

Programming Guide for Strategy Papers

Programming Fiche	Author: M. Karjalainen, A. Jensen, DEV B/3 Amended by Catherine Naughton, CBM
Education <i>Amended to show how a disability dimension could be included, in the framework of the project</i> www.make-development-inclusive.org ; contact catherine.naughton@cbm.org	Date: January 2006 Amended on: October 2007

For justifications on the disability entry points see: **Justification: to support the inclusion of a disability perspective in the Education Sector**

1. Education in the fight against poverty

An educated population and workforce is a prerequisite for building a democratic society and a well functioning economy offering opportunities to all. To achieve this vision, the world community embraced the Education for All (EFA) Framework and the Millennium Development Goals (MDGs), which prioritises the EFA goals of universal primary completion and gender equality at all levels of education by 2015. Yet today, over 100 million children are still out of school, including 59 million girls; **one third of children out of school are children with disabilities**. Against this background, and in line with the European Consensus on Development, the EC will focus on the following priorities:

- To achieve quality universal primary education and vocational training.
- To address inequalities, particularly by promoting girls' education and safety at school (this includes orphans, children in conflict/post-conflict areas, **children with disabilities**, hard to reach children, etc.).
- To ensure a holistic and coherent approach encompassing all levels and types of education (e.g. pre-school education, secondary education, vocational education and training, higher education, adult literacy, life-long learning, etc.) allowing for a differentiated EC response to the specific priorities, needs, capacity and state of development of each partner country.
- To pay special attention to the impact of HIV/AIDS on education and how education can contribute to responding to the pandemic.
- To support the development and implementation of nationally-anchored sector plans.

Consideration will be given to prioritising education in the programming of the following countries: where progress towards the education MDGs is off-track; where the EC is already active in education; which are eligible for support under the Fast-Track Initiative; where the EC provides general budget support (GBS); where there aren't enough donors in education.

Coordination, harmonisation and complementarity with other donors (particularly Member States) and partner countries will be essential to increase the coherence and efficiency of development aid, reduce transaction costs, avoid redundancies and duplications, and improve

the capacities of partner countries. Education is particularly well suited to greater EC/EU coordination and harmonisation given the large consensus that exists around it.

2. Sector analysis in preparation for the EC's support:

A thorough analysis of the education sector will be carried out through a three-step approach. It will be essential in determining whether there is a good foundation for an EC support to the sector and to determine the orientations of this support. Where the EC is already active in education, this will mainly consist in an update. This approach will draw on existing resources and expertise, whether in the delegation, the partner government or other donors:

- The first step will consist in carrying out a review of the state of play of the education system. The aim will be to get a good overview of the performance of the education system in terms of quality and quantitative output. This will be based on the analysis of a key indicators using statistical data, with due attention being paid to the reliability of data. A list of most commonly used indicators is provided in the annexed Education indicator matrix, which provides a snapshot for a given year (Table 1) and over five years (Table 2).
- As a second step, an analysis of the partner country's education and training policies will be carried out. This will determine whether there is a strong government commitment to education, based on a comprehensive and credible education sector plan, developed in association with key stakeholders, including civil society and donors. This will help decide on the adequacy of an EC support to education and training, as well as its configuration in terms of priorities for the policy dialogue and of support mechanisms.
- The third step will consist in estimating the partner country's need for EC support in education, both in financial terms and as far as capacity is concerned. This will help determining the financial level and technical assistance components of the EC's support.

3. Defining the orientations of the EC's education support

A four-track approach will be implemented to help designing the EC programming based on the EC's policy orientations and the analysis of the partner country's education system:

1. Ensuring ownership and participation: The EC's action will come in support to the country's own priorities, as outlined in the PRS or equivalent document and the education sector policy. Genuine ownership implies that the PRS and sector policy have been developed in close collaboration with relevant stakeholders. Where there is no such sector policy, the EC will support its emergence. The identification of the EC's priorities will be based on an in-depth policy dialogue with the partner government and relevant stakeholders. The EC's priorities and aid modalities will be unique to each partner country, reflecting its specific needs, state of development and characteristics.

2. Identifying priorities for the EC's support: Possible aims which the EC could choose to pursue include accelerating progress towards the education MDGs (i.e. universal primary education and gender equality at levels of education by 2015), addressing the bottleneck in post-primary education **removing the gross inequalities faced by children with disabilities in relation to access to education**, strengthening the link between education and the job market, addressing the challenge of HIV/AIDS in education, addressing the challenge of child labour as obstacle to education, scaling up, strengthening capacity, and supporting the elaboration of a sectoral MTEF.
3. Determining the support mechanism: Sector budget support (SBS) is the EC's preferred mechanism to support education, as it is the approach most favourable to ownership and has the advantage to cover recurrent costs and not only capital, which is essential to scaling up in a sector where salaries represent the bulk of the budget. The launch of an education SBS operation is conditioned by a number of factors: a coherent and credible sector plan, sufficient capacity to implement the sector plan and monitor its implementation, a coherent and credible MTEF for education (not mandatory), and a proper sector dialogue. A project will be preferred where these conditions are not met, particularly in fragile or failing states, and in conflict or post-conflict situations.
4. Ensuring coordination and harmonisation: The EC will devote particular attention to stepping up coordination and harmonisation with the partner country and other donors, particularly EU Member States. This will be based on the implementation of some or all of the following practical steps: an open dialogue with other donors active in education (ideally including NGOs **including those with particular expertise in access to education for children from hard to reach groups such as the girl children, children with disabilities, etc.**); institutionalisation of the dialogue through the creation of a cooperation structure; transparency regarding donors' planned support; joint analytical work; pooling of technical assistance; common procedures; common indicators; greater formalisation of the cooperation through a MoU; and silent partnerships.

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4. Useful links for more information on the concept

EC Policy documents:

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

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

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", EN
- 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)
- Toolkit on mainstreaming gender equality in EC development cooperation

Reference Web sites:

- "Education and training" DG DEV Web page 4
- "Education for All Fast Track Initiative" DG DEV Web page
- Homepage of the Thematic Network on Education and Training AIDCO Web page
- "Education For All Fast Track Initiative" Worldbank Web page
- "Education For All Framework" UNESCO Web page
- UNESCO Institute of Statistics
- UN Millennium Development Goals
- UN Millennium Development Goal Indicators Database
- [UNESCO Inclusive Education](#)
- [World Bank: Education for All: publication 'Inclusive Education, an EFA strategy for all Children](#)

5. List of indicators

TABLE 1) Education indicator matrix – Year 2005 (to be adapted)

Input Indicators - Financial		Indicative value
Spending on education as a % of national budget		20%
Spending on primary as a % of education budget		42-64%
Spending on secondary as a % of education budget		-
Spending on VET as a % of education budget		-
Spending on tertiary as a % of education budget		-
Spending on developing an inclusive		

educational system for all					
Expenditure to support the education of children with disabilities (eg training of special educators, training of teachers with skills in inclusive education for children with disabilities, development of adapted materials, physical adaptations/ improvements to schools to make them more accessible)					
Non-salary part in total education budget					33%
Input Indicators – Administrative, regulatory		Yes	No	Ideal	
Existence of education sector policy				Yes	
Existence of an MTEF for education				Yes	
Existence of a policy on inclusion of children with disabilities				Yes	
Abolition of primary school fees				Yes	
Abolition of mandatory uniforms				Yes	
School meals				-	
Separate latrines				Yes	
Output Indicators	Rural	Urban	Metropolitan	Indicative value	
Pupil/teacher ratio				40:1 (or less)	
Pupil/classroom ratio					
Pupil/book ratio				1:1	
Teacher salary as % of GDP				3.5	
Private schools enrolment				10% or less	

Number of teachers trained				Depending on actual needs and national objectives
Number of teachers trained in inclusive education				Depends on actual identified needs and objectives
Number of teachers trained in special education				
Number of classrooms built				Depending on actual needs and national objectives
Number of accessible classrooms built/ adapted				Depends on actual identified needs and objectives
Number of accessible latrines built/ adapted				Depends on actual identified needs and objectives

Outcome Indicators	Rural		Urban		Metropolitan		Indicative Value
	Boys	Girls	Boys	Girls	Boys	Girls	
Primary NER or GER (%) <i>Incl. Participation and enrolment of children with disabilities</i>							100%
Primary completion rate (%) <i>Incl. Participation and enrolment of children with disabilities</i>							100%
Secondary NER of GER (%) <i>Incl. Participation and enrolment of children with disabilities</i>							100%

Full-cycle completion rate (%) <i>Incl. Participation and enrolment of children with disabilities</i>							-
Participation in VET (%) <i>Incl. Participation and enrolment of children with disabilities</i>							-
Participation in tertiary (%) <i>Incl. Participation and enrolment of children with disabilities</i>							-

TABLE 2) Multi-annual education indicator matrix – 2000-2005 (to be adapted)

Input indicators	2000	2001	2002	2003	2004	2005
Spending on education as a % of national Budget						
Spending on primary as a % of education budget						
Output indicators	2000	2001	2002	2003	2004	2005
Pupil/teacher ratio						
Pupil/classroom ratio						
Pupil/book ratio						
Teacher salary as % of GDP						
Private schools enrolment						
Number of teachers trained						
Number of classrooms built						
Number of teachers trained in inclusion / education of children with disabilities						
Number of accessible / adapted classroom built						

Number of accessible schools latrines built						
Outcome indicators	2000	2001	2002	2003	2004	2005
<u>Primary completion rate (%)</u>						
Primary completion rate – Boys						
Primary completion rate – Girls						
Primary completion rate (%) children with disabilities						
<u>Primary gross or net enrolment rate (%)</u>						
Primary gross or net enrolment rate – Boys						
Primary gross or net enrolment rate – Girls						
Primary gross or net enrollment rate (%) children with disabilities						
<u>Secondary gross or net enrolment rate (%)</u>						
Secondary gross or net enrolment rate – Boys						
Secondary gross or net enrolment rate Girls						
Secondary gross or net enrollment rate (%) children with disabilities						
<u>Participation in VET (%)</u>						
Participation in VET – Girls						
Participation in VET – Boys						
Participation in VET (%) children with disabilities						
<u>Participation in tertiary (%)</u>						
Participation in tertiary – Boys						
Participation in tertiary – Girls						
Participation in tertiary (%) children with disabilities						