

Educaid

Norwegian co-operation in basic education

Year 5 Issue no. 2 2001

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

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

The purpose of Educaid

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

LINS Perspective: Tendencies in Norwegian aid to education

According to the objectives set by the Norwegian Parliament 10 percent, increasing to 15 percent of total development assistance will be utilised for education. Norway has also made strong commitments related to the target of providing Education for All in 2015.

Statistics for 2000 show however, that Norwegian net aid to education has been reduced from NOK 752 million in 1998 to NOK 647 in 2000; this is a reduction of 13% during this period.¹ As part of net aid, the contribution to education was 11.2% in 1998, falling to 8.4% in the year 2000. In other words, in relation to the 15% target there is a significant need to increase aid to education in the years to come. (It should also be mentioned that as a share of total Norwegian development assistance, aid to education has been reduced from 7.5% to 5.8% from 1998 to 2000.)

This issue of Educaid tries to shed light on the "state of the art" of Norwegian development assistance to education, basically by presenting the amounts of aid allocated during the last three years and in accordance with NORAD's statistics. We are aware that reasons for the tendencies observed can be complex, and of course Educaid cannot provide solutions or answers. It is up to the government and the aid system to take appropriate actions. As always, this will be a matter of priority. Increasing support to the education sector is not an impossible mission. Support to education is generally routed through four channels; the country programme, through multi-lateral organisations, through NGOs and as university/high school collaboration.

Two to three years is far too short a period to conduct precise analyses of trends in aid. But certain tendencies seem to need further investigation. Firstly, as mentioned, aid to education, in terms of the amount and as a percentage of ODA has been reduced during the last three years. Secondly, NORAD educational assistance over the last two years is changing focus. Basic education have been reduced by 6,7%, secondary education (also including vocational training) has been reduced by 45,4%, while post-secondary education increased by 28,8 % from 1999 to 2000².

¹ Source: NORAD's Annual Report 2000.

² "Net aid" refers to bilateral and earmarked funds for education through the multilateral organisations. (Core-funding for these organisations is not included.) This is a standard way of measuring support to specific sectors.

Aid to education channelled by NORAD (1000 NOK)		
DAC Code	1999	2000
111 - Education unspecified	97182	76924
112 - Primary education	239905	223789
113 - Secondary education	66244	36239
114 - Post-secondary education	127154	163832
Total	530485	500784

Thirdly, the role of the Norwegian NGOs in educational aid is increasing in terms of their share of assistance. It is important to involve NGOs in Norway and abroad. NGOs can often play roles that the government cannot. One particular strength of NGOs is their ability to reach beneficiaries that would otherwise hardly receive any educational services. But NGO educational assistance cannot replace government-to-government co-operation and the official school system.

We think it is important that somebody plays the role of watchdog over Norwegian aid to education in general and to basic education in particular. Active lobbying and advocacy for basic education appears to be much weaker than for other sectors or for higher education and universities, both in Norway and in developing countries. One factor, which might explain the current situation, is that Norway has stronger traditions in the field of assistance to higher education as compared to basic education. In order to become a "stakeholder" in educational development, Norway needs active, participatory involvement in the dialogues and processes in the countries. Another determining factor is of course that in some of NORAD's main partner countries wars and instability have forced Norwegian authorities to put budgets on hold. As a result there has been an under utilization of many million NOK compared to budgets. And in some countries, where education was planned to constitute an important part of the assistance, it can be observed that other sectors have replaced education.

Educaid is of the opinion that basic education is important not only for poverty reduction but also for the development of democracy, peace, human rights, and improved health and food security, and not least for combating HIV/AIDS. As the saying goes: "If you think education is expensive, try ignorance!"

NORAD's educational assistance to Africa has increased by 9.8 percent from NOK 184.4 mill in 1998 to NOK 221 in 2000. Aid to Asia has however been reduced by 29.6 percent in the same period. On the other hand the "global unspecified" category has increased considerably: by 36.7 percent, to NOK 90.6 mill.³ It is difficult to explain this and other fluctuations in the data material, and the reasons could be inconsistency in the recording process, or substantial changes in aid volume. Most likely it is a combination of both.

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New OECD/DAC sector codes, according to which aid is categorised, were introduced in 1999.

³ For 2000 this includes NORAD fellowship programme and NUFU activities not related to specific countries.

Priority partner countries

BANGLADESH

Education is given high priority in Norway's assistance to Bangladesh and represents the bulk of the cooperation between the two countries. This assistance is channelled via an extensive Bangladeshi sector program for basic education; Primary Education Development Programme" (PEDP). The Norwegian component is called "Project for Quality Improvement" (PEPDPQI) and is earmarked for quality improvement of teacher education and strengthening of central administration. Norway also provides aid to a non-formal education program and a female education stipend program which provides scholarships for secondary education. Furthermore, Norwegian assistance through local NGOs focuses on education. "Underprivileged Children's Educational Programmes" runs basic and vocational education for children in difficult circumstances.

Total assistance in 2000 from NORAD and MOFA was NOK 161.6 mill of which about 80 mill was to education (close to 50 percent). Looking at NORAD's contribution, however, the assistance to education has been reduced from NOK 122 mill to 58.6 mill during the period from 1998 to 2000.

ERITREA

Development cooperation between Norway and Eritrea is now concentrated on supporting the peace process after the war with Ethiopia. Demobilization and reintegration, mine clearance and efforts to combat HIV/AIDS through multilateral channels will be the main priorities during the transitional period. In the longer term, assistance for good governance, democratic development, basic education and economic reconstruction will be the primary goals of Norwegian aid.

According to NORAD's homepage a large proportion of Norwegian assistance to Eritrea is focused on educational programmes and training. Furthermore it is stated that NORAD will provide funding for the building of a new teacher training college in the town of Keren. Construction should have begun in 1997, but the building plans and the curriculum had not been finalized in 1998, partly due to the conflict with Ethiopia. However, a grant element of the planned Norwegian aid was initiated in 1999 whereby future teacher trainers take their degrees at the University of Cape Town. NGOs receive educational assistance for 0.3 mill in 2000.

Total assistance in 2000 from NORAD and MOFA was NOK 56.4 mill. NORAD's educational assistance in the same year was NOK 2.2 mill.

ETHIOPIA

Until May/June 2000 education was among the prioritised areas of Norwegian co-operation. To improve social conditions, the Ethiopian authorities have established long-term sector programmes for health and education. Norway has participated actively in the preparatory stage, along with the World Bank, bilateral donors and the Ethiopian authorities. However, as a result of the new outbreaks of hostilities in May 2000, and

delays in formulating joint reporting and management routines, foreign assistance was not initiated as planned.

The financial contribution from Norway to the Education Sector Programme has been relatively small. There is reason to believe that in the future Norway will focus on human rights, good governance, peace, stability and reconciliation. As a consequence, it is uncertain whether aid to education will increase. Norwegian NGOs receive assistance for social development, in particular for health, but also for education.

Total assistance in 2000 from NORAD and MOFA was NOK 207.3 mill of which NORAD channelled 8.8 mill to education (9 percent), primarily to Norwegian NGOs.

MALAWI

Originally Malawi was one of the targeted countries where education was to be a prioritised area for Norwegian bilateral assistance. Education is currently not on the agenda of the bilateral country programme. Malawi suffers from a serious lack of teachers, schools and teaching materials. Nevertheless, its goal is to give all children the right to and opportunity for free primary education. Over the years, Norwegian assistance has been targeted on a programme coordinated by UNICEF. The programme targets primary school children from first to fourth grade. It also includes classroom equipment, textbooks, teacher training, water supplies and latrines, in combination with education in hygiene and simple health precautions.

Total assistance 2000 (NORAD and MOFA): NOK 59.8 mill. Less than 2.5 percent of NORAD's aid was for education.

MOZAMBIQUE

Education is not one of the priority areas of Norwegian assistance. Support to the social sector has mainly focused on health. Total assistance 2000 (NORAD and MOFA): NOK 336.0 mill. Of NORAD's aid, 8.6 mill was channelled to education which represents 2,8 percent, the bulk of which was basic education projects run by NGOs.

NEPAL

The country programme specifies social development, with emphasis on water supplies and basic education, to be the areas of concentration for the year 2000. Norway emphasises close coordination with other donors as well as assistance to strengthen Nepalese reform programmes. The "Basic and Primary Education Programme" (BPEP II) aims at securing basic education for all Nepalese as well as contributing to increasing quality in education. Assistance from NORAD and MOFA totalled NOK 78.4 mill in 2000. NORAD's contribution to education was 17.7 mill, representing 23 percent of the NORAD input.

NICARAGUA

The long-term goal for Norwegian assistance for Nicaragua is to promote sustainable social development, but the Norwegian social development assistance to

Nicaragua does not include education. Total assistance in 2000 (from NORAD and MOFA) represented NOK 116.5 mill. Of the NORAD input (NOK 84.8 mill), NOK 10.2 mill was marked education this year, representing more than 12 percent. The bulk of Norwegian educational assistance to education was provided through NGOs.

SRI LANKA

Education as such is not a priority field for Norwegian aid, but within the Social Development category a vocational training project is planned for. This programme aims at reducing unemployment among youths. Total assistance from NORAD and MOFA in 2000 was NOK 128.1 mill. NORAD's part was NOK 101.1 mill, and assistance to education constituted NOK 6.2 mill in 2000, or 6.1 percent (it was NOK 10.7 mill in 1999). During recent years, secondary education has received the bulk of the aid, mainly channelled through NGOs.

TANZANIA

Basic education is planned to become one of the priority areas of Norwegian assistance. Norway has contributed to the development of an Education Sector Programme. At the same time on-going assistance to higher education was maintained in 2000. Total assistance in 2000 from NORAD and MOFA was NOK 309.4 mill of which NOK 282.6 mill came from NORAD. Only 27.5 mill was directed to the education sector representing less than 10 percent (1999:52.8 mill). Higher education received the bulk of the assistance; (NOK 27 mill). NGOs play a comparatively insignificant role as channel of aid to education in Tanzania.

UGANDA

Education is not among the main priorities in government-to-government cooperation. Under the category of social development assistance to health is substantial. Norway participates in the Education Strategic Investment Plan (ESIP) through the Norwegian Refugee Council in Northern Uganda, and a local NGO, Uganda Women's Effort to Save Orphans, receives assistance to basic education for orphans. The total assistance in 2000 (NORAD and MOFA) was NOK 184.7 mill of which NOK 171.3 came from NORAD. Uganda represents the largest increase in assistance to education, from NOK 0.8 mill in 1998 to 27.9 mill in 2000. The bulk of the aid is to post-secondary education, representing NOK 15.7 mill in 2000. NGOs received about NOK 4 mill in 2000.

ZAMBIA

The main objective of Norway's assistance for Zambia is to help reduce poverty. During country negotiations it was agreed that basic education would be given priority. The Zambian "Basic Education Sub Sector Investment Programme" (BESSIP) is often mentioned as a good example of a SWAP where the national authorities are in the driving seat. Norway is also contributing to a programme for the Advancement of Girls' Education (PAGE) under UNICEF. Total assistance from NORAD and MOFA was NOK 218.0 mill in 2000, of which NOK 58.6 mill was to education (26.9 percent). NOK 50 mill was channelled to basic, and NOK 6.5 mill to secondary

education. NGOs are active, receiving 8.7 mill in 1999 and 15.5 mill in 2000, the bulk of which was assisting secondary education projects.

ZIMBABWE

Education is not a prioritised area of Norwegian aid to this country. Total assistance 2000 (NORAD and MOFA) was NOK 85.9 mill. From the NORAD contribution NOK 5.8 mill was channelled to education, representing a large increase compared to the previous year and almost 7 percent in 2000. 57 percent of this is for post-secondary education. NGOs consume little less than half of the educational assistance.

Other partner countries listed on NORAD's website

ANGOLA

Social development assistance is mainly provided through the Planning Department's Fund for Social Reconstruction. This also includes education and children's rights. Total assistance in 2000 was NOK 153.6 mill of which 10.5 mill went to education, all channelled through NGOs.

CAMBODIA

New guidelines for cooperation between Norway and Cambodia were approved in 1999. According to these assistance would mainly be channelled to established priority areas, among them the social sector. NORAD's homepage only mentions education as part of the support through Redd Barna. Total assistance in 2000 was NOK 54 mill. NOK 4.9 mill was used for education, all through NGOs.

CHINA

Norwegian bilateral assistance for China in 2000 was covering mainly environmental projects, industrial and commercial cooperation, cultural cooperation and NGOs. Education is not a major element. Total assistance in 2000 was NOK 87.1 mill and 5.1 mill for education, more than the half through NGOs.

EL SALVADOR

Basic education is not an element of the Norwegian assistance to this country. Total assistance in 2000 was NOK 10.9 mill.

INDIA

In 1996 it was determined that aid would be focused on measures to combat child labour, the environment and primary education. Progress in the child labour projects, which have educational components, was considered good in the year 2000. Total assistance was NOK 70.7 mill and the educational assistance NOK 15.9 mill, concentrating on unspecified levels and basic education. NOK 6 mill was channelled through NGOS in 2000, mainly for basic education.

GUATEMALA

Education is not among the priority areas of Norwegian assistance to Guatemala. Total assistance in 2000 was NOK 71.4 mill. As much as NOK 13.4 mill is characterised as educational assistance according to DAC-coding, split between basic, post-secondary and unspecified levels. NGOs received about 50% of the aid.

LAOS

The agreement of intent between Norway and Laos aims at strengthening public institutions and democratic development, the social sector and environmental and natural resource management. In the field of education assistance was provided for a comprehensive basic education programme through the World Bank, and for non-formal education under the auspices of UNESCO. Of the total assistance in 2000 NOK 74.8 mill, NOK 1.5 mill is allocated for education from NORAD, all of which is channelled through NGOs.

MADAGASCAR

The main goal of Norwegian Assistance for Madagascar is to help improve food security. Nonetheless, the education projects accounted for a substantial proportion of total Norwegian assistance in 2000. A project coordinated by UNICEF with funding from Norway has developed strategies for school development that have been incorporated by the school authorities at a wider level. Rehabilitation of private and public primary schools are also financed by Norwegian assistance. The total assistance in 2000 was NOK 40.4 mill. NOK 10.8 mill of the NORAD contribution is allocated for education, mainly basic. Only a small portion (NOK 0.6 mill) is through the NGOs.

MALI

Development cooperation contributes primarily towards the peace and democratisation process, increasing food production and satisfactory management of natural resources. But there is also support to basic education and literacy projects, channelled through UNICEF and to a lesser extent NGOs. Of the total assistance in 2000 (NOK 64 mill) NOK 7.2 mill is registered as aid to education in 2000, an increase from NOK 1.1 mill in 1998.

NAMIBIA

The primary goal of Norwegian assistance is to strengthen the country's independence. The focus has been on promoting economic growth through sustainable exploitation of natural resources, with concentration on fishery, energy sectors and maritime issues. Total assistance to this country in 2000 was NOK 27 mill. Educational assistance has been stable and high during the last three years and was NOK 12.1 mill in 2000. NOK 9.2 mill of this was for post-secondary and secondary education. About half of the aid is channelled through NGOs.

PAKISTAN

According to NORAD's homepage Norway is the most important donor for organisations that deal with human rights issues in Pakistan. Norway has also been

involved in several educational projects, one linking a nutrition project with educational facilities for girls and another for self-to-self-help for primary schools in the northern regions. These projects are reported by NORAD to have produced good results. The assistance provided directly to national NGOs is a key aspect of Norwegian development cooperation to Pakistan. Total assistance in 2000 from NORAD and MOFA was NOK 59.7 mill. NOK 3.5 mill is devoted education, representing a decline from NOK 6.0 mill in 1998. In 2000 less than a half million NOK was channelled through NGOs.

PALESTINE

The primary objective of the Norwegian cooperation is to contribute towards stability and economic and social development. As far as possible, established projects are being maintained during the Intifada which has arisen since September 2000. Since 1995 Norway has contributed substantially to the education sector in Palestine. Building and rehabilitation of schools, teacher training and vocational training for women are among the main projects under a three-year agreement with Ministry of Education. The employment of several thousand Palestinian construction workers and new contracts for local contractors are an important spin-off from Norwegian assistance for the education sector. The total bilateral assistance in 2000 from NORAD and MOFA was NOK 155 mill. NORAD provided NOK 10.7 mill to education, NOK 5.9 mill of which was for post-secondary education. NGOs used NOK 4.3 mill in 2000.

SOUTH AFRICA

The goal of development cooperation with South Africa is to help ensure peace and democratic development by supporting restructuring processes and poverty alleviation programmes. Norway has contributed to financing of school infrastructure in Mpumalanga province and assisted several local NGOs in various aspects of educational development. These projects have, however, been terminated recently. There will be an increase in support to higher education. Total assistance in 2000 (NORAD and MOFA) was NOK 165.9 mill. NOK 21.6 mill was to education and this has been quite stable during recent years.

VIETNAM

Among Norwegian goals for its cooperation with Vietnam is the promotion of economic and social development. Norway supports two educational programmes at primary school level. One project targets ethnic minorities and the other concerns the reconstruction of primary schools in the areas most affected by floods. Total assistance in 2000 (from NORAD and MOFA) was NOK 54.3 mill. NORAD's educational aid increased considerably from NOK 0.4 mill to NOK 6.4 mill from 1999 to 2000. It consisted mainly of basic education activities. Only a fraction was channelled through NGOs.

Other countries

NORAD's homepage includes information about 26 countries. An additional 25 countries received NOK 53.4 mill as educational assistance in 2000.

Main sources of information:

NORAD's Annual Report 2000
NORAD's homepage
<http://www.norad.no/>

Input and feedback to Educaid are appreciated

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

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