rather the concepts be introduced in the Delineation
Section 8. Abbreviations	<p>Main strengths</p> <ul style="list-style-type: none"> The given list is quite useful. <p>Suggestions of improvement</p> <ul style="list-style-type: none"> Update required after update of rest of documents
Section 9. Sector-specific references	<p>Main strengths</p> <ul style="list-style-type: none"> Useful donor websites, fora sites, etc. Good list as a start. <p>Suggestions of improvement</p> <ul style="list-style-type: none"> References by themes/etc would need considerable updating, as pages referred to have been moved, do no longer exist, etc. Reflection necessary, if documents should be kept at all, as it would require regular updates to not frustrate users of the documents due to no longer existing links.

6.3 The automatic search of broken links

The analysis of the **Accessibility** criteria is complemented by an **automatic search** of all external broken links/URL in the Guidance Intranet pages. All pages are screened by a programme that tests all external links.

Three broken links were appearing in all pages. These links are related to buttons in the menu bar and are shown in the table below:

Button in the Menu Bar	Link	Type of Error
EUROPEAID	http://158.166.119.24/index.htm	12002 (timeout)
ECHO	http://echo.cec.eu.int/index_en.htm	12007 (no such host)
TRADE	http://www.trade.cec.eu.int/intra/index.cfm	12007 (no such host)

Because there are not specifically related to the pages of the education sector guidelines we did not take them into account in our analysis.

The two tables below give an overview of the broken links in the pages of the education sector guidelines produced in 2005

Table 22: Overview of the broken links (in the pages of the education sector guidelines produced in 2005): Number of links by type of errors

	# of Links	%
Total	503	100 %
Status:		
Ok	455	90,5%
Error: timeout	7	1,4%

<i>Error: no such host</i>	1	0,2%
<i>Error: not found</i>	39	7,8%
<i>Error: server error</i>	1	0,2%

There are **503 links** (URLs) in these pages out of which, 4 years after completion only, 48, i.e. **10%**, are no longer valid.

Table 23: Overview of the broken links (in the pages of the education sector guidelines produced in 2005): Number of errors by page

<i>Page title* \ Error code</i>	<i>12002 (time-out)</i>	<i>12007 (no such host)</i>	<i>404 (not found)</i>	<i>500 (server error)</i>	<i>Grand Total</i>
edu_abb_en.htm					0
edu_abb_es.htm					0
edu_abb_fr.htm					0
edu_del_dac_en.htm					0
edu_del_dac_es.htm					0
edu_del_dac_fr.htm					0
edu_del_en.htm			5		5
edu_del_es.htm			6		6
edu_del_fr.htm	1		6		7
edu_del_how_en.htm					0
edu_del_how_es.htm					0
edu_del_how_fr.htm					0
edu_don_en.htm	1		6		7
edu_don_es.htm	1		7		8
edu_don_fr.htm	1		5	1	7
edu_en.htm					0
edu_es.htm					0
edu_fr.htm					0
edu_glo_en.htm			1		1
edu_glo_es.htm			1		1
edu_glo_fr.htm			1		1
edu_log_bas_en.htm			2		2
edu_log_bas_es.htm			2		2
edu_log_bas_fr.htm			2		2
edu_log_en.htm					0
edu_log_es.htm					0
edu_log_fr.htm					0
edu_log_hig_en.htm					0
edu_log_hig_es.htm					0
edu_log_hig_fr.htm					0
edu_log_tra_en.htm			1		1
edu_log_tra_es.htm			1		1
edu_log_tra_fr.htm			1		1
edu_pol_ec_en.htm			2		2
edu_pol_ec_es.htm			2		2
edu_pol_ec_fr.htm			2		2
edu_qes_bas_en.htm	2		2		4
edu_qes_bas_es.htm	2		5		7
edu_qes_bas_fr.htm	2		4		6
edu_qes_en.htm					0
edu_qes_es.htm					0
edu_qes_fr.htm					0
edu_qes_gen_en.htm	2		1		12
edu_qes_gen_es.htm	2		1		12

Page title* \ Error code	12002 (time-out)	12007 (no such host)	404 (not found)	500 (server error)	Grand Total
edu_qes_gen_fr.htm	2		1		12
edu_qes_hig_en.htm	1	1	2		4
edu_qes_hig_es.htm	1	1	2		4
edu_qes_hig_fr.htm	1	1	1		3
edu_qes_mdg_en.htm			2		2
edu_qes_mdg_es.htm			1		1
edu_qes_mdg_fr.htm			2		2
edu_qes_tra_en.htm			1		1
edu_qes_tra_es.htm			1		1
edu_qes_tra_fr.htm			1		1
edu_rfd_en.htm					0
edu_rfd_es.htm					0
edu_rfd_fr.htm					0
edu_too_dan_en.htm					0
edu_too_dan_es.htm					0
edu_too_dan_fr.htm					0
edu_too_en.htm					0
edu_too_es.htm					0
edu_too_fr.htm					0
edu_too_nam_en.htm					0
edu_too_nam_es.htm					0
edu_too_nam_fr.htm					0
edu_too_swe_en.htm					0
edu_too_swe_es.htm					0
edu_too_swe_fr.htm					0
Grand Total	19	3	107	1	130

* it is noteworthy that certain links are appearing on several pages

The above table shows that, **in average, each page contains about 2 broken links.**

The table below gives, for each page, the list of links that would need to be updated.

Table 24: Complete list of broken links in the pages of the education sector guidelines produced in 2005

Page title	Error Code	Broken links
edu_del_en.htm	404 (not found)	http://hdr.undp.org/reports/global/2004/pdf/hdr04_complete.pdf
edu_del_en.htm	404 (not found)	http://www.adeanet.org/biennial2003/papers/9A_JointENG_final.pdf
edu_del_en.htm	404 (not found)	http://www.ohchr.org/english/law/millennium.htm
edu_del_en.htm	404 (not found)	http://www.un.org/millenniumgoals/mdg2004chart.pdf
edu_del_en.htm	404 (not found)	http://www.unhchr.ch/html/menu3/b/a_ceschr.htm
edu_del_es.htm	404 (not found)	http://hdr.undp.org/reports/global/2004/pdf/hdr04_complete.pdf
edu_del_es.htm	404 (not found)	http://www.adeanet.org/biennial2003/papers/9A_JointENG_final.pdf
edu_del_es.htm	404 (not found)	http://www.un.org/millenniumgoals/mdg2004chart.pdf
edu_del_es.htm	404 (not found)	http://www.un.org/spanish/millenniumgoals/ares552.html
edu_del_es.htm	404 (not found)	http://www.unhchr.ch/spanish/html/menu3/b/a_ceschr_sp.htm
edu_del_es.htm	404 (not found)	http://www.unhchr.ch/udhr/lang/spn.htm
edu_del_fr.htm	404 (not found)	http://hdr.undp.org/reports/global/2004/pdf/hdr04_complete.pdf
edu_del_fr.htm	404 (not found)	http://unstats.un.org/unsd/mifre/mi_goals.asp
edu_del_fr.htm	12002 (timeout)	http://wbln0018.worldbank.org/EXT/French.nsf/DocbyUnid/FCA23E372C13546B85256D870053BE54?Opendocument
edu_del_fr.htm	404 (not found)	http://www.aucc.ca/programs/intprograms/multi_banks/jebe/WebSite/documents.html
edu_del_fr.htm	404 (not found)	http://www.un.org/millenniumgoals/mdg2004chart.pdf
edu_del_fr.htm	404 (not found)	http://www.undg.org/content.cfm?cid=79
edu_del_fr.htm	404 (not found)	http://www.unhchr.ch/french/html/menu3/b/a_ceschr_fr.htm

<i>Page title</i>	<i>Error Code</i>	<i>Broken links</i>
edu_don_en.htm	404 (not found)	http://portal.unesco.org/uis/ev.php?URL_ID=5189&URL_DO=DO_TO PIC&URL_SECTION=201&reload=1064311583
edu_don_en.htm	12002 (timeout)	http://wbln0018.worldbank.org/oed/oeddoclib.nsf/24cc3bb1f94ae11c85256808006a0046/cf7341bc698477f785256b2600680629/\$FILE/Education.pdf
edu_don_en.htm	404 (not found)	http://www.minbuza.nl/default.asp?CMS_ITEM=MBZ257572
edu_don_en.htm	404 (not found)	http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/1996/
edu_don_en.htm	404 (not found)	http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/2001/
edu_don_en.htm	404 (not found)	http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/2002/
edu_don_en.htm	404 (not found)	http://www.unhchr.ch/html/menu2/6/crc/treaties/crc.htm
edu_don_es.htm	404 (not found)	http://portal.unesco.org/uis/ev.php?URL_ID=5189&URL_DO=DO_TO PIC&URL_SECTION=201&reload=1064311583
edu_don_es.htm	12002 (timeout)	http://wbln0018.worldbank.org/oed/oeddoclib.nsf/24cc3bb1f94ae11c85256808006a0046/cf7341bc698477f785256b2600680629/\$FILE/Education.pdf
edu_don_es.htm	404 (not found)	http://www.minbuza.nl/default.asp?CMS_ITEM=MBZ257572
edu_don_es.htm	404 (not found)	http://www.onu.org/documentos/confmujer.htm
edu_don_es.htm	404 (not found)	http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/1996/
edu_don_es.htm	404 (not found)	http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/2001/
edu_don_es.htm	404 (not found)	http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/2002/
edu_don_es.htm	404 (not found)	http://www.unhchr.ch/spanish/html/menu3/b/k2crc_sp.htm
edu_don_fr.htm	12002 (timeout)	http://wbln0018.worldbank.org/oed/oeddoclib.nsf/24cc3bb1f94ae11c85256808006a0046/cf7341bc698477f785256b2600680629/\$FILE/Education.pdf
edu_don_fr.htm	404 (not found)	http://www.minbuza.nl/default.asp?CMS_ITEM=MBZ257572
edu_don_fr.htm	404 (not found)	http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/1996/
edu_don_fr.htm	404 (not found)	http://www.um.dk/en/menu/DevelopmentPolicy/Evaluations/ReportsByYear/2001/
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7 Annex 18: International policy framework for basic and secondary education – and how the EC supports it

At the global level, international education policy has been driven by the EFA and Millennium Development Goals (MDG) 2 and 3 which set targets for universal complete primary education and for gender equality. Follow up to Millennium Declaration set international contexts for additional funding and for processes of national planning, including the Poverty Reduction Strategy (PRS) process and national education planning.

Given the rapidly evolving international context, in the period under evaluation major EC policy documents have come into effect that are highly relevant for the education sector. Landmark documents include:

- Communication on “European Community's Development Policy”, COM(2000) 212;
- Communication on "Education and training in the context of the fight against poverty in developing countries", COM (2002)116;
- The Council Resolution on "Education and poverty" (Resolution EC 8958/02);
- The European Consensus on Development: Joint statement by the Council and the representatives of Governments of the Member States meeting with the Council, the European parliament and the EC"; Official Journal C 46(2006);
- Regulation 1905/2006 establishing a financing instrument for development co-operation;
- Investing in People: Strategy Paper for the Thematic Programme 2007–2013.

Apart from these landmark documents outlining key policies, the following guidelines have been issued further substantiating these policies for implementation:

- Programming guidelines for Country Strategy papers Education, January 2006
- Guidelines on the Programming, design & Management of General Budget Support, January 2007

In order to facilitate reading, each of the following sub-sections starts with an overview on the policy issue at the global/international level. This is followed by related EC references where subscription to and commitments towards the issues has been given (*in italics*).

7.1 Education for All (EFA)

In the Declaration from the [Social Summit in Copenhagen](#) in 1995 developing countries agreed to allocate 20% of their budget to basic social sectors (not least, basic education), while international development partners agreed to channel 20% of their aid into these sectors (the so-called 20/20 principle). The international (including the EC) commitment to improving access to and the quality of education was reiterated at the [World Education Forum in Dakar](#) in 2000, where more than 1,000 participants adopted the Dakar Framework for Action, and reaffirmed their commitment to achieving Education for All by the year 2015. The international community collectively committed itself to reaching six goals by 2015 covering most levels of education, from early childhood care to secondary education as well as adult literacy. The six EFA goals are:

Goal 1: Expand early childhood care and education

Goal 2: Provide free and compulsory primary education for all

Goal 3: Promote learning and life skills for young people and adults

Goal 4: Increase adult literacy by 50 per cent

Goal 5: Achieve gender parity by 2005, gender equality by 2015

Goal 6: Improve the quality of education

The 2008 edition of the EFA Global Monitoring Report [Education for All by 2015. Will we make it?](#) has analysed progress towards the EFA goals with the following major developments since 2000.

Box 2: *Major developments regarding EFA since 2000*

6. **Primary school enrolment** rose from 647 million to 688 million worldwide between 1999 and 2005, increasing by 36% in sub-Saharan Africa and 22% in South and West Asia. As a result, the number of out-of-school children declined, with the pace of this decrease particularly marked after 2002.
7. Rapid progress towards **universal enrolment and gender parity** at the primary level for example in Burkina Faso, Ethiopia, India, Mozambique, the United Republic of Tanzania, Yemen and Zambia shows that national political will combined with international support can make a difference.
8. The **cost of schooling** remains a major obstacle to education for millions of children and youth despite the abolition of primary school tuition fees in fourteen countries since 2000.
9. The **gender parity goal** has been missed: only about one-third of countries reported parity in both primary and secondary education in 2005, with only three reaching it since 1999.
10. An increasing number of international, regional and national assessments report low and unequal **learning outcomes**, reflecting the extent to which poor education quality is undermining the achievement of EFA.
11. National governments and donors have favoured formal primary schooling over **early childhood, literacy and skills programmes** for youth and adults despite the direct impact of these on achieving universal primary education and gender parity.
12. **Illiteracy** is receiving minimal political attention and remains a global disgrace, keeping one in five adults (one in four women) on the margins of society.
13. **Aid to basic education** in low-income countries more than doubled between 2000 and 2004 but decreased significantly in 2005.

Source: EFA Global Monitoring Report 2008

The Dakar Forum ("Education for All") in April 2000 reaffirmed and broadened the international community's commitment to compulsory primary education for all by 2015. The Dakar Framework for Action was adopted by the World Education Forum of which the European EC was a participant.

The European Consensus on Development (2006) reaffirmed the EC commitment towards the EFA goals: "The Community aims to contribute to 'Education for All'. Priorities in education are quality primary education and vocational training and addressing inequalities. Particular attention will be devoted to promoting girls' education and safety at school. Support will be provided to the development and implementation of nationally anchored sector plans as well as the participation in regional and global thematic initiatives on education." (Paragraph 96).

7.2 Education MDGs

Internationally, the MDGs have set the policy priority for most agencies and partner countries with their targets of Universal Primary Enrolment (UPE) and gender equality in the formal school system dominating the discourse and action. The education MDGs are a subset of the EFA objectives and aim: first, to give a full primary education to all boys and girls by 2015 (universal primary completion); and second, to eliminate gender disparity in primary and secondary education preferably by 2005, and for all levels of education by 2015 at the latest.

Box 3: *MDG Goals related to education*

Goal 2: Achieve universal primary education
Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Goal 3: Promote gender equality and empower women
Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

The 2005 target for gender equality has not been met and the 2015 targets are unlikely to be met in many countries. There has been no international response to the shortfall at the heart of a target-oriented policy commitment. The *de facto* response is to pursue the goals but with implicit acceptance of the different scenarios in different countries.

Both the Dakar Declaration and the MDGs propose additional support on the basis of appropriate national education planning and make commitments to develop national capacity to do so.

In this context it is interesting to note that within the educational development community EFA and (the education components of) MDGs are often treated as identical in their focus and targets. However, the package of targets and priorities within them are different. EFAs' proponents would argue that it establishes and priorities linkages between formal education, Early Childhood Care and Education (ECCE) and adult literacy and that it is more strongly predicated on education as a human right, whereas the

MDGs, of which Goals 2 and 3 pertain to education, are predicated on the contribution of (primary) schooling to poverty reduction by improving life-chances and contributing to economic growth.

The EC has subscribed to the MDG Goals. According to the Communication on “Speeding up progress towards the Millennium Development Goals” (COM(2005) 132 final/2), since September 2000, “The Community and most Member States have adapted or shifted their development aid policies to focus on achieving the MDGs and/or the Millennium Declaration’s somewhat broader objectives.” The same Communication acknowledges that “The need to speed up progress in achieving the MDGs is widely recognised. Some objectives will probably be achieved globally (primary education and education of girls).”

The European Consensus on Development (2006) reaffirmed the EC commitment towards education: “MDG-related performance indicators will be strengthened to better link sector and budget support to MDG progress and to ensure adequate funding for health and education” (Paragraph 95).

Also, Regulation 1905/2006 in its article 12 “On investing in people“ stipulates special attention to actions taken in the context of the MDGs to achieve universal primary education by 2015 and the Dakar Framework for Action on Education for All.

7.3 EFA Fast Track Initiative

The EFA-Fast Track Initiative (EFA-FTI), which started in 2002, is a financing and policy “compact” to support the educational MDGs (not, confusingly, the EFA goals). The objectives and strategies are described in the EFA-FTI Framework document, adopted by the donor partners in March 2004, which describes the “core EFA goal” as “*universal primary school completion (UPC), for boys and girls alike, by 2015*”.

The FTI aims to contribute to Education for All (EFA) by helping low-income countries with sound policies but insufficient resources to reach aforementioned MDG goal. All low-income countries with an approved Poverty Reduction Strategy or equivalent and an education sector plan endorsed by the local donor group are eligible for support, provided the primary education component is consistent with FTI criteria.

The FTI is a partnership that ties donors and partner countries through reciprocal obligations. Partner countries commit themselves to developing and implementing a sound and sustainable education sector plan, and to increasing domestic finance for primary education. Donors commit themselves to supporting this sector plan with increased financing, alignment and harmonisation. The FTI’s implementation rests on a highly decentralised process led by the partner country working closely with local donor representatives under the leadership of the in-country lead donor.

The FTI is an original mechanism with financing based on two legs: bilateral contributions through existing financing channels at country level, and contributions of the Catalytic Fund. This approach gives donors flexibility in choosing the most appropriate support mechanism, and it gives partners with insufficient donor support at country level access to further funding to meet their financing needs. Another trust fund, the “Education Programme Development Fund”, provides funding for partner countries to develop comprehensive education sector plans.

The following table provides an overview on the disbursements of the Catalytic Fund between 2005 and 2007.

Table 25: Catalytic Fund Disbursements until end of 2007 (in USD million)

Country	Cumulative disbursement until end of 2007
Cameroon	11.3
Djibouti	6
Ghana	19
Guyana	12
Kenya	72.6
Kyrgyz Republic	1.1
Lesotho	4.2
Madagascar	27
Mauritania	9
Moldova	2.2
Mongolia	8.2
Nicaragua	14
Niger	9
Rwanda	26
Tajikistan	9.1
The Gambia	13.4
Timor Leste	5.6
Yemen	20
Total	269.7

Source: FTI: Catalytic Fund Interim Status Report April 2008

EFA-FTI has developed to incorporate detailed planning, financing and monitoring procedures towards:

- *More efficient aid to primary education*: partners to maximise co-ordination, complementarities and harmonisation in aid delivery and reduce transactions costs for FTI recipient countries;
- *Sustained increases in aid for primary education*, where countries demonstrate the ability to utilise it effectively;
- *Sound sector policies in education*, through systematic review and indicative benchmarking of recipient countries' education policies and performance;
- *Adequate and sustainable domestic: financing for education*, within the framework of a country's national poverty reduction strategy, medium term expenditure framework, or other country statements as appropriate;
- *Increased accountability for sector results*, through annual reporting on policy progress and key sector outcomes against a set of appropriate indicators in participating countries, and transparent sharing of results.

Aid-effectiveness constructs are now central in this operational guide to EFA-FTI, explicitly requiring coherence with national educational planning, alignment in financial procedures and improved procedures for gathering and using results. This shows the importance attached to assessing the institutional capacity of partner countries, and structuring support to develop that capacity.

The EC has supported the FTI since its inception and was the Co-Chair of the Initiative for the period July 2006-June 2007. During the co-chairmanship the EC worked on ensuring clear and transparent governance of the FTI, on strengthening the country level processes and on improving donor harmonisation and aid effectiveness in education as well as increasing external assistance to education.

The EU is a major contributor to the EFA-FTI. The EC's financial contribution to the FTI was €100 million under the 9th EDF. This included €63 million for the Catalytic Fund. The rest was in the form of additional bilateral contributions to primary education in Mozambique (€2 million), Burkina Faso (€15 million) and Niger (€20 million).

*For further details regarding financing see section **Error! Reference source not found.***

7.4 Poverty Reduction Strategies

The Poverty Reduction Strategy (PRS) initiative, introduced in World Bank/IMF operations in 1999, has also become a key element in international aid development architecture³⁷. It requires a comprehensive country-based strategy for poverty reduction, the Poverty Reduction Strategy Paper (PRSP). The aim is that these strategies must be genuinely country-owned and must reflect the outcome of an open participatory process involving governments, civil society, and relevant international institutions and donors. For this process to be successful it needs the active involvement of all donors and multi-lateral institutions. They have to participate in the dialogue on the PRSP, indicating their preferences, and then making medium term commitments in support of the strategy of the country agreed in the PRSP.

The PRSP describes macroeconomic, structural and social policies and programmes to reduce poverty and create conditions for economic growth, as well as external financing needs and sources of financing. PRS seeks to link and bridge national public actions and external support with development outcomes needed to meet MDGs. Education is normally an element covered by a PRSP.

PRSPs are major point of reference for EC co-operation, as already highlighted by DGDev in May 2005, in a note to Heads of Delegation, Heads of Unit and Desk Officers (May 11, 2000), when indicating that these will provide an important framework for the 9th EDF. Moreover, the "Guidelines for implementation of the Common Framework for Country Strategy Papers" (May 2001) indicate: "The points of departure for the preparation of strategies and programming are the EU/EC's co-operation objectives and the country's own policy agenda. For countries that are involved in the World Bank initiative on the establishment of Poverty Reduction Strategies, it is assumed that the point of departure will be the PRSP process." The guidelines foresee, for instance, that in phase I of the three main phases dedicated to developing a Country Strategy Paper (CSP), an "Analysis and assessment of the national development strategy (where appropriate linked to a PRSP)" is required.

They also emphasise that strategy and programming documents take the partner country's own development agenda as their starting points: "The preparation of a CSP requires a clear appreciation and understanding of the country's own development strategy as laid down in key policy documents. If the development plan is summed up in a Poverty Reduction Strategy Paper (PRSP), this document is the point of departure. If there is no PRSP, an annual budget and a medium term revenue and expenditure framework may be a suitable source."

The guidelines also insist on the fact that the NIP shall specify indicators for "specific objectives and expected results for each area of co-operation including key domains for conditionalities and main performance and a limited number of key outcome indicators. These indicators must relate to developments that are measurable in the short/medium term. If there is a PRSP process under way, the indicators must correspond to those developed in that framework."

Moreover, an operational PRS is one of the eligibility criteria for EC general Budget Support and a precondition for debt relief under the HIPC.

7.5 Aid effectiveness: How to get there?

7.5.1 Paris Declaration

The international search for improving aid-effectiveness includes the Monterey accord to increase and assure financial support and the series of aid-effectiveness commitments leading to the Rome (OECD, 2003) and Paris (OECD, 2005) Declarations, to establish the principles of **ownership, harmonisation, alignment, results-based management** (RBM) and mutual **accountability** in development partnership. These build on practices such as:

- Support to comprehensive government strategies and SWAs to improve coherence and analysis of interdependencies on interventions,
- Programmatic planning,
- Joint monitoring and evaluation by partners,
- Pooled finances and increasing use of government financial mechanisms leading to joint financial instruments and sector or general budget support.

³⁷ <http://go.worldbank.org/OA7M2IKHL0>.

In many countries the education sector (with the health sector) has been at the forefront of these initiatives: both are service delivery sectors with big budgets and complex dependencies, both are sectors in which there are, usually, many interested development partners with a tradition of fragmented support. Policy for support to education since 2000 has sought to improve aid-effectiveness and the resulting education-specific challenges. For example, EFA-FTI has developed to incorporate detailed planning, financing and monitoring procedures (see section 7.3):

After 2000 the EU has become a proponent and leading actor in joint approaches towards increasing resources and improving the processes to deliver development assistance, which accelerated. Moreover, the EU (with some of the Member States), is seen as a major player in the implementation of the "Paris Agenda".

Moreover, the EU has committed to untying aid in its own operations (e.g. in 1905/2006 para 24) and encourages Member States to do so. The crucial role of aid modalities and its centrality in development policy is stressed in the "MDGs Communications Package" of April 2005. In May 2005, the General and External Relations Councils (GAERC) concluded:

"In order to better respond to the need for stable resources and in view of the expected increases in ODA flows, the EU will develop new, more predictable and less volatile aid mechanisms. Such mechanisms could consist in the provision of a minimum level of budgetary aid secured in a medium term perspective and linked to policy performance in the partner countries in particular in relation to the commitment towards achieving the MDGs in national poverty reduction strategies."

In addition, the principle of harmonisation with other development partners is, for example, highlighted in the 2005 European Consensus. The EU has recognised the additional challenges and opportunities for harmonisation with (and between) Member States at policy and country operational levels, building on "donor co-ordination" practices. The development of protocols around the 3Cs (Co-ordination, Coherence and Complementarity) as principles for the development activities of the EU and Member States reflects this. For reasons cited above, the education sector has been a testing ground for these aims.

7.5.2 Aid modality issues: General Budget Support, Sector Budget Support, MDG Contract

The Paris Declaration includes 12 progress indicators, many of which encourage the use of budget support and of partner country public financial management systems.

The *Joint Evaluation of General Budget Support 1994-2004* (2006) confirms that education has been a leading sector in implementing budget support.

Regarding service delivery it states: "The most obvious effects of PGBS on service delivery have been through increased expenditure and expanded basic services (especially in education and health). This responded to strong demand for such services. Quantitative improvements (access for more poor people) are easier to achieve than qualitative improvements, and the expansion of basic services has often been accompanied by a deterioration in quality. Other PGBS effects (through policies and, especially, through institutional changes) are likely to take longer in any case. Where such change has begun (e.g. via improved allocative and operational efficiency of public finance management), it is not yet embedded. However, such effects, allied to PGBS dialogue and performance targets, have considerable potential to address issues of quality and access."

This evaluation sounds a caution about attribution and establishing links to poverty reduction. The evaluation also identifies some education-specific issues: It identifies the reluctance in some countries "to accept the norms propagated by Education for All", e.g. for the rate of increase in completion and for the education contributions to the budget. There is a growing reality gap between the EFA and MDG time bound targets compared to realistic assessment of progress, which presents a credibility gap that can be politically sensitive for the developing country concerned. The GBS Evaluation also identifies the risk that the "pro-poor expenditure approach to allocation of additional budget resources can be dangerously simplistic (...). Donors with an instinctive preference to support primary services need to consider more deeply the implications of sustainable long-term strategies – e.g. the demand for basic secondary education that is inevitable when the UPE cohorts start to complete the primary cycle, and the need for university education also to feature in a balanced growth and poverty reduction strategy."³⁸

³⁸ This example is also highlighted in "EuropeAid (2007): Guidelines on the Programming, Design & Management of General Budget Support" which urges more complete sector analysis than offered by "simplistic" pro-poor approaches.

The European Consensus gives priority to promoting donor harmonisation and alignment to promote universal, compulsory, free and high quality education through international or multi-country initiatives. Regulation 1905/2006 gives priority attention to promoting donor harmonisation and alignment to promote universal, compulsory, free and high quality education through international or multi-country initiatives.

COM 2002-116 already favours macroeconomic and budget support based on a sectoral approach to provide a framework for the activities in this field and already allocated priority to macroeconomic and budget support.³⁹

Moreover, the EC has strongly committed itself to (Subsector, Sector or General) Budget Support⁴⁰ as the financial modality that offers the potential to move towards country ownership, alignment and accountability, to reduce transaction costs, and to improve harmonisation and coherence with other partners. *The Regulation "Establishing a financing instrument" (1905/2006) further elaborates on budget support as one of the three financing modalities. Budget support is seen a feasible financing modality if the partner country's management of public spending is sufficiently transparent and where it has put in place properly formulated sectoral policies or macro economic policies. "The EC shall consistently use an approach based on results and performance indicators and shall clearly define and monitor its conditionality and support efforts of partner countries to develop parliamentary control and audit capacities and to increase transparency and public access to information. Disbursement of budgetary support shall be conditional on satisfactory progress towards achieving the objectives in terms of impact and results".*

The crucial role of aid modalities and its centrality in development policy is also stressed in the "MDGs Communications Package" of April 2005. In May 2005, the General and External Relations Councils (GAERC) concluded:

"In order to better respond to the need for stable resources and in view of the expected increases in ODA flows, the EU will develop new, more predictable and less volatile aid mechanisms. Such mechanisms could consist in the provision of a minimum level of budgetary aid secured in a medium term perspective and linked to policy performance in the partner countries in particular in relation to the commitment towards achieving the MDGs in national poverty reduction strategies".

*Since then, and for the ACP countries, i.e. for the regional level, efforts towards higher predictability have continued. The Technical Discussion Paper on a **MDG Contract** (2007) and the document on "The MDG Contract – An Approach for longer term and more predictable General Budget Support (2008) state that the European EC, in line with international commitments and Council conclusions, intends to provide more long-term and predictable general budget support, whenever deemed possible, during the implementation of the 10th EDF⁴¹. It is part of the ECs' response to international commitments to provide more predictable assistance to developing countries.*

³⁹ The external evaluation of Community Aid to ACP countries for education under the 7th and 8th EDF (1999-2000) noted that targeted macro-economic support is considered an approach that increases the financing of education systems; it argues for limiting the number of projects, using a sector-wide approach where possible, institutional capacity building and better donor co-ordination.

⁴⁰ See "EuropeAid (2007): Guidelines on the Programming, Design & Management of General Budget Support". The document adopted the following definition of budget support: *"Budget support is the transfer of financial resources of an external financing agency (i.e. the EC) to the National Treasury of a partner country, following the respect by the latter of agreed conditions for payment. The financial resources thus received are part of the global resources of the partner country, and consequently used in accordance with the public financial management system of the partner country".*

⁴¹ In March 2009, the European EC has committed €225 million to the Government of Zambia for a 6 year period (2009-2014) to support the country's efforts to improve the efficiency of its poverty-focused public programmes and to accelerate progress towards achieving the Millennium Development Goals (MDG). Zambia is the first country to sign such an MDG Contract.

Box 4: Main features of the MDG contract

The MDG Contract would have the following key features:

- 6 year commitment of funds for the full 6 years of EDF 10;
- Base component of at least 70% of the total commitment, which will be disbursed subject to there being no unambiguous breach in eligibility conditions for GBS, or in the essential and fundamental elements of co-operation;
- Variable performance component of up to 30%, which would comprise two elements:
 - MDG-based tranche: At least 15% of the total commitment would be used specifically to reward performance against MDG-related outcome indicators (results, notably in health, education and water) and Public Financial Management (PFM) reforms following a mid-contract review of progress against those indicators. Performance would continue to be monitored annually, but any possible financial adjustment would be deferred to the second half of the programme.
 - Annual Performance Tranche: In case of specific and significant concerns about performance with respect to implementation of the PRSP, performance monitoring (notably data availability), progress with PFM improvements, and macroeconomic stabilisation, up to 15% of the annual allocation could be withheld.
- Eligible countries would be those with GBS programmed under the 10th EDF, that have a successful track record in implementing budget support, show a commitment to monitoring and achieving the MDGs and to improving domestic accountability for budgetary resources, and have active donor co-ordination mechanisms to support performance review and dialogue.

Source: DG Development website

In the framework of the evaluation, issues related to the MDG Contract will mainly play a role when forward looking, i.e. when drawing conclusions and drafting recommendations.

8 Annex 19: EC policy related to support to education

This section builds on the work undertaken in 2005 by EGEval⁴² (hereinafter referred to as EGEval 1).

8.1 Overview on major policy statements

Compared to the EC policy described in the guidelines for evaluation of the education sector (see EuropeAid Intranet) in 2005 the policy framework has been complemented, but not fundamentally changed. When considering that the period 2000 – 2007 is under evaluation, it is evident that the practical impact on the ground of the policies and guidelines published in 2006 or later will rather be limited. However, as this evaluation also includes a forward looking aspect, these policies are highly relevant in the context of devising operational and useful recommendations, as required by the TOR.

The European EC's policy and approach to education and training is firmly anchored in the overall *Development Policy of the EC*, which has poverty reduction as the core objective (COM 212, 26 April 2000). The EC specifically identifies social sectors, including education, as one of six priority areas for development assistance. In addition, renewed focus on education is seen as a key precondition for many developing countries to reach the MDGs, which have the achievement of universal primary education as the second goal.

The EC already emphasised the importance of education and training in its development co-operation policy in the *Development Council Resolution on Education and Training* of 1994 which gives clear priority to basic education and support to non-formal education expressing commitment to the 1990 Jomtien Declaration on EFA I. The foundation for EU development co-operation related to primary and basic education has been the international EFA reiterated in 2000 in Dakar. Moreover, the EC is firmly committed to assisting developing countries to reach the MDGs, including the achievement of universal primary education by 2015.

The key policy document is the *Communication on Education and Training in the Context of Poverty Reduction in Developing Countries* (2002). This policy has been reiterated by the Council Resolution on "Education and poverty", also in 2002 (Resolution EC 8958/02). It has been complemented by the 2005 *European Consensus on Development* and the subsequent financial instruments and thematic policy documents based on them.

The Communication references and reiterates the EFA and MDG commitments to "basic education in particular to primary education and teacher training"⁴³. Moreover, it identifies the importance of meeting the national and international commitments to increasing budgets and pro-poor targeting and highlights the shortfall of Member States' Official development Aid (ODA) against their commitments. The *European Consensus* reaffirms this commitment: "The Community aims to contribute to 'Education for All': Priorities in education are quality primary education and vocational training and addressing inequalities. Particular attention will be devoted to promoting girls' education and safety at school. Support will be provided to the development and implementation of nationally anchored sector plans as well as the participation in regional and global thematic initiatives on education" (paragraph 96).

The *Communication* identifies (Basic) Education for All as the foundation for an educated society, and as an essential precondition and driver for economic competitiveness and growth, for poverty eradication and for social development and governance. It also notes that education and training can have a significant positive impact on health, social and political participation and equal opportunities. It further stresses that education can facilitate a more equal distribution of income and promote good governance by strengthening demand for accountability. Moreover, the Communication stresses the need for sector support increasingly co-ordinated with developing countries' policies and complementary with other donors.

Overall policy thrusts of the Communication are that:

- Total resources for education and training must be **increased**, in particular for the **poorest** countries and population groups;

⁴² EuropeAid / Contract B-7 6510/2002/003; Evaluation techniques and tools. Sectors and Themes – Education https://infracomm.ec.europa.eu/dgintranet/europeaid/activities/evaluation/education/sec_edu_ges_en.htm#07 (EC Intranet).

⁴³ It also prioritises work-related training and higher education at regional levels and makes a prescient plea that Education "has to be developed in a balanced way to ensure that systems produce students at different levels and that their qualifications are in keeping with labour market demand".

- The **recurrent expenditure** of "education" budgets can be covered by the Community subject to certain conditions;
- Developing countries will have to improve the efficiency and **quality** of their education systems;
- They will have to improve access to primary education by working towards making it **compulsory and free**;
- **Equality** between the sexes is essential;
- The links between **AIDS and education** should be taken into account in education programmes;
- Account should be taken of education issues in conflict prevention and in conflict and post-conflict periods in order to **protect children**, in particular girls.

In 2006, the Financial Regulation (1905/2006) "*Establishing the financial instruments for development co-operation*" establishes the financial instruments for 2007 onward. It again reaffirms what was envisaged by the previous major policy documents regarding education, the co-operation policy now:

1. giving priority in primary education to achieving quality primary education followed by vocational training and to reduce inequalities in terms of access to education; promoting compulsory and free education up to the age of 15 to combat all forms of child labour;
2. aiming at achieving universal primary education by 2015, and at eliminating gender disparity in education;
3. promoting vocational training, higher education, lifelong learning, cultural, scientific and technological co-operation, academic and cultural exchanges as well as enhancing mutual understanding between partner countries and regions and the Community.

Moreover, the Regulation again stresses the importance of social cohesion as a priority policy, the combat of all forms of group-based discrimination (gender, children, indigenous people, etc.), and the overarching importance of the MDG goals for poverty reduction.

In addition, the Regulation prepares the ground for a number of so-called thematic programmes, among which "Investing in People". It should be noted that such a programme "is subsidiary to programmes referred to in Articles 5 to 10 and shall encompass a specific area of activity of interest to a group of partner countries not determined by geography, or co-operation activities addressed to various regions or groups of partner countries, or an international operation that is not geographically specific." Thus, per se, the aims of this programme do not represent "overall EC policy" e.g. related to education, but just complement such a policy under specific conditions, and hence is not represented in the impact diagram below.

The Regulation specifies that thematic programme "shall be to support actions in areas which directly affect people's living standards and wellbeing defined below and focusing on the poorest and least developed countries and the most disadvantaged sections of the population." It has four pillars: (1) Good Health For All, (2) Education, Knowledge and Skills, (3) Gender Equality and (4) other aspects of human and social development (employment and social cohesion, children, youth and culture). The priorities of the "Education, Knowledge and Skills" pillar are summarized in the following box.

Box 5: Thematic Programme “Investing in People”: Priorities

- special attention to actions taken in the context of the MDGs to achieve **universal primary education** by 2015 and the Dakar Framework for Action on Education for All;
- basic, secondary and higher education as well as vocational education and training to improve **access to education for all** children and, increasingly, for women and men of all ages, with a view to increasing knowledge, skills and employability on the job market, contributing to active citizenship and individual fulfilment on a life-long basis;
- the promotion of **high quality basic education**, with particular focus on access for **girls**, children in conflict affected areas and children from **marginalised** and more **vulnerable** social groups to education programmes; the promotion of compulsory and **free** education up to the age of 15 to combat all forms of child labour;
- **developing ways to measure learning outcomes** in order to better assess the quality of education, especially in literacy, numeracy and essential life skills;
- promoting donor **harmonisation and alignment** to promote universal, compulsory, free and high quality education through international or multi-country initiatives;
- supporting an inclusive knowledge-based society and contributing to **bridging the digital divide**, knowledge and information gaps;
- improving knowledge and innovation **through science and technology** as well as development of, and access to, electronic communication networks in order to improve socio-economic growth and sustainable development in conjunction with the international dimension of EU research policy.⁴⁴

These elaborate on the MDG aims, with a stronger emphasis on quality, and on measuring learning outcomes. The only additions related to basic and secondary education compared to previous policy statements relate to the digital divide and means of communication.

8.2 Regional policy specificities

This evaluation focuses on the global level of EC support to basic and secondary education which is described in the impact diagrams. Given the fact that there exist various financing instruments for support to the different regions it is evident that there also exist regional policy foci for co-operation. These will also become somewhat apparent in the inventory presented in section 0.

Based on a review of the main regional policy documents, these are the main regional specificities to be highlighted:

Table 26: Major education-related regional specificities of EC policies

Region	Main issues
ACP	<p>Article 25 of the Cotonou Agreement (social sector development) specifies that “co-operation shall support ACP States’ efforts at developing general and sectoral policies and reforms which improve the coverage, quality of and access to basic social infrastructure and services and take account of local needs and specific demands of the most vulnerable and disadvantaged, thus reducing the inequalities of access to these services. Special attention shall be paid to ensuring adequate levels of public spending in the social sectors. In this context, co-operation shall aim at: (...) improving education and training, and building technical capacity and skills”.</p> <p>The EU strategy for Africa: Towards a Euro-African pact to accelerate Africa’s development COM (2005)489 confirms commitment to primary education within MDGs and increasingly through SBS. However, it recognises the challenges and the special institution-building needed, for example in fragile states that are still some way from the MDGs, where the EU should focus on prerequisites including peace and security; governance; and creating the economic environment for achieving the MDGs and targeted support for social cohesion, decent work and gender equality. The EU Strategy for Africa notes that the European Council agreed to double aid between 2004 and 2010 and allocate half of it to Africa. This is reiterated by the Resolution on speeding up progress towards achieving the MDGs (COM 2005/ 132).</p> <p>The strategy also emphasizes: “The EU should therefore help to make health, education and basic social services available for the poorest people in Africa (MDGs 1-6), contributing to the establishment of a social safety net for the most vulnerable: women, elderly, children and disabled people. (...) Specific action should include: Investing in minds. To stimulate a coherent and strategic approach, the EU should increasingly support primary education through sectoral budget support. At the same time, the EU should support education, access to knowledge and transfer of know-how as</p>

⁴⁴ Investing in People suggests that the latter two are of more concern in vocational and higher education sub-sectors, although there are many examples and well-known proponents of new approaches and new technologies in the formal school system to bridge the digital divide and improve knowledge.

Region	Main issues
	a lifelong process going beyond primary education: from secondary and higher to vocational education.
Asia	<p>Considerable support to higher education which is not part of the scope of this evaluation. The EC's Regional Strategy Paper for EU-Asia Co-operation (2007-2013) has identified higher education and support to research institutes as two key priorities. The focus on higher education complements the the EU's aid programmes for basic education that are driven by the second Millennium Development Goal.</p> <p>The Strategic Framework identifies an increasing focus on sectoral support and on policy development as particularly important for the education sector (Communication <i>Europe and Asia: A Strategic Framework for Enhanced Partnerships</i> (2001) 469).</p>
Latin America	<p>In the 2002-2006 regional strategy document (2002), no specific mention is done as regards the support to primary or secondary education. The focus was rather on the support to higher education. However, regulation 1905/2006 identifies improvement of basic services, including health and education as priorities for some Latin American countries. And article 6 specifies that "attention shall be paid to the following areas of cooperation, reflecting the specific situation in Latin America:</p> <ul style="list-style-type: none"> • (a) Particular attention shall be paid to [...] improvements in basic social services, in particular health and education; • (d) supporting the creation of a common EU-Latin American higher education area"
ENP-Tacis	<p>The <i>TACIS Regulation 99/2000</i>, which sets out the objectives of promoting the transition to a market economy and reinforcing democracy and the rule of law in partner states, seeks human resource development through education and training with detailed action areas in support of institutional, legal and administrative reforms. The main focus was on vocational and higher education.</p> <p>The Indicative Programme 2005-2006 has no mention of primary or secondary education per se but notes that; "<i>the EU will work to reduce poverty in the framework of the national poverty reduction programmes adopted by the country, with the complementary EC budget support instruments targeting the most vulnerable to improve access to food, education, health services and to establish adequate social safety nets.</i>"</p>
ENP - MEDA	<p>The MEDA Strategy Paper 2002-2006 stresses education for employment and in general prioritised co-operation and development in vocational and higher sub-sectors and the need to encourage regional approaches.</p>

These issues will, at a later stage, mainly will feed into the analysis of CSPs in their context and as background material for the country missions.

8.3 Cross-cutting issues

In addition to the aforementioned shifts and moves in the general aid arena and in the education sector as such, a number of policy trends and commitments have an impact on the EC's support to the education sector, respectively have to be considered when analyzing this support. Among such issues are a number of cross-cutting issues.

The EC has a long history related to mainstreaming cross-cutting issues. The 2005 *European Consensus* identifies issues that are to be mainstreamed in all development work:

1. human rights, including gender equality, and democracy
2. good governance,
3. children's rights and indigenous peoples,
4. environmental sustainability and
5. combating HIV/Aids

Each has implications and areas of potential action for the education sector.

1) Human rights, including gender equality and democracy

The European Union respects and promotes the universal principles as laid down in the [Universal Declaration on Human Rights](#). The Union's activities are also based on the main international and regional instruments for the protection of human rights, including the [European Convention on Human Rights](#). The EU promotes respect for democracy, the rule of law and human rights as a fundamental element of its external relations.

The EC's actions in the field of external relations are guided by compliance with the rights and principles contained in [the EU Charter of Fundamental Rights \(2000\)](#) and are aimed at promoting coherence between the EU's internal and external approaches.

The Communication on the [EU's Role in Promoting Human Rights & Democratisation in Third Countries \(May 2001\)](#) concentrates mainly on developing a coherent strategy in this field for EU external assistance. It sets a policy in the context of the EC's overall strategic approach in external relations for the coming years. "*It emphasises that "Strengthening and empowering individuals and civil society, including through education, training and awareness raising, and enabling effective advocacy for all rights, including social, economic and cultural rights, are essential complements to our assistance programmes with governments, particularly those involving good governance, institution-building, the rule of law and poverty reduction."*

The Communication on [Governance and Development](#) (October 2003) focuses on capacity building and dialogue on governance in different types of situations, such as effective partnerships or post-conflict situations. Among others, it aims to identify practical ways "to contribute to the protections of human rights and to the spreading of democracy, good governance and the rule of law.

The EU also participates in initiatives to reduce gender inequalities and promote women's rights, such as the Convention on the Elimination of All Forms of Discrimination Against Women (1979), the Cairo Programme of Action (1994), the Beijing Platform of Action (1995) and as part of the MDGs.

Equal enrolment and completion for girls, as an MDG and EFA commitment has carried through EC policy on education and is consistent with overall policy on **gender**. For example the Draft *Regulation on Promoting Gender Equality in Development Co-operation* (2004-2006) foresees two complementary actions to achieve the goal of gender equality, gender mainstreaming, and specific measures for women. It is recognised that the strategy of gender mainstreaming is one approach to meet the goal, but needs to be supported by various other strategies and actions to ensure that women benefit equally from development processes.

2) Good governance

COM (2002) 116 describes a two-way dependency between education and **good governance**: education enables people to claim greater transparency and accountability from the polity and duty bearers and to be empowered to take active roles but conversely, the need for good governance as an essential condition for successful education development is noted. The discourse on "governance" has developed since 2002 in the EC and other agencies⁴⁵ and is higher profile and more detailed in *The Consensus*, with its explicit mention of transparency, corruption, the role of civil society and improving performance indicators (which can facilitate accountability). In keeping with the participatory imperatives of EFA and MDGs (in which public consultation and participation is identified), EC policy for education recognises the importance of civil society and its role in building accountability frameworks around service delivery.

3) Children's rights and indigenous peoples

The period under evaluation has seen increasing importance to the Convention on the Rights of the Child. The *Convention on the Rights of the Child* (CRC) was adopted by the UN in 1989 and has been ratified by all countries of the UN (except Somalia). It reaffirms education as a basic human right. *The Convention is referenced in EU education policy as part of the EC's commitment to human rights.*

The external policy commitment that is explicitly referenced in framing the EU interventions in education is the 1989 Convention on the **Rights of the Child** (CRC). Policy references to children's rights are most often made within general commitments to human rights and the outreach of education services to marginalised groups, particularly indigenous people.

The CRC is made reference to in a number of major policy documents widely, including in the *Consensus* 2005, Regulation 1905/2006 and *Investing in People* which commit to supporting the CRC in general. In education sector discourse, the rights agenda is reflected in policy commitments to fairness, including equality for girls and boys and to encouraging the 'participation' of children. For example *Mainstreaming Guidelines on Children Rights* (2006), which gives guidance on the situation analysis and response, notes: "Children have the right to basic health care and primary education. This does not only mean free access to basic services, but adequate attention to their needs, including their participation in the policy making and implementation process". The paper laid the foundations for the EU's long-term strategy on children, which was developed in *A Special Place for Children in EU External Action* (February 2008). In this text, the importance of children's rights to education is stressed and there is mention of the need to act against violence in schools and of collecting data on children's rights.

⁴⁵ For some EU MS, for example the Netherlands, Sweden and the UK, "governance" is the highest priority in aid-planning and in their approach to support, including in the education sector.

4) *Environmental sustainability*

There are general commitments to **environmental sustainability**, including a Communication on the mainstreaming of environmental sustainability. But there is no specific policy or guidance on the areas of action for the education sector, although national policies may address curriculum coverage and sustainable approaches to infrastructure development.

5) *Combating HIV/Aids*

Among international commitments on HIV/Aids is [The Declaration of Commitment on HIV/Aids](#), which was adopted at the United Nations General Assembly Special Session on HIV/Aids (UNGASS) in 2001 and [reviewed in 2006](#). It recognises the importance of education to reduce high-risk behaviour as well as for empowering vulnerable groups. *The EU aligns with such international commitments on HIV/Aids.*

Policy commitments for **HIV/Aids** are made in the landmark policy statement and in 1905/2006 but at a rather general level. The latter highlights that HIV/Aids has to be seen as a cross-cutting issue for development co-operation and affirms HIV/Aids as one aim in the geographic programmes, as well as in the health field of the Investing in People Theme.

Education-specific policy concerns include:

- increasing education about HIV/Aids,
- ensuring the inclusion of affected and infected young people in education,
- and addressing the impact of HIV/Aids on education, particularly on teaching and management personnel.

A European Programme for Action to Confront HIV/Aids, Malaria and Tuberculosis through External Action (2007-2011), COM(2005) 179, extends this commitment and specifies for the education sector that the EC will use the policy dialogue opportunities to ensure inclusion of life skills education and safety in schools, especially for girls, with associated codes of conduct and accountability. This document also discusses the EU's comparative advantage in global approaches to HIV/Aids and commits to working with global agencies, including the Joint United Nations Programme on HIV/AIDS (UNAIDS), the United Nations Population Fund (UNFPA), the International Labour Organisation (ILO) and the United Nations Children's Fund (UNICEF).

The Toolkit on Assessing HIV/Aids (2004) reflects the perceived challenges for operationalising these policies in terms of:

- assessing the national impact of HIV/Aids;
- sectoral impact on education, including on personnel, inclusion and role of school system in HIV/Aids awareness;
- mainstreaming HIV/Aids concerns in project/programme management.

There is no strong EC statement on contentious issues concerning sex education and the use of condoms, which have dominated the international discourse: these are part of country-specific policy dialogue with partner governments and other donors.

9 Annex 20: EC intervention logic related to basic and secondary education and the process of selecting Evaluation Questions

Based on the further analysis of the above policy documents, the intervention logic of the EC support to basic and secondary education has been reconstructed. It is reflected in policy impact diagrams (intervention logic) for the period 2000-2007.

The objectives of the diagrams are:⁴⁶

- To provide an overview of the expected impact of the actions supported by the EC in the education sector;
- To provide an accurate overview of the main strategies, objectives and actions mentioned in the EC policy documents both at the general and sector-specific levels. The diagrams should strive to achieve a balance between clarity and a true reflection of the complexity of basic and secondary education;
- To facilitate identification of the most relevant themes and questions related to support to basic education.

It is to be noted that the team has not envisaged preparing regional diagrams. However, a short analysis of the different region-specific instruments has been made in order to highlight regional specificities (see section 8.2).

The diagrams show:

- the **policy context**; international and of partner countries;
- some major strategic elements of EC policy as defined in the 2002 Communication
- the (intended) effects of the interventions in terms of **outputs, results, intermediate impacts and global impacts**.

Cross-cutting issues have been integrated into all effects of the intervention insofar they are relevant to the education sector.

This section also compares the intervention logic as constructed by the evaluation team with the diagram produced in 2005 by EGEval.

9.1 Overview: Four major strands of EC support to basic and secondary education

Four major strands of EC policy could be identified by the evaluation team, based on the policy documents:

- Access to education and equity
- Quality of education
- Policy framework, sector management and sector finance
- Accountability and transparency

These strands are dealt with individually below, after a short description of what could be identified as main expected intermediate impacts.

9.2 Main expected intermediate and global impacts

This section deals with the main expected intermediate impacts identified directly from the policy texts, respectively derived from them.

Five main higher-level expected intermediate impacts in the field of basic and secondary education have been identified:

- Disparities reduced in society / gender gap closed (mainly related to strand 1)
- Social cohesion and peaceful co-existence promoted (mainly related to strand 1)

⁴⁶ Source: Evaluation methodology for EC external assistance, 2006:
http://ec.europa.eu/europeaid/how/evaluation/methodology/index_en.htm.

- More qualified and employable graduates produced (related to all strands)
- Lifestyle and health practices changed (mainly related to strand 2)
- Sustainable decentralised pro-poor education service delivery (related to strand 3 and 4)

These higher level intermediate impacts should contribute to a set of four lower-level global impacts:

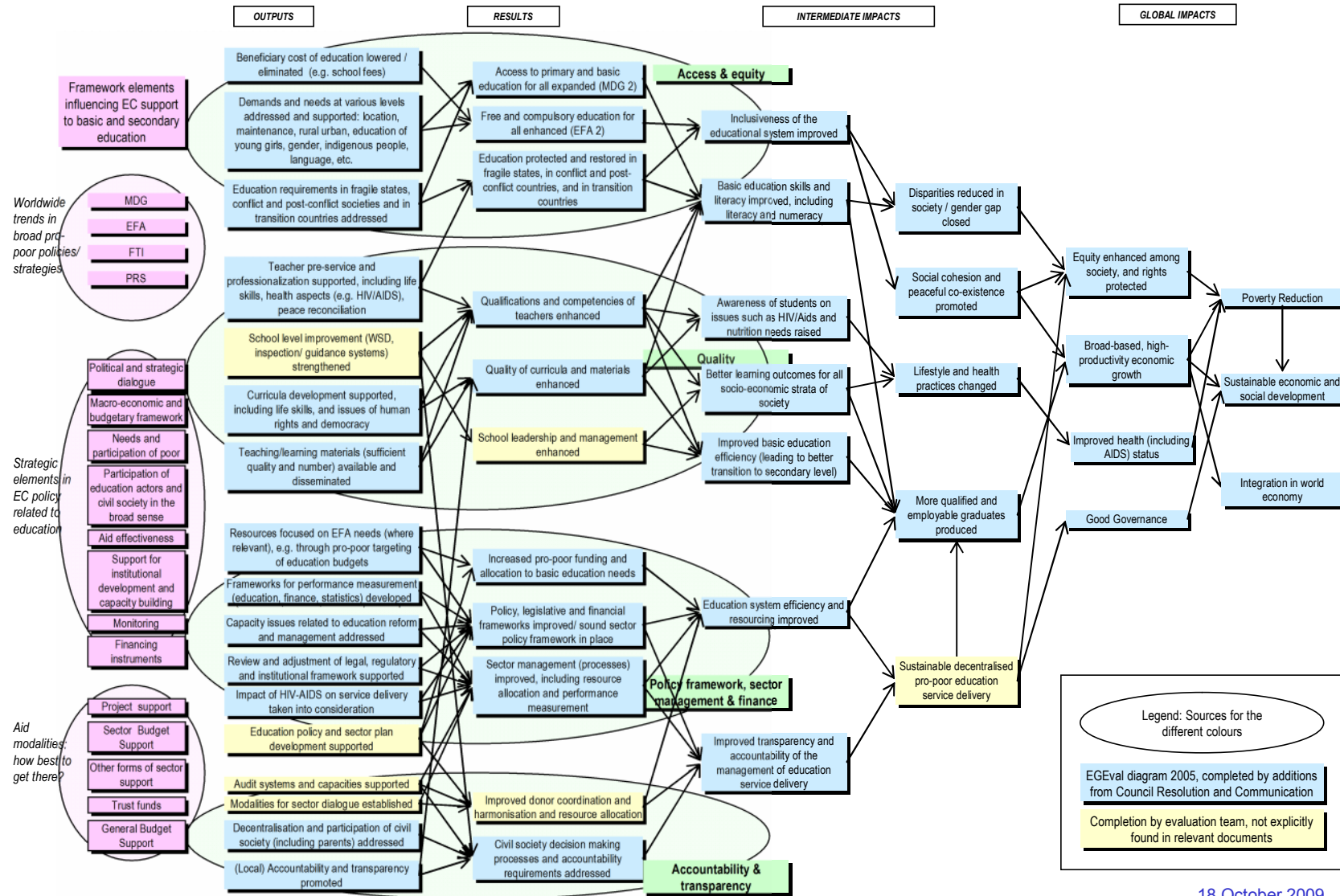
- Equity enhanced among society, and rights protected
- Broad-based, high-productivity economic growth
- Improved health (including AIDS) status
- Good governance

Together, these finally should lead to the intended global impacts:

- Poverty reduction
- Sustainable economic and social development
- Integration in the world economy

These are in line with Article 177 of the Treaty and referred to in all major policy documents.

Figure 3: Impact diagram – All partner regions



18 October 2009

9.3 Description of the strands

The higher-level intermediate impacts are related to set of seven impacts which, in turn, are related to the four identified strands.

1. Inclusiveness of the education system improved (strand 1)
2. Basic education skills and literacy improved (strand 1 and 2)
3. Awareness of students on issues such as HIV/Aids and nutrition needs (strand 2)
4. Better learning outcomes for all socio-economic strata of society (strand 2)
5. Improved basic education efficiency (leading to better transition to secondary level) (strand 2)
6. Education system efficiency and resourcing improved (strand 3)
7. Improved transparency and accountability of the management of education service delivery (strand 3 and 4)

9.3.1 Access to and equity of education

The core elements of this strand relate to the inclusiveness of the education system and to achieving quality education skills at primary and secondary levels. Basic Education generally encompasses formal primary education and non-formal education that aims at meeting the basic learning needs (literacy, numeracy and life skills) of children, youths and adults.

Inclusive education aims to ensure access for different categories of the population at risk of marginalisation:

1. including socio-economically disadvantaged children from ethnic and language minorities who are often in rural areas;
2. children with physical or learning impairment;
3. gender exclusion;
4. "hard-to-reach" and marginalised children.

The European Consensus on Development states that: The overarching objective of co-operation shall be the eradication of poverty in partner countries and regions in the context of sustainable development including pursuit of MDGs. Priority in primary education for achieving quality primary education; to reduce inequalities in access to education; promoting compulsory and free education up to the age of 15; aiming at achieving universal primary education by 2015 and eliminating gender disparity in education.

Inclusive education is a pivotal approach to transforming the mainstream education system in order to respond to different learners in a constructive and positive manner. Inclusive education advocates equal rights and opportunities in education, while acknowledging that children come from different socio-cultural and economic backgrounds and have differing skills and abilities. Groups are disadvantaged because of lack of access to all societal resources. This may be caused by a poorly-endowed and isolated environment in which they are living because they have restricted access due to gender discrimination, regional disparities, ethnic issues or because of unstable economic or political environments. Access constraints are often linked to poverty issues such as high opportunity costs of schooling. Emphasis on inclusiveness lays a strong foundation for social cohesion and peaceful co-existence.

At the lower levels of the cause-effect chain, the two intermediate impacts - Inclusiveness of the education system improved and Basic education skills and literacy improved - are related to a set of 3 results:

1) Access to primary and basic education for all expanded (MDG 2)

Educational gender biases need to be addressed through eliminating access constraints (e.g. establishing separate toilet facilities), stimulating recruitment of female teachers, and in general creating a safe environment for girls in school. Supporting boarding schools and female secondary stipends are an option where transition rates of girls to secondary education are very low.

A second consideration concerns the provision of schooling in rural areas. Strategies to remediate the lack of rural schooling include:

- school mapping and community studies to identify communities that are not being served by schools within the threshold distance;
- the targeting of budgets to poor and vulnerable groups as these groups are often located in poor districts;
- small 2-Teacher schools;
- entry-re-entry flexibility for pupils who drop-out;
- pedagogic alternatives such as multi-grade teaching and L¹ literacy/ numeracy acquisition through use of appropriate materials and L¹ teachers;
- devolution of primary education to district levels and whole school development (WSD) to enable local-level decision-making and priority allocation of education resources.

The access problem is exacerbated when basic education is extended to incorporate lower secondary education in line with the EFA framework. The urban bias in allocation is much stronger in secondary education and, hence, the rural enrolment gap is significant.

A third element concerns addressing special education needs students (SEN) which requires consideration of such issues as:

- an Education Management Information System (EMIS) system to identify the numbers of children needing assistance;
- developing an integrated system of education in terms of mainstreaming as well as special schools to learners who require intense levels of support;
- providing national advocacy and information programmes;
- infusing 'special needs and support services' throughout the system;
- pursuing the development of centres of learning to ensure a barrier-free physical environment and a supportive and inclusive psycho-social learning environment;
- developing a flexible curriculum where required and multi-level classroom instructions;
- providing effective development programmes for educators,
- support personnel, and other relevant human resources; and
- developing a community-based support system as well as funding strategies for disabled students.

2) Free and compulsory education for all enhanced (EFA 2)

There have generally been strong gains in enhancing access to education, especially in rural areas, but universal access to primary education remains difficult to achieve. This is often because of education-related costs - school fees, charges (e.g. uniforms) and the various opportunity costs of schooling. Strategies to widen inclusiveness include lowering the beneficiary costs of education though it has been noted in the poorer countries that making primary education free has also had a detrimental impact.

3) Education protected and restored in fragile states, in conflict and post-conflict countries, and in transition countries

The DAC characterises fragile states as countries with poor governance as identified by a lack of political commitment and/or weak capacity to develop and implement pro-poor policies; fragile states also often experience violent conflict.⁴⁷

Education in such countries is seen as part of active citizenship, tolerance, and peace-building so as to:

- improve security and to establish good governance;

⁴⁷ Refer to: OECD (2008): Service Delivery in Fragile Situations. Key Concepts, Findings and Lessons. There, fragile states are characterized as follows: Deterioration (Conflict/risk of conflict; Declining capacity and/or will); Arrested development (Lack of will; Moderate or high capacity); Post-conflict transition (Risk of conflict; Low capacity; High or low will); and Early recovery (May be post-conflict or not; High will but low capacity). See also: Rose, Pauline, Greeley, Martin (2006): Education in Fragile States: Capturing Lessons and Identifying Good Practice.

- reduce poverty and the consolidation of peace through sustainable economic growth; and
- widen access to include ex-militia to benefit from skills development schemes.

Important in such areas are functional adult literacy schemes and accelerated learning programmes (ALPs) with specific attention given to conflict-related disadvantaged adults (physical and psychological handicaps) so as to facilitate their return to a non-conflict society. Local conditions of fragility will influence the prioritisation and sequencing of education interventions so that security and governance objectives are also addressed. For example, non-formal, demand-driven livelihood education for out-of-school youth is likely to deserve attention.

9.3.2 Quality of education

Quality improvement is in itself a process of change and is not limited to teachers but affects the whole school as well as the wider system - between teacher professionalization⁴⁸, school inspection processes⁴⁹, provision of curricula and materials and system's issues such as career development. To engage in the process of change, there must be a vision of what quality improvement is considered to be which is then translated into a well formulated series of activities:

- Goals of quality education;
- Principles of practice;
- Quality of process (i.e. raising standards) and not simply that of product;
- Efficiency in meeting standards;
- Educational relevance to contextual needs;
- Improved decision making at school and local levels; and
- Relevant curricula and materials development and distribution.

Improving the quality of primary education leading to better learning outcomes is essential to increase the transition rate to subsequent levels of education and to lay the foundation for the delivery of more qualified and employable graduates. It is only through improving quality that a country's investments in primary education can yield a good return in terms of a literate and skilled population which ultimately contributes to poverty alleviation. Moreover, improved retention is crucial to enhanced efficiency by counteracting wastage through repetition and drop-out, and the unit rate per graduate can be kept within acceptable levels through improved retention.

A key focus in improving quality of basic and primary education is to enhance the quality of classroom instruction by providing comprehensive and quality training to produce qualified and competent teachers. A key constraint is that many teachers are unqualified, and those who are qualified tend to be over-represented in urban areas. In rural and remote areas, multi-grade and multi-class teaching is frequent, and teachers need specialized competencies to maximize learning in such constraining and complex situations.

Quality issues have thus been placed into three main groups of results:

- Qualifications and competencies of teachers;
- School leadership and management: and
- Quality of curricula and materials.

These results have a direct impact on issues of better learning outcomes, improved efficiency and effectiveness of the primary cycle leading to increased transition into the secondary cycle. As such, these all assist a nation to produce increased numbers of qualified and employable graduates to benefit a country's economy.

⁴⁸ Teacher Professionalization includes pre-service (PRESET) at teacher training college and short-term in-service (INSET) training which can take place within an institution, work-place or other venues to develop professional values, practice and knowledge leading to standards for the award of qualified teacher status. It also includes such issues as teacher welfare, career pathways and incentives.

⁴⁹ Inspection systems refer to the external audit and assessment processes undertaken at centralised and decentralised levels of the quality of education provided by learning institutions, achieved educational standards, the efficient management of financial resources made available as well as the cultural and social development within learning institutions. Inspection systems also provide professional guidance, counselling and support to learning institutions and staff with regard to administrative and pedagogical issues.

Moreover, the quality of school outcomes in terms of school leadership, teaching materials and curricula, and teacher competencies impacts on student abilities to promote life-skills and coping strategies to develop behaviour patterns and attitudes that deter the transmission of preventable diseases, most especially sexually transmitted diseases (STDs) and HIV. As a result, such life-skills also help to prevent early adolescent pregnancies and facilitate student exposure to health information (clean water, nutrition, etc.) which make such services more available to youths and the public in general. Quality issues therefore gives consideration to the approach, methodology and techniques required to enter the world of children and youths, and treats them as holistic persons within their social settings.

1) Quality and competencies of teachers enhanced

Teacher professionalization is a process along a continuum of learning. At the systems level, teacher development strategies are long-term and on-going, and they depend heavily on school-based in-service programmes which should link training and upgrading to a career-path structure. This entails a range of incentives for different stages of a teacher's career so as to attract suitable candidates to teaching. These incentives can be direct monetary benefits (e.g., teacher salary, allowances), indirect monetary benefits (e.g. professional training, instructional supervision, subsidized housing, food, and transportation), or non-monetary benefits (e.g. professional status in the community, location of teaching position, and recognition of performance). Ministries must therefore consider a range of formal and alternative teacher preparation programmes such as mentoring, induction and support programmes as well as establish standards accreditation.

From the time teachers start their teaching career, provision needs to be made for ongoing development of their subject matter knowledge as well as the necessary skills to teach, observe, assess, and reflect. Teachers should also be enabled to form networks to other teachers (and supervisors) to help them support each other and solve problems through discussion, modelling and coaching, and involvement with other aspects of school and educational change. Isolation and lack of communication between players should be reduced.

Education ministries have a responsibility to provide sufficient teaching and learning materials to support the curriculum, adequate facilities, and ongoing support for the issues that teachers face. The classroom goals of staff development programme and in-service training are as follows: 1. to provide a vision of intended classroom practice; and 2. to develop a teaching approach which will provide a variety of teaching and learning techniques and activities.

2) School leadership and management enhanced

School level improvement aims to foster the creation of a climate for change so as to promote school effectiveness; develop school policies and an ethos consonant with national priorities; provide an environment for teacher self-development; and to extend the classroom experience of all school staff members. This requires decentralization and delegation to the school to have the authority, flexibility, and responsibility for developing relevant programmes and school schedules in order to establish long-term professional development commitments.

It also requires capacity building at school level in terms of a leadership/management programme for school principals who are one of the main agents of change leading to increased school discretionary management (e.g. control, support & monitoring in terms of reporting progress to key stakeholders; maintaining commitment to goals; checking resources in use; feedback on tasks etc) and pedagogic change, as well as being credible change agents within communities. This also involves re-orientation at the level of inspection systems to be adapted to decentralised management and to integrate the many aspects of education service delivery at the school into a whole-school performance-based system of school inspection and assessment.

3) Quality of curricula and materials enhanced

The availability of good textbooks in sufficient quantity is an essential element to enhance relevance and quality. Curriculum development and establishing core competencies are conditional to textbook development, production and distribution. Poor and remote areas are sometimes characterised by a poor ratio of textbooks per student, with several students having to share one textbook.

The strengthening of curricula development centres and developing in-country capacity to write, design and edit good quality textbook, guides, supplementary materials are pre-requisites to the production of good T/L materials, which is also dependent on the establishment of textbook/materials approval systems. The relevancy of developed curricula and teaching materials might be enhanced through establishing minimum levels of learning consonant with qualifications framework and quality assurance processes. This should then take into account such issues as the language of instruction and literacy acquisition in bilingual or multilingual societies. Curricula and materials development is not a 'stand-alone' endeavour but will usually require linkage with teacher pre-service/in-service training

colleges and with inspectorates and schools to implement orientation programmes to achieve instructional goals.

Systems of writing, publishing, direct purchase and procurements need to be organized as well as efficient distribution capacity and delivery times secured and standardized. In addition, cost accounting and pricing systems need to be in place. Such strategies may even include the decentralisation of procurement systems and facilitating local publishing capacity.

9.3.3 Policy framework, sector management and finance

The strand on “policy framework, sector management and finance” and the one on “accountability and transparency” are closely interrelated. Both strands relate to two major issues:

- The production of more qualified and employable graduates which underpin the fact that policy frameworks, and financial resources are to support service delivery related to access, equity and quality
- The effective and decentralized pro-poor service delivery.

Improved education system efficiency and resourcing are a prerequisite for the production of more graduates. Efficiency requires sound sector policy frameworks being in place, well managed both at central and decentralised levels, and also policy driven pro-poor resource allocations. Moreover, improved system efficiency combined with improved transparency and accountability based on sound and solid performance measurement will also contribute to sustainable decentralised pro-poor service delivery.

The latter will support achievement of the global impacts of enhanced equity and good governance. Sustainable decentralised pro-poor education service delivery education systems having catered for quality requirements should then also generate more qualified and employable graduates and hence contribute to broad-based high productivity economic growth, and thus ultimately to poverty reduction and sustainable economic and social development. However, decentralised pro-poor service delivery can only materialize through joint efforts by partner countries, development partners and civic society applying principles of aid effectiveness, national ownership, co-ordination, harmonisation, alignment to recipient countries and results orientation.

In the **policy framework, sector management & finance** strand there are three key results:

- Increased pro-poor funding and allocation to basic education needs
- Policy, legislative and financial framework improved and sound sector policy framework in place.
- Sector management (processes) improved, including resource allocation and performance measurement

Crosscutting through the policy framework, sector management & finance strand and the accountability & transparency strand is one key result:

- Improved donor co-ordination and harmonization and resource allocation

1) Increased pro-poor funding and allocation to basic education needs

Education system reform requirements are policy driven and shaped by Governments and development partners adhering to the international framework for Education, Education for All and the Millennium Development Declaration in particular. Reform and restructuring processes follow the lines of fostering national pro-poor financing policies and strategies and subsequent pro-poor resource allocations emerging from national Poverty Reduction Strategies and culminating in approaches towards protected and reliable resources through e.g. a Medium Term Expenditure Framework (MTEF).

The emphasis on increasing pro-poor funding and allocation to EFA and MDG2 related needs is based on the high return in terms of poverty reduction and sustainable economic and social development on investments in basic and secondary education. Pro-poor targeting is focused either on Least Developed Countries (LDCs) or fragile states most of which are LDCs or to ensuring pro-poor funding reaching out to those faced with access or retention problems in basic and secondary education.

The importance of pro-poor funding is highlighted frequently in EC policies:

Regulation 1905/2006 pleads that Least Developed Countries and low income countries shall be given priority in terms of overall resource allocation in order to assist these countries in achieving the MDG 2 goals by 2015.

Com 2002-116 recommends the gearing of budgets towards the most urgent needs for poor and vulnerable population groups with only limited access to schools.

(2) Policy, legislative and financial frameworks improved and a sound sector policy framework in place

The processes of educational reform and resource allocation supported by the EC are policy based and especially linked to EFA and MDG 2/3 policies. The latter have to be substantiated in national legal, education policies and strategic plans, in national Poverty Reduction Strategies shaping pro-poor policies for budgeting, etc.

At a general education sector management level, the shift from project support to SWAps, Trust Funds and Budget Support imposes on partner countries major requirements for review, adjustment and sometimes redesign of legal regulatory and of the institutional framework directly linked to the education sector and to macro-economic policies including public finance management.

In this regard, it is important to note that the FTI framework emphasizes sound sector policies as a basis for sustained increase in aid, and improved domestic financing, improved resource mobilization and approaches towards performance based funding.

Transparency in sector performance is crucial in policy driven reforms. Performance targets have to be set and monitored. These targets are often derived from the National Poverty Reduction Strategy, EFA and MDG goals. Basic to this approach is strengthening the capacity of National Statistical Services, EMIS, from central to school level, as well as improving Financial Management Information Systems. The whole process is supported by institutional capacity development in policy, planning and management.

Partner countries require statistical capacity to monitor and evaluate the implementation of Poverty Reduction Strategies, national EFA plans and progress towards MDG 2 and 3. Statistical service and sector-specific management information systems need to be in place and have to produce reliable facts and figures. Performance indicators need to be consistent with main policy objectives and effectively capture the actual progress in attaining sector policy objectives. For EMIS, timeliness, availability, reliability and quality of data is required in order to meet policy making and joint performance monitoring requirements. This becomes especially important in the context of budget support mechanisms where disbursement of variable tranches is linked to sector performance.

(3) Sector management (processes) improved, improved including resource allocation and performance measurement

Based on the legal, policy and institutional framework being in place, including frameworks for performance measurement, budgeted education sector plans can be presented. In general Education ministries will assume new roles concentrating on policy making, standard setting, overall management of the system. They also need to cater for monitoring, evaluation and quality control and provide leadership and core involvement in all sector based approaches.

Sector management for pro-poor education service delivery requires a strong public finance management system and hence an interface with the Ministry of Finance. Financing plans have to be prepared and approved by the government and its reform partners within the framework of Education MTEFs, which is to be integrated into the medium-term financing projections of the ministry responsible for finance and economic affairs. The monitoring and adjustment of MTEF is to be based on projections of revenue generation. The MTEF and Annual Work Plans and Budgets (AWPB) have to be underpinned by a Reform Financing Plan.

The financing plan of a pro-poor education reform programme will typically cater for abolition of school fees and charges, and will increase expenditure on quality improvement, including textbook production and distribution, allocations for teacher, head teacher training, and greatly increase school operating budgets, whether or not allocated within the framework of School Improvement Plans (SIPs). Efforts will be made to improve the working conditions (including salaries) of teachers, but these efforts are often constrained by delays in the necessary civil service reform. Effective implementation of the policy-driven reform is dependent on predictability of available resources. The MTEF is a framework that will, at least, make resource requirements and tentative allocations more transparent. Inter-departmental financial management committees often are established to bridge education reform and financial management reform, and to provide a mechanism for lobbying within the competition for scarce national resources.

Moreover, sector management for effective quality service delivery requires huge capacity development to meet the requirements of the new roles and mandates.

As mentioned above, this will usually include the issue of performance measurement and for internal auditing.

Another aspect of EC policy related to both the policy framework and to improving sector management processes relates to the issue of HIV/Aids: Education sector master plans should take the impact of HIV/Aids on service delivery into consideration. HIV/Aids has a demand component by affecting the number and characteristics of the school-aged population as well as a supply component through the death and absenteeism of teachers. Therefore, projections have to be made with regard to teacher replacement requirements to incorporate into the planning of (accelerated) in-service teacher training.

(4) Improved donor co-ordination and harmonization and resource allocation (cross-cutting with the “accountability & transparency” strand)

The European Consensus gives priority to promoting donor harmonisation and alignment in supporting universal, compulsory, free and high quality education through international or multi-country initiatives. Regulation 1905/2006 gives priority attention to promoting donor harmonisation and alignment to promote universal, compulsory, free and high quality education through international or multi-country initiatives.

Donor co-ordination, harmonisation and alignment are among the Paris Declaration aims. The EC is committed to these aims. There are different modalities for education sector dialogue:

- Donor co-ordination might be shaped through EU Member State forums on donor co-ordination, through Education Sector Working Groups of all education sector or like-minded donors.
- Consultative fora of education sector donors with representatives of Government and sometimes civil society might be used as a tool.

Participation in these is essential in order to enhance civil society and government ownership of the sector reform. In rare cases those civil society is represented in such fora.

In addition, government-led fora would support the implementation of the Paris Declaration (2005) principles of harmonisation and alignment. Their role is to provide a discussion platform for its members, to advocate for educational policy reforms and to work collectively with national governments in implementing its programmes. Among the roles are also the advancement of education reform and investment, the strengthening of links with the Ministries of Education, leading to full partnership principles and joint monitoring of the education sector programme of education reform and development, as well as monitoring and review of progress in the education sector vis-à-vis policy targets, including the EFA and MDG goals. Government and development partners review allocation, disbursement and expenditures against performance envisaged based on which resource allocations can be made or adjusted.

In this context, joint monitoring and performance assessment become essential. Dialogue between Government and Development Partners should be further shaped by the initiation of such a process of monitoring and assessment. This could be complemented by regular ongoing policy dialogue and strategic discussions to follow-up on specific agreed actions. Ultimately the Ministry of Education and Development Partners will discuss the Ministry's Draft Annual Plan and budget on the basis of a confirmed resource envelope (that includes both domestic budget allocations and external funding to education) for education sector plan implementation.

9.3.4 Accountability and transparency

In the Accountability and transparency strand, there are two main results:

- Improved donor co-ordination, harmonisation and resource allocation (cross-cutting with and described under the “policy framework, sector management and finance” strand)
- Civil society decision making processes and accountability requirements addressed

Growing tensions on public resources within donor countries and the more stringent conditions for the provision of aid and a stronger emphasis on partner government ownership, have made out of accountability and transparency key issues in education sector support. Moreover, in partner countries educators, parents and community members, in fact civil service society as a whole demand that performance and resources allocated are made transparent.

Decentralisation and devolution of funding to lower levels of administration and schools is further fostering the need for transparency and accountability. In this regard, there is a need for strengthening

the technical and financial planning, management and accountability reporting procedures including auditing in the ministry and decentralised administrations.

(I) Civil society decision making processes and accountability requirements addressed

Education sector reform requires accountability and transparency and in the reform process these are being enhanced as conditionalities for budget release by donor partners. The overall aim is to implement high standards of management and accountability in the mobilisation of a government's recurrent and capital resources (including those for education). Accountability now covers the whole education system (and hence the transfer-of-funds flow) at and from the central level, to provincial and district level and to community and school level. Participation of civil society (including parents) in school management and monitoring, through the devolution of authority from central to local level and the establishment of Village Development Committees (VDC), Village Education Committees (VECs) and School Management Committees (SMCs), is part of the education sector reform linked to decentralisation. For schools in most countries, the whole aspect of financial management is a new phenomenon, and, apart from capacity building at the various levels of administration, teachers and SMCs need to acquire the necessary competencies.

Extending delegated authority to provinces, districts and schools for planning and management of resources requires strengthened financial planning, management and audit system, more focused human resource planning system, and more efficient staff performance management, deployment and reward systems alongside extensive capacity building in financial management and audit.

A key strategy adopted in fostering decentralized financing and community ownership is a form of bottom-up planning where schools prepare a SIP by which a large share of resources of schools are provided directly to schools by the education authorities.

Decentralised governance involves the transfer of authority and responsibility for public functions from central government to e.g. district level bodies and service delivery institutions. It has been pursued by government and supported by development partners as a way to improve responsiveness, accountability and efficiency, particularly in the service delivery sectors.

The increasing concern for improved governance in EU policy in general and especially in education has implications for most aspects of sector management. Policies and provisions for decentralisation, medium-term expenditure frameworks (MTEF)⁵⁰ and public financial management are interrelated components of a rational, transparent, accountable framework for policy-based resource allocation.

There is a move to enhance accountability and transparency by strengthening financial management systems and by placing emphasis on internal and external auditing and Public Expenditure Tracking Surveys (PETS). Insight is required into the flow of funds from the National Treasury to the Ministry of Finance, the provincial authorities and subsequent to schools. Developing capacity for internal audit is a key component of strengthening transparency and accountability with regard to public financial management. The lack of such capacity weakens the degree of fiduciary assurance that partner countries can provide to their Parliament, citizens and development partners.

In this context, PETS assess the Public Expenditure and Financial Management (PEFM) systems and practices and analyse how current practices help or hinder budget execution. PETS focus on the chain between budgets and desired service delivery and on bottlenecks in this chain: spending on the wrong goods or people, failure of funds to reach front-line service providers, weak provider incentives for service provision, demand-side failures that prevent households from taking advantage of service provision.

The objectives of the PETS are to:

- assist national Governments in identifying problems in the budget system that impede the efficiency and effectiveness of service delivery, in order to generate proposals for solving them;
- serve as an independent monitoring tool to assist government in improving accountability by disseminating information and engaging service delivery beneficiaries.

⁵⁰ A Medium term Expenditure Framework (MTEF) consists of estimates of aggregate resources available for public expenditures consistent with macro-economic stability; estimates of carrying out policies, both existing and new; and a framework that reconciles these costs with aggregate resources. It links Government priorities with a budget; highlights the tradeoffs between competing objectives; links budgets with policy choices made and improves outcomes by increasing transparency, accountability and predictability of funding. The MTEF and Annual Work Plans and Budgets (AWPBs) are underpinned by a Reform Financing Plan.

PETS may provide a set of recommendations for removing bottlenecks, strengthening fiduciary accountability, and thereby improving the flow of funds to pro-poor services.

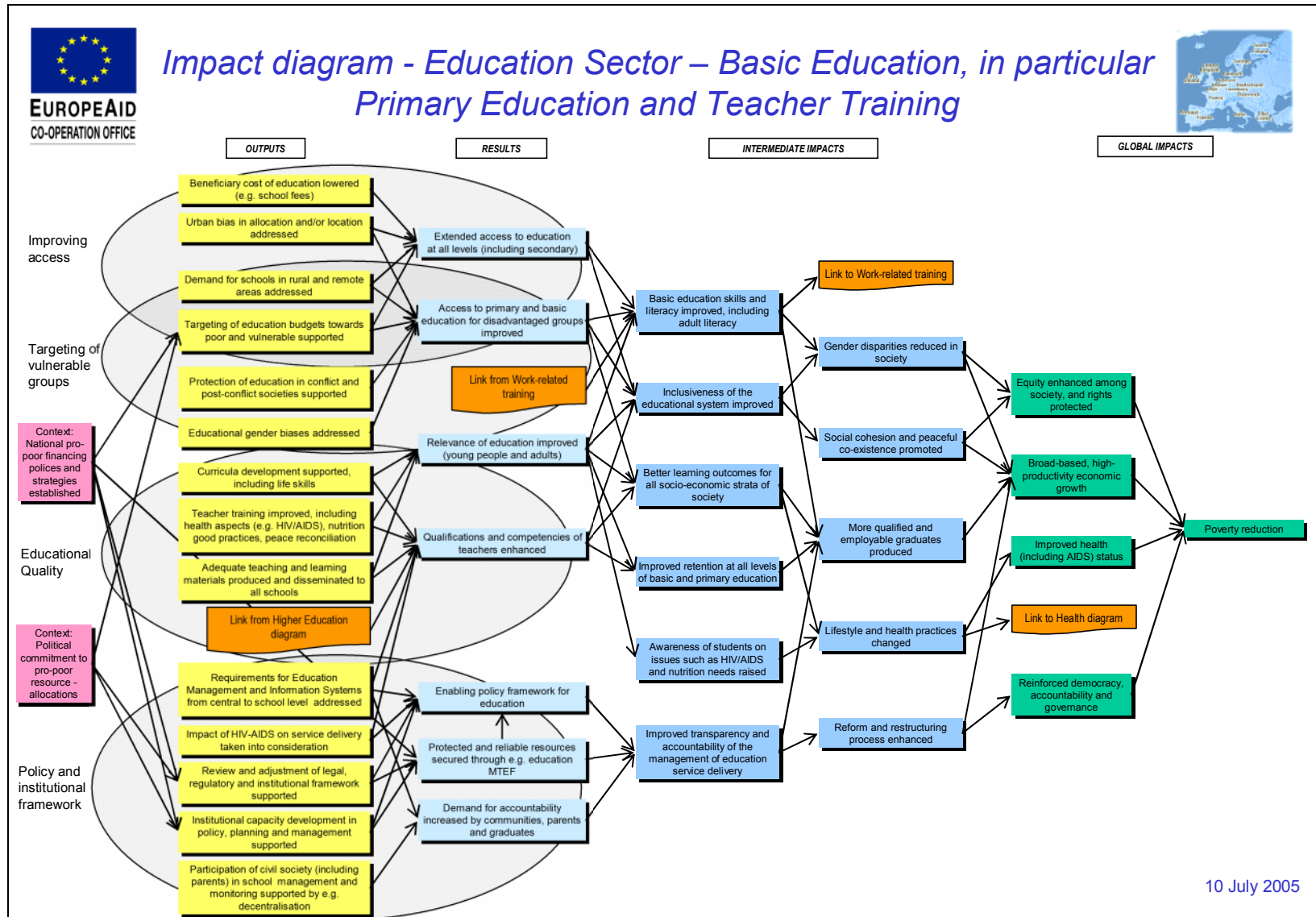
9.4 Comparing the intervention logic with the one constructed in 2005

The intervention logic for primary education and teacher training – the one which was derived from the policy documents in 2005 - is shown below. The scope of the new diagram is a bit wider, as it also covers secondary education, which is mainly reflected in the strand on “Quality”.

Overall, and as mentioned above, the contours of EC policies and strategies for support to the education sector have not substantially changed since 2005. The differences in presentation mainly arise from: the slightly different scope and a re-review of the policy documents used in 2005 which led to some additions. Given the emphasis on sector support, the new diagram is putting more emphasis on sector management and performance measurement. Moreover, the insight that the policy framework regarding accountability and transparency has sharpened over the past years, especially in the context of discussions about aid effectiveness and the role of donors in that regard led to its coverage in a specific strand. The column on “framework elements” in the new diagram has been added and will also help in guiding the development of evaluation questions. Framework elements cover pro-poor policies & strategies, strategic elements in EC policy related to education and aid modalities.

From that situation it can be concluded that a number of the evaluation questions produced 2005 might still be relevant.

Figure 4: Impact diagram for the education sector – basic education, in particular primary education and teacher training (2005)



9.5 The process of selecting Evaluation Questions

The intervention logic constitutes the backbone of the evaluation, and the purpose of the evaluation is to verify to what extent its intended objectives have materialised as envisaged. In other words, did the modalities employed and activities undertaken yield the required hierarchy of results and thus contribute to the global objectives of the EC's external co-operation?

In theory, the five DAC criteria (relevance, efficiency, effectiveness, impact and sustainability) allow such systematic verification. In practice, tracking the outworking of the intervention logic with the aid of the DAC criteria is feasible in the context of evaluation of a project or programme because it then takes the form of an ad hoc logical framework for that intervention. It is more difficult to use it to evaluate a vast collection of diverse interventions, and still more so to evaluate the modalities or the process.

For this reason evaluation questions are proposed as a more instrumental approach. Their purpose is, on the one hand, to shed light on some critical points on the intervention logic rather than evaluating comprehensively its outworking and, on the other hand, to give more concrete content to the traditional DAC criteria by specifying the judgement criteria or hypotheses that will be tested to answer the key questions and by stating how they will be validated.

The process of selection of EQs is detailed in the following table. It should be emphasized that the selection of evaluation questions (and subsequently the formulation of judgement criteria and indicators) could build on work undertaken in 2005, where a broad set of possible evaluation questions for the evaluation of EC support to education had already been formulated by EGEval.

Table 27: *Selection process for evaluation questions, judgement criteria and indicators*

Step	Activity
1	Analysing questions and issues from the ToR
2	Developing ideas for further questions from the reconstructed intervention logic
3	Consider issues raised by the inventory
4	Formulate a first set of questions
5	Cross-check with the EQs proposed by EGEval ⁵¹ and the related criteria and indicators; use them to the extent they are considered relevant to the new questions
6	In order to ensure a cross fertilisation between the ongoing evaluation on education and others, the most recent have been checked to see if comparable EQs have been used; When relevant, respective judgement criteria and indicators have been extracted and adjusted to the purposes of this evaluation.
7	Ensure that the questions cover all the aspects of the DAC evaluation criteria, the EC evaluation criteria and the key issues, in order to meet the main objectives of the education evaluation.
8	Update questions, criteria, indicators along the various suggestions made by the RG and the JEU

In the present case, 9 evaluation questions have been formulated. These questions have been selected with the view to covering as far as reasonably possible the different aspects of the intervention logic but with a sharper focus on certain of them. The focus has been directed to aspects that will permit provision of information and analytical material contributing to an analysis of a number of issues that become apparent from deskwork done at this stage and from the inventory.

⁵¹ EGEval 1 has generated 21 evaluation questions, nine of which go beyond the scope of this present evaluation as they relate to higher education and work-related training. Two questions deal with education-related MDGs; five questions relate to the international policy framework of education and issues of a conducive in-country policy framework; five questions relate to basic education, in particular primary education and teacher training; five questions deal with work-related training and four questions relate to higher education.

12 EGEval 1 EQs are within the scope of the present evaluation. They are presented in a comprehensive way in the EC guidelines (see EuropeAid intranet for more information).

Table 28: *The Evaluation Questions*

No.	Evaluation Question	
1.	To what extent is EC support aligned to education development objectives in national development plans, such as PRSPs, and ensured coherence between EC development co-operation policies on education and other EC policies affecting education?	Sector results
2.	To what extent has EC support to education contributed to improving access to and equity related to basic education ?	
3.	To what extent has EC support to education contributed to improving transition to secondary level (both lower and upper)?	
4.	To what extent has EC support to education contributed to improving quality of education , at primary and secondary levels?	
5.	To what extent has EC support to education contributed to enhancing basic education skills , especially literacy and numeracy?	
6.	To what extent has EC support to education helped in improving education system service delivery and resourcing ?	Governance and sector management
7.	To what extent has EC support to education helped to strengthen transparency and accountability of the management of education service delivery?	
8.	To what extent and how has the EC contributed to improving coordination, complementarity and synergies with Member States and other donors in the education sector, in line with the Paris Declaration?	Aid effectiveness
9.	To what extent have the various aid modalities, funding channels and instruments and their combinations, in particular GBS/SBS/SSP/projects, been appropriate and contributed to improving access to, equity of, and policy-based resource allocation in education?	

The evaluation questions can also be linked to one or several of the five DAC evaluation criteria (relevance, effectiveness, efficiency, impact and sustainability) and/or to the visibility and value-added themes identified in the terms of reference of this evaluation. These linkages are illustrated in the following table and further detailed at the level of the individual EQs. Moreover, the figure below depicts the places in the intervention logic that the relevant EQs are located – they cover all strands of the intervention logic, mostly at the level of results/ intermediate impacts.

Figure 5: Locating the EQs on the Intervention Logic

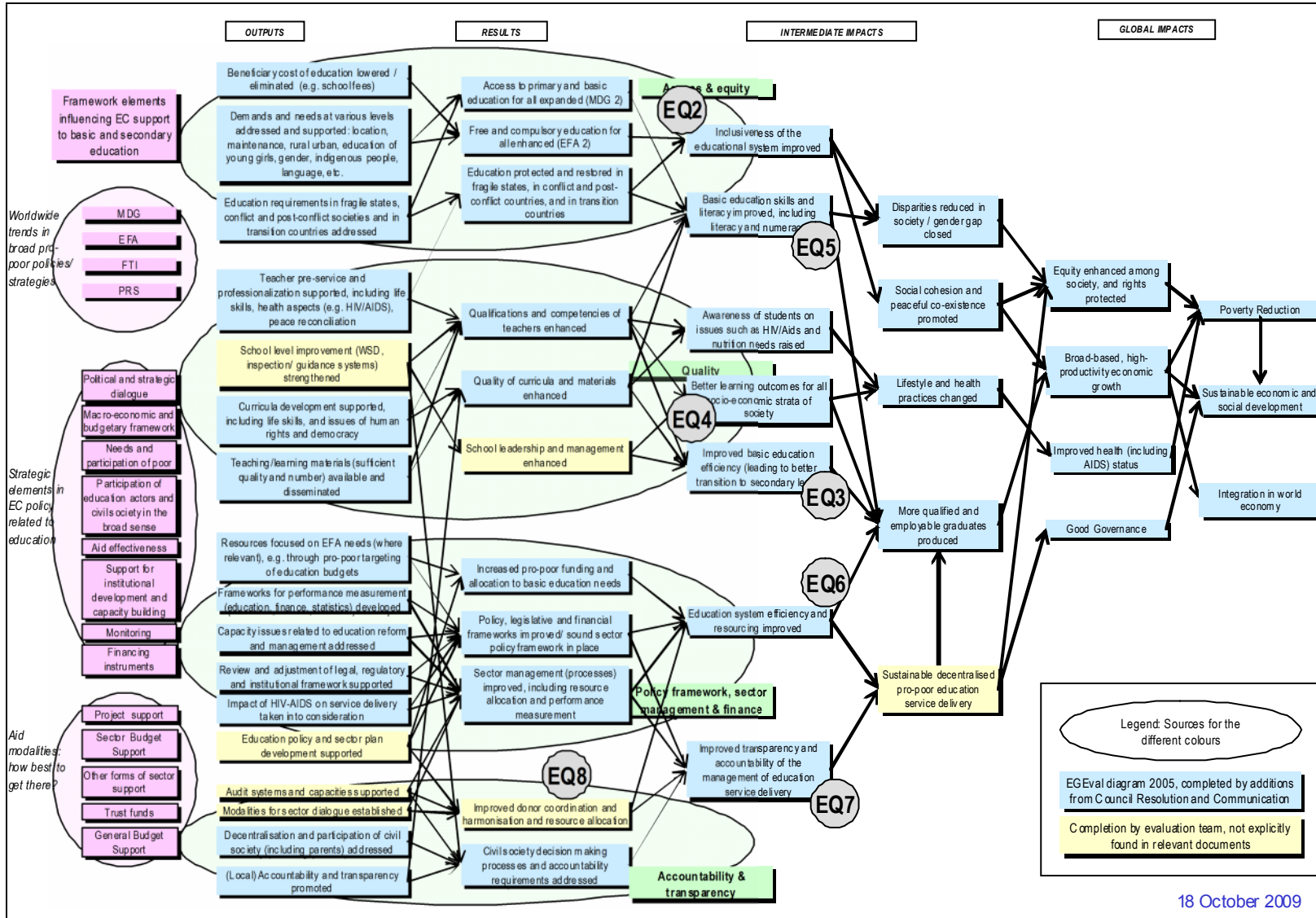


Table 29: Coverage of the evaluation criteria by the evaluation questions

Criteria Question	DAC criteria					Other criteria			
	Relevance	Effectiveness	Efficiency	Impact	Sustainability	3Cs	Cross-cutting issues	Visibility	Added value
EQ1-relevance	✓✓✓	✓	✓	✓	✓	✓✓✓		✓	✓
EQ2-access	✓✓✓	✓✓✓	✓✓✓	✓	✓	✓	✓✓✓	✓	✓✓✓
EQ3-secondary	✓✓✓	✓✓✓	✓✓✓	✓			✓✓✓	✓	✓
EQ4-quality	✓✓✓	✓✓✓	✓✓✓	✓	✓	✓	✓✓✓	✓	✓✓✓
EQ5-skills	✓	✓✓✓	✓	✓✓✓	✓	✓	✓	✓	✓
EQ6-delivery	✓✓✓	✓✓✓	✓✓✓		✓	✓			
EQ7-transparency	✓✓✓	✓	✓		✓✓✓	✓			
EQ8-3Cs	✓✓✓	✓✓✓	✓✓✓			✓		✓	✓
EQ9-modalities	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓	✓	✓✓✓

✓✓✓	The criterion is largely covered by the EQ
✓	The criterion is also tackled in the EQ

10 Annex 21: Support to basic and secondary education: Global financing needs versus relative importance in EC support and human resources allocated

This annex tries to outline some of the framework conditions under which EC support to the education sector worldwide is being given. This framework includes global financing need for the sector in order to meet internationally agreed goals and targets, and, further contains the institutional framework in which EC is supposed to implement respectively accompany implementation of its support, both in HQ and in EUDs, with the aim of ensuring effective delivery.

10.1 Background: Financial needs in the education sector globally

Successive issues of the EFA GMR have drawn the attention of the donor community to the gap between aid levels and the level of financing required to meet the Dakar targets. The 2010 issue indicates that the *“revised global cost estimate suggests the gap is far larger than previously assumed. Any prospect of accelerated progress towards the 2015 targets depends critically on a scaled-up donor effort. The bottom-line message to emerge from the costing exercise is that two-thirds of the additional resources required will have to be provided through aid.”* The same exercise also emphasises that the financing gaps are large (at USD 16 billion annually) and unlikely to be eliminated by current donor pledges; the following table summarises the calculation showing the financing gap that remains once prospects for additional domestic resources have been exhausted.

The following table provides a breakdown of the financing deficit by education sector and region.

Table 30: Average annual financing gaps towards EFA in low income countries, 2008-2015

Education level	Financing gap (constant 2007 USD billions)	Sub-Saharan Africa (%)	South Asia (%)	Conflict-affected countries (%)
Pre-primary	5.8	66	23	29
UPE	9.8	68	28	48
Adult literacy	0.6	42	37	51
Basic education financing gap	16.2	66	27	41
Lower secondary	8.8	60	35	42
Total financing gap	25.0	64	30	42

Source: EFA Global Monitoring Report (GMR) 2010, p. 130

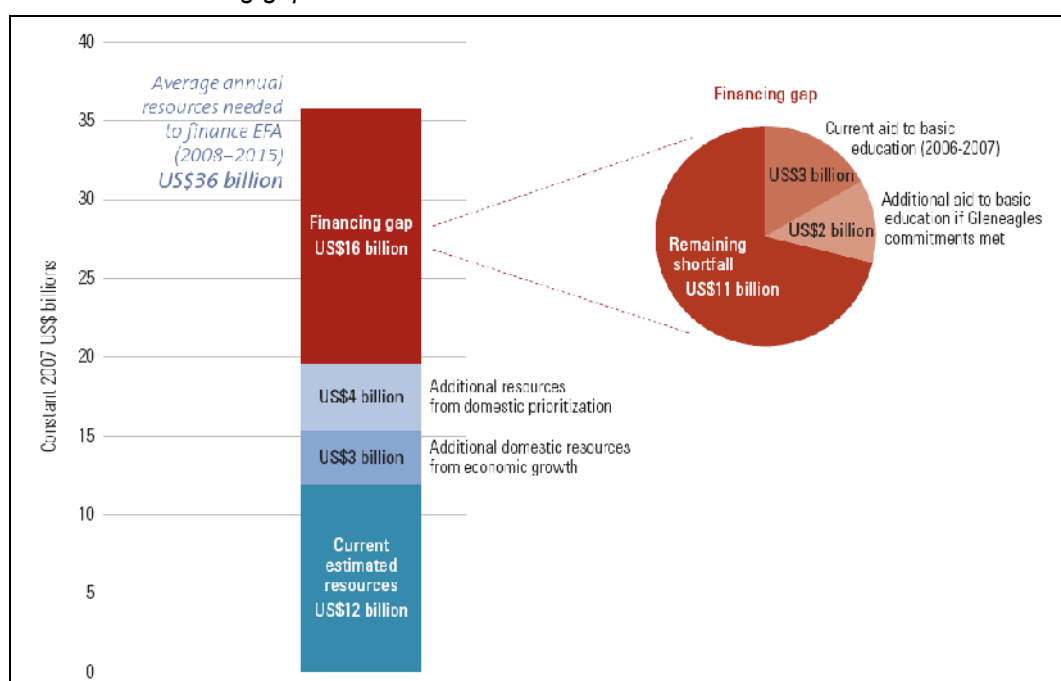
The report's conclusions from various analyses are:

- Previous estimates must be rectified; the gap for basic education is about 30% higher than the previous global estimates. It becomes apparent that the gap is highest in **sub-Saharan Africa**.
- Assuming that all low-income countries reach the 'best effort'⁵² thresholds by 2015, the aggregate average annual financing gap in basic education for the low-income countries covered is equivalent to about 1.5% of their collective Gross Domestic Product (GDP). The cumulative deficit for basic education, calculated on a country-by-country basis, is around USD 16 billion annually from 2008 to 2015.
- Current aid levels cover only a small part of the "Education for All" financing deficit. For the low-income countries included in the calculation, development assistance for basic education amounts to USD 2.7 billion (see figure below). The report concludes that a six-fold increase in aid to basic education will therefore be required if the basic education goals are to be achieved.
- Looking at the **regional financing gap**, **sub-Saharan Africa** accounts for about 66%, or USD 10.6 billion.
- Adding the costs of lower secondary education would increase the gap to USD 25 billion – a figure that illustrates the enormous increase in resources required if countries are to universalise access. The report also highlights that increased investment in post-primary education is unlikely to be equitable or to lead to the skills improvement that governments and parents de-

⁵² The EFA GMR's analysis defines the Education for All financing gap as the difference between the total investment requirement indicated by their costing exercise and the domestic financing capacity of governments making a 'best effort' to channel resources to education.

mand, if the financing gaps at the basic education level are not being addressed, thus building strong learning foundations.

Figure 6: Financing gaps towards EFA



Source: EFA GMR 2010, p. 129

The authors of the report conclude that the deficit-gap will have to be covered by increased development assistance. This shortfall is shown to be rising up to 2015 before scaling-down as the domestic resource base expands and the need for additional capital spending declines.

There are only five years remaining to the target date for the Education for All goals and the wider Millennium Development Goals. The report provides a scenario holding constant the distribution of aid between low-income and middle-income countries, and between different levels of education, and concludes that full delivery of the 2005 commitments would still leave a deficit of USD 11 billion. Thus it indicates that there is a need for an “urgent re-assessment of aid commitments and distribution patterns”.

While acknowledging limitations and uncertainties associated with its global financial costing models, the report concludes by indicating that *“in the absence of an urgent, concerted effort to make new and additional resources available for education, there is little prospect of the world’s poorest countries getting on track to meet the 2015 targets. If the policy goal is to ensure that all the world’s primary school age children are in education systems by 2015, the investment cannot be delayed. The global costing exercise underlines the importance of low-income developing countries and donors doing far more. It is clear that the role of donors is critical because governments in the poorest countries lack the resources to close the Education for All financing gap.”*

10.2 Importance of education in the last rounds of EC development aid programming

EC aid has to focus on a limited number of areas of intervention falling within the specific development assistance priorities laid down by the EC and the Council in relation to the country policy agenda⁵³. For the sample countries, the following table indicates where education has been a focal sector during the period under evaluation.

⁵³ See Framework for Country Strategy Papers SEC(2000)1049

Table 31: Sample countries: Where education is a focal sector

Country	Focal Sector Education*	
	First programming cycle (starting 2002/3)	Second programming cycle (starting 2007/8)
ARGENTINA	✓	✓
BANGLADESH	✓	✓
BOTSWANA	✓	✓
BURKINA FASO		
DOMINICAN REPUBLIC	✓	✓
ERITREA	✓	
GHANA		
INDIA	✓	✓
INDONESIA	✓	✓
JAMAICA		
MOZAMBIQUE		
NICARAGUA	✓	✓
NIGER	✓	
PAKISTAN	✓	✓
RUSSIA		
SOMALIA (KENYA)	✓	✓
SOUTH AFRICA	✓	✓
TAJIKISTAN	✓	
TANZANIA	✓	
TUNISIA		✓
UGANDA		
VIETNAM	✓	
OCCUPIED PALESTINIAN TERRITORY	n/a	n/a

* Education (basic and secondary) is the focal sector or part of the focal sector

Note: Years for CSP indicate the first and the second round of harmonised CSPs; country-specific start and end dates will vary.

Regarding the areas (sub-sectors) of education selected, 15 CSPs out of those for the period 2000-2006 confirm that the first priority of the EC is on basic education, particularly for primary education (MDG 2). This is especially significant in **ACP** and **Asian countries** where 58% and 100% of the respective CSPs relating to the periods 2000-2006 confirm this trend.

However, it is evident that the education sector received less direct attention (in terms of being a focal sector) in the recent round of CSPs, a trend which is mainly pronounced in **ACP countries**. According to data from DG DEV, education is a focal sector in 12 ACP countries, with an amount of € 258.7 million foreseen. This trend is rendered even more obvious when looking at shifts between the 9th and 10th European Development Fund for ACP countries (EDF)⁵⁴: In the 10th EDF, education only receives 2.2% of the original allocations, which amounts to much less direct support than was provided through the 9th EDF, where 5.5% were allocated to the sector. This fact is only partially reflected in the inventory, as inventory data on commitments only covers the period up until the end of 2007. However, it is illustrated in Table 31 above, where education is dropped as a focal sector in five cases, but only taken up as a new focal sector in one case.

The following figure reveals the relative share of allocations to specific sectors (and GBS) between the 9th and 10th EDF, illustrating further overarching trends concerning the financial priority accorded to various sectors in terms of development aid in the ACP region. The following additional trends emerge from it:

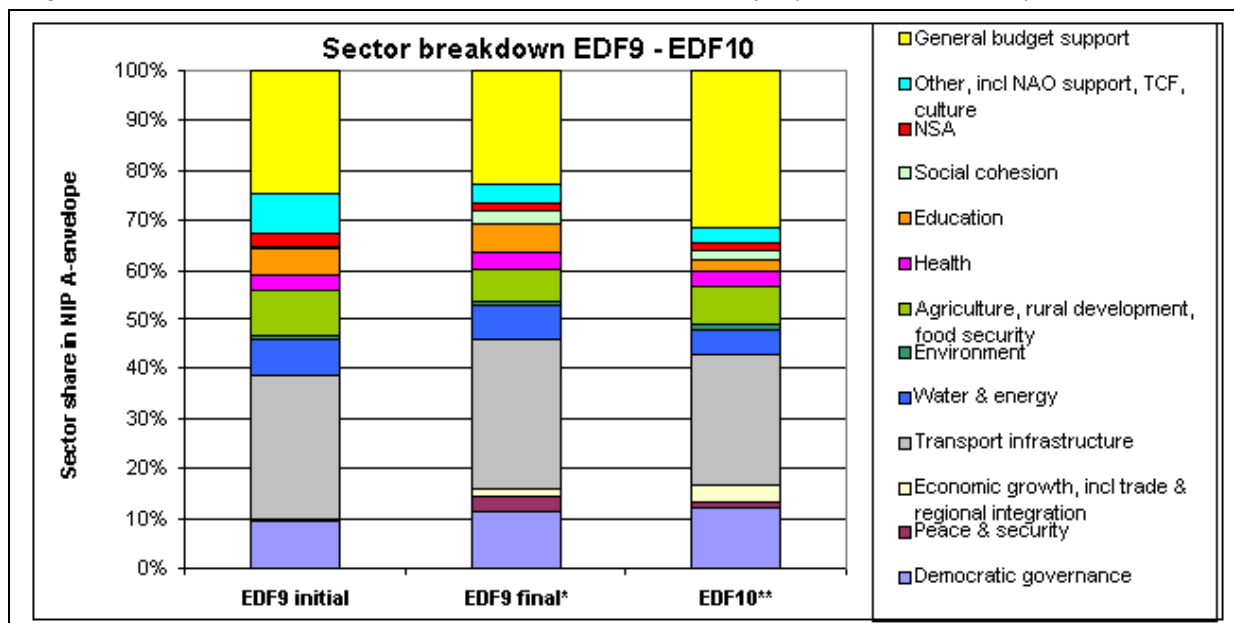
- While the relative share of direct support to education was much larger than that related to the other major social sector (health) in the 9th EDF, the relative share of education is significantly reduced in the 10th EDF in comparison.

⁵⁴ In the initial 9th EDF the total commitments amounted to € 7,213.2 million, in the final the amount had risen to € 9,531.7 million, and in the 10th EDF the envelope is € 11,580.2 million.

- GBS support has become more important with an increase of the initial allocation from 24.7% to 31.3%, which, as the total envelope has increased, in absolute terms means an increase from about €1.8 billion to 3.6 billion between the 9th and 10th EDFs.
- For the education sector, the decrease in the percentage allocated to the sector in the 10th EDF entails a decrease in direct support from about € 370 million to 250 million in absolute terms ACP countries.

This reveals a clear trend towards the **increasing use of GBS in ACP countries**, which follows the statements of intent spelled out in numerous policy documents over recent years.

Figure 7: ACP countries: Sector share in NIP A-envelope (EDF 9 and EDF 10)



* Based on global commitments at 31.12.2007

**Based on state of programming at 09.09.2008 (excluding: *Eq. Guinea, Eritrea, Fiji, Guinea, Nigeria, Sudan, Zimbabwe*)

Note: The figures for education change depending on whether Sudan & Zimbabwe are included as they were both originally allocated a sizeable amount for education, but were subsequently changed due to changes in governance and eligibility issues

Source: DG Development

Reasons for trends can be identified as follows (especially from the CSPs):

- For all **ACP countries**, the EC country strategies concentrate on a limited number of priority areas of support, in which the EC has a perceived comparative advantage. The underlying aim to focus EC assistance on a limited number of sectors has been reiterated in the EU Consensus. This concentration increased between the first and second programming cycle under consideration, and in most cases, there are now (2007-2013) not more than two focal sectors per country.
- In a large number of ACP countries, social sectors are to be supported mainly through GBS, but are still specifically mentioned as a focal sectors. In other countries, special reference is made to the education sector in light of GBS (for example, in **Tanzania**, the CSP mentioned that, while scaling up GBS interventions, the EC would continue to pay close attention to the quality of education sector dialogue and scrutinize the planning and budgeting processes at sector level; and in **Ghana**, where the EC would continue to support the Government through GBS, it would do so with a view to ensuring equitable access to social services, including education).
- In other ACP countries, the support to the social sectors is deemed inappropriate considering that the EC has already provided a substantial contribution to the education sector under the 9th EDF, for which the implementation is still ongoing (e.g. **Eritrea**).

Overall, a contradiction seems to exist: while there continue to be substantial needs in the education sector in ACP countries, the EC has apparently reduced direct support to the sector. This may entail a risk to the already existing (but rather mixed) progress towards achieving the MDGs related to education and the EFA goals.

It should be noted, however, that basic education has remained a focal sector in almost all **Asian** and the two **Latin American** sample countries of this evaluation, as indicated in the most recent CSPs. The following table summarises allocations in the new programming cycles for all regions; where possible, and on the basis of the original source, an attempt is made to specify the share of basic education.

Table 32: *EC estimated support to education in the new programming cycle*

Estimated EC ODA to education	Period	Total envelope	Allocation for education (million €)	% specific to education out of total envelope	Focus of education support	Amounts related to BE & E (million €)	Number of countries	N° countries with education as		
								Focal	non focal	GBS
Asia ¹	2007-10	2,600	594.0	23.5	BE	434.0	8	10**		1
Latin America ²	2007-10	1,200	383.5	29.1	BE & VET	237.5	4	4	3	1
MEDA ³	2007-10	2,960	348.0	12	E	348.0	7	11	1	
Caucasus & Central Asia ⁴	2007-10	1,473	170.7	11.6	E	170.7	5			
<i>Sub-total</i>		8,233	1,496.2							
ACP country programming ⁵	2008-13		258.7*	2.3	E	258.7	12	12		
Intra-ACP	2008-13		90*							
<i>Sub-total</i>		9,712	405							
Thematic Programme Investing in People	2007-13	1,060	130		BE	80.0				
GRAND TOTAL			1,974.9							

Note: The figures cover the programming period 2007-2010 for non-ACP and 2008-2013 for ACP countries

¹ Basic Education: Bangladesh, Cambodia, Indonesia, Pakistan, India, Nepal, Vietnam, Myanmar; Kyrgyzstan, Tajikistan, Turkmenistan; Higher Education: Malaysia, Pakistan, Thailand., GBS: Laos

² Basic Education: Nicaragua, Ecuador, Paraguay, Argentina (+ VET), El Salvador, Costa Rica, Region Mercosur; Higher Education: Mexico, Brazil, Chile + Regional (103.4 M€ of which ALFA= € 60 million, Erasmus Mundus = € 41.6 million; GBS: Honduras

³ Tunisia, Morocco, Egypt, Jordan, Syria (non focal), Lebanon; Higher Ed: Algeria

⁴ Moldova (HE), Russia, Armenia, Azerbaijan, Georgia, Central Asia = € 190 million

⁵ Botswana, Comoros, Gabon, Jamaica, Liberia, Namibia, PNG, Somalia, Swaziland, Zimbabwe, Dominican Republic

BE = Basic Education, E= Education, VET = Vocational Education and Training

* Figure from DEV B3, June 2010; ** Higher Education in 3 countries

Source: DG Aidco

It should be noted that amounts directed towards GBS having education-related indicators are shown to have increased significantly during the early 2000s, but then decreased after 2005, linked to the fact that the programming cycle was coming to its end. This is reflected in the fact that most of the GBS amounts went towards ACP countries (see inventory).

Taking all the above into consideration, it is apparent that the share of direct support to education out of the whole of the EC's funding for development aid, has decreased, particularly in the ACP region. This decrease in direct support is related to at least two concurrent phenomena, namely the increasing use of GBS (again, especially in the ACP region), as well as the general decrease of the number of focal sectors per country in the later programming period. Nevertheless, it is striking, that the share of direct support to health has not decreased in a comparable fashion, although the two are often seen as the major two social sectors which GBS should help to support.

10.3 Internal resources and mechanisms supporting implementation of basic and secondary education commitments

10.3.1 Organisational set-up

The period 2000-2007 is characterized by substantial institutional changes in EC external aid and an effort to improve aid delivery by institutionalising quality assurance. The major organisational changes can be summarised as follows:

- The creation of EuropeAid on 1 January 2001, bringing together in a single organisation the responsibility for managing the whole life-cycle of projects from identification to evaluation, while responsibility for programming was consolidated within the EC Directorate General on Development (DG Dev) and EC Directorate General for External Relations (DG Relex);
- A reform process of external assistance management that was implemented over the 2001-2004,⁵⁵ including the devolution of management responsibility for most development programmes to the EC's in-country EUDs;
- As a consequence of the completion of the devolution process, the Headquarter structure of EuropeAid was modified in March 2005 to provide more support to EUDs and to reflect the transfer of the Western Balkan countries to DG Enlargement, in the light of the prospect of their future membership of the EU.

Among the institutional measures taken and aiming at improving the quality of aid delivery are the following:

- An Inter-service Quality Support Group (iQSG) was set up in 2001 to ensure the coherence and the quality of EC external co-operation aid. The Quality Support Group (QSG) is inter-departmental in character⁵⁶. The task of the iQSG is to ensure that the main EC external co-operation programming documents are coherent and of consistently high quality;
- Within EuropeAid, a number of office Quality Support Groups (oQSG) were created. They aim to improve quality, i.e. the design of external aid measures, by providing guidance, already at the identification and formulation stage, building on in-house expertise, as well as on best practice from previous and ongoing measures. With management responsibilities having been devolved to the EUDs, the QSGs also aims at being a mechanism for exchange of information between Brussels and the EUDs on the preparation of planned measures⁵⁷;
- The Results-oriented Monitoring system (ROM) was set in place, in which contracted consulting companies, through regular field visits, assess the progress of a sample of EC supported interventions in terms of the objectives they were designed to achieve, basing their analysis on DAC⁵⁸ evaluation criteria. In this fashion, they provide situational snapshots, aiming at informing HQ on intervention progress, and at improving the quality of implementation and its outcomes.

10.3.2 Trends in EUD staffing in support of education

According to a study commissioned for the EC Services⁵⁹ in 2009, the EC gives direct funding to education in 76 countries across the globe⁶⁰. Moreover, the EC uses General Budget Support in 43 countries; seven out of which receive the new MDG Contract type of general budget support which started after the period under evaluation. In all GBS countries, the EC's stated aim is to assist the partner country to achieve the MDGs and reduce poverty. Education related indicators feature in all GBS performance assessment frameworks.

⁵⁵ The outcome of implementing these reforms was charted in a public report *Qualitative assessment of the reforms in the management of external assistance (r)* published in July 2005. This report reviews operational, organisational and methodological reforms in assistance delivery, and assesses the effects and results. According to the report, the effect of the reforms has been to ensure a constant improvement in the speed of aid delivery, with higher payments levels each year and shorter average duration of aid implementation.

⁵⁶ The Members of the Group are senior representatives of all the Commission's Directorates General and offices involved in the management of the Community's relations with developing countries (DG DEV, DG RELEX, DG Trade, DG Economic and Financial Affairs, DG Enlargement, ECHO, EuropeAid Co-operation Office and the Joint Evaluation Unit).

⁵⁷ The functioning and logistics of oQSG meetings are handled by an independent secretariat in EuropeAid. The core members of each oQSG are EuropeAid staff based in Brussels. They are responsible for the geographical aspects of the action, its quality from a thematic perspective and its conformity with contractual and financial rules and practices. Staff responsible for the programming phase from DG DEV and DG Relex (and other DGs) can also participate in oQSG meetings, as well as staff from the EU Delegations.

⁵⁸ The Development Assistance Committee of the Organisation for Economic Co-operation & Development (OECD-DAC).

⁵⁹ The European Commission's capacity to support Education in its partner countries. Summary of a survey of EC delegations Draft June 22, 2009

⁶⁰ According to the inventory, this list comprises 117 countries for the period under evaluation – this difference might occur due to the different periods being looked at or due to the fact that the inventory also considers budget line projects of also small budget lines.

Of the 76 countries mentioned above as receiving direct support to education, 13 are GBS recipients as well, and **44 have education as a focal sector in the programming cycle 2006/7 - 2013**. And four countries do not have education as a focal sector, yet, nevertheless, have education-related projects within their portfolio. A further 28 countries have education as a focal sector and / or projects or programmes still in progress from the previous programming periods.

According to the survey undertaken by the EC Services, a total of 88 persons are assigned responsibilities for Education within the EUDs but not all of these are assigned solely to work in the sector. The percentage of their time spent on education related work considerably ranges, with an overall average of 34%.

In the aforementioned countries that have education as a focal sector (and in the current programming cycle), in the 44 EUDs a total of 47 persons spend some of their time on education, which corresponds to 29.9 full time posts, i.e. to a ratio of Full Time Equivalents (FTE) to EUDs of 1:1.5 (1 FTE per 1.5 EUDs). 13 EUDs have at least one FTE person assigned to education. However, there are 16 EUDs with education as a focal sector but which reported no person assigned specifically and exclusively to the education sector.

Although the EC's use of GBS, and in particular the MDG-Contracts, aim at contributing to the achievement of the MDGs related to education (and health), this vision is, according to the EC study, not reflected in the number of staff assigned to work with partner countries on policy within the sector. The EC study found that 23 out of 43 GBS countries have at least one person assigned to cover education. The study showed that the percentage of their time allocated to varies between 'almost none' and 100%. The study also suggests that in total, 33 persons are involved in working with the education sector in GBS EUDs, amounting to a full time equivalent of all these posts of 14.5. The EC Officials (three out of 33, the remainder being Contract and Local Agents) spend less than 35% of their time (35%, 15% and 10%) working on education and none of the Officials recorded any specific academic qualifications in the field of education. In 2009, the time of the study, only two out of the seven MDG-Contract countries had an EC staff member specifically assigned to the education sector.⁶¹

In terms of the profile of EUD education personnel, the EC relies heavily on contracted-in staff to manage the education sector work: only four Commission Officials are assigned to work in the field of Education in third countries in HQ. Contractually the personnel list comprises Contract Agents (38), Local Agents (39), Commission Officials and Junior Experts (2).⁶²

The following two tables show the staffing situation in terms of full-time equivalents (FTE) in EUDs for the programming cycles 2002-2007 and 2007/8-2013, including GBS.

Table 33: EUDs with education as focal sector (programming cycle 2002-2007)

<i>Full time equivalent per Office</i>	<i>Number of EUDs</i>	<i>Persons with qualifications in education (including teaching qualifications)</i>
0.5 - 1.4	11	4
0.3 – 0.5	6	1
0.04 – 0.2	8	2
'part time'	5	0
Total	28	7 (only two with specific education-related degrees)

Source: The European Commission's capacity to support Education in its partner countries. Summary of a survey of EU Delegations. Draft June 22, 2009

The following table indicates the situation for countries with education as a focal sector in the second programming cycle under consideration.

⁶¹ In *Uganda* there are two Contract Agents spending 85% of their time on Education. In *Burkina Faso*, a Contract Agent is assigned 'part time' to Education. Two EUDs (*Tanzania* and *Rwanda*) report using the expertise of an EU Member State (UK and Sweden).

⁶² Local Agents are persons, usually nationals of the country hosting the Delegation, recruited in that country. Contract Agents are fixed term employees of the Commission. Officials are permanent staff members of the Commission. Junior Experts have a fixed term contract (covered by the Commission or a EU Member State).

Table 34: EUDs with education as a focal sector (programming cycle 2007/8-2013, including GBS)

Full time equivalent per Office	Number of EUDs	Persons with qualifications in education (including teaching qualifications)
1.5 – 2	8	5
1 – 1.5	5	4
0.5 – 1	10	2
0.1 – 0.5	8	1
0	16	-
Total:	44	12

Source: The European Commission's capacity to support Education in its partner countries. Summary of a survey of EU Delegations. Draft June 22, 2009

Findings from the evaluation team's survey to EUDs, but covering the sample countries only, are comparable: In the overwhelming majority of surveyed EUDs (19 out of 21 that responded) at least one person was in charge of issues related to education during the period under evaluation. When looking at the detailed figures the picture is as follows:

- Information on the earlier evaluation period is rather sketchy.
- The majority of EUDs had one person in charge of education during the entire period, with peaks in 2003 and 2005, where rather frequently two persons shared that task.
- Number of staff dealing with education seems to actually increase after 2005 where a number of EUDs indicate having three or even four persons dealing with education

Table 35: Results of survey to EUDs: Evolution of staffing dealing with education in EUDs

No. of staff	2001		2003		2005		2007/08	
	No.	%	No.	%	No.	%	No.	%
No response	8	38%	6	29%	2	10%	2	10%
1	9	43%	10	48%	12	57%	12	57%
2	4	19%	5	24%	7	33%	3	14%
3							2	9.5%
4							2	9.5%
Total observations	21	100%	21	100%	21	100%	21	100%

According to the EC study, usually, the staff assigned to the education sector are "generalists", and only very few of the Commission's staff have specific qualifications in education planning, education economics or comparative education. The lack of qualified staff available to the EUDs is repeatedly mentioned by the EUDs surveyed by the present evaluation (**Dominican Republic, India, Pakistan, Tunisia** and **Nicaragua** prior to 2005). This pattern appeared to be cross-regional as ACP, ALA⁶³-Asia, ALA-LA and ENPI⁶⁴ EUDs were all included among the respondents pointing to a lack of qualified staff.

In terms of years of relevant experience, the EC study found that Local Agents tend to be the most experienced, followed by Contract Agents and the Officials. However, average figures for the last two groups have to be taken with caution, as the range for both groups has been found to be wide (from three months to 33 years and 3 months to 28 years respectively).

10.3.3 Some trends in workload

The evaluation's survey to a sample of EUDs aimed to identify "shifts in workload during the evaluation period". Here, responses from the EUDs clearly reveal a shift from project monitoring work towards increasing sector policy dialogue. This underpins the inventory's findings in terms of funding trends towards various forms of sector support or even GBS. This shift holds true for all regions (e.g. ACP: **Botswana, Burkina Faso, Tanzania, Dominican Republic, Uganda**; ALA-Asia: **Pakistan, Vietnam**; ENPI: **Russia, Occupied Palestinian Territory**; and ALA-LA: **Argentina, Nicaragua**), as well as for countries are classified as fragile states (**Pakistan** and **Occupied Palestinian Territory**).

⁶³ Asia and Latin America group of nations (ALA)

⁶⁴ European Neighbourhood Policy Instrument (ENPI)

Data also clearly indicate a shift in focus on sub-sectors: Several countries had their focus changed from one sub-sector to another during the course of the evaluation period (e.g. **Dominican Republic**: Technical and Vocational Education and Training (TVET) to primary and secondary, or **India** where the scope has shifted from primary to also encompass Higher Education (HE), or **Tajikistan** with a shift from primary/secondary to VET, or **Argentina** from primary to including also secondary, TVET & HE).

Overall, responses from the EUDs point to a **significant increase in workload for education** (specifically mentioned here by **India, Botswana, Argentina, Nicaragua** and **Indonesia** but also implied by responses on policy dialogue). This is partly grounded on the fact that policy dialogue means that accompanying policy analysis is needed for all education sub-sectors and not merely for one or two sub-sectors. Besides the demands placed on staff in relation to policy analysis in the education sector, the responses show that attending and actively participating in sector working groups and policy dialogue is perceived as taking up a great deal of staff working time.

10.3.4 Developing institutional capacity in EUDs to deal with education sector related issues, specifically issues related to basic and secondary education

The evaluation's survey of EUDs shows that various measures have been employed to maintain and improve EUD institutional capacities to deal with education sector related issues over the evaluation period.

Given the fact that the evaluation period covers the period of the reorganization of EC external aid, including deconcentration, it appears that contracting education or social sector specialists as the main persons in charge was the most commonly employed option among the sample countries (e.g. in **Burkina Faso, Ghana, South Africa, Tanzania, Bangladesh, Vietnam, Tunisia**, as well as in the **Occupied Palestinian Territory**). Moreover, some EUDs hired additional contractual staff for short periods to cover workload peaks and staffing gaps.

Another way of increasing institutional capacity is to build capacity of existing staff. This has primarily been implemented in the following three ways:

- internal training: EUDs indicate that staff members participated in training in Brussels on key issues on education (especially related to the aid modalities employed). However, it does not become clear from the responses how many staff participated;
- the participation in thematic meetings organised at HQ in order for staff to keep up to date with major trends in the education sector;
- "learning on the job", which includes regular participation in policy dialogue, and maintaining close contacts with relevant EC staff in Brussels.

11 Annex 22: Note on international education indicators: Overview of EFA goals and indicators, MDGs, MDG targets and indicators, and FTI indicators

The education sector has historically been characterised by internationally well-defined and uniform concepts and indicators. This was confirmed in April 2000, when the World Education Forum, under UNESCO, met in Dakar, Senegal, and 155 countries adopted and committed themselves to the six goals – with corresponding targets and indicators – of the Dakar Framework for Action, Education for All: Meeting our Collective Commitments. The six goals of Education for All (EFA) served as follow-up to the World Declaration on Education for All, adopted in Jomtien, Thailand, in 1990. Later, in 2000, the UN adopted the Millennium Declaration, pledging to achieve eight Millennium Development Goals, of which one belongs entirely to the realm of education, namely MDG 2 “Achieve universal primary education”, while another is partly related to education, MDG 3 “Promote gender equality and empower women”.

In 2001, the Development Committee of the World Bank called on the Bank to prepare an Action Plan aimed at accelerating progress towards the MDGs for education. The resultant plan was endorsed in April 2002, followed by the launch of the Fast Track Initiative (FTI). The latter seeks to increase the momentum towards universal primary completion (UPC) through a combination of stronger national policies, improved capacity and more financial resources, raised domestically as well as from the donor community.

Table 36 below summarises the EFA goals and core indicators, linking them to the MDGs and to the FTI indicators, in order to provide a comprehensive overview. This is followed by the particular sets of goals and targets for EFA, MDG and FTI.

As it appears from the table, the three sets of objectives/targets/indicators cannot be consolidated into a single list as they tend to overlap, covering some of the same issues, albeit with different formulations and addressing rather different aspects of those issues. As it also appears, the three sets vary widely in scope:

- The EFA goals and indicators constitute the most comprehensive list, covering all internationally-recognised major elements of basic education (understood to comprise early childhood education, primary education, and literacy), though secondary education is only present in goal number 5 on gender equality.
- Conversely, only two aspects of education have been extracted from the MDGs (of which one, MDG 3, again on gender equality, concerns all levels of education).
- Lastly, the FTI indicators are, on the one hand, more selective than those of EFA, for instance by being exclusively concerned with primary education. On the other hand, they are much more specific and detailed on the issues singled out.

Thus, although the EFA framework largely defines the issues to be monitored, reading the table horizontally reveals clear inconsistencies as to what exactly should be measured under each of the three initiatives. However, it is important to know that all countries have committed themselves to monitoring both the EFA goals and the MDGs, while only countries associated with the FTI have pledged to monitor the FTI indicators. Note also that, although the EFA goals and the corresponding MDGs are phrased differently, the relevant indicators are identical.

Table 36: International education indicators: Overview of EFA goals and indicators, MDGs, MDG targets and indicators, and FTI indicators

EFA goals	EFA (Dakar) indicators	MDG and targets	MDG indicators	FTI indicators	FTI targets
1) Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children (outcome ⁶⁵)	<u>Indicator 1</u> : Gross enrolment in early childhood development programs, including public, private and community programs, expressed as a percentage of the official age-group concerned, if any, otherwise those aged 3 to 5				
	<u>Indicator 2</u> : Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development program				
2) Ensure that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and are able to complete primary education that is free, compulsory and of good quality (outcome)	<u>Indicator 3</u> : Apparent (gross) intake rate: new entrants in primary grade 1 as a percentage of the population of official entry age	MDG goal 2 : Achieve universal primary education (outcome) Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling		1.Intake into first grade: Total Girls' intake rate Boys' intake rate	100 100 100
	<u>Indicator 4</u> : Net intake rate: new entrants to primary grade 1 who are of the official primary school-entrance age as a percentage of the corresponding population				
	<u>Indicator 5</u> : Gross enrolment ratio		Net enrolment Ratio in primary education	2.Private share of enrolments - (% of pupils enrolled in exclusively privately-financed primary schools)	10 or less
	<u>Indicator 6</u> : Net enrolment ratio				
	<u>Indicator 7</u> : Public current expenditure on primary education (a) as a			3.Public domestically-generated revenues as % of	14 - 18

⁶⁵ Please note that the monitoring level of each of the EFA and MDG goals listed above is indicated in brackets at the end of each sentence. In line with the general monitoring note results largely outside the control of the intervening organisation are on outcome or impact level especially if their benefit can also be felt directly by the end-users. The monitoring level of indicators and targets should directly interrelate with these objectives. However, there are exceptions. The exceptions are also indicated in brackets after each relevant indicator or target.

EFA goals	EFA (Dakar) indicators	MDG and targets	MDG indicators	FTI indicators	FTI targets
	percentage of GNP (b) per pupil, as a percentage of GNP per capita (input)			GDP (input)	
				4.External grants as % of GDP (input)	---
				5.Education share of budget (%) - <i>(Defined as public recurrent spending on education as % of total public recurrent discretionary spending)</i> <ul style="list-style-type: none"> • Estimate including grants • Estimate excluding grant (input) 	20 20
				6.Primary education share of education budget (%) defined as public recurrent spending on primary education as % of total public recurrent spending on education, including grants (input)	42 - 64
	<u>Indicator 8</u> : Public expenditure on primary education as a percentage of total public expenditure on education (input)				
	<u>Indicator 9</u> : Percentage of primary school teachers having the required academic qualifications (output)			7.Average annual salary of primary school teachers <i>(for countries with both civil service and contract teachers, use the weighted average salary)</i> <ul style="list-style-type: none"> • No. of new contract teachers recruited this year • Total stock of contract teachers • Average salary • Number of new civil service teachers recruited this year • Total stock of civil service teachers • Average salary (input) 	3.5 (Expressed as multiple of GDP per capita)

EFA goals	EFA (Dakar) indicators	MDG and targets	MDG indicators	FTI indicators	FTI targets
				8.Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education (input)	33
				9.Estimated annual effective instructional hours of schooling (not official hours) in publicly financed primary schools (activity)	850 - 1000
	<u>Indicator 10</u> : Percentage of primary school teachers who are certified (or trained) to teach according to national standards (output)				
	<u>Indicator 11</u> : Pupil-teacher ratio (output)			9.Pupil-teacher ratio in publicly financed primary schools (output)	40:1
	<u>Indicator 12</u> : The repetition rate is the no. of repeaters in a given grade in a given school year expressed as a pct. Of enrolment in that grade the previous school year			10. % repeaters among primary school pupils	10 or less
	<u>Indicator 13</u> : The survival rate to grade 5 is the percentage of a cohort of pupils who enrolled in the first grade of primary education in a given school-year and who eventually reach grade 5		Proportion of pupils starting grade 1 who reach grade 5	11.Primary completion rate Total: Girls' completion rate Boys' completion rate	100 100 100
	<u>Indicator 14</u> : The coefficient of efficiency is the optimum number of pupil-years needed for a cohort to complete the primary cycle, expressed as a percentage of the number of pupil-years actually spent by the cohort				
3) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills	<u>Indicator 16</u> : Literacy rate of 15-24 year olds		Literacy rate of 15-24 year-olds		

EFA goals	EFA (Dakar) indicators	MDG and targets	MDG indicators	FTI indicators	FTI targets
programs (outcome)					
4) Achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults (outcome)	Indicator 17: Adult literacy rate, is the percentage of the population aged 15+ that is literate				
	Indicator 18: Literacy - Gender Parity Index				
5) 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 (outcome)		MDG Goal 3: promote gender equality and empower women (outcome) Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015			
6) 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 (outcome)	Indicator 15: Percentage of pupils having reached at least Grade 4 of primary schooling who have mastered as set of nationally defined basic learning competencies				

Sources: 1) *Education for All Fast Track Initiative Framework Document, World Bank 2004.* 2) *Report on the meeting and proposals for the future development of EFA Indicators, pp. 31-332, UNESCO Institute for Statistics. (2001).* 3) *EU Member States Educations Expert Meeting, June 2002.* 4) *Progress and result indicators and their relevance for educational policy analysis, SIDA 2*

Source: *Danida (2006) Monitoring and indicators in the education sector. Technical Note.*

The following tables lists the two education-related MDG goals with attendant targets and indicators, as well as the FTI indicators

Table 37: MDG goals, targets and indicators

Goal	Target	Indicator
Goal 2: Achieve universal primary education	Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	6. Net enrolment ratio in primary education (UNESCO) 7. Proportion of pupils starting grade 1 who reach grade 5 (UNESCO) 8. Literacy rate of 15-24 year-olds (UNESCO)
Goal 3: Promote gender equality and empower women	Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015	9. Ratio of girls to boys in primary, secondary and tertiary education (UNESCO) 10. Ratio of literate women to men, 15-24 years old (UNESCO)

Source: Danida (2006) Monitoring and indicators in the education sector. Technical Note.

Table 38: FTI indicators

Indicator	Average for some successful countries
1. Resource mobilisation Public domestically generated revenues as % of GDP External grants as % of GDP	14 – 18 -----
Education share of budget (%) Defined as public recurrent spending on education as % of total public recurrent discretionary spending (a) • Estimate including grants • Estimate excluding grants	20 20
Primary education share of education budget (%) Defined as public recurrent spending on primary education as % of total public recurrent spending on education, including grants (b)	42 – 64
2. Student flows Intake into first grade, total (c) • Girls' intake rate • Boys' intake rate	100 100 100
Primary completion rate, total (d) • Girls' completion rate • Boys' completion rate	100 100 100
% repeaters among primary school pupils 10 or less	10 or less
3. Service delivery Pupil–teacher ratio in publicly-financed primary schools (e)	40:1
Average annual salary of primary school teachers: (f) (for countries with both civil service and contract teachers, use the weighted average salary) Contract teachers • Number of new contract teachers recruited this year • Total stock of contract teachers • Average salary Civil service teachers • Number of new civil service teachers recruited this year • Total stock of civil service teachers • Average salary	3.5
Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education (g)	33
Annual instructional hours Estimated effective hours of schooling (not official hours) in publicly-financed primary schools	850 - 1000
Private share of enrolments % of pupils enrolled in exclusively privately financed primary schools.	10 or less

Notes:

(a) Public recurrent spending on education includes all spending through ministries or other government units providing primary and secondary schooling, vocational/technical education and higher education. It also includes public expenditures for education transferred to private and non-government providers and educational grants and subsidies to students or their families. Public recurrent discretionary spending is defined as public spending from all sources - including external grants— less debt service (interest payments only). The education share of total public recurrent spending should be presented both including and excluding external grants.

(b) This benchmark is pro-rated to the nationally defined length of the primary cycle, i.e. 42% if it is 5 years, 50%, if 6 years, 58% if 7 years, and 64% if 8 years. Countries whose basic education cycle is longer than 8 years are encouraged to report data for a primary-equivalent sub-cycle of 5 or 6 years.

(c) Defined as students enrolled in grade 1, net of repeaters, as a percentage of the population cohort at the official age of entry to first grade.

(d) Defined as students completing the final grade of primary school as a percentage of the population cohort of official graduation age. If data on students completing the final grade are not reported, a proxy primary completion rate should be used, defined as: students enrolled in the final grade of primary school, adjusted for the average repetition rate in last grade, as a percentage of the population cohort of official graduation age.

(e) Includes all teachers on payroll. "Publicly-financed schools" refers to schools supported by government whether publicly or privately managed and all teachers fully paid by the government, either directly or indirectly.

(f) Expressed as a multiple of GDP per capita. Includes salary and budgeted cost of benefits (i.e. pension, health services, transport, housing and other items paid for by the state). For countries with a two-tier teacher contracting system, disaggregated information on teacher stocks, flows and average monthly salaries (in local currency units, with exchange rate, or in US\$) should also be presented.

(g) Recurrent spending on items other than teacher remuneration includes all non-salary spending (e.g. teaching/learning materials, student assessment, school feeding, student stipends, etc.) plus salaries of administrative and other personnel who are not classroom teachers.

Source: Danida (2006) *Monitoring and indicators in the education sector. Technical Note.*

Table 39: *EFA Objectives and Indicators*

The following table lists all EFA goals and indicators.

EFA goals	Existing EFA (Dakar) indicators
1) Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children	Indicator 1: Gross enrolment in early childhood development programs, including public, private and community programs, expressed as a percentage of the official age-group concerned, if any, otherwise those aged 3 to 5
	Indicator 2: Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development program
2) Ensure that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and are able to complete primary education that is free, compulsory and of good quality	Indicator 3: Apparent (gross) intake rate: new entrants in primary grade 1 as a percentage of the population of official entry age
	Indicator 4: Net intake rate: new entrants to primary grade 1 who are of the official primary school-entrance age as a percentage of the corresponding population
	Indicator 5: Gross enrolment ratio
	Indicator 6: Net enrolment ratio
	Indicator 7: Public current expenditure on primary education (a) as a percentage of GNP (b) per pupil, as a percentage of GNP per capita
	Indicator 8: Public expenditure on primary education as a percentage of total public expenditure on education
EFA goals	Existing EFA (Dakar) indicators
	Indicator 9: Percentage of primary school teachers having the required academic qualifications
	Indicator 10: Percentage of primary school teachers who

EFA goals	Existing EFA (Dakar) indicators
	are certified (or trained) to teach according to national standards
	Indicator 11: Pupil-teacher ratio (PTR)
	Indicator 12: The repetition rate is the no. of repeaters in a given grade in a given school year expressed as a pct. of enrolment in that grade the previous school year
	Indicator 13: The survival rate to grade 5 is the percentage of a cohort of pupils who enrolled in the first grade of primary education in a given school-year and who eventually reach grade 5
	Indicator 14: The coefficient of efficiency is the optimum number of pupil-years needed for a cohort to complete the primary cycle, expressed as a percentage of the number of pupil-years actually spent by the cohort
3) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs	Indicator16: Literacy rate of 15-24 year olds
4) Achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults	Indicator 17: Adult literacy rate, is the percentage of the population aged 15+ that is literate
	Indicator 18: Literacy - Gender Parity Index
5) 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	
EFA goals	Existing EFA (Dakar) indicators
and achievement in basic education of good quality	
6) 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	Indicator 15: Percentage of pupils having reached at least grade 4 of primary schooling who have mastered as set of nationally defined basic learning competencies

Source: Danida (2006) *Monitoring and indicators in the education sector. Technical Note.*

12 Annex 23: Detailed statistical tables related to the desk study countries

Table 40: Gross intake rate to grade 1

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008			
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	
World				107	120	109	106	116	111	111	117	114	110	116	113													
Europe & Central Asia						100			103			101	97	99	98													
Middle East & North Africa	95	100		94	99		98	102		98	102		103	104														
Sub-Saharan Africa									100				105	115	110													
South Asia	116	137	127	109	132	121	112	134	123	123	134	129	125	136	130													
East Asia & Pacific						103	105	106	106	105	107	106	101	104	102													
Latin America & Caribbean	115	118	117	116	121	119	115	120	117	113	116	115																
High income													98	98	98													
High income: OECD													100	101	100													
High income: nonOECD																												
Upper middle income	105	106		104	105	103	105	106	105			104	98	100	99													
Middle income			101	106	108		106	108																				
Lower middle income						105	106	108	107	105	107	107	102	104	103													
Low & middle income				107	120	109	106	116	111	111	117	114	110	116	113													
Low income	106	123	115	105	123	114	107	123	115	115	125	120	117	127	122													
Botswana	114	117	116	118	123	120	114	119	116	111	115	113	105	112	109	113	113	113	113	116	115							
Burkina Faso	39	54	47	42	56	49	44	58	51	49	65	57	66	75	71	69	81	75	69	82	76	78	89	84	88	95	92	
Dominican Republic	119	130	125	120	129	124	120	129	124	118	128	123	95	108	101	100	108	104	104	106	105	121	128	124	98	110	105	
Eritrea	58	72	65	57	68	63	62	75	68	60	71	65	55	67	61	55	65	60	48	55	51	40	46	43				
Ghana	88	90	89	84	84	84	84	84	84	86	86	86	88	83	86	95	93	94	111	105	108	113	110	111	112	109	111	
Jamaica	96	96	96	96	96	96	93	94	93	90	92	91	90	93	92	89	94	91				86	90	88				
Mozambique	103	119	111	111	126	119	107	118	112				125	134	129	141	151	146	141	151	146	154	164	159	155	165	160	
Niger	36	52	44	39	54	47	48	67	58	50	67	59	54	72	63	54	71	62	59	76	68	58	72	65	72	83	78	
Somalia																												

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
South Africa	94	100	97	101	108	104	115	120	118	116	123	119	115	121	118	111	119	115	106	114	110	104	112	108					
Tanzania	85	90	87	105	113	109	150	158	154	130	136	133	111	114	113	107	108	108	102	104	103	105	107	106					
Uganda	173	173	173	176	173	175	187	181	184	176	174	175	167	167	167	154	157	155	148	146	147	150	149	150					
Bangladesh																115	111	113	116	113	114	99	97	98	100	99	100		
India	111	129	121	109	127	118	105	123	114	124	126	125	125	130	128	125	132	129	126	134	130	124	132	128					
Indonesia	111	119	115	114	120	117	119	125	122	122	121	121	117	121	119	120	124	122	122	127	125	125	131	128					
Pakistan																97	120	109	91	114	103	96	112	105	98	114	106		
Vietnam	104	108	106	96	101	99	96	101	98																				
Tunisia	103	103	103	104	102	103	102	100	101				98	96	97	103	102	103	102	100	101	105	104	104					
West Bank and Gaza	108	109	109	103	103	103	98	98	98	89	90	90	82	83	83	80	81	81	78	78	78	79	80	79					
Russian Federation			94			94			100			99						99	101	102	101			98					
Tajikistan	93	99	96	90	95	92	100	104	102	104	108	106	93	97	95	95	100	97	99	103	101	101	106	104	101	106	104		
Argentina	110	110	110	112	112	112	113	113	113	111	111	111	110	110	110	109	110	109	111	112	111								
Nicaragua	137	145	141	139	147	143	142	151	146	136	145	140	138	147	143	143	152	148	164	174	169	161	173	167	148	158	153		

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 41: Net enrolment rate (%) in primary education

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
World	80	85	83	80	85	83	80	85	83	83	85	84	84	87	86	85	87	86	85	87	86	86	88	87					
Europe & Central Asia							94	96	95	92	94	93	93	95	94	91	92	92	91	93	92	92	93	92					
Middle East & North Africa	82	89	86	84	90	87	86	93	90	87	93	91	88	94	91	88	93	91	88	93	90	89	94	91					
Sub-Saharan Africa	56	62	59	57	64	60	59	66	62	62	68	65	64	70	67	66	72	69	69	74	71	70	75	73	72	77	74		
South Asia	69	82	76	69	82	76							83	88	85	82	87	85	82	87	85	83	88	86					
East Asia & Pacific																													
Latin America & Caribbean	94	94	93	94	94	93	95	94	93	94	93	93	94	93	94	94	93	94	94	93	94	93	93	94					
High income	95	95	96	95	95	96	94	94	96	94	94	95	93	94	95	93	93	95	94	93	95	94	93	95					
High income: OECD	96	95	97	96	95	97	95	95	97	95	95	96	93	95	96	94	94	95	94	94	95	95	94	96					

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008					
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
High income: nonOECD																														
Upper middle income	94	95	94	95	95	94	95	95	95	94	94	94	94	94	94	93	94	94	93	94	94	93	94	94						
Middle income	82	88	85	82	87	85	82	87	84	85	87	86	87	89	88	87	89	88	87	89	88	87	89	88						
Lower middle income	80	86	83	80	85	83	79	85	82	82	85	84	85	88	86	85	88	86	85	88	86	85	88	87	86	88	87			
Low & middle income	78	84	81	79	84	81	79	84	81	81	84	83	83	86	85	84	86	85	84	87	85	85	87	86						
Low income	64	69	67	65	70	68	67	72	70	69	75	72	71	77	74	74	78	76	76	79	77	77	81	79	78	82	80			
Botswana	84	81	83	86	83	84	86	83	85	87	84	85	86	86	86	86	83	85	87	85	86									
Burkina Faso	30	42	36	31	43	37	31	42	36	33	44	38	36	46	41	40	50	45	43	53	48	49	59	54	56	64	60			
Dominican Republic	81	81	81	85	89	87	85	88	87	83	88	85	80	78	79	81	80	80	79	77	78	84	83	84	80	80	80			
Eritrea	35	41	38	36	42	39	40	47	44	44	51	48	45	53	49	46	54	50	45	51	48	40	45	43						
Ghana	62	64	63	57	58	58	60	61	60	63	63	63	59	58	58	65	65	65	65	64	65	72	73	73	74	73	74			
Jamaica	92	92	92	92	92	92	91	91	91	89	89	89	90	91	90	88	90	89				84	86	85						
Mozambique	50	62	56	55	66	61	53	61	57				67	75	71	72	80	76	72	78	75				77	82	80			
Niger	22	31	27	24	36	30	27	40	34	31	44	38	34	48	41	35	49	42	36	50	43	38	51	45	43	55	49			
Somalia																														
South Africa	90	90	90	90	90	90	90	89	90	91	90	90	89	89	89	88	88	88	87	87	87	88	87	87						
Tanzania	54	52	53	58	58	58	72	73	73	80	82	81	85	87	86	89	91	90	95	96	96				99	100	99			
Uganda																						97	94	95						
Bangladesh																90	85	87	91	85	88				86	85	85			
India	72	86	79	72	85	79	72	84	78	81	85	83	88	91	90	87	91	89	87	91	89	88	91	90						
Indonesia	93	96	94	94	96	95	95	96	95	94	96	95	93	95	94	94	97	96	94	97	95				95					
Pakistan				46	68	57				48	66	57	53	72	63	56	73	65	54	69	62	59	73	66	60	72	66			
Vietnam			95	91	96	94			92																					
Tunisia	95	97	96	96	97	97	98	99	98	99	99	99	99	98	98	99	98	98	98	97	98	98	97	98						
West Bank and Gaza	96	96	96	95	95	95	94	94	94	91	91	91	84	85	85	78	79	78	76	76	76	73	73	73						
Russian Federation																														
Tajikistan	92	100	96	91	99	95	94	99	97	94	98	96	94	99	97	96	99	97	95	99	97	95	99	97	95	99	97			
Argentina												99						99												
Nicaragua	79	78	79	81	81	81	86	87	86	86	86	86	87	88	87	87	88	87	90	90	90	96	96	96	92	92	92			

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 42: Gross enrolment rate (%) in primary education

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
World	95	103	99	96	103	99	96	103	100	99	104	102	101	107	104	102	107	105	103	107	105	104	108	106					
Europe & Central Asia	99	103	101	100	104	102	102	105	104	100	103	101	98	101	100	97	99	98	97	99	98	97	99	98					
Middle East & North Africa	93	104	98	95	106	100	96	106	101	97	107	102	101	108	104	102	107	105	103	107	105	104	107	106	104	106	105		
Sub-Saharan Africa	74	87	80	76	88	82	78	91	85	81	94	87	84	96	90	87	98	93	90	100	95	92	101	96	94	103	99		
South Asia	82	98	90	82	97	90	84	98	91	94	101	98	101	109	105	103	110	107	103	110	107	105	110	108					
East Asia & Pacific				111	110	110	110	110	110	110	110	110							110	109	109	111	110	111					
Latin America & Caribbean	119	123	121	118	122	120	118	122	120	117	120	119	117	121	119	116	120	118	115	119	117	115	119	117					
High income	101	102	101	101	102	102	101	101	101	101	101	101	100	102	101	100	101	101	101	101	101	101	102	101					
High income: OECD	101	102	102	102	102	102	101	101	101	101	101	101	100	102	101	101	101	101	101	101	101	101	102	102					
High income: nonOECD																													
Upper middle income	112	116	114	112	115	114	112	116	114	111	115	113	110	114	112	109	113	111	109	112	110	109	112	110					
Middle income	99	106	103	99	106	103	99	106	103	103	107	105	105	109	107	106	110	108	106	110	108	107	110	108					
Lower middle income	96	104	100	96	104	100	96	104	100	101	105	103	104	108	106	105	109	107	105	109	107	106	109	108					
Low & middle income	94	103	99	95	103	99	96	103	100	99	105	102	101	107	104	102	108	105	103	108	105	104	108	106					
Low income	78	88	83	79	89	85	83	93	88	86	96	91	88	99	93	91	100	96	94	102	98	96	103	100	98	105	101		
Botswana	106	106	106	108	108	108	108	109	108	108	109	108	107	109	108	107	109	108	109	111	110								
Burkina Faso	37	52	45	39	53	46	39	53	46	42	55	49	47	60	53	51	64	58	55	68	62	61	73	67	68	79	73		
Dominican Republic	109	112	110	114	113	113	113	112	112	111	110	110	100	105	103	101	106	103	96	101	99	105	112	108	101	108	104		
Eritrea	52	63	58	51	63	57	55	69	62	59	74	67	61	76	69	61	75	68	57	71	64	52	62	57					
Ghana	81	86	83	77	82	79	79	84	82	78	79	78	80	84	82	87	90	88	93	94	93	99	100	99	101	102	102		
Jamaica	96	96	96	96	97	96	95	96	96	93	95	94	94	96	95	92	95	93				89	91	90					
Mozambique	64	85	75	71	92	81	75	94	85				86	103	95	93	110	101	96	112	104	102	118	110	107	121	114		
Niger	26	38	32	29	41	35	32	46	39	35	50	43	39	55	47	41	57	49	42	58	50	45	61	53	51	65	58		
Somalia																			140	24	188	154	26	21					
South Africa	103	109	106	104	108	106	105	108	107	105	109	107	105	109	107	103	107	105	102	106	104	103	106	105					
Tanzania	68	69	68	73	75	74	87	90	89	93	98	95	99	103	101	103	107	105	106	109	108	109	110	110	109	111	110		

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Uganda	124	131	127	128	132	130	133	134	134	133	135	134	125	126	126	119	119	119	118	117	118	118	117	117					
Bangladesh																96	92	94	97	92	94	97	91	94	94	89	92		
India	86	102	94	86	101	93	87	100	94	100	104	102	108	112	110	110	114	112	110	115	112	111	115	113					
Indonesia	111	115	113	114	116	115	115	118	117	116	119	118	117	119	118	116	120	118	116	120	118	118	123	121					
Pakistan	56	82	69	56	83	70	57	84	71	62	85	74	66	91	79	71	94	83	69	89	80	76	93	85	77	93	85		
Vietnam	104	109	106	101	107	104	99	105	102																				
Tunisia	112	118	115	112	117	114	111	115	113	111	115	113	110	114	112	110	114	112	109	112	111	106	109	108					
West Bank and Gaza	108	108	108	107	107	107	104	103	103	98	98	98	91	91	91	87	87	87	83	82	83	80	80	80					
Russian Federation	105	107	106	106	107	106	111	112	112	117	117	117				94	95	94	97	97	97	97	97	97					
Tajikistan	95	102	98	93	100	97	95	100	97	97	102	99	97	102	99	98	102	100	98	103	100	98	102	100	100	104	102		
Argentina	114	116	115	115	116	115	115	116	116	113	114	113	113	115	114	112	114	113	114	116	115								
Nicaragua	101	100	101	104	103	104	109	110	110	109	110	110	110	112	111	111	113	112	115	118	116	115	118	116	116	118	117		

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 43: Primary completion rate

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
World	79	85	82	80	85	83	81	86	84	83	86	84	84	88	86	84	88	86	84	88	86	87	90	88					
Europe & Central Asia			94			95			95			95			96			96			98			98					
Middle East & North Africa	78	86	82	80	88	84	81	88	85	82	91	87	87	93	90	89	94	92	90	94	92	92	95	94	93	97	95		
Sub-Saharan Africa	48	57	53	49	59	54	50	60	55	51	61	56	52	63	58	54	65	59	55	66	60	57	67	62	60	69	65		
South Asia	60	74	68	62	74	68				70	77	73				75	82	79	76	82	79								
East Asia & Pacific																						100	98	99					
Latin America & Caribbean	98	97	98	99	98	99	100	99	100	100	98	98	101	99	98	101	100	99	102	101	100	103	102	101					
Euro area																													
High income																													
High income: OECD																													
High income: nonOECD																													
Upper middle income			96			97			98			98			98			98			99			100					

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Middle income	82	88	85	83	89	86	85	90	87	86	90	88	88	91	90	89	91	90	89	91	90	93	95	93					
Lower middle income	79	86	83	80	87	84	81	88	85	84	88	86	86	89	88	86	90	88	86	89	88	91	93	92					
Low & middle income	77	83	80	78	84	81	79	85	82	81	85	83	82	86	84	83	87	85	83	87	85	86	89	87					
Low income	54	61	58	55	63	59	56	64	60	57	65	61	57	65	61	59	67	63	60	68	64	61	68	65	62	69	66		
Botswana	93	89	91	97	91	94	97	93	95	98	93	95	98	93	95	99	92	95	102	96	99								
Burkina Faso	21	29	25	21	31	26	22	31	27	24	33	28	26	34	30	27	35	31	28	36	32	30	38	34	34	42	38		
Dominican Republic	79	72	75	93	85	89	92	84	88	89	81	85	86	82	84	88	81	84	85	78	81	90	86	88	92	89	91		
Eritrea	33	40	36	33	40	37	30	40	35	32	45	39	35	52	44	45	59	52	42	57	50	41	53	47					
Ghana				62	69	66				69	67	68			67	70	76	73	69	73	71	73	82	78	77	81	79		
Jamaica	90	85	87	85	79	82	89	84	87				85	83	84	82	81	81				90	88	89					
Mozambique	125	197	161	144	23	188	172	27	22				24	35	29	34	49	42	34	49	42	39	53	46	52	67	59		
Niger	144	21	179	150	23	191	165	25	21	17	23	20	21	31	26	23	35	29	26	39	32	31	47	39	31	44	38		
Somalia																													
South Africa	88	86	87				94	90	92	97	94	95	99	100	100	92	93	93	81	85	83	86	86	86					
Tanzania				56	54	55	60	58	59				58	58	58	54	56	55	71	73	72	81	84	83					
Uganda				52	64	58	55	65	60	56	65	60	53	60	56	52	58	55											
Bangladesh	61	58	59													63	59	61	60	56	58				57	52	54		
India	64	80	72	66	79	73	69	82	76	76	83	80	81	87	84	83	88	85	83	89	86	92	95	94					
Indonesia				99	98	98	101	100	100	102	102	102	104	102	103	103	102	103	102	102	102	107	109	108					
Pakistan																50	71	61	51	68	60	54	67	60	53	67	60		
Vietnam	94	98	96	100	105	102	98	103	101																				
Tunisia	88	89	88	89	89	89	93	93	93	96	96	96	100	98	99	102	101	102				102	103	102					
West Bank and Gaza	104	102	103	107	105	106	103	102	102	106	106	106	96	96	96	95	96	95				83	83	83					
Russian Federation			94			93																		94					
Tajikistan	90	100	95	94	102	98	95	100	98	92	98	95	89	94	92	100	104	102	104	108	106	93	97	95			98		
Argentina	102	98	100	101	98	100	106	101	104	104	99	102	103	98	101	100	96	98	102	98	100								
Nicaragua	70	62	66	71	62	66	77	69	73	75	68	71	75	68	71	77	71	74	77	71	74	78	71	75	78	71	75		

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 44: Gender Parity Index: Primary education, secondary education and combined

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008		
	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S
World	0,93	0,92	0,92	0,93	0,92	0,93	0,93	0,93	0,93	0,95	0,94	0,95	0,95	0,94	0,95	0,96	0,95	0,95	0,96	0,95	0,96	0,96	0,96	0,96			
Europe & Central Asia	0,97	0,97	0,97	0,97	0,96	0,96	0,97	0,96	0,96	0,97	0,95	0,96	0,97	0,95	0,96	0,98	0,95	0,96	0,98	0,96	0,97	0,98	0,96	0,97			
Middle East & North Africa	0,89	0,90	0,90	0,90	0,90	0,90	0,91	0,91	0,91	0,91	0,92	0,91	0,94	0,92	0,93	0,95	0,93	0,94	0,96	0,93	0,95	0,97	0,94	0,96	0,99		
Sub-Saharan Africa	0,85	0,81	0,84	0,86	0,81	0,85	0,86	0,79	0,84	0,87	0,79	0,85	0,87	0,78	0,85	0,88	0,79	0,86	0,90	0,79	0,87	0,91	0,78	0,88	0,91	0,79	0,88
South Asia	0,84	0,75	0,80	0,84	0,76	0,81	0,85	0,78	0,82	0,93	0,83	0,89	0,93	0,82	0,88	0,93	0,84	0,89	0,93	0,84	0,90	0,95	0,86	0,91			
East Asia & Pacific				1,01	0,96	0,99	1,01			1,01	0,98	0,99							1,01			1,01	1,03	1,02			
Latin America & Caribbean	0,97	1,07	1,01	0,97	1,07	1,01	0,97	1,07	1,01	0,97	1,08	1,02	0,97	1,08	1,01	0,97	1,08	1,02	0,97	1,08	0,10	0,97	1,08	1,02			
High income	0,99	1,01	1,00	0,99	1,01	1,00	1,00	1,00	1,00	0,99	1,00	1,00	0,98	1,00	0,99	0,99	1,00	1,00	1,00	0,99	0,99	0,99	0,99	0,99			
High income: OECD	0,99	1,01	1,00	1,00	1,01	1,00	1,00	1,00	1,00	1,00	1,01	1,00	0,98	1,01	1,00	0,99	1,00	1,00	1,00	0,99	1,00	1,00	1,00	1,00			
High income: nonOECD																											
Upper middle income	0,97	1,03	1,00	0,97	1,03	1,00	0,97	1,03	1,00	0,97	1,04	1,00	0,97	1,04	1,00	0,97	1,04	1,01	0,97	1,05	1,01	0,97	1,04	1,00			
Middle income	0,93	0,91	0,92	0,93	0,91	0,92	0,94	0,92	0,93	0,96	0,94	0,95	0,96	0,95	0,95	0,96	0,95	0,96	0,96	0,96	0,96	0,97	0,97	0,97			
Lower middle income	0,92	0,86	0,89	0,92	0,87	0,90	0,93	0,88	0,91	0,96	0,90	0,93	0,96	0,91	0,94	0,96	0,92	0,94	0,96	0,93	0,95	0,97	0,94	0,96			
Low & middle income	0,92	0,90	0,91	0,92	0,90	0,92	0,93	0,91	0,92	0,95	0,93	0,94	0,95	0,93	0,94	0,95	0,94	0,94	0,95	0,94	0,95	0,96	0,95	0,96			
Low income	0,88	0,86	0,88	0,89	0,86	0,88	0,89	0,86	0,88	0,89	0,86	0,89	0,89	0,84	0,88	0,91	0,86	0,89	0,92	0,86	0,90	0,93	0,86	0,91	0,93	0,87	0,91
Botswana	1,00	1,05	1,02	1,00	0,10	1,01	0,99	1,06	0,10	0,99	1,07	1,02	0,98	1,05	0,10	0,99	1,05	1,01	0,98	1,06	1,00						
Burkina Faso	0,71	0,66	0,70	0,73	0,66	0,71	0,74	0,66	0,73	0,75	0,69	0,74	0,79	0,70	0,77	0,80	0,71	0,78	0,82	0,73	0,80	0,84	0,73	0,82	0,87	0,74	0,84
Dominican Republic	0,97	1,23	1,04	1,01	1,21	1,07	1,01	1,21	1,07	1,01	1,21	1,07	0,95	1,21	1,04	0,95	1,19	1,04	0,95	0,01	1,04	0,94	1,20	1,04	0,93	1,19	0,10
Eritrea	0,82	0,69	0,77	0,82	0,70	0,78	0,80	0,64	0,74	0,80	0,64	0,75	0,80	0,56	0,71	0,80	0,59	0,72	0,81	0,60	0,72	0,83	0,71	0,78			
Ghana	0,93	0,82	0,90	0,94	0,84	0,91	0,95	0,85	0,91	0,98	0,85	0,94	0,95	0,84	0,91	0,97	0,86	0,93	0,99	0,85	0,94	0,99	0,88	0,95	0,99	0,89	0,96
Jamaica	1,00	0,10	1,01	0,99	1,03	1,00	0,99	0,10	1,00	0,98	0,10	1,00	0,98	1,01	0,99	0,97	1,03	0,99				0,97	1,04	1,00			
Mozambique	0,75	0,63	0,75	0,77	0,64	0,77	0,79	0,66	0,78				0,83	0,70	0,82	0,84	0,69	0,83	0,86	0,72	0,85	0,87	0,73	0,85	0,88	0,75	0,87
Niger	0,69	0,60	0,65	0,69	0,60	0,65	0,70	0,59	0,66	0,71	0,61	0,67	0,71	0,61	0,68	0,72	0,63	0,69	0,73	0,63	0,70	0,74	0,61	0,71	0,78	0,60	0,74
Somalia																			0,59			0,59					
South Africa	0,95	0,11	1,00	0,96	1,10	1,01	0,97	1,07	0,10	0,96	1,07	1,00	0,96	1,07	1,00	0,96	1,06	1,00	0,96	1,06	1,00	0,96	1,05	1,00			
Tanzania	0,99			0,98			0,97			0,96			0,96			0,96			0,97			0,98			0,99		
Uganda	0,94	0,77	0,93	0,97	0,77	0,95	0,99	0,81	0,97	0,98	0,81	0,97	0,99	0,81	0,97	1,00	0,81	0,98	0,10	0,83	0,99	1,01	0,83	0,98			
Bangladesh		1,02			1,07			1,09			1,09			1,02		1,04	1,06	1,05	1,05	1,05	0,11	1,07	1,05	1,06	1,06		
India	0,84	0,71	0,79	0,85	0,72	0,80	0,87	0,74	0,81	0,96	0,81	0,90	0,96	0,81	0,90	0,96	0,82	0,90	0,95	0,83	0,90	0,97	0,86	0,92			
Indonesia	0,97	0,95	0,96	0,98	0,98	0,98	0,98	0,99	0,98	0,98	0,99	0,98	0,98	0,99	0,99	0,97	0,99	0,97	0,96	1,00	0,98	0,96	0,10	0,98			
Pakistan	0,68			0,68			0,68			0,72	0,79	0,74	0,73	0,78	0,74	0,76	0,78	0,76	0,78	0,78	0,78	0,82	0,76	0,80	0,83	0,76	0,80

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008		
	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S	P	S	P&S
Vietnam	0,95	0,91	0,93	0,95	0,92	0,93	0,94	0,93	0,94																		
Tunisia	0,95	1,06	0,99	0,96	1,05	1,00	0,96	0,10	1,00	0,97	1,08	1,02	0,97			0,97	1,10	1,03	0,97	1,10	1,03	0,97					
West Bank and Gaza	1,00	0,11	1,03	1,01	1,08	0,10	1,00	1,06	1,04	1,00	1,06	1,03	1,00	1,05	1,03	0,99	1,05	1,03	1,00	1,06	0,10	0,10	1,06	1,04			
Russian Federation	0,99			0,99			0,99			0,99	1,00	1,00		0,99		1,00	0,99	0,99	1,00	0,98	0,99	1,00	0,98	0,98			
Tajikistan	0,93	0,86	0,89	0,93	0,83	0,87	0,96	0,82	0,88	0,95	0,83	0,88	0,95	0,84	0,88	0,96	0,83	0,88	0,95	0,83	0,88	0,96	0,84	0,89	0,96	0,87	0,91
Argentina	0,98	1,05	0,10	0,99	1,03	1,01	0,99	1,03	1,00	0,99	1,07	1,03	0,99	1,10	1,04	0,99	1,11	0,10	0,98	1,12	1,04						
Nicaragua	1,01	1,17	1,05	1,01	1,17	1,05	0,99	0,12	1,04	0,99	1,13	0,10	0,98	1,13	1,02	0,97	1,13	1,02	0,98	0,11	1,02	0,98	1,13	1,02	0,98	1,13	1,02

P=primary; S=secondary; P&S=primary & secondary

Source: World Bank Edstats

Table 45: Gross Enrolment rates in secondary education (total)

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
World	58	63	61	59	64	61	60	65	62	62	65	64	62	66	64	63	67	65	64	67	65	65	68	67					
Europe & Central Asia	88	91	89	88	92	90	89	93	91	91	95	93	87	91	89	86	90	88	87	91	89	87	91	89					
Middle East & North Africa	64	71	68	65	72	68	65	72	69	67	73	70	68	74	71	68	74	71	69	74	71	70	74	72					
Sub-Saharan Africa	23	28	25	24	29	27	24	31	28	25	32	29	27	34	30	27	35	31	28	36	32	29	37	33	30	38	34		
South Asia	37	50	44	38	50	44	40	51	45	42	51	47	43	53	48	45	54	50	46	55	50	48	56	52					
East Asia & Pacific			62	62	64	63			65	66	68	67										75	73	74					
Latin America & Caribbean	86	81	84	88	82	85	91	85	88	89	83	86	91	85	88	92	85	89	92	85	88	92	85	88					
Euro area																													
High income	100	99	100	100	100	100	100	100	100	101	100	101	100	100	100	100	100	100	100	101	100	100	101	100					
High income: OECD	101	100	101	102	101	101	101	101	101	102	101	102	101	100	101	102	101	101	101	102	101	101	101	101					
High income: nonOECD																													
Upper middle income	89	86	87	89	87	88	91	89	90	91	88	89	91	88	90	91	87	89	92	88	90	92	88	90					
Middle income	57	63	60	58	63	61	59	64	62	61	65	63	63	66	65	64	67	65	65	67	66	66	68	67					
Lower middle income	49	57	53	50	58	54	52	59	55	54	60	57	56	61	59	57	62	60	58	63	61	60	64	62					
Low & middle income	53	58	56	54	59	56	55	60	58	57	61	59	58	62	60	59	62	61	59	63	61	61	64	63					
Low income	33	39	36	34	40	37	35	41	38	36	42	39	36	43	40	37	43	40	39	45	42	40	46	43	41	47	44		
Botswana	78	74	76	78	74	76	79	74	77	79	74	77	80	76	78	79	76	77	82	78	80								
Burkina Faso	8	13	10	8	13	11	8	13	11	10	14	12	11	15	13	12	16	14	12	17	15	13	18	16	16	21	19		
Dominican Republic	64	52	58	72	60	66	72	59	66	70	58	64	72	60	66	74	62	68	72	60	66	83	69	76	81	69	75		

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Eritrea	20	29	25	21	30	25	21	33	27	22	34	28	23	41	32	26	44	35	27	45	36	28	40	34					
Ghana	36	44	40	34	41	38	36	43	40	38	44	41	40	48	44	42	49	45	44	52	48	49	56	53	51	57	54		
Jamaica	88	86	87	87	85	86	86	84	85	85	84	85	90	89	89	90	87	88				92	88	90					
Mozambique	5	8	6	5	8	7	7	10	8				9	13	11	11	16	13	13	18	16	15	21	18	18	24	21		
Niger	5	8	7	5	8	7	5	8	7	6	9	7	7	11	9	7	12	10	9	14	11	8	13	11	8	14	11		
Somalia																													
South Africa	90	81	86	91	83	87	91	85	88	92	86	89	95	89	92	95	90	93	97	92	95	97	93	95					
Tanzania																													
Uganda	14	18	16	14	18	16	17	21	19	17	21	19	17	21	19	17	21	19	18	22	20	21	25	23					
Bangladesh	44	44	44	47	44	45	49	45	47	49	45	47	44	44	44	44	42	43	45	42	43	45	43	44					
India	38	54	46	38	54	46	41	55	48	45	56	50	46	57	52	49	59	54	50	60	55	52	61	57					
Indonesia	55	58	56	58	59	58	59	60	60	63	63	63	65	66	65	64	65	64	68	68	68	76	76	76					
Pakistan										24	30	27	26	34	30	25	32	29	26	34	30	28	37	32	28	37	33		
Vietnam	62	68	65	64	70	67	67	72	70																				
Tunisia	78	74	76	80	76	78	81	78	79	81	75	78			83	89	81	85	91	83	87			90					
West Bank and Gaza	85	80	82	87	81	84	89	84	86	92	87	89	95	90	93	96	91	93	97	91	94	95	90	92					
Russian Federation										93	93	93	87	87	87	84	85	84	83	84	84	83	85	84					
Tajikistan	68	80	74	69	83	76	71	87	79	74	89	81	75	89	82	75	90	82	75	90	83	76	91	84	78	90	84		
Argentina	90	86	88	90	87	89	90	87	89	91	85	88	91	83	87	90	81	86	90	80	85								
Nicaragua	57	49	53	60	51	55	64	55	60	68	60	64	68	60	64	71	63	67	70	62	66	73	65	69	72	64	68		

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 46: Net Enrolment Rates in secondary education (total)

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008			
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	
World																												
Europe & Central Asia																												
Middle East & North Africa	58	62	60				59	63	61	60	63	62																
Sub-Saharan Africa																												
South Asia																												
East Asia & Pacific																												
Latin America & Caribbean	64	60	62	66	62	64	68	64	66	69	65	67	71	66	68	72	67	70	73	68	70	74	68	71				
High income																												
High income: OECD																												
High income: nonOECD																												
Upper middle income																												
Middle income																												
Lower middle income																												
Low & middle income																												
Low income	33	37	34	34	37	35	34	38	35	35	38	36	34	38	36	35	39	36	36	40	37	36	40	38				
Botswana	65	59	62	63	58	61	64	58	61	66	59	62	66	61	63	60	53	57										
Burkina Faso	7	10	9	6	10	8	7	10	8	8	11	9	8	12	10	9	13	11	10	14	12	11	15	12	12	17	14	
Dominican Republic	43	35	39	55	44	49	54	43	49	54	43	48	52	43	48	56	46	51	55	45	50	65	53	59	63	52	58	
Eritrea	18	22	19	18	22	20	18	24	21	18	25	21	18	27	23	20	29	24	21	30	26	22	30	26				
Ghana	31	36	34	30	34	32	32	36	34	33	37	35	35	40	38	37	41	39	38	43	41	45	50	47	44	48	46	
Jamaica	79	76	78	78	75	77	78	75	76	77	75	76	81	79	80	81	78	79				78	75	77				
Mozambique	27	38	3	29	40	3	36	49	4				36	46	4	61	78	7	40	44	4	23	28	3	60	65	6	
Niger				41	7	5	42	7	6	47	8	6	57	9	8	67	10	9	71	11	9	68	11	9				
Somalia																												
South Africa	65	59	62													73	67	70	74	69	72	74	70	72				
Tanzania																												
Uganda	12	14	13	13	15	14	15	17	16	15	16	15	14	16	15	15	17	16	16	18	17	18	20	19				
Bangladesh	41	41	41	44	41	42	46	42	44	46	42	44	42	41	41	41	39	40	42	40	41	43	40	41				
India																												
Indonesia	48	51	50							56	56	56	58	58	58	59	60	59	62	62	62	70	69	70				

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Pakistan	17	24	21	16	23	20				23	30	27	25	32	29	25	32	28	26	33	30	28	36	32	28	37	33		
Vietnam			61			62			65																				
Tunisia	71	67	69	72	69	70	69	67	68	69	63	66																	
West Bank and Gaza	81	76	78	83	76	79	85	80	82	87	83	85	90	86	88	91	87	89	92	87	90	91	86	89					
Russian Federation																													
Tajikistan	66	76	71	67	80	74	70	83	76	72	85	79	73	86	80	73	87	80	74	87	81	75	88	81	77	88	83		
Argentina	82	77	79	83	78	80	83	78	80	83	77	80	84	77	80	83	76	79	84	75	79								
Nicaragua	38	32	35	39	33	36	41	35	38	43	38	41	43	39	41	46	40	43	47	40	43	49	43	46	48	42	45		

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 47: Gross Enrolment rates in lower secondary education

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
World	70	77	74	72	78	75	74	79	76	75	79	77	75	79	77	76	80	78	77	80	79	78	81	80					
Europe & Central Asia	91	92	92	93	95	94	93	95	94	93	95	94	90	92	91	88	91	90	90	92	91	91	93	92					
Middle East & North Africa	76	88	82	76	88	83	77	89	83	79	90	84	81	91	86	81	91	86	81	91	86	83	93	88					
Sub-Saharan Africa	26	33	30	28	34	31	29	37	33	30	38	34	31	40	35	33	41	37	34	43	38	34	44	39	36	45	41		
South Asia	52	67	60	52	66	59	54	67	61	57	65	61	58	67	63	61	70	66	62	70	66	66	73	70					
East Asia & Pacific			78	80	83	82	84	85	85	88	88	88							91	89	90	92	89	90					
Latin America & Caribbean	101	98	99	102	99	101	105	101	103	103	98	100	103	99	101	103	99	101	103	99	101	103	99	101					
High income	102	102	102	102	103	102	101	103	102	102	103	103	102	102	102	102	103	103	102	103	102	101	102	102					
High income: OECD	103	103	103	103	104	103	103	104	103	104	104	104	104	103	103	103	104	104	103	104	103	102	103	103					
High income: nonOECD																													
Upper middle income	100	99	99	101	100	100	102	101	102	101	99	100	100	98	99	100	98	99	101	98	99	101	99	100					
Middle income	72	79	76	74	80	77	76	81	79	78	82	80	79	82	80	79	83	81	80	83	82	82	84	83					
Lower middle income	64	74	69	66	75	71	69	76	73	72	77	75	73	78	76	74	79	76	75	79	77	77	81	79					
Low & middle income	66	73	70	68	75	71	70	76	73	72	76	74	72	77	74	73	77	75	74	77	76	75	79	77					
Low income	42	48	45	44	49	46	45	51	48	46	52	49	46	53	50	47	54	51	49	56	52	49	57	53	51	58	54		
Botswana	92	85	88	90	84	87	91	85	88	92	84	88	93	87	90	93	87	90	94	88	91								
Burkina Faso	11	16	14	12	16	14	12	16	14	14	19	16	15	20	18	16	22	19	17	22	20	18	24	21	22	28	25		
Dominican Republic	68	59	63	75	66	70	74	65	69	71	62	66	79	72	76	81	72	77	80	71	76	85	77	81	88	80	84		
Eritrea	34	43	39	35	42	39	34	46	40	36	48	42	45	73	59	51	80	65	53	84	69	55	75	65					
Ghana	56	65	60	53	61	57	56	64	60	55	62	59	57	65	61	62	70	66	64	74	69	68	75	72	71	77	74		
Jamaica	93	94	93	91	91	91	91	91	91	90	90	90	96	97	96	93	95	94				94	95	94					
Mozambique	67	11	9	76	12	10	96	14	12				126	18	15	155	22	19	184	25	22	22	29	26	24	32	28		
Niger	7	10	8	7	10	8	7	11	9	8	12	10	10	15	12	10	16	13	12	18	15	12	18	15	12	19	16		
Somalia																													
South Africa	100	94	97	103	97	100	104	99	101	96	91	94	98	94	96	100	97	99	100	99	99	94	95	94					
Tanzania																													

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Uganda	18	22	20	18	22	20	21	25	23	21	25	23	20	24	22	20	24	22	22	26	24	26	30	28					
Bangladesh	64	57	60	68	57	63	71	59	65	70	60	65	64	59	62	65	58	61	64	57	61	65	58	62					
India	52	71	62	53	70	62	56	72	64	61	71	66	62	73	68	66	75	71	67	75	71	72	79	76					
Indonesia	70	73	71	74	76	75	76	74	75	80	78	79	82	81	81	78	77	78	84	82	83	94	92	93					
Pakistan										26	38	32	29	41	36	32	43	38	35	47	41	38	51	45	38	50	44		
Vietnam	76	83	79	77	84	80	81	86	84																				
Tunisia	104	103	103	102	104	103	104	107	106	99	99	99			104	107	107	107	109	109	109	116	116	116					
West Bank and Gaza	91	86	88	94	88	91	95	91	93	98	94	96	102	99	100	102	99	100	102	98	100	99	96	98					
Russian Federation	93	92	92	92	91	92	91	92	90	90	90	90	83	82	83	80	80	80	80	80	80	82	82	82					
Tajikistan	79	88	84	78	88	83	82	93	88	87	99	93	88	99	93	88	98	93	88	99	94	91	100	95	91	99	95		
Argentina	104	103	103	103	103	103	101	103	102	103	99	101	105	100	103	106	100	103	106	100	103								
Nicaragua	63	57	60	66	60	63	71	64	68	75	69	72	75	69	72	77	71	74	76	71	74	80	76	78	81	75	78		

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 48: Gross Enrolment Rates in upper secondary education

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
World			47			47			48			50			51			52			53			54					
Europe & Central Asia			87			85			87			91			87			86			86			86					
Middle East & North Africa			54			55			55			56			57			57			58			57					
Sub-Saharan Africa			20			21			22			23			24			24			25			26			27		
South Asia			31			31			33			35			36			37			38			39					
East Asia & Pacific			41			41			42			44						53			53			58					
Latin America & Caribbean			65			67			69			69			73			73			73			73					
High income			97			98			98			98			97			98			98			99					
High income: OECD			99			99			99			99			98			99			99			100					
High income: nonOECD																													
Upper middle income			73			74			76			77			78			78			78			78					
Middle income			44			44			45			47			49			50			51			53					
Lower middle income			37			37			39			41			43			44			46			48					
Low & middle income			40			41			42			44			45			46			47			49					
Low income			26			26			27			28			28			28			30			31			32		
Botswana			57			59			60			60			60			59			64								
Burkina Faso			5			6			6			5			6			7			7			8			9		
Dominican Republic			55			64			64			63			61			63			61			74			70		
Eritrea			17			18			20			20			18			19			19			18					
Ghana			17			17			18			22			25			24			25			32			33		
Jamaica			77			78			76			76			78			80					83						
Mozambique			2			3			3						3			4			5			7			8		
Niger			4			4			3			3			3			4			5			4			3		
Somalia																													

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
South Africa			77			78			79			86			89			88			92			96			
Tanzania																											
Uganda			7			7			9			10			10			10			11			13			
Bangladesh			32			32			33			33			30			29			30			31			
India			34			34			35			38			39			41			42			43			
Indonesia			41			42			45			47			49			51			52			58			
Pakistan									22			25			22			22			22			23			24
Vietnam			43			47			49																		
Tunisia			54			58			59			62			67			70			71			72			
West Bank and Gaza			59			60			62			64			66			70			73			75			
Russian Federation												99			96			93			90			87			
Tajikistan			45			56			53			49			52			55			55			55			59
Argentina			72			74			74			74			70			68			67						
Nicaragua			42			44			47			50			51			54			54			55			53

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 49: Progression to secondary level (%)

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008			
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	
World																												
Europe & Central Asia																												
Middle East & North Africa																												
Sub-Saharan Africa																												
South Asia																												
East Asia & Pacific																												
Latin America & Caribbean																												
Euro area																												
High income																												
High income: OECD																												
High income: nonOECD																												
Upper middle income																												
Middle income																												
Lower middle income																												
Low & middle income																												
Low income																												

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Botswana	96	97	95	97	98	96	97	97	97	97	98	97	97	98	97	98	98	98											
Burkina Faso	36	35	37	37	36	38	40	39	41	45	43	46	46	44	47	44	43	45	45	44	47	52	50	54					
Dominican Republic	92	96	89	77	81	74	77	80	74	87	87	87	88	92	83	84	87	81	96	98	93	92	94	90					
Eritrea	81	79	82	83	76	88	83	78	87	81	76	85	89	85	91	83	79	86	77	76	78								
Ghana	82	83	81	90	91	89	87	87	87									100	100	100	93	96	90						
Jamaica	94	92	96	95			97						99	97	100														
Mozambique	40	40	40	45	46	43							53	56	51	54	56	52	58	61	56	57	60	56					
Niger	31	30	31	38	38	39	42	41	43	49	48	51	59	53	63	60	58	61	40	37	42	43	40	45					
Somalia																													
South Africa				94	95	93	95	96	94	90	91	89	88	89	87	92	93	92	94	94	93								
Tanzania	20	19	20	20	19	22	20	18	198	28	28	28	33	33	34	46	45	47											
Uganda	40	43	38	42	44	41	38	39	37	36	36	36	37	38	37	43	43	42	58	57	59								
Bangladesh																97	100	95											
India	87	85	88	89	87	90	87	89	85	85	82	87	85	83	87	84	82	86	85	84	86								
Indonesia				78	79	77	81	83	80	84	84	84	78	78	79	88	89	88	99	98	99								
Pakistan										74	74	74	69	72	67	72	75	69	76	76	75	73	71	73					
Vietnam	93	92	94	95	94	95										93													
Tunisia	75	77	74	88	89	86	88	90	86	88	90	86	88	90	86	88	90	86											
West Bank and Gaza	96	98	95	97	96	97	97	97	97	100	100	100	98	98	99	98	99	98	97	98	97								
Russian Federation	99			92																									
Tajikistan	97	97	97	98	98	99	98	97	100	98	97	98	98	97	98	98	96	100	98	98	98	98							
Argentina	80	80	81	80	79	80	93	94	92	95	96	93	93	94	92	94	95	93											
Nicaragua																													

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 50: Public education expenditure as % of GDP

Country Name	YR2000	YR2001	YR2002	YR2003	YR2004	YR2005	YR2006	YR2007	YR2008
World	4	4	4						
Europe & Central Asia	4	4	4						
Middle East & North Africa									
Sub-Saharan Africa	3								
South Asia	3								
Latin America & Caribbean	2	3	3						
East Asia & Pacific	4	4	4						
High income	5	5	6						
High income: OECD	5	5	6						
High income: nonOECD									
Upper middle income	4	4	5						
Middle income	4	4	4						
Lower middle income	4	4	4						
Low & middle income	4	4	4						
Low income	3								
Botswana						10		8	
Burkina Faso						4	5	4	
Dominican Republic	2	2	2	2				2	
Eritrea	3	4	4	4	4		2		
Ghana						5			
Jamaica	5	5	5	4	4	5		5	
Mozambique					4	5	5		
Niger		2		2			3		
Somalia									
South Africa	6	5	5	5	5	5	5	5	5
Tanzania									
Uganda	2				5				4
Bangladesh	2	2	2	2	2	2	2	3	2
India	4			4	3	3	3		
Indonesia		2	3	3	3	3	4	3	
Pakistan	2			2	2	2	3	3	3
Vietnam									5
Tunisia	7	7	6	7	7	7	7		
West Bank and Gaza									
Russian Federation	3	3	4	4	4	4	4		
Tajikistan	2	2	3	2	3	4	3	3	
Argentina	5	5	4	4	4		5		
Nicaragua	4		3	3					

Source: World Bank Edstats

Table 51: Public education expenditure, % of Government spending

Country Name	YR2000	YR2001	YR2002	YR2003	YR2004	YR2005	YR2006	YR2007	YR2008
World									
Europe & Central Asia									
Middle East & North Africa									
Sub-Saharan Africa									
South Asia	13								
Latin America & Caribbean	18								
East Asia & Pacific	14	13	15						
High income	13								
High income: OECD	13	12							
High income: nonOECD									
Upper middle income	13								
Middle income									
Lower middle income									
Low & middle income									
Low income									
Botswana						22		21	
Burkina Faso						16	15	23	
Dominican Republic		13	12					11	
Eritrea									
Ghana									
Jamaica	11	11	12	10		9			
Mozambique					23		21		
Niger				13			18		
Somalia									
South Africa	18	23	18	18	18	18	18	17	16
Tanzania									
Uganda					18				
Bangladesh	15	16	16	15	15		14	16	14
India	13			11					
Indonesia		11	14	16	14	15	17	18	
Pakistan					6	11	12	11	
Vietnam									
Tunisia	17	18				21	21		
West Bank and Gaza									
Russian Federation	11	11	11	12	13				
Tajikistan			18	16	17	18	19	18	
Argentina	14	14	14	12	13		14		
Nicaragua	18		15						

Source: World Bank Edstats

Table 52: Share of public expenditure for primary education (% of total public education expenditure)

Country Name	YR2000	YR2001	YR2002	YR2003	YR2004	YR2005	YR2006	YR2007	YR2008
World									
Europe & Central Asia									
Middle East & North Africa									
Sub-Saharan Africa									
South Asia									
Latin America & Caribbean									
East Asia & Pacific									
High income									
High income: OECD									
High income: nonOECD									
Upper middle income									
Middle income									
Lower middle income									
Low & middle income									
Low income									
Botswana						30		28	
Burkina Faso						71	67	59	
Dominican Republic		55	63					59	
Eritrea		27	26	24	23		32		
Ghana						31			
Jamaica		31	31	36	33	34		37	
Mozambique					71		58		
Niger		49		73			69		
Somalia									
South Africa	46	44	44	42	40	43	45	42	41
Tanzania									
Uganda					61				55
Bangladesh	46		45	45	40		39	46	45
India	38			36	36	36	35		
Indonesia									
Pakistan									
Vietnam									29
Tunisia	33	33	33	35	35	34			
West Bank and Gaza									
Russian Federation									
Tajikistan									
Argentina	36	38	35	38	37		35		
Nicaragua									

Source: World Bank Edstats

Table 53: Share of public expenditure for secondary education (% of total public education expenditure)

Country Name	YR2000	YR2001	YR2002	YR2003	YR2004	YR2005	YR2006	YR2007	YR2008
World									
Europe & Central Asia									
Middle East & North Africa									
Sub-Saharan Africa									
South Asia									
Latin America & Caribbean									
East Asia & Pacific									
High income									
High income: OECD									
High income: nonOECD									
Upper middle income									
Middle income									
Lower middle income									
Low & middle income									
Low income									
Botswana						40		44	
Burkina Faso						10	12	16	
Dominican Republic								180	
Eritrea		31	35	27	21		20		
Ghana						39			
Jamaica		34	34	41	42	38		35	
Mozambique					147		29		
Niger		24					22		
Somalia									
South Africa	31	31	31	35	36	33	31	33	31
Tanzania									
Uganda					17				23
Bangladesh	36		44	45	48		43	41	40
India	40			42	42	43	43		
Indonesia									
Pakistan									
Vietnam									36
Tunisia	45	45	44	41	38	42			
West Bank and Gaza									
Russian Federation									
Tajikistan									
Argentina	36	37	39	37	38		40		
Nicaragua									

Source: World Bank Edstats

Table 54: Public education expenditure per student (% of per capita GDP), all levels

Country Name	YR2000				YR2001				YR2002				YR2003				YR2004				YR2005				YR2006				YR2007							
	P	S	T	A	P	S	T	A	P	S	T	A	P	S	T	A	P	S	T	A	P	S	T	A	P	S	T	A	P	S	T	A				
World																																				
Europe & Central Asia																																				
Middle East & North Africa																																				
Sub-Saharan Africa																																				
South Asia																																				
East Asia & Pacific	6																																			
Latin America & Caribbean																																				
High income																																				
High income: OECD																																				
High income: nonOECD																																				
Upper middle income																																				
Middle income																																				
Lower middle income																																				
Low & middle income																																				
Low income																																				
Botswana																	16	41	45	34									13	38						
Burkina Faso																	35	22	21	36	31	23	24	33	20	25	28	26								
Dominican Republic					7				8				5	3			7	5							9	4										
Eritrea					15	38	43	27	12	35	41	24	11	28	70	24	10	18	11	21					8	8										
Ghana																	13	34	21	25	18	28														
Jamaica					13	21	70	20	13	21	60	20	13	20	36	17	10	18			13	19			17	20										
Mozambique																	18	54	57	23					15	84										
Niger					20	61		24					25				33				33				28	46	37	34								
Somalia																																				
South Africa	14	18			14	18		14	17				13	19			13	20			14	18			16	17			14	18						
Tanzania																																				
Uganda																	11	32	18	14																
Bangladesh									14	43			11	14	36		15	47	61	15	9	17	58	14	9	16	46	13	11	16	40	14				
India	15	12	46		24	91	22	13	22	40							10	18																		
Indonesia																																				
Pakistan																																				
Vietnam																																				
Tunisia	15	27	79	24	16	26	70	24	15	24	63	23	20	26	68	27	21	23	68	27	21	24	56	26			54									
West Bank and Gaza																																				
Russian Federation															12				11				13				13									
Tajikistan											25				12				9				14				11					12				
Argentina	13	18	18	15	14	19	16	16	11	17	13	14	11	14	10	12	11	16	12	13	12	20			13	20	14	16								
Nicaragua																	9				10	4			9	4										

P=primary; S=secondary, T=tertiary; A=all levels

Source: World Bank Edstats

Table 55: Pupil-teacher ratio

Country Name	YR2000		YR2001		YR2002		YR2003		YR2004		YR2005		YR2006		YR2007		YR2008	
	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.
World		24	30	24	30	24	31	24	31	24								
Europe & Central Asia			17		17		17	12	17	12								
Middle East & North Africa	25	22	24		24		24	21	22	19								
Sub-Saharan Africa	47		50		48		47		50									
South Asia	41	34	41	34	42	32	42	32	40	33								
East Asia & Pacific		18	22	20	21	20	22	20	22	20								
Latin America & Caribbean	26	19	25	19	25	19	24	18										
High income	17	14	17	15	16	14	16	14	16	13								
High income: OECD	17	14	17	15	17	15	16	14	16	14								
High income: nonOECD																		
Upper middle income			21		21		21	16										
Middle income	22		21		21													
Lower middle income		18	21	19	21	19	22	19	22	19								
Low & middle income		24	30	24	30	24	31	24	31	24								
Low income	42	32	43	33	43	32	43	32	42	32								
Sub-Saharan Africa																		
Botswana	27	17	27	17	26	15	26	14	26	14	24	14	25	14				
Burkina Faso	49		47		45		45	31	49	31	47		46	30	48	28	49	30
Eritrea	48	54	45	52	44	49	47	54	47	48	48	51	47	54	48	49		
Ghana	34	19	33	19	32	19	31	18	32	19	33	19	35	20	32	18	31	17
Mozambique	64		66		67				65		66	32	67	36	65	37	64	33
Niger	41	23	42	24	41	27	42	29	44	31	44	27	40	29	40	27	41	28
South Africa	33	28	37	27	34	30	34	30	34	31	30	33	31		31	29		
Tanzania	41		46		53		57		58		56		52		53		52	
Uganda	59	18	54	18	53		52	18	50	18	50	19	49	19	57	19		
Asia																		
Bangladesh		38		37		34		31		27	47	24	48	25	45	25	44	
India	40	34	40	33	41	32	41	32	40	33								
Indonesia	22	16	22	14	21	14	20	14	20	14	20	12	20	12	19	13		
Vietnam	30	28	28	27	26	26	25	26	23	25	22	24	21	23	20	22	20	
Latin America																		
Argentina	19	11	17		17	15	17	17	17	14	17	14	16	13				
Nicaragua	36	32	37	33	35	34	34	32	35	32	34	34	33	33	31	31	29	29
Caribbean																		
Dominican Republic				33	33	33	33	26	25	27	24	26	23	24	24	29	20	24
Jamaica	34	19	34		34	19	30	20	28	19	28	18				20		
ENPI																		
Tunisia	23	19	23	19	22	20	22		21	18	20	17	19	17	18	16		
Russian Federation	18		17		17		17	11		10	17	10	17	9	17	9		
Tajikistan	22	16	22	17	22	18	22	17	22	16	21	16	22	16	22	17	23	17

Country Name	YR2000		YR2001		YR2002		YR2003		YR2004		YR2005		YR2006		YR2007		YR2008	
	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.
Fragile states																		
Eritrea	48	54	45	52	44	49	47	54	47	48	48	51	47	54	48	49		
Somalia													31		31			
Pakistan	33		35		35		35		37	42	38		39		40		41	
West Bank and Gaza	36	26	38	26	30	26	33	26	28	28	25	27	32	28	30	25		

Source: World Bank Edstats

Table 56: Percentage of repeaters (%), primary

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008					
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T			
World							5	5	5	4		5	4		4															
Europe & Central Asia						1			1			1			2															
Middle East & North Africa	7	10	9	6	9	8	6	9	7	5		7	5		7															
Sub-Saharan Africa										10		10	11		11															
South Asia	5	5	5	5	5	5	5	4	4	4		4	4		4															
East Asia & Pacific							1	2	2	1		1	1		1															
Latin America & Caribbean	11	13	12	10	12	11			11			10																		
Euro area	2	2	2																											
High income																														
High income: OECD																														
High income: nonOECD																														
Upper middle income						5			5			5			4															
Middle income			5	4	5	4	4	5	4																					
Lower middle income							2	3	4	2		4	2		2															
Low & middle income							5	5	5	4		5	4		4															
Low income	7	8	7	7	7	7	7	7	7	6		6	6		6															
Sub-Saharan Africa																														
Botswana	3	4	3	3	4	3	2	4	3	4	6	5	4	6	5	4	6	5	4	6	5									
Burkina Faso	17	17	17	18	18	18	18	17	18	15	15	15	13	13	13	12	12	12	12	12	12	12	12	12	10	11	11			
Ghana	5	5	5	5	5	5				6	6	6	6	7	7	6	6	6	6	6	6	6	7	7	6	7	7			
Mozambique	24	23	24	23	22	23	24	23	23				21	21	21	10	11	10	5	5	5	6	6	6	5	6	6			
Niger	12	12	12	10	10	10	9	9	9	8	7	7	5	5	5	6	5	5	5	5	5	5	5	5	6	7	6			
South Africa	7	10	9	13	6	9	6	8	7	5	6	5	8	8	8	8	8	8	8	8	8	8	8	8						

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007			YR2008					
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Tanzania				3	3	3	2	2	2				5	5	5	6	6	6	5	5	5	4	4	4						
Uganda				10	11	11	10	11	11	14	14	14	14	14	14	13	13	13												
Asia																														
Bangladesh																10	10	10	11	11	11				13	13	13			
India	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
Indonesia				6	6	6	5	6	5	4	4	4	3	3	3	4	6	5	3	4	4	3	4	3						
Vietnam	3	4	3	2	3	3	2	3	2	2	3	2						1			1									
Caribbean																														
Dominican Republic	4	6	5	5	7	6	5	7	6	5	7	6	6	9	7	6	10	8	6	10	8	4	7	6	3	4	3			
Jamaica	4	7	5	4	6	5	3	4	3				2	3	3	2	3	3				2	3	3						
Latin America																														
Argentina	5	7	6	5	7	6	5	7	6	5	8	6	5	8	6	5	8	6	5	8	7									
Nicaragua	4	6	5	6	8	7	8	10	9	9	12	11	9	12	11	9	11	10	8	11	10	8	10	9	9	13	11			
ENPI																														
Tunisia	14	18	16	12	16	14	8	12	10	7	11	9	6	9	7	7	10	9	5	7	6	6	9	7						
Russian Federation			1			1			1			1						1			0									
Tajikistan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0			
Fragile states																														
Eritrea	20	19	19	14	14	14	18	17	17	21	20	21	22	21	21	13	13	13	14	14	14	14	15	15						
Somalia																														
Pakistan																3	3	3	2	2	2	5	6	5	4	5	4			
West Bank and Gaza	2	2	2	2	2	2	1	2	2	1	1	1	0	0	0	1	1	1				1	1	1						

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 57: Dropout rates for desk study countries (Primary G1, 2000-2008)

Country	Sub national level	Urban Rural	Charact.	School Level	Age Group	Sex	Unit	2000	2001	2002	2003	2004	2005	2006	2007	2008	Data Source	Notes
Argentina	National			Prim G1		Both	%	2,5	3,3	5,1	2,1	3,4	2,1				EDPC	UIS
Bangladesh	National			Prim G1		Both	%						13,2				EDPC	UIS
Botswana	National			Prim G1		Both	%	7,0	6,9	5,7	4,7	4,8	4,0				EDPC	UIS
Burkina Faso	National			Prim G1		Both	%				1,1						DHS	*
Burkina Faso	National			Prim G1		Both	%	6,4	8,2	6,4	6,8	9,6	9,5	7,0	6,7		EDPC	UIS
Burkina Faso	National		HHF	Prim G1		Both	%				2,8						DHS	*
Burkina Faso	National		HHM	Prim G1		Both	%				0,9						DHS	*
Burkina Faso	National	Rural		Prim G1		Both	%				1,3						DHS	*
Burkina Faso	National	Urban		Prim G1		Both	%				0,6						DHS	*
Dominican Republic	National			Prim G1		Both	%			2,0							DHS	**
Dominican Republic	National			Prim G1		Both	%								3,7		DHS	**
Dominican Republic	National			Prim G1		Both	%	4,5	4,8	6,1	14,9	0,2	8,0		14,0		EDPC	UIS
Dominican Republic	National		HHF	Prim G1		Both	%			2,0							DHS	**
Dominican Republic	National		HHF	Prim G1		Both	%								2,9		DHS	**
Dominican Republic	National		HHM	Prim G1		Both	%			2,0							DHS	**
Dominican Republic	National		HHM	Prim G1		Both	%								4,1		DHS	**
Dominican Republic	National	Rural		Prim G1		Both	%			2,3							DHS	**
Dominican Republic	National	Rural		Prim G1		Both	%								3,4		DHS	**
Dominican Republic	National	Urban		Prim G1		Both	%			1,8							DHS	**
Dominican Republic	National	Urban		Prim G1		Both	%								3,8		DHS	**
Eritrea	National			Prim G1		Both	%	12,3	6,3	5,4	5,9	6,7	6,9	9,9			EDPC	UIS
Ghana	National			Prim G1		Both	%				0,4						DHS	***
Ghana	National			Prim G1		Both	%	11,1		10,4	4,9		0,3	9,3	9,2		EDPC	UIS
Ghana	National			Prim G1		Both	%							3,0			MICS	***
Ghana	National		HHF	Prim G1		Both	%				0,9						DHS	***
Ghana	National		HHF	Prim G1		Both	%							2,6			MICS	***
Ghana	National		HHM	Prim G1		Both	%				0,1						DHS	***
Ghana	National		HHM	Prim G1		Both	%							3,1			MICS	***
Ghana	National	Rural		Prim G1		Both	%				0,6						DHS	***
Ghana	National	Rural		Prim G1		Both	%							3,7			MICS	***
Ghana	National	Urban		Prim G1		Both	%				0,0						DHS	***
Ghana	National	Urban		Prim G1		Both	%							1,5			MICS	***
India	National			Prim G1		Both	%							0,7			DHS	****
India	National			Prim G1		Both	%	21,8	20,3			14,0	15,4	17,8			EDPC	UIS
India	National		HHF	Prim G1		Both	%							0,9			DHS	****

Country	Sub national level	Urban Rural	Charact.	School Level	Age Group	Sex	Unit	2000	2001	2002	2003	2004	2005	2006	2007	2008	Data Source	Notes
India	National		HHM	Prim G1		Both	%							0,7			DHS	****
India	National	Rural		Prim G1		Both	%							0,8			DHS	****
India	National	Urban		Prim G1		Both	%							0,5			DHS	****
Indonesia	National			Prim G1		Both	%	2,0	2,6	3,9			4,1	3,6			EDPC	UIS
Jamaica	National			Prim G1		Both	%						0,0				MICS	**
Jamaica	National		HHF	Prim G1		Both	%						0,0				MICS	**
Jamaica	National		HHM	Prim G1		Both	%						0,0				MICS	**
Jamaica	National	Rural		Prim G1		Both	%						0,0				MICS	**
Jamaica	National	Urban		Prim G1		Both	%						0,0				MICS	**
Mozambique	National			Prim G1		Both	%				3,3						DHS	*****
Mozambique	National			Prim G1		Both	%	12,7	14,9			12,6	14,4	10,8	13,6		EDPC	UIS
Mozambique	National		HHF	Prim G1		Both	%				1,0						DHS	*****
Mozambique	National		HHM	Prim G1		Both	%				4,0						DHS	*****
Mozambique	National	Rural		Prim G1		Both	%				3,6						DHS	*****
Mozambique	National	Urban		Prim G1		Both	%				2,5						DHS	*****
Nicaragua	National			Prim G1		Both	%		6,0								DHS	A
Nicaragua	National			Prim G1		Both	%	18,8	14,7	19,2	15,6	17,7	17,1		18,0		EDPC	UIS
Nicaragua	National		HHF	Prim G1		Both	%		5,9								DHS	A
Nicaragua	National		HHM	Prim G1		Both	%		6,0								DHS	A
Nicaragua	National	Rural		Prim G1		Both	%		6,5								DHS	A
Nicaragua	National	Urban		Prim G1		Both	%		5,4								DHS	A
Niger	National			Prim G1		Both	%							0,9			DHS	*
Niger	National			Prim G1		Both	%	6,3	7,1	10,4	5,8	6,2	16,2	10,4	11,0		EDPC	UIS
Niger	National		HHF	Prim G1		Both	%							0,7			DHS	*
Niger	National		HHM	Prim G1		Both	%							1,0			DHS	*
Niger	National	Rural		Prim G1		Both	%							1,1			DHS	*
Niger	National	Urban		Prim G1		Both	%							0,4			DHS	*
Pakistan	National			Prim G1		Both	%					15,3			15,5		EDPC	UIS
Palestinian Autonomous Territories	National			Prim G1		Both	%	1,2	1,6	0,8		0,9		0,8			EDPC	UIS
Russian Federation	National			Prim G1		Both	%	1,7	0,9	1,9			2,7	2,9			EDPC	UIS
Somalia	National			Prim G1		Both	%							1,8			MICS	B
Somalia	National		HHF	Prim G1		Both	%							1,1			MICS	B
Somalia	National		HHM	Prim G1		Both	%							2,1			MICS	B
Somalia	National	Rural		Prim G1		Both	%							3,2			MICS	B
Somalia	National	Urban		Prim G1		Both	%							0,8			MICS	B
South Africa	National			Prim G1		Both	%		7,7	10,7	10,0						EDPC	UIS

Country	Sub national level	Urban Rural	Charact.	School Level	Age Group	Sex	Unit	2000	2001	2002	2003	2004	2005	2006	2007	2008	Data Source	Notes
Tajikistan	National			Prim G1		Both	%	0,2				0,3					EDPC	UIS
Tajikistan	National			Prim G1		Both	%						0,0				MICS	C
Tajikistan	National		HHF	Prim G1		Both	%						0,0				MICS	C
Tajikistan	National		HHM	Prim G1		Both	%						0,0				MICS	C
Tajikistan	National	Rural		Prim G1		Both	%						0,0				MICS	C
Tajikistan	National	Urban		Prim G1		Both	%						0,0				MICS	C
Tanzania	National			Prim G1		Both	%					0,4					DHS	D
Tanzania	National			Prim G1		Both	%	6,4			1,3	0,5	1,7	1,2			EDPC	UIS
Tanzania	National		HHF	Prim G1		Both	%					0,1					DHS	D
Tanzania	National		HHM	Prim G1		Both	%					0,5					DHS	D
Tanzania	National	Rural		Prim G1		Both	%					0,5					DHS	D
Tanzania	National	Urban		Prim G1		Both	%					0,2					DHS	D
Tunisia	National			Prim G1		Both	%	1,1	0,7	0,3			0,2	0,4			EDPC	UIS
Uganda	National			Prim G1		Both	%		1,2								DHS	D
Uganda	National			Prim G1		Both	%							2,0			DHS	D
Uganda	National			Prim G1		Both	%	22,9	22,4								EDPC	UIS
Uganda	National		HHF	Prim G1		Both	%							1,7			DHS	D
Uganda	National		HHF	Prim G1		Both	%		1,7								DHS	D
Uganda	National		HHM	Prim G1		Both	%		1,1								DHS	D
Uganda	National		HHM	Prim G1		Both	%							2,1			DHS	D
Uganda	National	Rural		Prim G1		Both	%		1,1								DHS	D
Uganda	National	Rural		Prim G1		Both	%							2,1			DHS	D
Uganda	National	Urban		Prim G1		Both	%							1,0			DHS	D
Uganda	National	Urban		Prim G1		Both	%		2,4								DHS	D
Vietnam	National			Prim G1		Both	%	4,6	3,5	5,5			2,1				EDPC	UIS
Vietnam	National			Prim G1		Both	%							1,0			MICS	****
Vietnam	National		HHF	Prim G1		Both	%							1,4			MICS	****
Vietnam	National		HHM	Prim G1		Both	%							0,9			MICS	****
Vietnam	National	Rural		Prim G1		Both	%							0,9			MICS	****
Vietnam	National	Urban		Prim G1		Both	%							1,3			MICS	****

UIS = Calculated by EPDC based on data from UNESCO Institute for Statistics (UIS).

* = 6 grades of Primary. 7 grades of Secondary.

** = 8 grades of Primary. 4 grades of Secondary.

*** = 6 grades of Primary. 6 grades of Secondary.

MICS = Multiple Indicator Cluster Survey (MICS Dataset)

**** = 5 grades of Primary. 7 grades of Secondary.

***** = 7 grades of Primary. 5 grades of Secondary.

A = 6 grades of Primary. 5 grades of Secondary.

B = Excludes Koranic education, which makes up approximately 50% of school age population; *****

C = 4 grades of Primary. 7 grades of Secondary.

D = 7 grades of Primary. 6 grades of Secondary.

HHF = Household head – Female

HHM = Household head - Male

Table 58: Percentage of trained primary school teachers

Country Name	2000			2001			2002			2003			2004			2005			2006			2007			2008		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
ASIA																											
Bangladesh	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54	53	53	54	50	51	57	55	56	57	52	54
India	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indonesia	...	...	...	...	...	94	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vietnam	82	74	80	86	80	85	87	87	87	...	...	...	...	...	...	...	93	96	93	96	99	94	98	100	94	99	
Sub-Saharan Africa																											
Botswana	91	83	89	91	84	89	90	85	89	91	86	90	93	91	92	86	89	87	95	91	94	...	...	...	...	...
Burkina Faso	...	...	...	81	80	80	...	...	...	90	86	87	92	89	89	91	87	88	91	85	87	91	86	88	91	86	88
Ghana	86	60	69	86	59	69	82	57	65	83	53	63	80	52	61	78	49	58	...	...	56	70	45	53	68	40	49
Mozambique	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	67	57	60	86	57	65	71	59	63	73	64	67
Niger	97	97	97	78	81	80	66	71	70	71	73	72	72	78	76	...	...	85	92	92	92	99	98	98	99	98	98
South Africa	70	62	68	70	61	68	76	87	78	79	77	79	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tanzania	...	...	...	100	100	100	100	100	100	...	...	...	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Uganda	...	...	...	...	...	...	83	79	81	...	...	...	83	79	80	89	82	85	...	...	...	94	93	93	89	90	89
Caribbean																											
Dominican Republic	...	...	...	...	...	...	...	...	79	...	...	...	...	...	...	90	81	88	90	81	88	90	81	88	89	90	89
Jamaica	...	...	...	...	...	80	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Latin America																											
Argentina	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nicaragua	77	54	73	77	54	73	79	53	74	...	...	...	81	53	75	82	58	77	79	59	74	76	61	72	77	58	73
ENPI																											
Tunisia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Russian Federation	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tajikistan	...	...	...	...	...	82	...	...	82	...	...	82	...	...	84	...	...	...	...	...	93	...	...	87	...	...	88
Fragile States																											
Eritrea	62	78	72	56	80	70	57	82	73	68	88	81	70	91	83	71	92	84	82	92	88	82	92	87	84	94	89
Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pakistan	...	...	...	...	...	...	...	...	...	...	...	...	63	90	78	76	94	86	75	92	85	75	92	84	77	92	85
West Bank and Gaza	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Source: Data Source: UNESCO Institute for Statistics

... = Data missing

Table 59: Share of teachers salaries of overall expenditures (% of current education expenditure, 2001 and 2007)

Country Name	YR2000	YR2001	YR2002	YR2003	YR2004	YR2005	YR2006	YR2007	YR2008
Sub-Saharan Africa									
Botswana									
Burkina Faso								73	
Ghana									
Mozambique									
Niger									
South Africa		69				73	67	66	61
Tanzania									
Uganda									
Asia									
Bangladesh									71
India				85	85	84			
Indonesia									
Vietnam									
Caribbean									
Dominican Republic		84	66		75	72		55	
Jamaica			63		76	79		82	
ENPI									
Tunisia									
Russian Federation									
Tajikistan									
Latin America									
Argentina		58	68	72	67		62		
Nicaragua									
Fragile states									
Eritrea						37			
Somalia									
Pakistan						75	75	75	
West Bank and Gaza									

Source: World Bank Edstats

Table 60: Literacy rates, adults (% of 15+), 2000 - 2007

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
World	77	87	82																			79	88	84
Europe & Central Asia	96	99	97																			96	99	98
Middle East & North Africa	58	78	68																			65	82	73
Sub-Saharan Africa	51	69	59																			54	71	62
South Asia	46	70	58																			52	74	63
East Asia & Pacific	87	95	91																			90	96	93
Latin America & Caribbean	89	90	90																			90	92	91
High income	99	99	99																			99	99	99
High income: OECD	99	100	99																			99	100	99
High income: nonOECD																								
Upper middle income	92	94	93																			93	95	94
Middle income	77	88	83																			80	90	85
Lower middle income	73	87	80																			77	88	83
Low & middle income	72	84	78																			75	86	81
Low income	52	68	60																			55	72	64
Asia																								
Bangladesh				41	54	47																48	59	53
India				48	73	61																54		66
Indonesia										87	94	90				89	95	92						
Vietnam																								
Sub-Saharan Africa																								
Botswana									82	80	81											83	83	83
Burkina Faso									15	29	22				166	31	24					22	37	29

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Ghana	50	66	58																		58	72	65	
Mozambique																					33	57	44	
Niger				9	9	9										15	43	29						
South Africa																					87	89	88	
Tanzania							62	78	69												66	79	72	
Uganda							59	78	68												66	82	74	
Caribbean																								
Dominican Republic							87	87	87												90	89	89	
Jamaica																					91	81	86	
Latin America																								
Argentina				97	97	97															98	98	98	
Nicaragua				77	77	77									78	78	78							
ENPI																								
Tunisia													65	83	74						69	86	78	
Russian Federation							99	100	99												99	100	100	
Tajikistan	99	100	99																		100	100	100	
Fragile States																								
Eritrea							40	65	53															
Somalia																								
Pakistan															35	64	50	40	68	54				
West Bank and Gaza													88	97	92			90	97	93	90	97	94	

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 61: Literacy rates, youth (% aged 15-24)

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
World	84	90	87																		87	91	89	
Europe & Central Asia	98	99	99																		99	99	99	
Middle East & North Africa	74	87	81																		86	93	89	
Sub-Saharan Africa	65	76	70																		67	77	72	
South Asia	64	80	73																		74	84	79	
East Asia & Pacific	98	98	98																		98	98	98	
Latin America & Caribbean	97	96	96																		97	97	97	
High income	100	100	100																		100	100	100	
High income: OECD	100	100	100																		100	100	100	
High income: nonOECD																								
Upper middle income	98	97	98																		98	98	98	
Middle income	87	93	90																		91	94	92	
Lower middle income	85	92	88																		89	93	91	
Low & middle income	82	89	85																		85	90	88	
Low income	64	76	70																		69	79	74	
Sub-Saharan Africa																								
Botswana										96	92	94									95	93	94	
Burkina Faso										25	38	31				26	40	33			33	47	39	
Ghana	65	76	71																		76	80	78	
Mozambique																					47	58	53	
Niger				14	14	14										23	52	37						
South Africa																					96	95	95	
Tanzania							76	81	78												76	79	78	
Uganda							76	86	81												84	88	86	
Asia																								
Bangladesh				60	67	64															73	71	72	
India				68	84	76															77	87	82	
Indonesia													99	99	99				96	97	97			
Vietnam																								
Caribbean																								
Dominican Republic							95	93	94												97	95	96	
Jamaica																					98	91	94	
Latin America																								
Argentina				99	99	99															99	99	99	
Nicaragua				89	84	86									89	85	87							
ENPI																								
Tunisia													92	96	94						94	97	96	
Russian Federation							100	100	100												100	100	100	
Tajikistan	100	100	100																		100	100	100	
Fragile States																								
Eritrea							69	86	78															
Somalia																								

Country Name	YR2000			YR2001			YR2002			YR2003			YR2004			YR2005			YR2006			YR2007		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Pakistan																53	77	65	58	79	69			
West Bank and Gaza													99	99	99				99	99	99	99	99	99

F= Female; M = Male; T = Total

Source: World Bank Edstats

Table 62: Public education expenditure, % of Government spending

Country Name	YR2000	YR2001	YR2002	YR2003	YR2004	YR2005	YR2006	YR2007	YR2008
Botswana						22		21	
Burkina Faso						16	15	23	
Dominican Republic		13	12					11	
Eritrea									
Ghana									
Jamaica	11	11	12	10		9			
Mozambique					23		21		
Niger				13			18		
Somalia									
South Africa	18	23	18	18	18	18	18	17	16
Tanzania									
Uganda					18				
Bangladesh	15	16	16	15	15		14	16	14
India	13			11					
Indonesia		11	14	16	14	15	17	18	
Pakistan					6	11	12	11	
Vietnam									
Tunisia	17	18				21	21		
West Bank and Gaza									
Russian Federation	11	11	11	12	13				
Tajikistan			18	16	17	18	19	18	
Argentina	14	14	14	12	13		14		
Nicaragua	18		15						

Source: World Bank Edstats

Table 63: Public education expenditure, % of Government spending

Country Name	YR2000	YR2001	YR2002	YR2003	YR2004	YR2005	YR2006	YR2007	YR2008
World									
Europe & Central Asia									
Middle East & North Africa									
Sub-Saharan Africa									
South Asia	13								
Latin America & Caribbean	18								
East Asia & Pacific	14	13	15						
High income	13								
High income: OECD	13	12							
High income: nonOECD									
Upper middle income	13								
Middle income									
Lower middle income									
Low & middle income									
Low income									
Botswana						22		21	
Burkina Faso						16	15	23	
Dominican Republic		13	12					11	
Eritrea									
Ghana									
Jamaica	11	11	12	10		9			
Mozambique					23		21		

Country Name	YR2000	YR2001	YR2002	YR2003	YR2004	YR2005	YR2006	YR2007	YR2008
Niger				13			18		
Somalia									
South Africa	18	23	18	18	18	18	18	17	16
Tanzania									
Uganda					18				
Bangladesh	15	16	16	15	15		14	16	14
India	13			11					
Indonesia		11	14	16	14	15	17	18	
Pakistan					6	11	12	11	
Vietnam									
Tunisia	17	18				21	21		
West Bank and Gaza									
Russian Federation	11	11	11	12	13				
Tajikistan			18	16	17	18	19	18	
Argentina	14	14	14	12	13		14		
Nicaragua	18		15						

Source: World Bank Edstats

Table 64: Ranking of the desk study countries on the Transparency International Index (2000 and 2009)

Country Name	YR2000					YR2009			
	Country rank	2000 CPI Score*	Surveys used	Standard Deviation	High-Low Range	Rank	CPI 2009 Score	Surveys Used	Confidence Range
Sub-Saharan Africa									
Botswana	26	6	4	1,6	4.3 - 8.2	37	5,6	6	5.1 - 6.3
Burkina Faso	65	3	3	1	2.5 - 4.4	79	3,6	7	2.8 - 4.4
Ghana	52	3,5	4	0,9	2.5 - 4.7	69	3,9	7	3.2 - 4.6
Mozambique	N/A					130	2,5	7	2.3 - 2.8
Niger	N/A					106	2,9	5	2.7 - 3.0
South Africa	34	5	10	0,9	3.8 - 6.6	55	4,7	8	4.3 - 4.9
Tanzania	76	2,5	4	0,6	2.1 - 3.5	126	2,6	7	2.4 - 2.9
Uganda	80	2,3	4	0,6	2.1 - 3.5	130	2,5	7	2.1 - 2.8
Asia									
Bangladesh	N/A					139	2,4	7	2.0 - 2.8
India	69	2,8	11	0,7	2.3 - 4.3	84	3,4	10	3.2 - 3.6
Indonesia	85	1,7	11	0,8	0.5 - 3.2	111	2,8	9	2.4 - 3.2
Vietnam	76	2,5	8	0,6	2.1 - 3.8	120	2,7	9	2.4 - 3.1
Caribbean									
Dominican Republic	N/A					99	3	5	2.9 - 3.2
Jamaica	N/A					99	3	5	2.8 - 3.3
ENPI									
Tunisia	32	5,2	4	1,5	3.8 - 7.1	65	4,2	6	3.0 - 5.5
Russian Federation	82	2,1	10	1,1	0.6 - 4.1	146	2,2	8	1.9 - 2.4
Tajikistan	N/A					158	2	8	1.6 - 2.5
Latin America									
Argentina	52	3,5	8	0,6	3.0 - 4.5	106	2,9	7	2.6 - 3.1
Nicaragua	N/A					130	2,5	6	2.3 - 2.7
Fragile states									
Eritrea	N/A					126	2,6	4	1.6 - 3.8
Somalia	N/A					180	1,1	3	0.9 - 1.4
Pakistan	N/A					139	2,4	7	2.1 - 2.7
West Bank and Gaza	N/A					N/A			

* = Corruption Perceptions Index (CPI)

Source: Transparency International

13 Annex 24: Details about compulsory education in the desk study countries

Table 65: *Details and legal aspects of compulsory education in the desk study countries*

Country Name	Details
Botswana	The duration of compulsory education is 10 years, 7 years of primary, 3 years of junior secondary. Currently, all school-age going children have a right to the first ten years of school.
Burkina Faso	La Constitution en son article 18 reconnaît le droit à l'éducation, à l'instruction et à la formation à tout citoyen burkinabé. La scolarité obligatoire couvre la tranche d'âges de 6 à 16 ans, de la première année de l'enseignement primaire à la classe de troisième du secondaire soit une scolarité de dix ans.
Dominican Republic	Formal basic education is free and compulsory for 8 years
Eritrea	Education in Eritrea is officially compulsory between 7 and 14 years of age
Ghana	<p>The Education Act of 1961 established the policy of free and compulsory primary and basic education for all school age children. The Education Act also made provision for the establishment of private schools to supplement the government's efforts, in order to dispose of enough schools to cater to the ever-growing demand for education—especially at the basic level.</p> <ul style="list-style-type: none"> • Since Ghana's return to constitutional rule in January 1992, the government has set up institutions for the promotion of democratic rule and socio-economic advancement. The 1992 Constitution specifically stipulates that: • the State shall provide educational facilities at all levels in all the regions of Ghana, and shall, to the greatest extent as possible, make those facilities available to all citizens; • the Government shall – within two years after Parliament first meets after the coming into force of the Constitution—draw up a programme for implementation within the following ten years for the provision of free compulsory and universal basic education; • the State shall, subject to the availability of resources, provide equal and balanced access to secondary and other appropriate pre-university or equivalent education with emphasis on science and technology; a free adult literacy programme; free vocational training, rehabilitation and resettlement of disabled persons; and lifelong education. <p>Since 1987, the education system has provided nine years of compulsory basic formal education for every child from the age of 6 to 14 years.</p>
Jamaica	<p>The Education Act of 1980 is the country's comprehensive regulatory framework for education. The text of the Act contains modalities for national education procedures of school operation, teaching and management. The Act is being revised through a consultative process involving all stakeholders of education.</p> <p>New attempts were made in 1982 with the appointment of Community Liaison Officers. Compulsory education areas were designated and the compulsory school age was declared to be 6-12 years. There were no provisions for welfare benefits or legal machinery to enforce attendance. Primary education is universal and free (...)</p>
Mozambique	In Mozambique primary education is free and compulsory, with a duration of 7 years of compulsory education. It is subdivided into two levels, namely, the lower primary which consists of five years of schooling (Grades 1 to 5) and upper primary which comprises two years (Grades 6 and 7). The official age of entry into school is 6 years.
Niger	Tel que le prévoit la nouvelle Loi d'orientation du système éducatif n° 98-12 du 1 juin 1998, l'éducation formelle comprend l'enseignement de base, l'enseignement moyen et l'enseignement supérieur. L'enseignement de base est garantie à tous et comprend le préscolaire, le cycle de base I et le cycle de base II. Le préscolaire concerne les enfants âgés de 3 à 5/6 ans. Le cycle de base I, d'une durée de six ans, accueille les enfants âgés de 6 ou 7 ans. La durée normale de la scolarité est de six ans. La durée normale du cycle de base II est de quatre ans. L'enseignement moyen constitue le deuxième degré d'enseignement ; il est composé d'une filière d'enseignement général et d'une filière d'enseignement technique et professionnel.

Country Name	Details
Somalia	The education system of Puntland comprises two years of Early Childhood Development (ECD), eight years of primary education (four years of lower primary and four years of upper primary) and four years of secondary education.
South Africa	According to the Schools Act of 1996, school attendance is compulsory for all children between 7 and 15 years of age.
Tanzania	The Universal Primary Education policy of 1974 mandates compulsory education for children between the ages of 7 and 13. The Primary School Compulsory Education and Enrolment Rules provide penalties for parents and children who fail to comply. Primary schooling is the only compulsory part of formal education.
Uganda	<p>In 1995, Uganda adopted a new Constitution which further entrenched education in the country's laws. Article 30 provides that: "All persons have a right to education." The Constitution also made it the obligation of the government to provide basic education to its citizens, thus Article 30 (XVIII) states: "The state shall provide free and compulsory basic education. The state shall take appropriate measures to afford every citizen equal opportunity to attain the highest level of education standard possible."</p> <p>In 1996, the Government enacted the Children's Act. Article 28 also underscores the state's responsibility in providing every child with free and compulsory education of good quality.</p>
Bangladesh	<p>The Constitution provides for establishing a uniform, mass-oriented, universal system of education, and extending free and compulsory education to all children. It also provides for relating education to the needs of society, producing trained and motivated citizens to serve the needs of society and removing illiteracy. Primary education has been made compulsory for children aged 6-10 years by the Compulsory Primary Education Act of 1990, which states that "unless there is a valid ground, the guardian of each child living in an area where primary education has been made compulsory shall [...] have his/her child admitted to the nearest primary education institution located in that area."</p>
India	In accordance with the principles contained in the Constitution, the Government has to provide free and compulsory education for all children in the age group 6-14 years.
Indonesia	<p>The Constitution of 1945 stipulates in Article 31 that every citizen has the right to education and that the government provides a national education system that is arranged by law.</p> <p>According to the Law No. 2/1989, the Government Regulation No. 28/1990 and the National Education System Law of 2003, basic education is a general education programme with duration of nine years.</p>
Pakistan	<p>The Constitution (1973) ensures equality and well-being of all citizens, and no discrimination on the basis of sex, caste, creed or race. Article 37 indicates that: "The State shall:</p> <ul style="list-style-type: none"> • promote with special care the educational and economic interests of backward classes or areas; • remove illiteracy and provide free and compulsory education within the minimum possible period; and • make technical and professional education generally available and higher education equally accessible to all on the basis of merit." <p>The government's commitment to enforce the compulsory education legislation to achieve universal primary education by the year 2010 is amply manifested in the provisions incorporated both in the NEP of 1998 and the Ninth Five-year Plan (1999-2004).</p>
Vietnam	<p>According to the Constitution of the Socialist Republic of Vietnam (1992) all citizens have the right to education. Article 59 states that "Education is a right and an obligation of citizens. Elementary education is mandatory and free. Citizens have the right to pursue their general education and to learn a profession under various forms. Gifted students shall be encouraged by the State and society to develop their talents. The State shall adopt policies on tuition fees and scholarships. The State and society shall create conditions for handicapped children to pursue general education and to learn appropriate professions."</p> <p>The Law on Universal Primary Education (UPE) was adopted by the National Assembly (VIII Legislature) on 12 August 1991. Article 1 provides as follows: "The State implements the policy of compulsory universal primary education (UPE) for all children aged 6-14."</p> <p>The Law on Education was adopted by the fourth session of the National Assembly (X Legislature) on 2 December 1998 and entered into force on 1 June 1999. In accordance with this law, primary education (Grades I-V) is compulsory for all children aged 6-14. The admission age is 6. The law also contains provisions con-</p>

Country Name	Details
	cerning pre-school care and education, and non-formal education. Article 7 specifies that Vietnamese is the official language in schools, and that ethnic groups have the right to learn by and use their own language and writing systems to create a basis for the preservation and development of their culture.
Tunisia	La réforme du système éducatif tunisien, qui a notamment instauré un enseignement de base comportant un premier cycle de six ans et un second cycle de trois ans, et un enseignement secondaire de quatre ans, a commencé en 1989 et a été mise en œuvre progressivement. Cette réforme – la seconde depuis l'indépendance – était définie par la loi n° 91-65 promulguée le 29 juillet 1991 qui avait abrogé la loi précédente n° 58-118 du 4 novembre 1958. La loi n° 91-65 comportait cinq chapitres respectivement relatifs aux principes de base de l'éducation, à l'enseignement de base et à l'enseignement secondaire, à l'enseignement supérieur, à l'enseignement privé et à des dispositions diverses. Un ensemble de textes d'application (décrets, arrêtés...) sont ensuite parus pour expliciter les modalités pratiques d'exécution de cette loi. Dans son article 7, la loi du 29 juillet 1991 stipule que l'enseignement de base est obligatoire à partir de 6 ans jusqu'à l'âge de 16 ans. Dans son article 32, la même loi stipule que « le tuteur qui s'abstient d'inscrire son enfant à l'un des établissements de l'enseignement de base ou le retire avant l'âge de 16 ans alors qu'il est à même de continuer normalement ses études conformément à la réglementation en vigueur, s'expose à une amende allant de 10 à 100 dinars. Cette amende est de 200 dinars en cas de récidive ». Ainsi, en application de ces textes, l'enfant tunisien passe obligatoirement un minimum de dix ans à l'école.
West Bank and Gaza	Education is compulsory for ten years, followed by two non-compulsory years of secondary education culminating in the Tawjihi general examination.
Russian Federation	Educational rights of citizens have been further enforced by the Decree of the President of the Russian Federation No. 1487 of July 1994. Under the current legislation nine years of primary and basic general education are compulsory and free of charge. Prior to 1989 general education lasted ten years divided into eight years of compulsory primary (lasting three years) and basic general education and two years of non-compulsory secondary complete general education. In 1989 an eleven-year system of general education has been introduced and gradually implemented.
Tajikistan	Article 41 of the 1994 Constitution (amended in July 2003) states that every person has the right to education, and basic general education is compulsory. The state guarantees access to free basic general education (grade 1-9) in the state educational establishments. It also guarantees free education for students in the upper secondary education (grade 10-11), professional, vocational and higher education in the state educational establishments. Most students are in public educational institutions and nearly 90 percent of total students in Tajikistan are in general education (including primary, basic, general, gymnasium, lyceum, and special education).
Argentina	The first national laws mandating universal, compulsory, free and secular education (Law 1420 of Common Education) were sanctioned in 1884. In December 2006 the Chamber of Deputies of the Argentine Congress approved a new National Education Law restoring the old system of primary followed by secondary education, making secondary education obligatory and a right, and increasing the length of compulsory education to 13 years. The government vowed to put the law in effect gradually, starting in 2007
Nicaragua	Primary education is tuition-free, universal and compulsory to age 12. Primary school begins at age 7 and continues for 6 years. The law is not enforced effectively, and all children do not attend school during the years of compulsory education. Since Nicaragua is one of the poorest countries in Latin America, school participation for many families is limited by their inability to pay associated education costs. Since 1993 Nicaraguan authorities have implemented school autonomy throughout the country. The concept of "autonomous schools" has meant that families are supposed to pay a "voluntary contribution" to the school. But in practice the contribution is not voluntary, and it prevents many children from enrolling. Each school is administered by a school council of 11 members, of whom 3 are teachers. Primary education is divided into the basic and second cycle, while the 5 years of secondary education are divided into 3 years of ciclo básico and 2 years of ciclo diversificado. Students can opt for technical or general secondary education. Nicaragua has the third biggest gap between urban and rural education in the world.

Source: UNESCO-IBE (2008): *A compilation of background information about educational legislation, governance, management and financing structures and processes. Several Volumes: Sub-Saharan Africa, Central Asia, South and West Asia, East Asia and Pacific, Latin America and Caribbean, Arab States, Central and Eastern Europe.* Citation as: *Paper ECed for the EFA Global Monitoring Report 2009.*

14 Annex 25: Overview of international and regional surveys related to learning achievements

Table 66 Overview on international and regional surveys related to learning achievements

Name	Years	Subject	Countries participating in most recent survey	Desk study countries participating in most recent survey(s)
TIMSS - Trends in International Mathematics and Science Study	Several, latest in 1999, 2003 and 2007	It covers grades 4 and 8 and more than 66 education systems. The content of the questionnaires is quite varied and each topic is given a special weighting (examples are numbers, algebra and geometry in mathematics and life sciences, physical sciences and the history of science in science).	2007: 59	2003: Botswana, Ghana, South Africa, Tunisia, Occupied Palestinian Territory, Russian Federation 2007: Botswana, Ghana, Tunisia, Occupied Palestinian Territory, Russian Federation,
PIRLS	2001 and 2006	35 countries from around the world participated in PIRLS 2001, and 41 countries participated in PIRLS 2006. 53 countries are planning to participate in PIRLS 2011. Only grade 4 learners, aged 9 on average, have been assessed. This assessment has focused on two reading goals: <ul style="list-style-type: none"> • reading literacy, which involves imagining events and characters and bringing them to life in a text; • informational reading in order to acquire and use chronologically and/or logically structured information (as in biographies, or texts requiring deliberate thought). In all, four reading comprehension processes were assessed, involving ability in the following areas: locating and explaining particular items of information; drawing inferences from logical or chronological sequences and interrelating events; interpreting and integrating ideas and information; and, finally, examining and evaluating content, language and textual elements.	2006: 41	2001: Argentina 2006: South Africa, Indonesia
OECD PISA - Programme for International Student Assessment	2000, 2003	PISA concentrates on three key areas, namely mathematics, science and reading literacy. Each PISA cycle focuses on one of these areas, thus gathering more information on the area assessed. The focus was on reading in 2000 and on mathematics in 2003. The third survey in the series was carried out in 2006 with science as the main field of assessment. Unlike the IEA surveys, PISA assesses only 15-year-olds, whatever their grade, whereas grade is the main criterion in selecting pupils for IEA assessments. Based on the principle of "skills", the aim of PISA is to assess the ability of young people to use their knowledge and skills to respond to the challenges of the real world. Emphasis is placed on pupils knowing what to do with what they have learnt at school rather than on their ability to reproduce it.	2000: 32 2003: 43 2006: 57	2000: Argentina, Indonesia, Russian Federation 2003: Argentina, Indonesia, Russian Federation Tunisia 2006: Argentina, Indonesia, Russian Federation Tunisia

Name	Years	Subject	Countries participating in most recent survey	Desk study countries participating in most recent survey(s)
Regional learning assessments				
SACMEQ - Southern and Eastern Africa Consortium for Monitoring Educational Quality	1995-1999, 2000-2002, 2007 onwards	<p>The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) is an international non-profit developmental organisation of 15 Ministries of Education in Southern and Eastern Africa that decided to work together to share experiences and expertise in developing the capacities of education planners to apply scientific methods to monitor and evaluate the conditions of schooling and the quality of education, with technical assistance from UNESCO International Institute for Educational Planning (IIEP).</p> <p>SACMEQ I covered seven different countries and assessed performance in reading at grade 6.</p> <p>In the second round, which was held between 2000 and 2002 and covered 14 countries and one territory (Zanzibar), performance in mathematics and reading was assessed. The target cohort consisted of grade 6 pupils, as under SACMEQ I.</p> <p>For SACQMEQ III, no data are available. "The main data collection for the SACMEQ III Project was implemented in 14 SACMEQ countries during September 2007. Throughout 2008 the SACMEQ research teams worked on the preparation and cleaning of data - so that all of the SACMEQ III Project data could be merged into a single integrated database for each SACMEQ country. Initial research reports for the SACMEQ III Project will be available in late 2009." (website)</p>	<p>SACMEQ I: Kenya, Malawi, Mauritius, Namibia, United Republic of Tanzania (Zanzibar), Zambia and Zimbabwe</p> <p>SACMEQ II: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, United Republic of Tanzania, United Republic of Tanzania (Zanzibar), Uganda and Zambia.</p>	Botswana, Mozambique, South Africa, Tanzania and Uganda. SACMEQ data are available until 2003
PASEC - Programme d'Analyse des Systèmes Educatifs of the Conference of Ministers of Education of French-Speaking Countries (CONFEMEN)	Since 1993	<p>PASEC aims at:</p> <ul style="list-style-type: none"> • to identify effective and inexpensive school models, by comparing pupil performance, teaching methods and the resources made available; • to build each participating country's capacity to evaluate its own education system on an ongoing basis; • to circulate its findings freely, as well as its recommended assessment methods and instruments. 	Djibouti (1993-1994), Congo (1993-1994), Mali (1994-1995), Central African Republic (1994-1995), Senegal (1995-2000), Burkina Faso (1995-1998), Cameroon (1995-1996), Côte d'Ivoire (1995-1998), Madagascar (1997-1998), Guinea (1997-1998), Togo (2000-2001), Mali (2001-2002), Niger (2001-2002), Chad (2003-2004), Mauritania (2003-2004), Guinea (2003-2004), Benin (2004-2005), Cameroon (2004-2005), Madagascar (2005-2006), Mauritius (2006), Congo (2006-2007), Senegal (2006-2007) and	Niger (2001-2002) Burkina Faso, 1995-1998 and 2006-2007, the latter not published

Name	Years	Subject	Countries participating in most recent survey	Desk study countries participating in most recent survey(s)
			Burkina Faso (2006-2007). It should be noted that the Senegal (1995-2000) and Côte d'Ivoire (1995-1998) surveys were cohort follow-up assessments, whereas the others were diagnostic surveys. Finally, CONFEMEN has not yet published the findings of the last four.	
LLECE - Latin American Laboratory for Assessment of the Quality of Education (LLECE), was formed in 1994 and is co-ordinated by the UNESCO Regional Bureau for Education in Latin America and the Caribbean.	1994 2006	The main aim of this survey is to garner information on pupil performance and performance-related factors likely to guide politicians in the making of educational policy. For this purpose, the LLECE seeks to answer the following questions: What do pupils learn? At what level is learning achieved? What are the skills developed? When does learning occur? Under what circumstances does it occur? Assessments conducted by the LLECE thus focused on learning achievement in reading and mathematics in grades 3 and 4 in 13 countries of the subcontinent. Data for only 11 countries were collated in the official report. In each country, samples of about 4,000 pupils in grade 3 (ages 8 and 9) and grade 4 (ages 9 and 10) were assembled. These surveys covered over 50,000 children, amounting to at least 100 classes per country.	Argentina, Bolivia, Brazil, Chile, Columbia, Costa Rica, Cuba, Dominican Republic, Honduras, Mexico, Paraguay, Peru and the Bolivarian Republic of Venezuela.	Argentina Dominican Republic
Monitoring Learning Achievement (MLA)	1992-2003	The joint UNESCO-UNICEF Monitoring Learning Achievement (MLA) is being executed in 72 countries and covers literacy, numeracy and life skills in grade 4 and 5 and mathematics and science with life skills approaches in grade 8.	MLA I and II completed: 48 countries MLA I and II ongoing: 24 countries.	Completed: Botswana, Burkina Faso, Mozambique, Niger, South Africa, Uganda Ongoing: Ghana, Pakistan. Somalia, Tanzania, Tajikistan
East Asian Learning Assessment Study (EALAS)	Since 2004	EALAS, the East Asian Learning Assessment Study covers nine countries and is involved in a pilot conducting exams and collecting questionnaire data from 20 schools in each country.	China, DPR Korea, Mongolia, Myanmar, Vietnam, Timor-Leste, Philippines, Indonesia, Mongolia, Vanuatu	Indonesia Vietnam

Table 67: TIMSS 2007 (2005-2008): Key findings

<p>Objective and timing</p>	<p>TIMSS was designed to measure trends in students' mathematics and science achievement. TIMSS 2007 was the fourth in a four-year-cycle of assessments (previously in 1995, 1999 and 2003). Designed to align broadly with mathematics and science curricula in the participating countries TIMSS suggest the degree to which students have learned mathematics and social concepts and skill likely to have been taught in school. TIMSS tests put an emphasis on questions and tasks that offer better insight into the analytical, problem-solving, and inquiry skills and capabilities of students. In addition, students, teachers, and school principals in each participating country are asked to complete questionnaires concerning the context for learning mathematics and science, so as to provide a resource for interpreting the achievement results and to track changes in instructional practices.</p> <p>The data collection for TIMSS 2007 was conducted in October–December 2006 (Southern Hemisphere) and March–June 2007 (Northern Hemisphere).</p>
<p>Target Population</p>	<p>TIMSS 2007 was assessing the mathematics and science achievement of children in two target populations: fourth grade and eighth grade students.</p> <p>Participating Educational Systems</p> <p>Algeria, Armenia, Australia, Austria, Bahrain, Bosnia and Herzegovina, Botswana, Bulgaria, Canada (Alberta, British Columbia, Ontario and Québec), Chinese Taipei, Colombia, Cyprus, Czech Republic, Denmark, Egypt, El Salvador, England, Georgia, Germany, Ghana, Hong Kong SAR, Hungary, <i>Indonesia</i>, Iran, Israel, Italy, Japan, Jordan, Kazakhstan, Korea, Kuwait, Latvia, Lebanon, Lithuania, Malaysia, Malta, Mongolia, Morocco, The Netherlands, New Zealand, Norway, Oman, Palestinian National Authority, Qatar, Romania, Russian Federation, Saudi Arabia, Scotland, Serbia, Singapore, Slovak Republic, Slovenia, Spain (Basque Country), Sweden, Syria, Thailand, Tunisia, Turkey, Ukraine, United Arab Emirates (Dubai), United States, Yemen.</p>
<p>Key Findings</p>	<ol style="list-style-type: none"> 1. Across both disciplines, Asian countries had the highest percentages of students reaching the advanced International Benchmark, representing fluency on items involving the most complex topics and reasoning skills. 2. In mathematics remarkable percentages of students reached the Advanced International Benchmark. In particular, at the fourth grade, Singapore and Hong Kong SAR had 41 and 40% of their students, respectively, achieving at or above the mark. At the eighth grade, Chinese Taipei, Korea, and Singapore had 40 to 45% of their students achieving at or above it. The median percentage of students reaching this Benchmark was 5% at the fourth grade and 2% at the eighth grade. 3. In science, the highest performing countries at the fourth grade – Singapore and Chinese Taipei – had 36 and 19% of their students, respectively, achieving at or above the Advanced International Benchmark. At the eighth grade, Singapore and Chinese Taipei had 32 and 25% of their students, respectively, achieving at or above the Benchmark. The median percentage of students reaching this Benchmark was 7% at the fourth grade and 3% at the eighth grade. 4. At the fourth grade, in both mathematics and science, more countries showed improvement in 2007 than declines. Steady improvement since the first TIMSS in 1995 was shown by a range of countries. 5. At the eighth grade, the pattern was less pronounced. Although close to a dozen countries showed improvements, most countries either showed little change or declined. 6. At the fourth grade, the differences in achievement between boys and girls were negligible in approximately half the countries in both mathematics and science. In the remaining countries, girls had higher achievement in about half and boys had higher achievement in the other half. 7. At the eighth grade, the differences in achievement between boys and girls were negligible in about one third of the countries. In the remaining countries, girls had higher achievement than boys in more countries, especially in mathematics. 8. Across both subject areas and grade levels, students who reported speaking the language of the test at home had higher average achievement. 9. At the eighth grade, higher levels of parents' education and the presence of books, computers and Internet access in the home were associated with higher average mathematics and science achievement. 10. At both grades and in both subject areas, students with more positive attitudes toward these subjects, who reported a higher level of self-confidence in learning mathematics and science, and placed a higher value on them as important to future success, also had higher achievement. 11. Across both subjects and grade levels, on average: <ul style="list-style-type: none"> • At both fourth and eighth grades, achievement was highest where principals and teachers had a positive view of the school climate, including high levels of teacher job satisfaction, high expectations for student achievement and parental support. • Achievement was highest among students attending schools with more than 90% of students having the language of the test as their native language. • Achievement was higher among students who attended schools that reported few attendance problems, few shortages or inadequacies in resources. • There was a positive association between achievement and students' perception of being safe in school. • Most countries reported having a national curriculum, and that preparation in how to teach it was part of pre-service education.

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| | <p>12. In both subjects, at both the fourth and eighth grades, the majority of students were taught mathematics by teachers in their 30s and 40s. Although about one fourth of the students internationally were taught by teachers 50 or older, relatively few students were taught by teachers younger than 30.</p> <p>13. Supplying schools with teachers well-prepared to teach mathematics and science appears to be an increasing problem, especially at the fourth grade. At the eighth grade, most teachers had studied mathematics or science and reported feeling very- prepared to teach the topics in the TIMSS assessment. In contrast, teachers at the fourth grade reported little specific training or specialized education, especially in science. Just half the students had teachers who reported feeling very well-prepared to teach the TIMSS science topics.</p> |
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Source: <http://www.iea.nl/timss2007.html>

15 Annex 26: Analysis of EC Country Strategy Papers (CSPs)

The analysis of CSP is a tool helping to highlight some trends related to EC support to basic and secondary education. Per se, it cannot cover all judgement criteria and indicators identified, as CSPs do only provide partial information related to these issues.

This analysis is based on review of:

- 21 CSPs covering the period 2000-2006: six CSP 2001-2007 (Dominican Republic, Mozambique; Tanzania, Niger, Burkina Faso and Jamaica); Nine CSPs 2002-2006 (Argentina, India, Pakistan, Russia, Vietnam, Tunisia, Bangladesh, Indonesia and Nicaragua); Five CSPs 2002-2007 (Uganda, Ghana, Botswana, Eritrea and Somalia); One CSP 2003-2005 (South Africa).
- 21 CSPs covering the period 2007-2013: 10 CSPs 2007-2013 (Argentina, Bangladesh, India, Indonesia, Nicaragua, Pakistan, Russia, South Africa, Tunisia and Vietnam); 10 CSPs 2008-2013 (Botswana, Burkina Faso, Ghana, Dominican Republic, Jamaica, Mozambique, Niger, Somalia, Tanzania and Uganda); One CSPs 2009-2013 (Eritrea). No CSPs relating to the periods 2000-2006 and onwards have been found for the West Bank and the Gaza Strip and Tajikistan. The documents analyzed instead are:
 - West Bank Gaza strip, for the programming 2002-2006: Euro-Mediterranean Interim Association Agreement on trade and cooperation between the European Community, of the one part, and the Palestine Liberation Organization (PLO) for the benefit of the Palestinian Authority of the West Bank and the Gaza Strip; and EU/Palestinian authority Action Plan: For the programming 2007-2013 the following documents were analyzed: The overview of PEGASE, the European Union's Mechanism to support the Palestinian people through implementation of the Palestinian Authority's Reform and Development Plan (PRDP), which was launched on February 1st 2008. The country reports on the EC support to the Palestinians in the years 2007 and 2008.
 - For Tajikistan the following document was analysed: COM(2004) 521: "Proposal for a decision of the council and of the EC on the conclusion of a Partnership and Cooperation Agreement between the European Community and the European Atomic Energy Community and their Member States, of the one part, and the Republic of Tajikistan, of the other part."
- Nine Mid-term reviews that could be retrieved, basically for a number of ACP countries (Botswana, Tanzania, Eritrea, Burkina Faso, Mozambique, Uganda, Ghana, Niger) and for Argentina.

The following table summarizes the documents analyzed for each country:

Table 68: Overview of documents analysed for the CSP analysis

Country	Documents analysed		
ARGENTINA	CSP 2002-2006	CSP/NIP 2007-2013	MTR 2004
BANGLADESH	CSP 2002-2006 NIP 2002-2004	CSP 2007-2013	
BOTSWANA	CSP/NIP 2002-2007	CSP/NIP 2008-2013	MTR 2004
BURKINA FASO	CSP/NIP 2001-2007	CSP/NIP 2008-2013	MTR 2004
DOMINICAN REPUBLIC	CSP/NIP 2001-2007	CSP/NIP 2008-2013	
ERITREA	CSP/NIP 2002-2007	CSP/NIP 2009-2013	MTR 2004
GHANA	CSP/NIP 2002-2007	CSP/NIP 2008-2013	MTR 2004
INDIA	CSP/NIP 2002-2006	CSP 2007-2013	
INDONESIA	CSP 2002-2006 NIP 2002-2004	CSP 2007-2013	
JAMAICA	CSP/NIP 2001-2007	CSP/NIP 2008-2013	
MOZAMBIQUE	CSP/NIP 2001-2007	CSP/NIP 2008-2013	MTR 2004
NICARAGUA	CSP/NIP 2002-2006	CSP 2007-2013 NIP 2007-2010 NIP 2011-2013	
NIGER	CSP/NIP 2001-2007	CSP/NIP 2008-2013	MTR 2004
PAKISTAN	CSP 2002-2006	CSP 2007-2013	
RUSSIA	CSP 2002-2006 NIP 2002-2003	CSP 2007-2013	

Country	Documents analysed		
SOMALIA (KENYA)	EC Strategy for the Implementation of Special Aid 2002-2007	JSP 2008-2013	
SOUTH AFRICA	CSP and Multiannual Indicative Programme 2003-2005	JSP 2007-2013	
TAJKISTAN	See above	See above	
TANZANIA	CSP/NIP 2001-2007	CSP/NIP 2008-2013	MTR 2004
TUNISIA	CSP 2002-2006 NIP 2002-2004	CSP 2007-2013 NIP 2007-2010	
UGANDA	CSP/NIP 2002-2007	CSP/NIP 2008-2013	MTR 2004
VIETNAM	CSP 2002-2006 NIP 2002-2004 NIP 2005-2006	CSP 2007-2013	
WEST BANK AND GAZA STRIP	See above	See above	

The following table indicates where education has been a focal sector.

Table 69: Desk study countries: Where education is a focal sector

Country	Focal Sector Education*	
	CSP 2000-2007	CSP 2008-2013
ARGENTINA	X	X
BANGLADESH	X	X
BOTSWANA	X	X
BURKINA FASO		
DOMINICAN REPUBLIC	X	X
ERITREA	X	
GHANA		
INDIA	X	X
INDONESIA	X	X
JAMAICA		
MOZAMBIQUE		
NICARAGUA	X	X
NIGER	X	
PAKISTAN	X	X
RUSSIA	X	
SOMALIA (KENYA)	X	X
SOUTH AFRICA	X	X
TAJKISTAN	X	n/a
TANZANIA	X	
TUNISIA	X	X
UGANDA		
VIETNAM	X	
WEST BANK AND GAZA STRIP	n/a	n/a

* Education is the focal sector or part of the focal sector

Overall, the analysis of the CSPs over the periods 2000-2006 and onwards shows an increasing commitment of EC towards achieving universal primary education and gender equality in education. This is reflected in 100% of the revised CSPs over the period 2008-2013, to a lesser extent in the previous generation of CSPs. Every CSP from 2007 onwards clearly mentions that EC supports the national governments efforts in order to ensure a minimum standard of service delivery of primary education and a pro-poor distribution of resources between regions and target groups as well as to promote gender equality in education programmes. The CSPs over the period 2000-2006 do not refer to these with the same regularity. Overall, policy statements made in the CSPs and the analysis made in the inventory do thus match.

As for the area (sub-sector) of education selected, 13 CSPs relating to the period 2000-2006 and 11 CSPs covering the period 2008-2013 confirm that the first priority of the European EC is on basic education, in particular on primary education (MDG 2). This is especially important in the ACP and Asia

countries where 100% of the revised CSPs relating to the periods 2000-2006 and 2008-2013 confirm basic education as one of the main areas of support.

The following analysis provides information for all those EQs, JCs and indicators for which information could be retrieved in the CSPs and MTR, and analysed. These insights are also integrated into the desk report.

15.1 EQ1-relevance: To what extent is EC support aligned to education development objectives in national development plans, such as PRSPs, and ensured coherence between EC development co-operation policies on education and other EC policies affecting education?

15.1.1 JC12: Degree to which EC education support is harmonised, transparent and effective in supporting PRSP or similar national policy or strategy objectives

15.1.1.1 Info-JC12: Information at JC level

100% of the 23 revised CSPs analysed indicate that the EC will devote particular attention to stepping up co-ordination and harmonization with the partner country and other donors, particularly EU Member States.

15.1.2 JC13: The EC has ensured the overall coherence of its education support

15.1.2.1 I-134: Coherence of EC responses to the different actors in the education arena (central and local governments, parliaments, NSAs, others)

From the CSP analysis it derives, that the different responses to the actors involved in the education area vary from country to country depending on the context. EC responses specific to the education sector focus on three levels:

- interventions at central government level linked to national education programmes,
- interventions at local government level,
- interventions through supporting NGOs.

The analysis of CSPs shows that for the first level of response (support of central government level) the European EC aims at enhancing basic education through funding of and policy dialogue around the national education sector programme. 100% of the CSPs relating to the period 2000-2007 and onwards show that, whenever possible, the EC responses try to incorporate three dimensions (political, administrative and fiscal) at central and local level of national governments to effectively manage their resources. The EC intends to do this through:

- participating in policy dialogue and negotiations on Education sector reforms (central level),
- assisting in public finance management and institutional reforms (central level),
- ensuring technical capacity support from de-concentrated services for improved and coordinated service delivery (local level), and
- supporting fiscal decentralization and capacities to manage own resources at local level.

For the second level of response (interventions at local government level): four CSPs relating to the period 2008-2013 (Vietnam, Tanzania, Uganda and Argentina) provide examples of specific responses through (i) capacity building of the local governments and (ii) improvement of the infrastructure and teacher training.

For the third level of response (interventions through supporting NGOs), six CSPs relating to the period 2000-2007 indicate the involvement of NGOs in the Education Sector while the rest of the CSPs remains silent in that regard or just provides a general indication about their potential involvement without specifying the sector. In general, NGOs seem to be more used in areas where there is a lack of public services provision and where sector support has been combined with projects such as Pakistan, Somalia, Vietnam, Indonesia, India and Argentina. The CSP of Jamaica relating to the period 2008-2013 recognizes the importance of the non-state actors under the Cotonou Agreement, and the Argentinean CSP also relating to the same period mentions that the involvement of civil society in the education sector would be one of the priorities of the EC support in the future, but this intention is not really reflected in the NIP itself.

12 CSPs out of 23 that were analysed indicate that EC support will be given through the Ministry of Education. Moreover, the MTR of Vietnam mentions that Technical Assistance has also been released to the Ministry of Finance and the Ministry of Planning aimed at capacity building and the development and implementation of management and planning tools. According to the Ugandan CSP over the period 2008-2013, policy dialogue and monitoring and institutional support mechanisms will complement the GBS operation and the EC has confirmed its commitment to capacity building within the Ministry of Finance, Planning and Economic Development by extending its support to the Budget Department in order to continue strengthening the Ministry's capacity of monitoring and evaluation. As for Nicaragua, the CSP relating to the period 2007-2013 notes that the involvement of other institutes and administrations would be one of the priorities for the future strategy of EC in the education sector, but no other details are given.

15.1.2.2 I-135: Coherence between EC support at different levels (national and regional)

90% of the CSPs relating to the period 2000-2007 and onwards show that the EC has tried to achieve coherence with regional programming in developing the response strategy at national level. Only one CSP (Ghana) notes that the EC regional and national strategy links do not appear well identified and exploited.

Analysis of the CSPs indicates that the EC has balanced policy approaches in different regions according to the different needs of every country and to their performance. However, EC education support at **regional level** appears to be focused on promoting Higher Education, basic education only playing a very minor role. This is valid for all regions, with varying programmes being implemented related to higher education: TEMPUS, ALFA, ALBAN and Mercosur.

15.2 EQ6-delivery: To what extent has EC support to education helped in improving education system service delivery and resourcing

15.2.1 JC62: Resource allocations in line with education sector requirements

15.2.1.1 I-621: Increased budgetary resources allocated to the education sector (evolution of share of GDP allocated to education, and of share of education in public budget) between 2000 and 2007

Only two CSPs analysed contain clear information about this indicator:

- The Argentinean MTR 2004 and its CSP 2007-2013 mention that the EC committed 2/3 of the funds to economic cooperation and slightly less than 1/3 of Community funds to social areas in the initial programming (2001). After the crisis in Argentina (2001) the EC planned to devote 3/4 of the remaining funds to the social areas (Health, Education and Justice). The parliament approved an increase in education expenditure up to 6% of GDP between 2006 and 2010
- In Uganda, the CSP relating to the period 2002-2007, confirms that 19% of MTEF was allocated to Education in 2002/2001.

15.2.1.2 I-622: Public expenditure on education as a percentage of GDP

Despite the fact that public expenditure on education as a percentage of GDP is a standard indicator used in the sector, only nine CSPs out of 23 for the period from 2007 onwards contain these data (Dominican Republic, Eritrea, Ghana, South Africa, Tanzania, Pakistan, India). Only two of the first generation of CSPs does contain this information. It is also to be noted that education is a focal sector in eight of these nine countries, only in Ghana education is not focal sector.

The India CSP 2008-2013 indicates that a major objective in the NCMP (National Common Minimum Programme) is the provision of universal access to quality basic education, while increasing the public spending in this sector to at least 6% of GDP, with at least half of this amount being spent on primary and secondary sectors. This would be a considerable increase compared to the period 1999-2001 when India devoted 4.1% of its GDP to Education. However, it needs to be underlined that the current proportion is less than the proportion of GDP invested in education in many other developing countries of the world.

15.2.1.3 I-623: Public expenditure on education as a percentage of the national budget

Despite the fact that public expenditure on education as a percentage of the national budget is a standard indicator used in the sector, only five CSPs out of 23 revised contain these data. In this context the following is to be noted:

- Botswana (CSP 2008-2013): Increase from 22.6% of the national budget in 2006/2007 to 25.2% of the successive national budgets (the year for the latest is not cited);
- Jamaica (CSP 2008-2013): Although the education sector received 10% of the government's total budget allocation, 94% of recurrent expenditure is earmarked for salaries (the year of the budget if not mentioned).
- South Africa (CSP 2000-2007): 24% of the national budget was allocated to Education; in the consolidated budget (including national, provincial and local Government), social services were allocated 48% of total resources, of which almost half for the education sector.
- Bangladesh (CSP 2007-2013): The current share of public expenditure for education is, at 16%, one of the highest in the South Asia region.
- Indonesia (CSP 2007-2013): 13-14% of the national budget in 2004. The target set by the education law of 2004 and the amended constitution of 2002 is 20%.

15.2.1.4 I-627: Country trends towards achieving MDG 2 and 3 and EFA 2 targets between 2000 and 2007 focusing on girls and disadvantaged regions / provinces

11 CSPs out of 23 analysed include a description of the progress made on the MDG2 and MDG3 indicators. From those CSPs providing MDG information, nine are related to the period 2008-2013 while only two CSPs cover the period 2000-2007.

- MDG 2: Targets for universal primary education
 - Accomplished in: Botswana, Jamaica, Tanzania and Ghana;
 - Partially accomplished in: Indonesia and Vietnam;
 - Not accomplished in: Dominican Republic, Mozambique, Bangladesh, India and Pakistan.
- MDG 3: Targets for gender equality and empowering women
 - Accomplished in: Botswana.
 - Partially accomplished in: Tanzania; Indonesia, Vietnam.
 - Not accomplished: Ghana, Mozambique, Bangladesh, India, Pakistan.

For those countries where the MDG have not met the targets in 2005, the CSPs for the period 2008-2013 of Mozambique, Bangladesh and Pakistan remind that MDG goals 2 and 3 will be very difficult to achieve unless extra efforts are made and/or there is a drastic change in the government's approach to social development. For India, the CSP 2008-2013 confirms that the national government has already launched the Sarva Shiksha Abhiyan (SSA) (i.e. Education for All) which provides a comprehensive policy and budgetary framework for achieving these goals.

The CSP 2008-2013 of Nicaragua mentions a substantial progress towards the MDGs in the education sector, except related to adult literacy rate. It also notes that there are some components for which the MDG has no indicators, such as the quality and relevance of teaching, but which constitute a serious problem in the country.

15.2.1.5 EQ7-transparency: To what extent has EC support to education helped strengthening transparency and accountability of the management of education service delivery?

15.2.2 JC72: Strengthened role and involvement of civil society and local government in education sector management processes

15.2.2.1 I-721: Increased decentralisation of school management processes towards the regional/local level

While most of the CSPs relating to both periods 2000-2006 and 2008-2013 contain general information about EC support to decentralization processes, only five CSPs, all of them covering the period 2000-2006, mention such support to decentralization directly related to the education sector:

- In Niger, the CSP 2001-2007 show that the attention was put on budget support and how it could function in the progress of decentralization, through supporting the decentralized budgets, particularly in the areas of education and health.
- In South Africa, the sustainability of social services in the context of decentralization of powers to provincial and local governments was one focus of the EC response strategy. The CSP (2003-2005) commented that a 57% of the national budget was transferred to the provincial authorities while national departments received 40% of the resources and local government the remaining 3%.
- In Tanzania, the EC strategy supported the Local Government Reform which was at an early stage at the time of the signature of the CSP 2001-2007. The Local Government Reform Programme (LGRP) envisaged the devolution of school and teacher management to local levels.
- In Indonesia, the response strategy commented that some of the EC activities to increase decentralization of school management processes would include: (i) the development of a school based management system focusing on the improvement of the quality of basic education, vocational schools, non-formal and alternative schools at selected districts in certain provinces and (ii) the establishment of pilot projects for school-based management programmes with school boards at the district and provincial levels.
- In Vietnam, the EC strategy 2002-2006 emphasizes that it is fully in line with the national decentralization process. One of the EC's principal responses was to focus on measures to support and strengthen the available capacities to implement sector-based management of education and training at the provincial, district and school levels.

15.3 EQ8-3Cs: To what extent and how has the EC contributed to improving co-ordination, complementarity and synergies with Member States and other donors in the education sector, in line with the Paris Declaration?

15.3.1 JC81: Donor co-ordination mechanisms are in place or being set up with the EC providing value added

15.3.1.1 Info-JC81: Info at JC level

The analysis of the CSPs shows a clear commitment from the EC to contribute to improved donor co-ordination in the partner countries at various levels. It also shows that EC aims at co-ordinating its activities with the EU Member States.

The CSPs analysed relating to the period 2000 to 2006 and onwards mention existence of mechanisms for overall donor coordination in the sector of Education, such as: (i) consultative groups (CGs) (usually organised by the World Bank); (ii) sector coordination groups and, (iii) donor coordination through the PRSP. However, they are not really specific concerning details of such mechanisms.

15.3.1.2 I-811: EC programming and programme documents refer to other donors' policies, particularly that of Member States'

All CSPs relating to the period 2000-2006 and onwards clearly indicate that the European EC has designed the Country Strategy Papers in collaboration with Member States and the partner countries. Moreover, 90% of the CSPs contain a specific section on complementarity with the EU MS and other donors. These sections specify that the EC strategy for cooperation will be consistent with the activi-

ties and strategies of the MS and the other donors and that the EC and the MS must co-ordinate their policies on development cooperation programmes.

The matrix of EU donor orientation attached to 20 CSPs relating to the period 2000-2006 and 18 CSPs covering the period 2007-2013 confirms that the actions proposed by the EC in the education sector complement the approaches and strategies of the MS. These CSPs clearly noted that the EC recognizes the importance of donor co-ordination as a means to enhance complementarity and division of labour.

Seven CSPs relating to the period 2006 and onwards mentioned that joint planning and division of sector activities among donors in a specific country are increasingly proposed. Some systems already in operation are: (i) Joint Assistant Strategies (JAS) in Ghana, Tanzania, Uganda and Vietnam; and (ii) EU Joint Programming Framework in Somalia and South Africa. Moreover, in the Dominican Republic the EC had invited represented MS to set up a joint co-operation strategy document to guide the 10th EDF and bilateral cooperation of MS.

15.3.1.3 I-812: Sharing of information and policy analysis on education among EC and EU Member States at the level of partner countries

The revision of the CSPs relating to the periods 2000-2006 and onwards shows that 13 EC Delegations out of 23 held meetings and co-ordinate information regularly with the representatives of the Member States.

In Argentina the EC delegation has established a data base of the projects of the Member States in order to obtain and share the information with other MS.

While only the CSP of the Dominican Republic (2008-2013) notes that the EC has played a key role in the process of the co-ordination among donors, all other CSPs are silent regarding that issue. And only the CSP of Mozambique (2001 – 2007) mentions that the EC has not been involved in policy dialogue in the sector of Education due to the fact that the needs of the sector - insofar as there is absorption capacity - are met by many other donors, including 11 Member States with Sweden and Ireland in the lead. No other CSP analysed makes any reference in this regard.

15.3.1.4 I-813: Specific co-ordination and consultative groups in country operational (e.g. for education sector or in relation to education conditions for budget support, Member States consultations)

13 CSPs analysed (i.e. more than 50% of those under scrutiny) clearly mention the existence of operational co-ordination groups that are directly related to the education sector. The other CSPs confirm the existence of general mechanisms of co-ordination in the country but do not refer directly to the Education sector. Moreover, three CSPs mention the existence of Education Sector working groups organized by the government at national level: Vietnam (MTR), Indonesia (2007-2013), and Pakistan (2007-2013).

Six CSPs analysed mention that education sector meetings are conducted between Member States and the Delegation (Tanzania, Niger CSPs (2001-2007) and Vietnam, Dominican Republic, Uganda and Somalia CSPs (2008-2013); they are, however, not specific about the contents and regularity of such meetings.

In addition to co-ordination groups, only two CSPs mention the existence of consultative groups related to the education sector. They have been installed in the Dominican Republic (CSP 2008-2013) where the EC was particularly active in supporting the Government's leadership of the education consultative group by providing an external expert and in Tunisia (CSP 2001-2007) where the national authorities organise consultation meetings on the EC sector programmes on secondary education, training and higher education since 2004; however, to date the results have not always been convincing, and work still needs to be done to improve sectoral coordination.

In the case of Somalia where the EC has a close working relationship with UNICEF and UNESCO that implement a major EC-funded primary education project, also a Joint EC-UN steering committee exists.

Almost a quarter of the CSPs analysed (five) notes that EC has comparative advantages in the field of education. According to these, such advantages are mainly related to: (i) conditions for budget support in Burkina Faso, Nicaragua and Tanzania and (ii) education sector and policy dialogue in Argentina and Mozambique.

Only the CSPs 2001-2007 of Tunisia and Niger indicate that the results of the co-ordination and/or consultative groups have not always been convincing, and that further work still needs to be done to improve sector coordination.

15.3.1.5 I-814: EC is or has been Chair of mechanisms such as Education Sector Working Groups

Only one CSP for the period 2008-2013 mention that EC has chaired an Education Working group - the Education Development partners working group in Tanzania in 2007. In Vietnam, the EC has co-chaired on behalf of the European Union the Partnership Group for Aid Effectiveness (PGAE) in the first half of 2005. The Indonesia CSP for the period 2008-2013 mentions that the Education Sector Working Group is running to develop a sub-sector approach in Basic Education, in which EC is likely to be the largest contributor.

In other countries, such as Mozambique, the EC seems to play an important role in many donor groups. According to the CSP 2000-2006 of Mozambique the EC is seen as the group's lead donor. Together with the World Bank, it chaired the final negotiations with the partner governments concerned and heads – among others – some (important) working groups on budget issues. In Burkina Faso, according to the CSP 2000-2006, the progress on budget support was largely driven by the EC which played a coordinating role for the other donors; in Uganda the CSP relating to the period 2008-2013 indicate that the EC is the largest donor in Uganda and provides more than half of the ODA excluding contributions to multilateral institutions, and in Argentina the CSP 2008-2013 mentioned that in the formulation process of ongoing education projects, the EC has coordinated strategies on areas of intervention and methodologies with the major donors (IADB and World Bank).

15.3.2 JC82: Complementarity between the interventions of the EC, the EU Member States and other donor agencies active in the education sector

15.3.2.1 I-823: Degree to which the ECD is active in donor consortia and has established fund in trust agreements with UN organisations, Development Banks and bilateral organisations including on GBS

Out of the 23 CSPs analysed for the periods 2000-2006 and onwards, only three CSPs for the period 2008-2013 (Vietnam, Ghana and Nicaragua) confirm that the EC has established funds in different trust agreements:

1. Trust funds supported by the DCI-ASIA - Vietnam Poverty Reduction Programme (2005-2008): The EC is a co-financier of the World Bank-led Poverty Reduction Support Credit (PRSC), which makes funds available to the government to support Vietnam's reform agenda and the implementation of the Socio Economic Development Plan 2006-2010. Here, according to the CSP, the EC Delegation seems to be actively participating in Steering Committee and Reviews.
2. Trust funds supported by the EC budget lines: Education for All Fast Track Initiative Catalytic Trust Fund II (contributions from the EDF and from the General Budget) in Ghana and Nicaragua. In Burkina Faso and Niger the FTI support was implemented through a specific allocation in the GBS after the mid term revision in 2004.

15.3.3 JC83: Level of synergy between EC-support trust funds and banks and EC support at country level

15.3.3.1 I-831: Co-funding FTI, development banks and other UN organisations is complementary to other interventions funded by the EC

None of the CSPs analysed offers specific information on this indicator.

15.3.4 JC84: Coordination and complementarity between EC and other donors to ensure that GBS triggers education support

15.4 EQ9-modal: To what extent have the various aid modalities and funding channels and their combinations, in particular GBS/SBS/SSP/projects, been appropriate and contributed to improving access to, equity and policy-based resource allocation in education?

For the period 2000-2007, seven CSPs (Burkina Faso, Ghana, Mozambique, Niger, South Africa, Tanzania and Uganda) clearly mentioned that the EC funding in the sector of education and training came mainly via budget support; four CSPs (Eritrea, Somalia, India and Nicaragua) indicated that the EC aid was delivered through support to sector programmes excluding SBS and other four CSPs (Argentina, Vietnam, Dominican Republic and Indonesia) through projects. For the period 2008-2013, 12 CSPs (i.e. more than 50% of those under scrutiny), show that funds towards the education and training sector are mainly provided through forms of Budget Support with performance indicators for primary education. General Budget Support is clearly mentioned in six CSPs (Burkina Faso, Jamaica, Mozambique, Niger, Tanzania, Uganda) while Sector Budget Support has also been clearly identified in six CSPs - India, Nicaragua, Dominican Republic, Argentina, South Africa and Vietnam, the latter by using the poverty reduction support credit which is a global budget support instrument led by the World Bank.

The analysis of the CSPs thus confirms that the EC support to the education sector seems to shift from the traditional project approach, to be progressively replaced by budget support in ACP countries and also in some MEDA, Asian and Latin-American countries. In line with the increasing focus on budget support, the EC is also increasingly shifting towards result-oriented development assistance. 90% of the CSPs that have shifted to forms of budget support for the period 2008-2013 justify this move as a manner to further increase the sense of local ownership and raise the level of transparency and predictability.

Despite this extended use of forms of budget support, the EC recognizes in four CSPs (period 2008-2013) that this aid modality is not necessarily the right approach for all countries at all times. For the Dominican Republic, the EC considers the use of a project approach to support sector policies in education if the conditions for budget support change. For Niger, the CSP clearly reminds that General Budget Support must be accompanied by a project support to strengthen institutional capacity of public finance management, in South Africa, even if the traditional project approach will be progressively replaced by sector budget support, the modalities used to deliver aid for education will continue to include projects and programmes and in Somalia the CSP indicates that the situation in the country is unlikely to allow for any form of direct budget support in the period of the CSP and establish as the main implementing instrument for Education a sector support through multi-donor mechanism and if this is not possible, through co-financing and project support.

The overall conclusion of the analysis of the CSPs for the period 2000-2007 and onwards, indicate that, since 2000, the EC has pursued a strategy involving a departure from project approach and a transition to a sector approach in education. Moreover, the analysis clearly shows that each country case requires a specific judgment on the appropriate choice of instruments and that such a choice not only depends on the needs of the education sector, but also on the local policy environment in terms of global consensus on policies and sectoral policies' development and the institutional capacity of public finance management.

15.4.1 JC94: EC's contribution to the FTI provides added value to EC support at country level

15.4.1.1 I-942: Improved competencies to collect and process performance indicators for sector policy development in partner countries

Only two strategic documents provide information about efficient systems for collecting and processing statistical data. One is the MTR 2004 of Ghana which comments that the data availability is improving due to the publication of yearly progress reports on the implementation of the GPRS, providing relevant statistics disaggregated by sex. The other one is the CSP of Uganda (2000-2006) where evaluation and monitoring in education are already well co-ordinated through bi-annual sector reviews that monitor targets, set new targets and judges whether progress against agreed undertakings is satisfactory.

16 Annex 27: List of people interviewed/met

Name	First Name	Country	Organisation	Function
Abbasi	Abdullah	Pakistan	SEF	Assistant Director
Achama Hima	Mariana Tchikpaou	Niger	Syndicat National des enseignants du Niger	Secretary general
Adamou	Maman	Niger	DEP	Head of division de la Coopération
Adil	Raisa	Pakistan	RSU	Assistant Programme Manager, TED
Ahmad	Amreena	Pakistan	SEF	Programme Officer
Ahmad	Khalida	Pakistan	UNICEF Islamabad	Education Specialist
Ahmad	Maqsood	Pakistan	RSU	Assistant Programme Manager Admin and Coordination
Ahmad Zai	Anwar	Pakistan	BIE	Chairman, BIE
Ahmed	I	Bangladesh	MOPME	Senior Asst Secretary
Ahmed	R	Bangladesh	UNICEF	National Assessment Cell
Aichata	Tawaye	Niger	Division du développement de l'enseignement bilion-gue	Staff member
Albino	Nadi	South Africa	UNICEF	Chief of Education
Almonte Francisco	Moises	Dominican Republic	School District 11-05	Director of School District 11-05, Puerto Plata.
Amin	Nasir	Pakistan	AEPAM	Senior Systems Analyst
Antoninis	M	Bangladesh	Directorate of Primary Education (PEDP 2)	RBMTA Project
Anttila	Päivi	Belgium	EuropeAid F3	Programme Manager 'Investing in People'
Arbaizar Santamaria	Elena	Dominican Republic	InteRed	Technical Delegate
Arif	Umbreen	Pakistan	World Bank	Education Specialist
Armas Bayoll	Oscar	Dominican Republic	AECID	Delegate of Spain Red Croix
Arzika	Issoufou	Niger	Syndicat national des enseignants du Niger	Vice secretary general
Ashish	P	Bangladesh	BRAC	Branch Manager, Chandura
Ashraf	Imran	Pakistan	EC Delegation	Development Advisor, Earthquake Area Development
Bahadur	Bhakta	Pakistan	UNICEF Islamabad	Construction Engineer
Baqee	L	Bangladesh	EU Delegation	Education Adviser
Barduagni	Paulo	Zimbabwe	EUD Zimbabwe	In charge of the health sector
Bareyre	Sandra	Morocco	EUD Morocco	Gender and education focal point to the programme officer
Belhaj Zekri	Radhia	Tunisia	Tunisian Association of Women for Research and Development	President
Bhatti	Saddique	Pakistan	EC Delegation	Development Advisor Education
Bhuiyan	A	Bangladesh	MOPME	Deputy Secretary
Bhutto	Attia	Pakistan	PEACE Jamshoro	Subject Specialist, Mathematics
Bloch	Graeme	South Africa	Development Bank of Southern Africa	Education Specialist
Bouréma	Halidou	Niger	Parents association	Vice president for Niamey metropolitan area

Name	First Name	Country	Organisation	Function
Bouzecri	Samir	Tunisia	UNICEF	Social Policy Specialist
Bravo Hevia	Begona	Belgium	EuropeAid E3	
Cachofeiro	Maria del Pilar	Dominican Republic	Centro Cultural POVEDA	Delegate
Calle Ramirez	Raul	Dominican Republic	Ministry of Finance	General advisor PAFI
Canela	Ismael	Dominican Republic	School District 11-05	Decentralization Program Manager for school construction
Carmona	Rafael	Pakistan	EC Delegation	Development Advisor
Carreras Siqueiros	Francisco	Dominican Republic	EC Delegation	Head of Sector
Carreras Siqueiros	Francisco	Dominican Republic	EC Delegation	Head of Sector
Charpentier	Vincent	Niger	SOUTEBA	Former Director
Chaudhuri	M	Bangladesh	Directorate of Primary Education (DPE)	Joint Programme Director
Chekaou	Idi	Niger	Direction de la Statistique et de l'Informatique MESSRS	Director
Chishti	Mahira	Pakistan	SEF	Programme Officer
Ciuffreda	Mariella	Belgium	EuropeAid D1	Desk Officer Vietnam
Compeyrot	Frédéric	Belgium	EuropeAid B1	Geographical coordinator for Nicaragua and other Central American countries
Conefrey	Helen	Ecuador	EUD Ecuador	In charge of an institution building
Contin	Christian	Dominican Republic	World Bank	Consultant
Contin Steine-mann	Christian	Dominican Republic	World Bank	Consultant
Cruz-Letona	Ricardo	El Salvador	EUD El Salvador	Local Agent
Dag	A R	Bangladesh	BRAC	Kalisma school
Dahar	Azhar	Pakistan	RSU	Deputy Programme Manager SEMIS
De Kok	Jan	Pakistan	EC Delegation	Ambassador EC Delegation
Debroise	Emmanuel	Niger	AFD	Head
Deffobis	Briac	Niger	EU Delegation Niger	Attaché Economiste
Demagny	Céline	Niger	AFD	Chargée de mission
Diallo	Hamidou	Niger	MEBA	Secretary general
Dille	Bibata	Niger	EU Delegation Niger	Chargée de programme
Dintsi	Mthobeli	South Africa	Dept. Of Basic Education	Project Manager
Djibo	Garba	Niger	Parents association	First Vice President of national bureau
Djibo	Maliki	Niger	SOUTEBA Tahoua	Former Chef d'antenne
Eminoni	Cathy	Papua New Guinea	EUD Papua New Guinea	Head of Section Social Sectors
Ezzi	Ahmed	Tunisia	Labour Union for primary education	Vice first secretary
Figuerola	Octavio	Dominican Republic	Juan Montalvo Center	Director
Figuerola	Octavio	Dominican Republic	Centro Juan Montalvo	Director
Fisher	Wendy	Pakistan	EC Delegation	Development Advisor
Fornara	Maria Louisa	Tunisia	UNICEF	Reprehesive of the UNICEF in Tunisia
Frias Febrillet	Jose Rene	Dominican Republic	OSCUS-San Valero	Polytechnic School Director

Name	First Name	Country	Organisation	Function
Fricke	Alexander	Bangladesh	EU Delegation	Section Head Operation 3
Gabashane	Isabel	South Africa	EU Delegation	Project Manager
Gabashane	Isabel	South Africa	EU Delegation	Project Manager
Garcia	Carmen Carina	Dominican Republic	Sabana School Center, Altamira.	Mother of two students
Garcia	Norma	Dominican Republic	MINERD	Assistant OCI Account
Garet	Emilie	Niger	CTB (Belgique)	Head
Geoffroy	V	Bangladesh	EU Delegation	Programme Manager – Governance
German Diaz	Jose	Dominican Republic	Las Lajas School Center, Altamira.	Father of three students
Ghosh	S	Bangladesh	Directorate of Primary Education DPE	(Director General),
Ghulam Ali	Anita	Pakistan	SEF	MD SEF
Godinez	Armando	Dominican Republic	IADB	Education Specialist
Gonzales	Georges	Tunisia	UNICEF	Vice Representative of Unicef in Tunisia
Guadalupe	Valdez	Dominican Republic	SEE MINERD	Vice Minister
Gutierrez	Maria Felisa	Dominican Republic	Ministry of Finance	Vice-Minister of Finance
Guyader	Daniel	Belgium	DG Relex L3	International Coordination Officer – Policy Desk Officer, Horizontal Coordinator
Haider	Z	Bangladesh	Bureau of Non Formal Education	Asst Director
Haidry	Sane	Pakistan	SEF	Coordinator, PPP
Harouna	Koni	Niger	Parents association	Secretary of National Bureau
Hdhili	Abderrahmane	Tunisia	Labour Union for secondary education	Member of the National Desk
Hlaiem	Mohamed	Tunisia	Labour Union for secondary education	Vice first secretary
Hossein	S	Bangladesh	BRAC	Programme Manager Education
Hough	J	Bangladesh	Directorate of Primary Education PEDP3	Programme three developer – Economist
Ibrahim	Aliou	Niger	DEP/MEBA	Director
Idi-Issa	Haoua	Niger	EU delegation Niger	Charge de programme commerce gouvernance
Inagak	A	Bangladesh	Asian Development Bank	Principal Social Sector Specialist
Islam	A	Bangladesh	Directorate of Primary Education (DPE)	Programme Director
Islam	S	Bangladesh	BRAC	Director of Education
Ismail	Uzma	Pakistan	RSU	DPM PEACE & Procurement
Ismail	Uzma	Pakistan	RSU PEACE	DPM PEACE
Issa	Laouali	Niger	Division carte scolaire	Head
Issaka	Ibrahim	Niger	DEP	Staff member
Jacobs	Vernon	South Africa	Dept. of Basic Education	Director in DDG's Office
Jagirani	Niaz	Pakistan	RSU	District SEMIS Coordinator
Jonckers	Jos	Belgium	EuropeAid D1	International Aid / Cooperation Officer, Policy analysis and advice
Jumani	Saeed	Pakistan	RSU	Chief Programme Manager
Kamal	S	Bangladesh	MOPME	Joint Secretary

Name	First Name	Country	Organisation	Function
Karjalainen	Marja	Belgium	DG Dev B3	
Kausar	Tahseen	Pakistan	PEACE Jamshoro	Subject Specialist, Language
Keita	Ismaïlou Maman	Niger	Division du développement de l'enseignement bilingue	Staff member
Khan	Habib	Pakistan	AEPAM	Former DG
Khan	Sabahat	Pakistan	RSU	Provincial Coordinator
Khander	M	Bangladesh	BRAC	Programme Coordinator Education
Khosa	Godwin	South Africa	Joint Education Trust	CEO
Khuhro	Fauzia	Pakistan	AKES,P	Senior Manager Academics
Kirwan	Frank	South Africa	Embassy of Ireland	Development Attache
Kramer	Berene	South Africa	EU Delegation	Programme Officer
Kramer	Berene	South Africa	EU Delegation	Programme Officer
Ktari	Mohsen	Tunisia	MoE	Ex Director of Office of studies, planning and prospects in the Ministry of Finance
Labeeu	Michelle	Cambodia	EUD Cambodia	Head of Operation
Lapaix Avila	David	Dominican Republic	MINERD	Director of Finance-Education Planning (PAPSE Managing Account)
Lemire		Niger	Handicap International	Head
Liberati	Monica	Belgium	EuropeAid A2	Desk officer for Maghreb
Lokoko	Abdou	Niger	Réseau des organisations du secteur éducatif au Niger	Président
Lyamouri	Abdelaziz	Tunisia	EUD in Tunisia	Charged with the social programmes
M'barek	Ahmed	Tunisia	Labour Union for secondary education	Member of the National Desk
Maaka-Tlokana	Gloria	South Africa	Dept. of Higher Education & Training	Director: Development Support
Machobane	Rose	South Africa	Irish Aid	Education Advisor
Macquela	Gareth	South Africa	Dept. of Higher Education & Training	Director: Global Partnerships
Mahamud	E	Bangladesh	Save the Children's Fund (SCF)	SHIKHON Programme Manager Education
Martelli	Lorenzo	Dominican Republic	EC Delegation	Manager account
Massimo	Mina	Tunisia	EUD in Tunisia	First Secretary
Matti	Moussa	Niger	Direction des Ressources Financières et Matérielles MESSRS	Director
Mekki	Salem	Tunisia	Tunisian Association of Education and Family	President
Memon	Dawood	Pakistan	PEACE Jamshoro	Provincial Coordinator
Mercado Rosario	Narciso	Dominican Republic	School District 11-05	Sub-Director of School District 11-05, Puerto Plata.
Mezquita	Dania Argentina	Dominican Republic	Sabana School Center, Altamira.	Treasurer of the School Board and Mother of one student
Mezri	Jamel	Tunisia	Ministry of Finance	Chief Executive Officer in charge of the preparation of the budget of the Ministry of Finance
Mihailov	Serge	Madagascar	EUD Madagascar	Officer for education and health

Name	First Name	Country	Organisation	Function
Millecam	Françoise	Tunisia	EUD in Tunisia	Head of Cooperation
Mirza	Agha Akbar	Pakistan	BIE	Controller of Examinations
Mitschke	Marion	Bangladesh	EU Delegation	Programme Education Manager
Moatshe	Boitumelo	South Africa	Development Bank of Southern Africa	Project Manager
Molina	Maria	Dominican Republic	MINERD	Assistant OCI Account
Moliné	Alejandro	Dominican Republic	EPTISA	EPTISA Monitor for School Construction Program
Moussa	Laouali Malam	Niger	DEP	Director
Munoz Martinez	Salvador	Dominican Republic	AECID	Managing Social Programme
Mushtaq	Saba	Pakistan	RSU	DPM SMC & Human Resources Development (HRD)
Nalbandian	Elise	Ethiopia	EUD Ethiopia	Social Sector Project Manager
Namata Guerro	Thierry	Niger	College Mariana	Director
Nancy	Lee	Dominican Republic	Fundación Bonó	Director
Noma	Aboussakar	Niger	Division du Développement de l'enseignement biliongue	Staff member
Noorani	Nasir	Pakistan	AKES,P	Chief Finance Officer and Head of Support services, Company Secretary
Novien	Haider Ali	Pakistan	BIE	Secretary
Ogando	Fernando	Dominican Republic	MINERD	Director-Coordinator OCI
Patel	Firoz	South Africa	Dept. of Higher Education & Training	Deputy DG
Payne	B	Bangladesh	DFID	Senior Education Adviser
Peerwani	Sheeraz	Pakistan	RSU	District SEMIS Coordinator
Peña	Virgilio	Dominican Republic	DIGECOOM- National Authorizing Office of the European Development Funds	Escuelas del Este (East Region Schools) Construction Program coordinator
Pepen	Magda	Dominican Republic	FLACSO	Education Specialist
Piqueras Candela	Abel	Jordan	EUD Jordan	Task Manager
Portier	Peter	Pakistan	EC TA	TL Karachi
Quader	R	Bangladesh	Bureau of Non Formal Education	Director General
Qureshi	T.M.	Pakistan	Policy Wing MOE	Deputy Education Advisor
Ramsey	Fiona	Fiji	EUD Fiji	Head of the Operational Section dealing with education
Rehman	Shukri	Pakistan	SEF	Assistant Director
Ricoveri	Alessandro	Belgium	EuropeAid F3	Programme Manager, Central Management of Thematic Budget lines
Rodriguez	Lidia	Dominican Republic	Las Lajas School Center, Altamira.	Treasurer of the School Board and mother of three students
Roy	M	Bangladesh	BRAC	Regional Manager, Sylhet
Royo	Antonio	Dominican Republic	Solidaridad YUCA-Puerto PLata	-Director of CE Eduardo Brito

Name	First Name	Country	Organisation	Function
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Russell	Renata	Belgium	EuropeAid, C4, Centralized operations for the ACP countries	
Sadikou	Mani Mallam	Niger	Division du développement de l'enseignement bilingue	Staff member
Samuels	Mari-Louise	South Africa	Dept. of Basic Education	Acting Chief Director
San Roman Ollo	Arnaldo	Dominican Republic	AECID	Spain Red Croix Country Director
Sanchez Lopez	Jose	Dominican Republic	OSCUS-San Valero	Foundation Managing Account
Sarante	Luisa Alt.	Dominican Republic	Sabana School Center, Altamira.	Director- EMI Teacher
Sayyed	Liaqat Ali	Pakistan	BIE	Deputy Controller
Sayyed	Rizwan	Pakistan	RSU	Coordinator, FM Coordinator
Schierhorst	Rainer	Belgium	DG Relex H1	
Sellami	Najib,	Tunisia	Labour Union for secondary education	Member of the National Desk
Senesi	F	Bangladesh	EU Delegation	Programme Manager - Governance and HR
Shafi	Shaukat	Pakistan	ADB Serena Complex	
Shafikul	I	Bangladesh	BRAC	Area Education Manager Hobigonj
Shah	Dawood	Pakistan	AEPAM	Director
Shah	Fawad Ali	Pakistan	UNICEF Islamabad	Education Officer
Shah	Fiaz	Pakistan	UNICEF Islamabad	Education Officer
Shah	Umar Ali	Pakistan	ADB	
Sheikh	Naveed	Pakistan	RSU	DPM
Siddiqui	Arshad	Pakistan	BIE	Deputy Secretary
Siddiqui	Ayaz	Pakistan	RSU	Monitoring Officer
Sillano Laurent	Laurent	Belgium	DG Dev D2	Aid programming in western Africa
Simonnet	Patrick	South Africa	EU Delegation	Counsellor
Sita	Seini	Niger	Direction des Affaires financières et matérielles MEBA	Director
Solano	Celeste	Dominican Republic	Veterinarios Sin Fronteras	Coordinator
Soriani	Cristina	Belgium	EuropeAid F3	Task Manager Children and Youth
Sutradhar	S	Bangladesh	BRAC	Aladaudpur school
Swillens	Dirk	Pakistan	EC Delegation	Acting Head of operations
Syed	Shafi	Pakistan	RSU	Programme officer
Tahri	Sami	Tunisia	Labour Union for secondary education	General Secretary
Talbi	Nesrine	Cambodia	EUD Cambodia	Programme Officer
Taleb Miah	M	Bangladesh	Bureau of Non Formal Education	Deputy Director (Planning & Training)
Tanae	Miki	Pakistan	UNICEF Islamabad	Education Specialist
Tariq	Zeeshan	Pakistan	EC TA	Senior Advisor (PFM & P)
Toli	Robin	South Africa	National Treasury	Chief Director & Deputy NAO
Torres	Cristina	Belgium	EuropeAid F3	
Touré	Fanna Mustapha	Niger	Division carte scolaire	Head

Name	First Name	Country	Organisation	Function
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Valerio	Mery	Dominican Republic	MINERD	Vice-Minister of Education Planning
Van Dromme	Josick	Belgium	EuropeAid F3	Head of Sector 'Investing in People'
Viot	Thomas	Papua New Guinea	EUD Papua New Guinea	Economist
von Sigsfeld	Donata	Ecuador	EUD Ecuador	In charge of education programme
Wallace	Christine	Belgium	DG Dev B3	
Winnefeld	Manfred	Somalia	EUD Somalia	TM for Somalia

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