

Educaid

Norwegian co-operation in education

Year 9 Issue no. 1 2005

LINS is a resource centre for international education and development established in June 1997.

You can also read Educaid at <http://www.lins.no/educaid/>

The purpose of Educaid

The objective of Educaid is to function as an information channel between persons and institutions in the field of education and development. A special focus will be Norwegian development assistance.

EDUCAID
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LINS Perspective: Budget Support: the new panacea?

There is an emerging trend in financing support to education in the South through the promotion of budget support as the preferred modality. We seem to have moved in a sequence from project financing to programme support, through SWAps to Sector Budget Support to Direct and even General Budget Support in our efforts to get money to the point of need in health, education and other social development sub-sectors. Norway has long favoured a doctrine of 'Recipient Responsibility' in its development aid policy. Once agreement has been reached on the goals, methods and delivery systems for, say work in basic education, Norway has established a reputation as a development partner that likes to leave the micro and meso-management to the partner country and there are numerous examples of the capacity of government systems to manage financial support from DPs quite successfully.

However, there seems to be an increasing emphasis from the donors on moving more firmly to one form of budget support or another. DfID suggests in its 'TORs for General Budget Support' (2002) that there are three types of such support that donors might consider. First is Direct Budget Support which uses the allocation, procurement and accounting systems of the recipient government, providing foreign exchange directly to the Treasury. General Budget Support provides resources to the Government budget but with an emphasis on agreed policy priorities. No formal limitation is placed on where funds are actually spent. Finally, Sector Budget Support involves earmarked financial aid focusing on a specific sector. Although Government systems will be used, additional reporting may be required by the donor.

But why has the trend to budget support become more prominent? Is there evidence that Government systems are so reliable that we can simply hand over a cheque in the certainty that more children will receive textbooks and more schools will have a roof as a direct result? Or is it that a history of failure to deliver by Ministries of Education leads us to prefer working through the Treasury or Ministry of Finance where the best brains are thought to be found?

The argument that transaction costs and reporting burdens are dramatically reduced carries some weight as

does the simplification of procedures on both the Government and DP sides. But in a valuable paper published by the Oxford Management Group in February 2005¹, Andrew Lawson discusses the pros and cons of sector and budget support in relation to Tanzania. These need not be rehearsed here but the critical points Lawson makes include those of ownership of reform, who gets a seat at the policy table and the impact of donor support on budgetary processes within the partner country. Lawson is much concerned in his paper with the critical issue of dialogue between DPs and the recipient country. General Budget Support may improve the quality of dialogue as it builds on existing structures and avoids conditionality at the sectoral level. The downside is that GBS may not provide enough pressure at the sectoral level to ensure that policies are actually implemented. In short, budget support as a modality is more convenient for DPs who seems to employ fewer and fewer (education) specialists and more and more macro-finance people.

Returning to the question of whether more textbooks will be delivered or roofs built on schools, Direct or General Budget Support do not seem to address such issues. Sefton Davies once stated, 'If it does not make a difference at the classroom level then educational reform is not worth while'. So far there is little evidence that budget support will deliver services more effectively than sectoral investment has. It may improve dialogue, it may ensure more of a voice at the policy table and it may save transaction costs for donors and governments but unless we can see that it improves opportunities for classroom learning then it remains one of an array of modalities rather than the modality.

Robert Smith, November 2005

New LINS leader: Roald Skøelv

Since the establishment of LINS in 1997, Robert (Bob) Smith has directed the activities of the institution. Under his leadership LINS has undergone a steady growth and become an important Norwegian and international centre for education and development. In addition to duties as administrator at home, Bob has had a large number of assignments for Norad and other clients – in very many countries of the world. This is not a goodbye message as Bob will continue to carry out assignments for LINS, but at a less frequent rate. Still, Educaid knows that very many people join the choir in expressing deep-felt

gratitude for what Bob has meant, for LINS and the LINS networks, and not least for educational development in numerous countries.

At the same time we congratulate Roald Skøelv for coming on board as Bob's successor.

Roald Skøelv has returned to Norway after six years in Washington and the World Bank where he worked at headquarters as Senior Manager in the Leadership and Organizational Effectiveness Unit and in the field on an Education Reform Project in Georgia, Eastern Europe and on Community Driven development projects in Pakistan. Before going to the World Bank, he worked as a management consultant with Considium Consulting Group in Asker, Norway. He has taught for 4 years in high school (Videregående skole), and for 2 years as a part time teacher at the Norwegian School of Management. (BI). He has also been Human Resources Director in the Norwegian Public Roads Administration (Vegdirektoratet) from 1990 to 1995.

He has presented ambitious objectives for LINS as he wants the project portfolio to be doubled during the next five years. He points to the Norwegian Parliament's decision that 15 percent of the Norwegian development cooperation budget is to be devoted to education, and that this should secure a good future also for LINS.

In an interview presented on the University College of Oslo webpage, Skøelv also indicates some of the overriding issues in international aid and education. He mentions the current switching from project and programme modalities to SWAps (Sector Wide Approaches) and budget support. This modality change is not without problems, and deficiencies and corruption on the recipient side are among the challenges to be faced. How budget support will develop sustainable financing is among the main issues according to Skøelv.

Another concern is that many countries are actually moving in the wrong direction and will not be able to reach the Millennium Development Goals for education by 2015, with the focus on **completion** of basic education for all. Skøelv's attention is also on the quality of education and the fact that the other levels of education, not only basic, need to be more emphasised. At the same time there are obstacles and barriers to sound development in education, such as the impact of HIV/AIDS in many countries.

Those of us who already have had an opportunity to see Roald in action, feel assured that he will steer the LINS system actively and safely in the years to come. We all look forward to working with him.

We need our readers' assistance to assess Educaid!

Educaid is now in its ninth year of operation. During all these years there have been no changes in format nor in the scope of the newsletter. The idea has been to keep Educaid simple; four pages of short inputs, but with reference to where the readers can obtain further information. Educaid has never been meant as a discussion forum or a medium for long articles. But it has been widely spread: 1835 copies of the last issue were sent by snail-mail to persons and institutions in 113 countries! In addition we know that many people read Educaid on the LINS WEB-page.

From day one the objective of Educaid has been to function as an information channel "in the field of basic education and development". (From now, however, even higher education and research will be addressed.) Norwegian development cooperation has been a special focus. Although we have received feed-back now and then it is high time to assess the situation and find out whether this is worth continuing.

So we very much want readers' comments and ideas along the following lines:

- Is the newsletter read? Does it have a role to play as an information channel?
- Should it be changed, and in what direction? The precondition is that the cost level should be kept basically the same or even be reduced.
- Of course, any other ideas and inputs are very welcome.

We know that many of our readers do not have easy and daily access to the internet. As long as Norad is willing to finance the stamps, we will continue to send Educaid in paper format, also to those with a regular internet connection but who prefer the paper version. In order to reduce costs, however, we would appreciate very much if those who feel it is all right to read Educaid on the LINS WEB page (www.lins.no) inform us so that we can take them off the address roster.

Please send your comments and ideas to
Educaid c/o DECO, Arbiens gate 9, 0253 Oslo, Norway,
or
e-mail: wirak@deco.no or liv.haraldsen@lins.no

Afghanistan - Norad mission planning cooperation in education

During the early spring of 2005 a five person team of representatives from LINS, Norad and one consultant situated in Kabul was appointed to undertake a pre-identification mission in Afghanistan. The country has become a long-term partner in development cooperation for Norway and education is one of the three major sectors for this cooperation. The objective of the mission

was to examine how a Norwegian contribution in the educational sector in Afghanistan can be strategic and best adapted to Afghan realities and Norwegian education policies.

After preparatory studies and fieldwork in Kabul and Jalalabad, the report was drafted and delivered to the embassy in mid April. The draft has also been delivered to some of the stakeholders involved. The report gives a bird's-eye view of the education sector in Afghanistan, including for instance plans and strategies, main actors and frameworks. It also presents some suggestions for future activities.

The education sector in Afghanistan is confronted with enormous challenges. The main stakeholders in the education sector are focussing mainly on the need for capacity development. At the same time it has been found that there is a basic administrative structure in place which has been operating also during periods of war and crises. Salaries have been paid to teachers and schools have been operating. This represents an important resource which needs to be built upon also in the coming years.

The report recommends continuous Norwegian financing channelled via UNICEF, with special focus on girls' education, the ARTF/EQUIP-program (World Bank), and proposes a new window of assistance together with Danida for textbook production. Cooperation with NGOs will continue, but the NGOs need to refocus much of their work and to open up for closer cooperation with the government and other stakeholders. Among the smaller inputs, but still with considerable potential policy and strategic impact, the report proposes to

- finance an evaluation of different approaches to community school development,
- assist in establishing South-South and North-South linkages between the Afghan and other ministries of education,
- involve IIEP/UNESCO more in training for MOE staff,
- increase education research,
- study options for increasing the number of female teachers.

More information:

*Hilde Thynnes, Norad (hilde.thynnes@norad.no)
Adr: P.b. 8034, 0034 Oslo, Norway*

Ethiopia - News from Education Sector Development

The Joint Review Mission (JRM) for the education sector was successfully implemented in October 2005. This year six regions were visited by teams each consisting of stakeholder representatives and international and national consultants. For the first time representatives from the regions took part in the JRM from the beginning and

during the initial days of meetings in Addis Ababa, hence the collection of information from regional levels was much improved. Several special studies had been undertaken in advance and these were presented to the JRM. These studies include issues of community participation, textbooks, pit latrines at schools and school construction.

The six regional reports were fed into the general JRM report, which again will be presented at the Annual Review Meeting in early spring next year. Most of these reports and papers, as well as other information have been made available on the DAG webpage: <http://www.dagethiopia.org/education.aspx>. Among the main issues of this JRM is the general impression from field work that the quality of education needs to be more emphasised. One particular focus is the need for textbooks – as there is little improvement over the years in terms of number of books observed in the classrooms.

One LINS core staff member participated as Team Leader for the Southern Region (SNNPR) under a contract with Sida and the Swedish Embassy in Ethiopia. This means that LINS has taken part in ESDP in Ethiopia since the programme was initiated, and in most JRMs. Although the Norwegian Embassy is not an active stakeholder in ESDP, funds from Norway are financing higher education, research, and also pre-school and basic education through Norwegian NGOs.

*More information from Anders Wirak,
e-mail: wirak@deco.no*

The SNNPR report is available at www.deco.no.

Madagascar – appraisal of request from Ministry of Education

In accordance with the strengthening of cooperation between Madagascar and Norway, and in line with the Memorandum of Understanding between the two countries from March 2004, Norway has received a request from the Ministry of Education (MENRS). In September 2005 a Norwegian team consisting of two Norad staff and one LINS representative, undertook an appraisal of the request.

With reference to a broader and newly reformulated EFA Plan for Madagascar, MENRS requested assistance from Norway within four areas: (1) redefinition of the linguistic policy in the education system, (2) definition and implementation of a strategy for pre-service and in-service teacher training (3) establishing criteria and structures for non-government (FRAM) teachers and (4) follow-up, documentation, evaluation. The assistance is requested for 2005 to 2007, totalling US\$ 20,460,000. In addition to the financial contribution MENRS expressed significant expectations as to technical assistance, institutional collaboration and networking.

The 43 page appraisal discusses the various aspects and takes into account the long cooperation between the two

countries, the needs of the Malagasy education system and current trends and policies. For details, reference is given to the appraisal, which will be available on Norad's web-pages, but in the meantime can be obtained from www.deco.no, (at: http://www.deco.no/upload/files/doc/1131572258_norwegian_support_to_madagascar_final_report.doc)

The agreement between Norway and MENRS will most probably be signed during November. It will to a large extent be formulated in accordance with the principles of harmonisation among the stakeholders in the education sector in Madagascar. This means for instance that reporting will be made in relation to the indicators defined in the FTI/EFA plan, and in connection with the joint reviews to be conducted two times annually.

Further information from Eva Kløve, Norad at eva.klove@norad.no

Sudan - The Civil Society Forum

The Civil Society Forum on Sudan was arranged in Oslo from April 7-9. The participants were mainly Sudanese representatives from civil society, both from the North and the South, and from a variety of ethnic and religious groups. The most encouraging result of the conference was the agreement on central civil rights issues across ethnic and religious lines. There were six working groups. One of the groups was on civic education, literacy and awareness-raising. It was stated that sustainable peace, democracy, protection of human and civil rights and achieving gender equality in Sudan are meaningless without education, literacy and awareness-raising.

The conference demanded that representatives of civil society in Sudan must be properly represented in the decision-making processes at all levels in the reconstruction of Sudan.

The donor conference on Sudan was held immediately after the Civil Society Forum on April 11 and 12, also in Oslo. The conference resulted in the pledge of a total of US\$ 4.5 billion to the Sudan Multi-Donor Trust Fund, which will be used to rebuild Sudan in line with the Joint Assessment Mission recommendations. Fiscal transparency, donor co-ordination, the Sudanese authorities in the driver's seat are some of the important issues that need to be addressed in the months (and years) to come.

*More information: Anders Breidlid
anders.breidlid@lu.hio.no, LINS,
Address: Post-box 4, St Olavs plass, N-0130 Oslo,
Norway*

Research articles from LINS.

Recent articles on Sudan from LINS:

- Anders Breidlid, Education in the Sudan: *The privileging of an Islamic discourse*, COMPARE, Volume 35, Number 1, 2005 (in print).
- Anders Breidlid, *Sudanese migrants in the Khartoum area: fighting for educational space*. International Journal of Educational Development 25: 253-268, 2005.

Tanzania - Norwegian Support to Education

In April of this year LINS joined a NORAD team for a consultancy in Tanzania. The Royal Norwegian Embassy was reviewing its options with regard to continuing support to basic education in Tanzania. The recent history of the Primary Education Development Programme (PEDP) had not been entirely satisfactory. Although quantitative targets had been largely met through PEDP the quality issues had not been addressed, the dialogue between Government and development partners was not encouraging and the programme had poor linkages to other important processes such as the Poverty Reduction Budget Support (PRBS) initiative. Given a background of fragmented management of the education sector through a number of ministries, the highly political nature of educational reform in the country and the struggle to decentralize, it is no surprise that the Embassy requested advice on how best to proceed with its support to education. The consultants proposed that support to education be integrated into the PRBS process and that dialogue with Government be re-established with an emphasis on quality issues. The distinction between a monitoring dialogue and a consultative one should also be maintained. As a development partner it was felt that Norwegian support should be organized through core teams dealing with financial management, decentralisation, governance and education. The impression given to the consultancy team was that at the macro-level processes like the PRBS and the PER are proceeding well with good dialogue among the various partners. But the story is less encouraging at the sectoral level. A switch to budget support might not produce the communication required and the challenge for the DPs is how to build on success and understanding at the top levels to bring about effective reform at the community and school levels. Dialogue is a critical factor and its breakdown in the education sector in Tanzania is a serious challenge.

Robert Smith

Zambia - Combating HIV/AIDS; Interactive School and Community-based approach, (ISACA) in the Southern Province.

In order to involve the educational sector as a key actor in fighting HIV/AIDS in Zambia, the Ministry of Education (MOEZ), selected two districts in the Southern Province

for developing and implementing a strategy based on HIV/AIDS education (HAE) in the schools combined with strong community based activities and collaboration.

Participatory planning at each step of the project has been a key element, and there has been a coordinated, strategic and close collaboration among the stakeholders. Emphasis has been on clear division of roles and responsibilities at provincial, district, school, and community levels. In addition to MOEZ staff, teachers and students, chiefs and other local leaders, parents (through PTAs) as well as NGOs and health workers, have been involved.

The ISACA approach started as a pilot in Livingstone and Kazungula districts in 2001. Other districts were gradually included. Throughout the process of expansion, a key issue was that the districts were fully involved in the planning, in order to create ownership and make sure that local conditions were taken sufficiently into account.

When MOEZ and UFD signed up for collaboration in 2002, ISACA became a component within that structure, but has continued to develop according to the agreed plans since initiation. The ISACA approach has now been implemented in 8 out of 11 districts.

The spreading to new districts, the introduction of the approach, the training and the supervision, is now fully taken over by local staff at provincial, district and school levels in Southern Province. The project is managed by the HIV/AIDS Coordinator at province level, working closely with a core HIV/AIDS committee. The international consultant is gradually phasing out.

A monitoring and evaluation exercise conducted in September and October concluded that actors at all levels worked according to agreed activity plans. Five out of eight districts had reached out to all schools with training of key staff and follow-up with school-based training. The remaining three districts still had some work shops to run, before all the schools are reached within 2005.

The districts vary in size, accessibility, livelihoods, cultural and local practices. Hence they have to develop their own localised plans to combat HIV/AIDS. In one district the 169 public schools had been reached, in another district the total number of schools was 36. The schools visited had developed their own strategies and activities, reflecting local needs, and with varying ways of including churches, parents, NGOs or other actors.

According to the draft plans, the remaining three districts will be targeted by the end of 2005 and 2006. A second monitoring and evaluation exercise utilising a manual developed on a joint basis will be undertaken in 2006 covering all 11 districts.

Ellen.Carm@lu.hio.no Consultant, HiO/LINS.

LITERACY on the agenda.

EFA Global Monitoring Report 2006 (GMR) was presented in Oslo 15th of November. The title "Literacy for Life" indicates the main perspective of this year's report. The report states that among the EFA goals, literacy work for adults is among the most neglected. Although the literacy rates have increased in all parts of the world, the number of adult illiterates has actually increased, or only been slightly reduced, in Sub-Saharan Africa, Arab states and South and West Asia. This calls for attention. Especially when we compare this to what is stated about the importance of literacy. Literacy is a right in itself, it is vital in the work for poverty reduction as it benefits both the individual and the society in human, social, cultural, political, and economic ways. The groups with the lowest literacy rates are typically the poorest, the most vulnerable or marginalised in society. Women constitute 64 % of the group, a rate that is unchanged since 1990.

One weakness with the work on literacy is that it is difficult to define and to identify among other educational achievements. Another problem is that it has been seen as a concern outside the Government's responsibility. Mainly the work has been based on private initiatives and NGOs. Although examples of very good programs can be found, they are usually on a small scale, reaching out to only a few, with a weak economic base for the work. When the report was presented it was stated that motivation was a main factor for people to attend literacy classes. This calls for concern for the quality of the programs. The target groups very often have difficult life situations. The programs must be flexible and directly relevant, based on experience and be sensitive to cultural aspects, language, gender and age of the participants.

The focus in GMR 2006 on literacy might give this work the attention that is needed. Also The Norwegian Ministry of Foreign Affairs through Norad is investigating how Norwegian NGOs are engaged in work with literacy. This indicates that adult literacy will be given more attention and might lead to more engagement and support to this work.

*Link to the report on UNESCO's Web-page:
http://portal.unesco.org/education/en/ev.php-URL_ID=43009&URL_DO=DO_TOPIC&URL_SECTION=201.html*

New structure of ADEA, the Association for the Development of Education in Africa, Working Group for the Teaching Profession (WGTP).

The Steering Committee is the technical, advisory and overall decision-making body for the ADEA WGTP, guiding the work of the group and comprising 20 members. The steering committee is supposed to make sure the work of the group is in line with the ADEA guidelines and biannual meetings. Due to the

reorganization of the WGTP, by merging the Anglophone and the Francophone branch into one working group in 2004, the activities for that year were rather limited. The first steering committee meeting within the new structure of the ADEA WGTP was held in London at the Commonwealth Secretariat in London in April 2005.

It was underscored that the challenge of turning into one group by having overcome the language barriers, and also the challenging process of re-structuring the WGTP into a governance structure as follows: A steering committee, then 7 regional coordinators, most of them permanent secretaries from the Ministries of Education, and lastly a revitalisation of the country working groups.

The main roles of the regional coordinators will be to monitor and evaluate the work of the country groups. The country groups are responsible for implementing the activities, and should be selected by MOE, in order to be linked to and integrated into the ministerial structure. Each of the countries should find their own way of organising that structure. Two manuals will be developed to guide the work and role of the regional coordinators, as well as for the country groups themselves.

- i) The New Vision of the WGTP is captured in the following; flexibility in the design of programme activities, collaboration and strategic partnerships, need and result led program activities where the MOE is in the lead for implementation, ensuring clear objectives and evaluation criteria.
- ii) The Vision of the WGTP is working towards a teaching profession in Africa in which women and men have equal rights and opportunities at all stages of their careers to express their creativity and abilities in all fields of their profession
- iii) The overall Objective for WGTP still focuses on problems affecting teacher performance, morale and motivation, so working to strengthen the conditions of service, as well as focusing on the development and implementation of coping strategies especially in the light of the HIV/AIDS epidemic and its impact in Africa as a central issue
- iv) The Main Strategy will be to provide opportunities in a variety of participatory and consultative mechanisms for reviewing teacher training, professional development, management and access to information and knowledge and developing sustainable remedial interventions, including policies and practices.
- v) The WGTP Work Plan will focus on the evolving needs of education in Africa. In a prioritized order the following issues are to be addressed:
 - Advocacy and research to be enhanced using African educators as a means of capacity building
 - Training and professional development and support,
 - Access to information and knowledge, through supporting teacher training colleges, universities, libraries and TRCs to serve as places for accessing and dissemination of knowledge through ICT
 - HIV/AIDS work against stigmatization, assisting in prevention, encouraging voluntary testing and gaining a better understanding of some of the

African traditions, customs, beliefs, taboos and their impact on preventive measures.

The final work-plan and budget will, after being drafted and commented upon by the SC members, be approved by ADEA's Steering Committee during Fall 2005, before it is finally be submitted to the ADEA Secretariat. The next Steering Committee will be after the ADEA Biannual meeting scheduled for Spring 2006.

Ellen.Carm@lu.hio.no Steering Committee member.

Education NGO forum

What is it? This is a forum for discussion mainly for Norwegian NGOs but not exclusively for those involved with education programmes in the South. The Forum is also open to individuals and students who are interested in education and international cooperation. The idea of establishing this Forum was initiated by LINS towards the end of 2001, and the Forum has been in operation since early 2002. The purpose of the Forum is threefold. Firstly, it is to provide an opportunity for NGOs to exchange and share their knowledge and experiences from their involvement in education in developing countries. Secondly, it is to raise awareness and competence regarding key issues and concepts in education in developing countries. Thirdly it is to provide a forum for the NGO sector in Norway to coordinate their approaches to NORAD and MoFA and to clarify policy regarding aid to education in accordance to the interests and mandates of the various NGOs. So far, the Forum has managed to meet several times a year; usually in the Autumn and in Spring. The idea is to maintain this trend. As far as the form of these meetings is concerned, it is important to stress that the Forum is purposefully organised 'informally' in order to promote and enhance discussion and dialogues. The site of the Forum meetings also rotates among the different NGOs and LINS.

During these meetings, a broad range of topics has been discussed by the Forum. In general terms the issues that have been covered by the Forum include those that are *NGO specific* such as the NGO role in education programmes in the South; Utdanningsforbundet's collaboration with teachers' unions in the South and the Norwegian Refugee Council's (NRC's) experiences from Angola. There are also those that are *more policy-oriented themes* such as *Education Job Number One*, education reform in Malawi, the NORAD Education Strategy and finally there are *more thematic concerns* such as HIV/AIDS and Education; PRSP's and education in Africa and Minimum Standards for Education in Emergencies. Generally speaking, the progress of the Education NGO Forum is very impressive. Participation in the Forum has steadily increased. More importantly, the flexible and informal structure of the Forum, together with the system of rotating the site for the meetings has not only encouraged free discussion and dialogue but has also enhanced NGO involvement in the Forum. NGOs feel that they own the Forum.

During 2005 the Forum has met three times. At the first meeting in January the theme was **Training for people with special needs: Rights, inclusiveness and qualities in an international perspective**. There were two presenters: Professor Monica Dalen and Associate Professor Siri Wormnæs, both from the Institute of Special Pedagogy, University of Oslo. The main thrust of their presentations was to outline the challenges of incorporating Disabled and Inclusive Education in the EFA process. The Second Forum this year was on 26 April 2005 and the theme was **'WTO and Education – Issues, Challenges and Opportunities'**. Here, the key speaker was Helene Bank from IGNIS – the *Center for Partnership in Development*, who, in a very well received presentation, outlined not only the challenges but also the impact of the WTO thinking and involvement in education both in Norway and in the developing world. The Forum also met in June at LINS and the theme was **Early Childhood Care and Education (ECCE): Historical Development and Diversity in Practice - Examples from Norway and Mozambique**, presented by Professor Jan-Erik Johansson, FLU, HiO. The Forum is open to all. You are most welcome to attend.

Titus Tenga – titus.tenga@lu.hio.no , Address: Post-box 4, St Olavs plass, N-0130 Oslo, Norway

NETF Seminar 2005: Building Capacity for the Education Sector in Africa

The 8th annual seminar of the Norwegian Education Trust Fund (NETF) was arranged by the World Bank and the Norwegian Ministry of Foreign Affairs in cooperation with Norad and LINS in Oslo 12th – 14th October. The seminar focused in a holistic way on the different aspects of building capacity in the education sector in Africa. 130 persons participated in the seminar, partaking in the discussions following the sharing panel presentation of various actors.

Among the panel participants were Catherine Gwin and Arne Disch who had evaluated capacity building efforts and outcomes from some projects of the World Bank in Africa. Their findings suggested that capacity building measures for local institutions are often not taken enough into consideration in World Bank programming. Further, the Minister of Education in Madagascar, Mr. Hajanirinia Razafinjatovo shared from his country's experiences from developing an education program under the World Bank's support scheme for primary education called the "Fast Track Initiative" (FTI). This was being discussed in a session about capacity development and national level reforms, where also the incoming director of Norad, Mr. Poul Engberg-Pedersen, with recent work experience from the World Bank, partook.

An issue that got much attention was that of the political conflict between teachers and government that may occur in some countries when teacher's salary levels are pressured down as a result of the increased hiring of teachers when countries aim to reach the millennium goal

of education for all. Mr. M. D. B. Hakasenke from the Ministry of Education in Zambia and Mr. Roy Mwaba from Zambia National Union of Teachers contributed in a panel discussing consensus building as capacity development, together with Mamadou Ndoye from Association for the Development of Education in Africa (ADEA). Also, the UN "point of view" was brought in to the seminar by the representation of Ndey Njie from UNDP in Dakar and Lalla Ben-Barka from UNESCO Regional Office for Education in Africa. Presentations and other information from the seminar is available at the seminar's web page: <http://www.lins.no/NETFsem05.php> On the listener and discussion side, many people from the university sector in Norway partook, many themselves parts in North – South partnerships. Representatives from donor – partners of Norway under the FTI were also present.

The large seminar was arranged as a milestone for the NETF, at a time where Norway is about to pool its funding for primary education to the World Bank through a multi – donor Education Programme Trust Fund (EPDF). Norway will be accompanied by among others the DFID here. At the same time, the NETF will probably be continued as a supporting mechanism for secondary and higher education, particularly aiming at fostering regional sharing and learning over education sector issues in Africa.

Marit Bustø, LINS/ NETF reference group's secretariat, November 2005.

Evaluation of the Norad Fellowship Programme.

Since the Norad Fellowship Programme (NFP) was established 40 years ago it has provided fellowships in Norway for around 5000 students from developing countries. The international cooperation framework, channels and modalities of development assistance have changed a good deal during these years. At the same time higher education in Norway has become much more internationalised and North-South oriented. Previous evaluations and reviews of NFP have mainly concentrated on course-specific issues. Hence it was due time to undertake an evaluation with a more overall and programmatic perspective. Based on international competition an evaluation team consisting of representatives from NCG AS, DECO AS and NUFFIC was selected by Norad. Three of the evaluation team members are members of the LINS Board. The evaluation comprised desk studies, field work in selected countries, assessment of questionnaires filled in by main stakeholders, interviews and meetings. Local consultants and researchers in Bangladesh, Tanzania, Uganda and South Africa took part in the work.

One of the strengths of the evaluation was that it included comparison with other international fellowship programmes. Learning from others' experiences, coupled with the perspectives of global cooperation towards

Millennium Development Goals, Poverty Reduction Strategies, harmonisation and internationalisation of higher education, the evaluation proposes new directions for the NFP. One of the issues discussed is the fact that Norway organises another much larger fellowship programme, the so-called Quota Programme, for students from Eastern Europe and Third World countries. While the Quota has expanded, the NFP has been kept at a relatively small level during the last few years. The evaluation points to the fact that it is considered inefficient and confusing to run two programmes at the same time and that it is timely to work for better coordination.

The evaluation report is available from Norad's web-page http://www.norad.no/default.asp?V_ITEM_ID=3206.

"C for Courage" Exhibition on Children's Rights in Bangladesh and other Countries

The exhibition "C for Courage" has been financed by the Norwegian Government in relation to the celebration of Norway's 100 years of independence in 2005. In addition to touring in Norway the exhibition will be shown in several countries, and on 18 March 2005 the exhibition was inaugurated in Dhaka by Ambassador Aud Lise Norheim. Representatives of the organisation 'Central Kachi Kanchar Mela' (host of the exhibition) and UNICEF also contributed to the event.

"C for Courage" is an exhibition that offers a number of activities to help participating children learn and think about their rights as stipulated in the United Nations' Convention on the Rights of the Child, which says that every child in the world should have the same opportunity to live and to grow. The exhibition was developed by the Norwegian Children's Museum in Stavanger, with assistance during the early phase of two DECO (LINS) consultants.

The exhibition "C for Courage" is an example of how relatively simple means can be utilised to spread information about children's rights. It has been developed on children's premises and utilises pictures, photos, sounds and activities as well as handouts in the form of "children's passports" and information brochures. The main part of the exhibition consists of three decorated tents. For Bangladesh it was reported that 5120 children coming from 84 schools enjoyed visiting and exploring the exhibition. Some of the observations made were that only 5% of child visitors had ever heard the words "Child Rights", and none of the children had any idea of what these rights are. School teachers from government primary schools with teaching careers ranging from 10 to 25 years had never been invited to exhibitions like this one before.

The exhibition has also been shown in Murmansk, Russia, and is reported to have been fully booked during a period of 5 weeks! According to the plan "C for Courage" will visit Beijing, Kunming, Pretoria, Delhi, Houston, Paris, Berlin and Edinburgh.

The exhibition is available for new venues in 2006 and onwards. Interested parties can contact the nearest Norwegian diplomatic station or The Norwegian Children's museum directly for more information, prices and terms. Experience so far indicates that local ownership and engagement is vital for a good result

More information and exhibition touring plan can be found on the web-page of Norwegian Children's Museum: <http://www.norskbarne.museum.no/>

New Norwegian Development Strategy for children and Young People in the South. ("Three Billion Reasons")

This Strategy, which was issued in March 2005, expands Norwegian development coverage to include young people in the 14-24 age group. Among other main foci of the strategy is the holistic approach, in line with the Convention on the Rights of the Child, and the issue that children and youths are not passive objects but rather active participants in the development of society.

In the foreword to the summary the former Minister of Development Cooperation and Human Rights, Hilde Frafjord Johnson, claims that a children's rights-based approach to development entails more than meeting fundamental needs. Children and young people are resources rather than clients and they must be given opportunities to be seen and heard, to be able to claim their rights themselves and do something about the causes of the lack of respect for their interests.

The strategy is intended to be a guide to action and the aim is to achieve the Millennium Development Goals by 2015. The strategy focuses on the following four areas of children's rights to satisfy needs that will be especially important for Norway's development efforts in the years ahead:

- Development, with a focus on education
- Survival, with a focus on health
- Protection and
- Participation.

Chapter Three of the Strategy covers education, which is considered as a right in itself and not merely a means for achieving other goals. According to the Strategy the focus must be on the educational services laid down in the Convention on the Rights of the Child. From a donor perspective it will be natural to enhance the ability of countries to fulfil these rights.

More about the Strategy and the full text in English can be found at the WEB-pages of Norwegian Ministry of Foreign Affairs.

¹ Tanzania: Exploring more effective sector dialogue under increased budget support, OPM, Oxford, 2005

Input and feedback to Educaid are appreciated

In order to be updated with news about ongoing education projects and international conferences, we dependent on information from our readers. Please contact:

Educaid

c/o DECO

Arbins gt 9

0235 Oslo, NORWAY

Tel: + 47 22 44 20 11

e-mail: wirak@deco.no

Editor: Anders Wirak

LINS

Adress:

Postboks 4, St Olavs plass

N-0130 Oslo, Norway

Tel: +47 22 45 21 38

Fax: +47 22 45 21 21

e-mail: lins@lu.hio.no

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