

Aid for Education

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2010 EFA GMR
Colloquium
March 8th

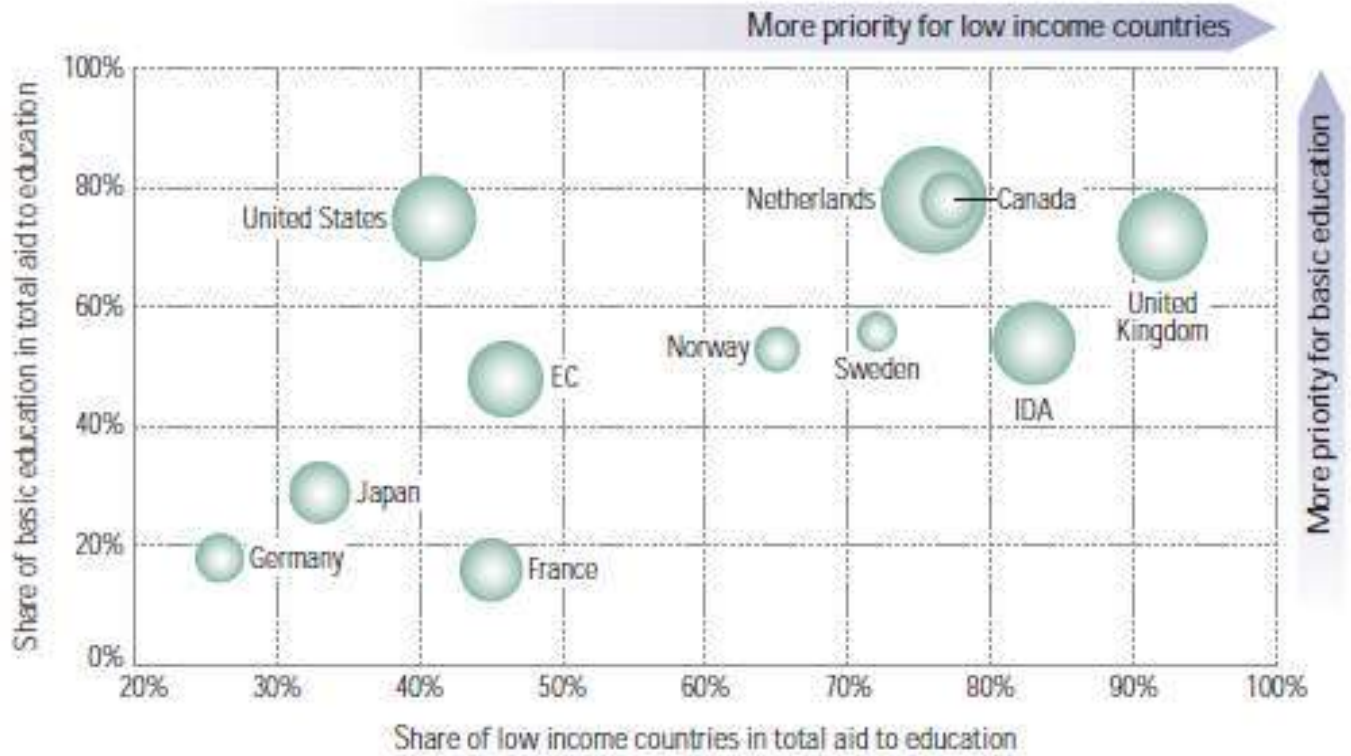


Outline

- Why is aid to basic education in low income countries low?
- From FTI to a new global education partnership in 2010
- The UK commitment



Donor priority to LICs and basic education, 2006-2007 average (UNESCO, 2008)



Obstacles to basic education financing

- Donor prioritisation and leadership
- Evidence and advocacy
- Aid architecture
- Donor capacity
- Partner absorptive capacity
- Partner demand

*ODI Donor Financing of Basic Education:
Constraints & Opportunities*

Increasing aid is not enough

- Allocation of education aid needs to improve
- Quality and efficiency
- Be smart about the role of aid
- Demonstrate results



The FTI Evaluation

- The **Indicative Framework** has meant that the FTI has not been as inclusive as it needed to be and has hindered its work in fragile and conflict affected states
- **Clarity of role** Although the FTI is focused on primary, funding has in fact supported other sectors
- **Measurement of impact** has not been systematic or unequivocal
- **Governance**, particularly a lack of southern voice
- **Weak Secretariat capacity** and lack of transparent independence



FTI: Transformation, not incremental change

- **Pace of change is critical**
- **A stronger voice for developing countries and civil society**
- **A clearer role for the World Bank**
- **A focus on those most in need**
- **Measuring impacts**
- **A Progressive Framework**



A new 'global education partnership'

In our Education Strategy, we are committed to helping to develop a new 'global education partnership'

- **A clear and unified vision, comprehensive international support**
- **A revitalised approach to education**, responding to many of the points raised in the evaluation and the GMR, offers the best chance of meeting the MDGs.
- **A renewed commitment** across donors, G8/G20, partner governments, civil society, faith groups, and the private sector to:
 - Deliver greater and more predictable funding
 - Increase the focus on fragile and conflict-affected states
 - Focus on quality, equity, and inclusion



2010 a crucial year

- **MDG Review Summit.** We want to see the development of a comprehensive plan to ensure that we meet all the MDGs. We recognise that education has a crucial role to play in all MDGs, not just MDG 2 and 3.
- **Education Summit.** This was announced during President Zuma's State Visit last week. This is an amazing opportunity to build on the 1GOAL campaign, and to achieve three things:
 - Increased financing from donors;
 - Policy shifts from developing countries; and,
 - The relaunch of a reformed FTI.
- **G8/G20.** With the emergence of the G20 as the predominant international forum for economic issues, the G8 role in development will also alter. This year we will begin to see how far the G20 takes on the challenges of development, and education.

The UK Commitment

- We will meet our commitment to spend at least £8.5 billion over the 10 year period to 2015
- Annual expenditure will rise to £ 1 billion per annum by 2010, half of which will go to Africa
- We will allocate most of our aid to basic education – around 70%
- Increase the proportion and volume of bilateral education aid to fragile and conflict affected states – around 50%



Learning For All: DFID's Education Strategy 2010 – 2015

www.dfid.gov.uk/educationstrategy

