

Educaid

Norwegian co-operation in basic education

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

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

The purpose of Educaid

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

Educaid is distributed to individual and institutional actors within the field of education, development and North/South relations.

LINS' perspectives

This year's Reith Lectures, broadcast by the BBC from April 12th, dealt with the topic of *Respect for the Earth*, posing the question, "Can sustainable development be made to work in the real world"? Five well known personalities offered lectures from different locations in the world. Chris Patten spoke on the issue of Governance, Tom Lovejoy on Biodiversity, Sir John Browne on Business, Vandana Shiva on Poverty and Globalisation and Norway's own Gro Harlem Brundtland on Health and Population. Prince Charles led a round-table to sum up the major issues identified. Transcripts of the lectures can be found through the BBC's website (<http://news.bbc.co.uk>) and fascinating reading they make. Gro Harlem Brundtland makes the point that 'poverty has a woman's face'. Some 70% of the world's poorest people are female. She and Vandana Shiva make numerous telling points about the absolute poverty of the world's poorest people, that the gap between rich and poor is constantly growing and that the world has enough sustainable resources for all, if only they were more equitably distributed.

For educationalists, what is most interesting about the Reith Lectures this year is the absence of a specific focus on education. Yet it is increasingly obvious that the benefits which accrue from better governance, more humane and efficient business, better health, better care for biodiversity and the reduction of poverty are much greater for the schooled and the literate. More crucial still is the impossibility of reaching the targets the speakers aspire to if the mass of the world's people remains undereducated. Gro Harlem Brundtland suggests in her lecture that 'health security' is as important as human security. Yet so many of the world's health problems which she describes can be traced to lack of knowledge, a by-product of poor or non-existent schooling.

This year's NASEDEC Conference takes as its theme **Education as a Human Right**. Until we move from a view of education as a consumption item to one which sees schooling as an investment in individual rights, the problems of underdevelopment – poverty, poor health, lack of security – will remain unchanged. It has been said that an educated people is easy to lead but hard to drive. Unless a people has 'knowledge and understanding security' we may never see the gains in health, food security and ecological conservation which are vital to sustainable development

Robert Smith, LINS

Change of Government in Norway in March 2000

Following a vote of confidence raised by the Prime Minister, the former coalition Government was replaced by a Labour Party government in March this year. The

new government will maintain the former government's focus on education in Norwegian development co-operation. Anne Kristin Sydnæs is the new Minister of International Development and Trond Giske the new Minister of Education, Research and Church Affairs.

Education For All by 2015?

From 26 to 28 April, 1500 participants from 182 countries and numerous organisations met in Dakar, Senegal, to assess the achievement of education for all worldwide. Ten years ago the Jomtien conference on Education For All (EFA) in Thailand agreed upon the goal of basic education for all children and adults by the year 2000. Now UNESCO, UNICEF, The World Bank, the UN Development Programme (UNDP) and the Population Fund (UNFPA) convened the World Education Forum to evaluate the situation and strengthen the commitment to EFA.

The Forum noted that significant progress has been made in many countries. But in the year 2000 more than 113 million children still have no access to primary education. 880 million adults are illiterate. Gender discrimination continues to permeate education systems, and the quality of learning and acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies. Accelerated progress is therefore necessary, particularly in Sub-Saharan Africa, South Asia and least developed countries (LDCs) in general.

The participants at Dakar committed themselves to expand early childhood care and education, improve all aspects of the quality of education and ensure that all children get a free and compulsory primary education of good quality. They also seek to achieve a 50 percent improvement in levels of adult literacy, especially for women, and obtain gender equality in education by the year 2015.

A number of strategies were agreed upon to achieve the EFA goals. EFA policies should be promoted within a sector framework linked to poverty elimination and development strategies. The engagement and participation of civil society should be ensured, and there should be responsive, participatory and accountable systems of educational management. Special emphasis should be placed on education for peace, gender equality, healthy educational environments, actions to combat HIV/AIDS, new information technologies and enhancement of the status of teachers.

All states shall develop national plans of action by 2002 at the latest. A global initiative will develop the strategies and mobilize the resources needed to provide effective support to national efforts. If developing countries demonstrate the necessary political will to achieve the goals, the international community will guarantee the necessary allocation of resources. National and regional EFA Forums will support achievement of the

EFA goals, and UNESCO will coordinate the EFA partners at global level. A small high-level group will meet annually to monitor progress and maintain the collective momentum.

For further information see: <http://www2.unesco.org/wef/>

*Torild Skard,
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LINS Review

At this stage of its Frame Agreement with NORAD, LINS has just gone through an external review, conducted by Ingemar Gustafsson of Sida and Cliff Wang, an independent Norway-based consultant. The terms of reference for the review included an assessment of LINS' progress and performance so far, plus guidance on possible future directions for the organisation.

The consultants interviewed a number of people, within and beyond LINS and NORAD. They also spoke to embassies with which LINS has worked. A large number of documents was also perused by the review team and they conducted a half-day workshop with LINS and NORAD staff focusing on the future development of LINS. The draft Review Report is about to be released and more will be said about it in a future issue of Educaid.

Norwegian MoE signs agreement for education sector development cooperation

An agreement was signed in early April in Oslo between NORAD (the Norwegian Agency for Development Cooperation) and the Norwegian Ministry of Education, Research and Church Affairs.

The Ministry will advise NORAD on sector-wide educational matters, i.e. the planning and carrying through of national educational reforms, evaluation of reforms, technical assistance in curriculum development, and strategies related to the management of national educational systems.

The agreement does not directly regulate cooperation between the ministry in Norway and the ministry in a partner country. However, direct institutional cooperation can be one possible result of work carried out under the agreement. Preparations for direct institutional cooperation with two countries, Nepal and Zambia, started in 1999. Simultaneously, under the agreement the MoE will gather and systematise relevant information with a view to becoming a technical centre and a knowledge base for NORAD in the relevant fields of interest.

Part of the ministry's role as a technical centre will be to follow up relevant working groups under the Association for the Development of Education in Africa (ADEA), to strengthen contacts with multilateral channels in the education sector, and to keep itself updated on relevant international research, notably within the fields of reform work, curriculum development, and sector management.

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Combating Child Labour in India

In India between 60 and 100 million children do not attend school and are engaged in various forms of child labour. NORAD through the Norwegian Embassy in India has supported five private organisations for the last five years in their work in combating child labour. Under the

common aim of "Getting Children Out of Work and into School", the MV Foundation (Hyderabad), CREDA (Mirzapur), MAYA (Bangalore), Navjyoti (Delhi) and PRAYAS (Delhi) use different means and strategies. While the MV Foundation and MAYA aim at improving the quality of and access to formal schooling, the others aim at offering non-formal education as temporary solutions for those not assimilated in the formal system. In 1999, NORAD initiated reviews of all strategies. The reviews concluded that the combating of child labour is a highly sensitive and difficult area of co-operation where no single strategy or solution to the problems exists. Combating child labour is complicated because it is a result of both poverty and cultural conditions. The organisations have however, on the basis of prevailing cultural and contextual conditions in the different regions, developed effective strategies to:

- Act as reminders towards the Government to adhere to regulations that already exist;
- Influence members of society to appreciate children's rights;
- View child labour in a holistic context where poverty alleviation and improvement of people's rights enter into development strategies;
- Strengthen people's participation. Parents' understanding and active participation in the children's development is especially important to create vigorous and sustainable projects, and
- Work for reforms in the public school system so that the education offered is of better quality and more relevant to all children.

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Decentralisation of the education system in Tanzania

LINS has recently carried out a study of the decentralisation process in the education sector in Tanzania. The decentralisation of the education sector is one of the components of the Education Sector Reform and Development Programme, which again is part of several sectoral reforms linked to the Civil Service Reform and Local Government Reform Programme.

The role of the central and sectoral ministries shall, according to the objectives of the Civil Service Reform, be confined to policy making, regulation, monitoring, performance assessment and interventions to secure legality of public service provisions. The responsibility for the implementation of policies, actual service delivery, etc. will mainly be transferred to the district level.

In accordance with the Local Government Reform Programme, the management of education has only been delegated to a few pilot districts since January 2000. There are however, simultaneous programmes such as District Based Support to Primary Education, the Community Education Fund and UNICEF programmes that are strengthening the districts' ability to take over the new responsibilities. Nevertheless, at the time of the study it had not been established how the ongoing programmes could feed into the Education Sector Reform and Development Programme.

The LINS team talked to representatives of all the stakeholders in the education system. Despite major challenges in implementing the decentralisation process

successfully, there was a generally positive attitude towards the delegation of powers and responsibilities among everyone the team was in touch with. The school councils welcomed the strengthened ownership of their schools, even though increased cost sharing will create an extra burden. People also expressed their concern when it came to issues related to resource allocations from the district education offices, teacher salaries, training to ensure sufficient competence to carry out the new responsibilities etc.

Among the issues the team found alarming were the lack of means to prevent huge regional disparities. The allocations in the form of block grants from a national level will be based on the number of inhabitants in the districts and not their ability to generate funds themselves. The process of decentralisation is comprehensive and the challenges are many. Reforms in the education sector are however absolutely necessary and decentralisation seems to be a step in the right direction.

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The Norwegian Minister of International Development visits Tanzania

In April this year Anne Kristin Sydnes, the Norwegian Minister of International Development, visited Tanzania together with the Ministers of International Development from the Netherlands, United Kingdom and Germany. The four Ministers wanted to indicate the significance of Tanzania in creating its own development strategy. Lack of donor co-ordination in many recipient countries makes it difficult for those with limited administrative capacity to develop a holistic and coherent development strategy. The Ministers looked further into how donor co-ordination in Tanzania could be improved.

Anne Kristin Sydnes also informed the Tanzanian authorities that the Tanzanian debt to Norway, NOK 85 million, will be cancelled. The condition is that the resources saved are spent on promoting development and poverty alleviation.

Evaluation of teacher training in Malawi

Norway is now building up its support to the educational sector in Malawi, and is about to fund the finalisation of the Malawi Integrated In-service Teacher Education Program (MIITEP). LINS was represented in a joint MOESC (TDU)/Donor review of teacher education. The review undertaken had three objectives a) to evaluate the MIITEP programme, b) to make recommendations about the nature of the course to succeed MIITEP, and c) to establish a framework for the development of a Teacher Education Development Plan (TEDP).

The MIITEP course was found to lack appropriate quality in a number of important respects. While MIITEP has experienced significant success in terms of increasing teacher output, the team feels that the lack of quality in the course delivery is of major concern.

Regarding Course Development The team considered the need to balance more evenly the continuing demand for a high level of teacher output, stipulated as 7,500-10,000 primary teachers per year, with an increased focus

on quality in course delivery. The team was unanimous in wishing to phase out MIITEP, and also in adopting a strategy for development in three phases. Phase 1 would be the phasing out of MIITEP. Phase 2 would be a "bridging" course – a short to medium term improved course, which would allow for a significant capacity building effort in preparation for Phase 3. Phase 3 would be a new initial teacher education course to serve Malawi for the foreseeable future.

Towards a teacher education development plan (TEDP) The team suggested some major steps to be taken in preparing the way for the formulation of a TEDP, and has come up with recommendations within the following areas: 1) Institutional Reform 2) The nature and form of initial teacher education. 3) Continuing professional development 4) Teacher qualifications and deployment 5) Managing the system 6) Human resource development 7) Research and Quality assurance. The concepts of ownership and participation should be the main planning principles guiding the process.

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Ministerial Conference on Strategic Resource Planning (SRP) for Girls' Education in Africa

In March 2000, a conference in Lusaka gathered Ministers (or deputies), Civil Servants, professional researchers and donors to discuss findings and further action plans linked to the SRP programme on gender and schooling carried out in nine African countries and commissioned by the Forum for African Women Educationalists (FAWE). The SRP Programme, which started in 1995, had the following key objectives:

- To provide policy makers with a reliable management tool to allocate scarce resources in a way that would efficiently and effectively target those interventions that would result in higher female enrolment, retention and achievement at the primary level.
- To create capacity in each country of a core group of ministerial and academic individuals who are capable of developing a research group, implementing field studies, and analysing and disseminating the results.
- To work with donors and participating Ministries to incorporate and translate the SRP plans into action.

Despite doubts as to whether the findings revealed anything that was not already known to those involved in issues related to gender and schooling, the process has improved the availability of data. Compared with the prevailing situation a few years ago, there are noticeably better sources of base line data and statistical information regarding Gross Enrolment Rates (GER) and Net Enrolment Rates (NER) at national levels. All delegations seemed to share the opinion that SRP has helped to gain in-depth knowledge of problems linked to gender and schooling at ministerial levels in a new and innovative way that would advance the policy makers' ability to address the major issues.

Norway, through the Norwegian Education Trust Fund administered by the African Region of the World Bank, has funded approximately 30% of the total budget of US\$ 3,425,486 in the project period (FY 1997 – FY2000).

For further information: <http://www.fawe.org> or fawe@fawe.org

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Minister of Education, Trond Giske signs Letter of Intent in Zambia

Institutional Co-operation between the Ministries

On his first official visit abroad, the Norwegian Minister of Education, Trond Giske visited Zambia at the invitation of his counterpart Godfrey Miyanda. The visit took place from 10th to the 14th of May. The main purpose of the visit was to explore the possibilities for institutional co-operation between the Norwegian and Zambian ministries of education to support the ongoing reform programme in the basic education in Zambia.

The reform programme, called Basic Education Sub-Sector Investment Programme (BESSIP), is a sector-wide approach with the objective of **increasing access to and improving the quality of basic education**. The programme is supported by many donors and is also seen as a pilot programme because several donors, including NORAD, have agreed to pool their funds.

BESSIP consists of different elements such as improving infrastructure, increasing the number of teachers, health and nutrition aspects, gender issues, HIV/AIDS, decentralisation of decision-making and improving managerial skills at all levels.

The Norwegian Ministry of Education has previously participated in different studies and also acted as consultant to NORAD on educational matters in Zambia. On the basis of several discussions and of needs identified by the Zambian ministry, the two education ministers signed a Letter of Intent (LOI). The main target is to formalise institutional co-operation between the ministries focusing on such areas as:

- Reform implementation
- Utilisation of resources
- Developing model districts and schools
- Encouraging twinning of schools

The discussions emphasised that co-operation is based on dialogues between colleagues targeting policymaking and administrative skills at different levels in the educational system.

Minister Giske also met the President of Zambia, Mr. Frederick Chiluba and exchanged views on education as well as on other topics in the international arena. After the meetings in Lusaka the two ministers went to Southern Province and had discussions with the educational authorities on the decentralisation aspects of BESSIP. Redd Barna works closely with the district level authorities on basic education integrated into BESSIP and Tor Elden, Redd Barna Representative in the region, made a presentation on this collaboration.

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Evaluation of Stromme Foundation (SF) Child Sponsorship Program (CSP)

The CSP aims at supporting and ensuring schooling for children at risk in Eastern Africa. An evaluation team visited four NGOs in Uganda and Rwanda in October and November last year. The evaluation had three objectives,

to evaluate the management of the projects, to look into impact on the quality of education, and to come up with suggestions for future strategies.

The management and monitoring of the projects varied, from a rather centralised approach using social workers at NGO HQ to visit the schools frequently, to a much more decentralised management system, where community volunteers were utilised more extensively.

The relationship between the schools and the local partner also differed regarding responsibilities, the sharing of information and following up of the children.

The general lack of educational materials in the public schools was found to be of great concern. The local partners also had little influence on the *quality* of education.

Despite the implementation of free primary education in Uganda and the fact that children are allowed to attend school without uniforms, all NGOs visited paid school fees, gave out uniforms once or twice a year and supported the children with educational materials. In Rwanda governmental regulations were in place to provide scholastic materials and direct financial support to orphans in Rwanda.

The evaluation report therefore recommended that Stromme Foundation and its local partners co-operate closely with local governmental organisations and schools in informing the beneficiaries about the national policies and their rights so that the CSP support really meets the actual needs. The team also recommended that the NGOs should focus on the "Empowerment of Families" rather than on the direct sponsoring of individual children. Income generating activities linked to functional skills training and literacy programmes, alternative and flexible school arrangements should be developed jointly with the local stakeholders.

The findings of the evaluation were discussed in a feed back seminar with all local partners present after the evaluation. Future strategies and concepts for family empowerment were discussed and developed further.

Ellen Carm, LINS

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Conferences

XIII International AIDS Conference, Durban

The XIII International AIDS Conference will be held in Durban, South Africa from 9-14 July 2000. As the Sub Saharan region has the largest number of HIV+ cases, the choice of South Africa as the host country for the conference will highlight the need for a rapid response to the pandemic in this area of the world.

The theme of the conference is, "Break the silence", referring to the urgent need to direct higher attention to the issue of HIV/AIDS at all levels of society. Since 1985, such conferences have taken place regularly, and some 15 000 participants from all over the world are expected in Durban. The participants will include leading scientists and researchers, people living with HIV/AIDS, NGO representatives and high level governmental representatives. The conference has an extensive programme, covering both the social and medical aspects of the HIV/AIDS pandemic. More information can be found at www.aids2000.com

Anne-Marie Helland

Input and feedback to Educaid are appreciated

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

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