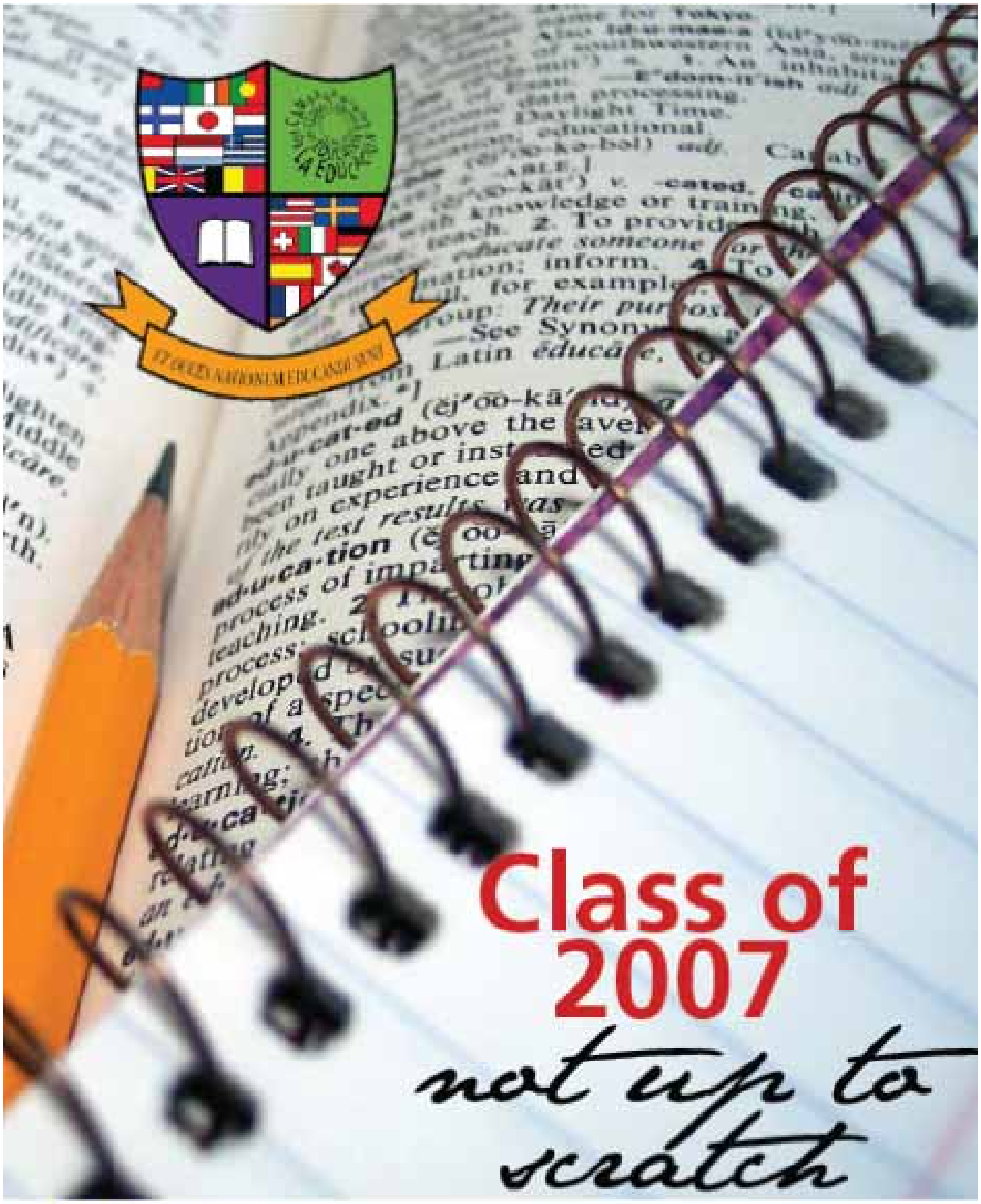

Class of 2007 *not up to scratch*

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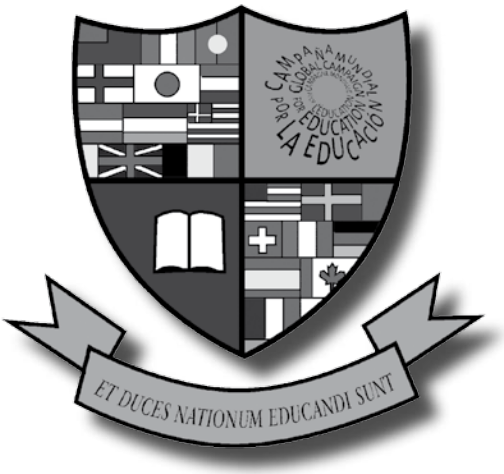

Class of 2007

not up to scratch

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EVERY CHILD
TEAC
If you can read this, thank a teach
EDUCATION

Promises to children should never be broken

Nelson Mandela, 2006

Promises To Keep - Donors must make 2007 a breakthrough year for education

Each year, GCE holds donor governments to account for their promises on education, using this 'School Report' as the method to benchmark their performance. In 2007, campaigners and learners, parents and children, were expecting to see rich nations race for the finishing line of 2015 – the date set by the world to achieve a range of vital targets in education. Yet this report shows that donors have slammed the brakes on progress, devastating the expectations of those who dared to dream that no future generation would have to live without the light and hope of education in their lives. This means millions of children have missed their chance to go to school due to the poor performance of the Class of 2007.

GCE's top three demands for 2007 are:

- Donors must immediately commit their fair share of the $9 billion needed this year to get every girl and boy into school.
- Donors must publicly pledge that by 2009, aid to basic education will reach $16 billion per year to enable adults, children and infants to lift themselves out of poverty through education.
- Donors must back the Education for All Fast-Track Initiative with real, upfront resources, to encourage truly ambitious planning by developing countries.

Education For All: A dream within reach?

Seven years ago, at the turn of the Millennium, it seemed that a new era of hope had arrived for the poor, the sick, the neglected and forgotten of the world. In a spirit of optimism and co-operation, leaders of rich and poor countries together committed themselves to a range of goals and targets to end global poverty and make the world a fairer place. Central to these were the Education For All (EFA) goals agreed by over 180 countries in Dakar in April 2000, which guaranteed every child and adult the chance to transform their lives through education.

The Six EFA goals set for 2015:

- Expand early childhood care and education.
- Ensure all children, especially girls, complete free and compulsory, good quality primary education.
- Ensure equal access to learning and life-skills training for young people and adults.
- Achieve a 50% improvement in adult literacy rates.
- Achieve gender equity in primary and secondary education.
- Improve the quality of education – especially in literacy, numeracy and life-skills.

Crucially, a breakthrough was also achieved in the vital arena of financing, in recognition of the fact that many countries were hampered in their efforts to bring education to all their people by paucity of funds. Achieving universal education thus became owned as a mutual responsibility of all nations. This new 'global compact' was expressed thus:

'The international community acknowledges that many countries currently lack the resources to achieve education for all within an acceptable timeframe… We affirm that no country seriously committed to education for all with be thwarted in their achievement of his goal by a lack of resources.'

Study after study shows that basic education – especially for girls and women – is simply one of the best development investments that can be made. Education plays the pivotal role in the fight against poverty, maternal and infant mortality, ill-health, and especially, against HIV/AIDS [i]. This reality was acknowledged again in 2000, when not one, but two, of the EFA targets were incorporated into the Millennium Development Goals (MDGs) – completion of primary schooling for all children, and elimination of gender inequality at all levels of education. And, remarkably, within two years a plan was put in place to put the promises into action. The Education For All Fast Track Initiative (FTI) was launched in 2002, with the aim of ensuring that good education plans were backed by more, better and faster aid.

Since that date a combination of good planning and more cash – from both aid and domestic resources – has begun to show serious results. The numbers of children enrolling in school is rising at an unprecedented rate. Around 37 million [ii] more children were brought into the schooling system between 2000 and 2005, and the gender gap is slowly closing. Most progress is being made where the challenges are greatest – in sub-Saharan Africa and West and South Asia. Public spending on education has increased as a share of national income in around 70 countries [iii]. This kind of progress has been crucial in helping children such as Winnie, below, to go to school.

Case Study

Winnie's story

Winnie Adhimabo is an orphan. She never knew her father and her mother died last year from AIDS. She has 2 older brothers, the eldest is boarding at secondary school - she lives with her younger brother and sister in a one-roomed house. Winnie is the head of the household and does all or most of the housework, 'It's what women do' she told us. So after school she has to wash school uniforms, cook, wash utensils, fetch water, fetch and buy food, take care of her siblings and revise for school! Despite these difficulties, the policy of free education in Kenya has enabled Winnie to go to school. For her, the most important things in life are education and parents. Winnie is 13 years old.

i GCE (2005) Girls Can't Wait – Briefing paper for the UN Beijing +10 Review

ii 2006 FTI Status Report, prepared by the FTI Secretariat for the Partnership Meeting, November 2006. Cairo

iii All information sourced from EFA Global Monitoring Report 2007 'Strong Foundations. Paris: UNESCO

Yet, as the halfway point to achieving EFA approaches in 2007, we see that grave challenges still remain. **80 million children are out of school and almost a billion adults are illiterate.** This means that 1 in 5 of the world's population are denied their fundamental right to an education. At current rates of progress, at least 75 countries will not achieve universal primary completion by 2015 – many of them are so off-track that they won't reach the target in 80 years, let alone 8. Most will fail to achieve all six EFA goals by 2015. Deadlines are beginning to loom large; every child must enrol in school by 2009 if the target of universal primary completion by 2015 is to be realised. Without free and compulsory primary education, children like Freeman, below, will continue to suffer servitude and humiliation.

Case Study

Freeman's story

Freeman Gadri is 15 years old. Until his liberation, he was enslaved to work 7 days a week, 52 weeks a year as a fisherman's assistant in the Volta Region of Ghana. He did this from the age of 6 years old. His daily routine involved rising at 4am, in the cold of the morning, to lay nets in the lake. Because of his age and size, much of his day would be spent bailing out water from the bottom of his master's boat. Freeman was also made to dive deep into the cold water to disentangle trapped nets, keeping him in the water for hours. Beatings and abuse were a regular part of his life.

Freeman's life was transformed when he was rescued from labour 4 years ago, and reunited with his mother. He finally fulfilled his dream of attending school, and is now studying building at college.

The year 2005 gave a further boost to the hopes of parents and children worldwide. Rich countries used the milestone events of the year – notably the G8 and the MDG Summit – to renew their pledges to improve the lot of poverty-stricken nations and people. They promised to cancel the unpayable debts of 18 countries, and to add $50 billion annually in overseas development assistance (ODA) by 2010. Half of this latter should, they declared, go to the neglected region of sub-Saharan Africa, where many of the world's most intractable pockets of poverty remain. Basic education remained a top priority in the communiqués of both events, which committed the world once again to ensure 'complete, free and compulsory primary education of good quality' for all (G8 Declaration).

2007 – Learning at the crossroads

It appears, though, that these lofty promises have not been matched by action – the money has not been provided to give the declaration a chance of success. **Astonishingly, donors' own reports to the OECD Development Assistance Committee (DAC) show that total aid commitments to basic education actually fell from a high of $4.4 billion in 2004, to somewhere below $3 billion in 2005.** While some of this drop is due to accounting and reporting anomalies[iv], it is a travesty that instead of an increase in funding in 2005 a decrease occurred – especially one of such significant proportions. At the present time, education data for 2006 is not available, but it is scandalous that the latest figures show that the overall ODA in 2006 has decreased for the first time in 10 years.

iv 86% of the decrease for 2005 was concentrated on 3 countries: India, Bangladesh and China. All of these had seen very large commitments in 2004.

These shocking revelations cast serious doubt on donors' credibility and commitment to achieving development goals, and will blight the hopes of parents, children and illiterate adults. They show starkly that politicians' warm words are all too often not matched by real action where it counts – in countries where millions still languish in the streets, or toil in hard labour instead of going to school. This is why it is crucial that at the milestone events of 2007 – the May 2nd 'Keeping Our Promises' conference, G8 Summit and Dakar +7 High-Level Group actual financial commitments are made to back up the promises on education.

Where does the blame lie? G7 nations earn the worst results

A search for those responsible reveals a depressing list of the usual suspects; our report shows that almost all G7 countries are not up to scratch in helping the world to reach Education For All. All but 2 of them trail in the bottom half of our 'class of 2007', ranked on a range of indicators to allow us to judge their performance on aid quantity and quality. **No G7 nation is yet giving its fair share of the $9 billion [v] per annum estimated as the bare minimum needed to give every child the chance of completing a primary education. And there is still a very long way to go to reach the estimated annual requirement of $16 billion per annum to deliver on the full EFA agenda [vi].**

Primary education in the spotlight – G7 miss the mark by a mile

- Canada gives 60% of its fair share. It needs to give an additional $125 million each year.
- France gives 61% of its fair share. It needs to give an additional $230 million each year.
- Germany gives 39% of its fair share. It needs to give an additional $472 million each year.
- Italy gives 17% of its fair share. It needs to give an additional $404 million each year.
- Japan gives 30% of its fair share. It needs to give an additional $914 million each year.
- The UK gives 92% of its fair share of $9 billion per annum. It needs to give an additional $48 million each year.
- The US gives 22% of its fair share. It needs to give an additional $2.7 billion each year.

If all G7 countries stumped up the cash, this would provide an additional $5 billion each year – enabling some 60 million or so more children to go to school. $5 billion is the equivalent of 5 weeks' spending on the EU Common Agricultural Policy or the cost of just four US 'Stealth Bomber' planes.

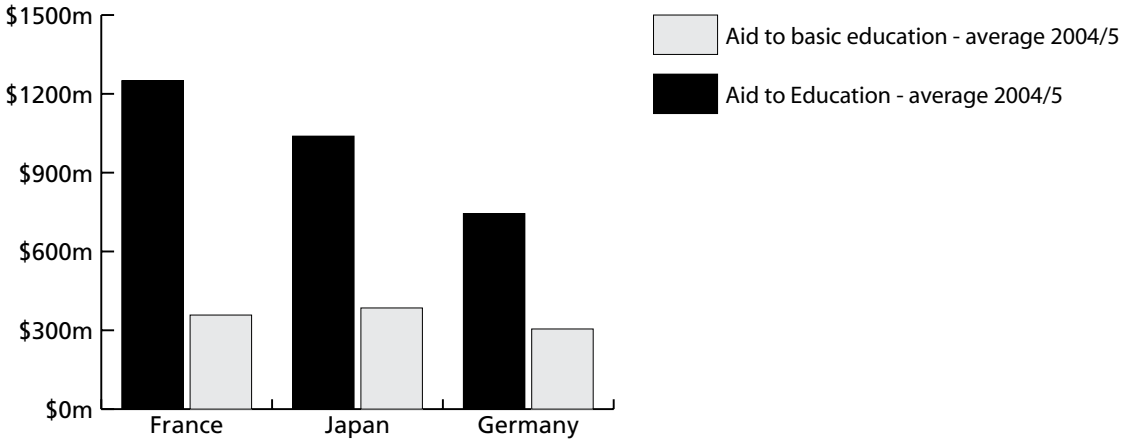
v According to the 2007 EFA Global Monitoring Report – closer to $10 billion at today's prices

vi DFID/Treasury (2005) From Commitment to Action. London.

In some rich countries, the scarcity of funds for basic education is a reflection of weak political will towards development assistance in general. Class stragglers in this area are Canada, Italy, Japan and the US, all of which have scores below 10 in our ranking of countries' performance on ODA. The commitment to reach 0.7% GNI in aid was given as long ago as 1970, and yet only 5 of those in the elite club of the world's richest countries have proved themselves as good as their word. Unsurprisingly, these generous nations – Norway, the Netherlands, Denmark, Luxembourg and Sweden – compete for the top spot in the class overall as well as gaining full marks in this subject. Still others should be commended for their efforts: Austria, Belgium, France, Ireland and the UK all attain higher-than-average marks, even if they still have some distance to go before meeting the target. Disappointingly, the world's wealthiest countries – Japan and the US – are among the most miserly, with a devastating impact on the total available for development aid.

Basic education – back of the queue

But sufficient funding for basic education will not be generated through a simple increase in overall ODA, it will also require a major re-orientation of countries' aid towards basic education from other sectors and levels. **Even if the 2005 ODA commitments are met in full, by continuing on current trends, the financing for basic education will provide nowhere near enough to give every girl and boy a chance of an education, improve quality and grant second-chance learning opportunities for those who have missed out.** Countries such as Germany, Japan and France report large volumes of aid to education overall, for example, but these impressive-looking sums are spent mainly on scholarships and prestige projects at other levels of education. This leaves recipient countries with little more than pocket change to spend on sending poor children to primary school, or enabling mothers to gain the literacy and numeracy skills needed to give care to their families and earn a decent livelihood.



Here again, it can be seen that some donors have succeeded in matching their deeds with their words. Some of the class stars are familiar and expected – Luxembourg, Norway, Denmark, and the Netherlands all ensure that their aid is targeted to those levels of education where it is most needed. Others, notably New Zealand, Ireland and Finland, deserve commendation for their efforts in making sure that their money counts by spending it where it matters most – on basic education. The UK must also be praised for its recent announcement of a forward intention to raise ODA for primary schooling to $1.5 billion per year by 2010. This is exactly the kind of upfront commitment needed to send a message to education and finance ministers of developing countries, that predictable, long-term aid will be available to fund their education strategies.

Donors, darlings and orphans – money follows interests

Another factor that results in children being left behind is rich countries' persistence in favouring development partnerships with countries in which they perceive a strategic interest or where they have historical links. Our score cards show that only the UK and Denmark are really making the grade when it comes to focusing education aid on low-income countries. In fact, almost half of all education aid (49%) is allocated to middle-income countries, many of which have long since achieved universal primary education. Recent research shows further that children living in the most difficult of circumstances are even more disadvantaged. Less than 20% of aid to education is available for a list of countries defined as conflict-affected and fragile states [vii].

This leaves many nations facing big education challenges with serious shortages of cash - despite having mobilised domestic political will towards achieving the goals. This is most amply demonstrated when we examine the experience of the Education For All Fast-Track Initiative (FTI), the innovative approach developed since 2002 to ensure that aid is targeted where it can most effectively be spent, and to incentivise low-income countries to plan ambitiously.

FTI encourages developing countries to place a single sector plan for the achievement of EFA at the forefront of their poverty reduction strategies, demonstrably backed with domestic resources. The theory is that donors respond by providing coordinated and increased financial and technical support, in a transparent and predictable manner. Yet, as more and more poor countries pass the stringent tests of viability and political commitment required to get the FTI stamp of approval, donors dawdle and dissemble instead of coughing up the cash.

As of April 2007, 29 developing countries have fulfilled their side of the FTI 'contract', but donors have replied with a shoddy and lacklustre response. Each year their contributions fall far short of needs. **In 2007 the collective shortfall for FTI-endorsed countries is close to $750 million – representing small change for the richest countries on earth, but a critical brake on progress for impoverished and indebted states.**

As can be seen from the table below, low-income countries have done admirably well in raising domestic funds – over 80% of the money for these plans will come from domestic resources. In some instances, notably Rwanda, Ghana and Madagascar, the donors too have stepped up the pace – this must be applauded.

But tragically, some of those facing the biggest challenges remain stranded, having raised the hopes of their populations in vain. These include a number of African countries which still have over a million children out of school: Burkina Faso, Ethiopia, Mozambique and Niger. All have taken bold steps to open the doors of learning to all, including such measures as the abolition of user fees and active pursuit of policies aiming to redress the gender balance. The message their experience sends is: your efforts may not be rewarded. Now, this innovative initiative of great potential is in a precarious position just when it should be the centrepiece of the drive to achieve EFA.

vii As defined by Save the Children 'Last in Line, Last in School' April 2007

Breaking the FTI 'contract': what countries could do with the missing money

Case Study

Niger

The first UN Millennium Development Goal to get as many girls as boys into primary and secondary school by 2005, was missed in over 90 countries. In countries such as Niger, only one in three girls have the chance of an education. Over a million children in total are out of school.

This does not mean that Niger is not committed to the EFA goals. On the contrary, Niger has endorsed the policy prescriptions emerging from the Education Decade in Africa, the United Nations Special Initiative for Africa, and the Dakar Framework for Action on Education for All, as well as recommendations of the Summit of Heads of State of the six countries with the lowest enrolment rates. It has also developed a strong ten-year (2002-2012) Education Development Programme (Programme Decennal de Development de l'Education, PDDE) to increase access to education and enhance the quality and management of the country's education infrastructure. It gained FTI endorsement as long ago as 2002.

While Niger's education challenges remain huge, it is also one of countries showing the fastest progress. They have put increased domestic and external resources – including a $5 million grant from the Catalytic Fund – to good use. In recent years, enrolments in primary schools have dramatically increased - by 61% between 1998 and 2003, equivalent to 13.1% per year. It is mysterious then, that Niger finds itself constantly short of enough funds to pursue the PDDE. In 2007, Niger's plan is underfunded to the tune of $44.4 million. These millions would not only ensure the building of classrooms and enhanced quality training and recruitment of teachers, but cover the cost of teachers' salaries, school supplies and support for education amongst Niger's most vulnerable people- nomads, girls and children with disabilities.

Case Study

Mozambique

Primary education is central to the Mozambique government's strategy of addressing poverty and promoting Education for all, and it has made substantial progress in improving access to primary education in recent years. However, about 1 million school age children still do not go to school – more than half of them are girls.

Mozambique's struggle to provide education has been hampered by the impact of HIV/AIDS, with almost 14% of the population infected. The cost to the government of providing education increased by 5% in 2006, largely due to the need to replace primary education teachers who have become ill or died. Mozambique estimates that it will need around 7,000 new teachers each year in the period between now and 2009. The current pupil:teacher ratio is

around 70:1, a number which its plan aims to bring down to 50: 1 – if it can find the money to train and employ these teachers.

Since 2002, Mozambique has built 2,000 new schools. In 2005, the government dropped school enrolment fees, giving every child a chance to go to school. But Mozambique desperately needs additional funds to do much more – to accommodate the children still out of school. Each year, between now and 2009, it will need to construct around 2,500 classrooms. The cost per classroom is estimated to around US$10,000-20,000.

The government has neither the resources nor the capacity to finance and implement the necessary changes in the education system on its own. But despite having gained FTI approval, the Education Sector Plan is still underfunded by a staggering $132 million per year. Donors' contributions would make a huge difference in regards to enabling more children in Mozambique to receive a higher quality education, and help ensure a positive future for a country deeply affected by poverty and illness.

Case Study

Cambodia

After decades of war and authoritarian government, Cambodia is still in many ways a post-conflict country. As many as 1 in 3 people in Cambodia can't read or write – that is significantly higher than for the Asia-Pacific region as a whole.

However, since 2000, Cambodia has shown steady progress in ensuring that more children have access to education, at least at a primary school level. The education sector share of total government budget increased from 13.9% in 200-2001 to 17.3% in 2004-2005. Complete primary net enrolment has nearly been achieved, with enrolment now at 92% for the total population of children of primary school age, and 91% of girls, in 2005.

Yet, Cambodia's case is typical of many in that success at primary level has created a looming challenge – enrolment in secondary school is as low as 23 % in rural areas (26% nationwide) and 15 % in remote areas. Alarmingly, as many as 95 % of children aged 12-14 living in remote areas are not enrolled in secondary schools within their districts, which implies that there is an acute shortage of secondary schools in these areas. Among 1,621 communes in the country, only 749 have lower secondary schools.

There is also a shortage of qualified teachers. The plan suggests that in order to raise the NER to 96% for primary school pupils, and from 26 to 50% for all 12-14 years olds, 20 000 more teachers need to be trained from 2006- 2010.

Given Cambodia's tragic recent past, where education at all levels was laid waste by dictatorship and war, it might be reasonable to imagine that donors would be anxious to assist in rebuilding the nation's future through education. But sadly, it seems that Cambodia won't be able to extend the promise of secondary schooling to its population, because the Education Sector Plan lacks $46 million in 2007.

Source: All data on country plans from Education For All Fast-Track Initiative website. 2007 financing gap estimates were provided in private correspondence between GCE and the FTI Secretariat.

Estimated financing needs for FTI countries [viii]

Countries		US$ millions		
		2006	2007	2008
Albania	**Primary program cost**	**162.8**	**173.2**	**178.5**
	Financing gap	14	12.9	11.9
Burkina Faso	**Primary program cost**	**92**	**92**	**92**
	Financing gap	19.8	19.8	19.8
Cambodia	**Primary program cost**	**343.1**	**330.1**	**338.2**
	Financing gap	146.5	123.3	141.5
Cameroon	**Primary program cost**		**239.9**	**261.3**
	Financing gap		0	0
Djibouti	**Primary program cost**	**32.6**	**34**	**35.3**
	Financing gap	0	0	6
Ethiopia	**Primary program cost**	**395.8**	**395.8**	**395.8**
	Financing gap	163.6	163.6	163.6
Gambia, The	**Primary program cost**	**15.2**	**15.2**	**15.2**
	Financing gap	0	5.3	5.3
Ghana	**Primary program cost**	**195.4**	**195.4**	**195.4**
	Financing gap	3.2	0	3.2
Guinea	**Primary program cost**	**144.5**	**144.5**	**144.5**
	Financing gap	25.8	25.8	25.8
Guyana	**Primary program cost**	**78.2**	**78.2**	**78.2**
	Financing gap	0	4	4
Honduras	**Primary program cost**	**375**	**375**	**375**
	Financing gap	0	0	0
Kenya	**Primary program cost**	**1,318.70**	**1,410.00**	**1,418.90**
	Financing gap	37.0	96.1	133.1
Kyrgyz Rep.	**Primary program cost**		**167.3**	**186.3**
	Financing gap		0	0
Lesotho	**Primary program cost**	**89.1**	**90.4**	**92.9**
	Financing gap	0	0	6.9
Madagascar	**Primary program cost**	**166.9**	**137.5**	**195.5**
	Financing gap	48.3	10	84.3
Mali	**Primary program cost**	**115.3**	**150.3**	**160.9**
	Financing gap	0	7.2	16.5
Mauritania	**Primary program cost**	**31.4**	**31.4**	**31.4**
	Catalytic fund	0	0	0
	Financing gap	6.2	6.2	6.2
Moldova	**Primary program cost**	38.6	40.6	42.2
	Financing gap			4.4

viii Source: FTI Secretariat, March 2007

Mongolia	**Primary program cost**	**113.5**	**128.7**	**134.1**
	Financing gap	25.2	9.2	12.5
Mozambique	**Primary program cost**	**210**	**210**	**210**
	Financing gap	96.9	96.9	96.9
Nicaragua	**Primary program cost**	**122.5**	**126.3**	**135.0**
	Financing gap	7	7	14.6
Niger	**Primary program cost**	**126.9**	**155.8**	**172.6**
	Financing gap	7.7	49.6	79.5
Rwanda	**Primary program cost**		**164**	**182**
	Financing gap		0	27
Senegal	**Primary program cost**		**197.1**	**206.9**
	Financing gap	26	25	28
Timor-Leste	**Primary program cost**	**23.7**	**21.8**	**20.8**
	Financing gap	0	1.5	8.2
Tajikistan	**Primary program cost**	**120.3**	**143**	**153**
	Financing gap	0	16.7	34.3
Vietnam	**Primary program cost**	**660**	**660**	**660**
	Financing gap	13	13	13
Yemen	**Primary program cost**	**449**	**464**	**480**
	Financing gap	73	62	83
TOTAL	**Primary program cost**	5421.3	6353.5	6549.2
	Government funding	4018.4	4730.2	4864.7
	Total external financing needs:	**1455.3**	**1623.6**	**1684.4**
	Direct donor funding	621.7	697	611.5
	Catalytic fund	153.6	178.8	79.4
	Financing gap	681.8	747.7	993.5

Quality counts – aid must finance education running costs, not line westerners' pockets

As in previous years, our report card highlights donors' preferences and prejudices in the form their aid takes. These have a very significant impact on the ability of aid to assist, rather than hold back, countries' efforts to build robust education systems. Although some progress has been made in recent years, practices such as tying of aid to goods and services, and use of high-cost consultancies remain a feature of aid to education. While some capacity-building and technical support is certainly necessary, this form of aid – rather than sector or general budget support – is disproportionately high. The World Bank estimates that one-third of education ODA is spent on consultants [ix]. Crucially, donors should re-orient their aid practices to support the building of strong, professional teaching force. Current estimates suggest that 18 million teachers will be needed between now and 2015 to achieve EFA [x]. Countries such as Germany, Greece, the US and Austria persist in ensuring that aid benefits the originating countries through tying and technical co-operation. This practice leaves tiny sums available for paying the salaries of teachers and covering other recurrent costs – a recent Oxfam report [xi] found that in 2004, less than 8 per cent of aid was directed into government plans and budgets. All other aid is directed to individual and capital projects, to technical assistance, and to vertical, disease-based initiatives.

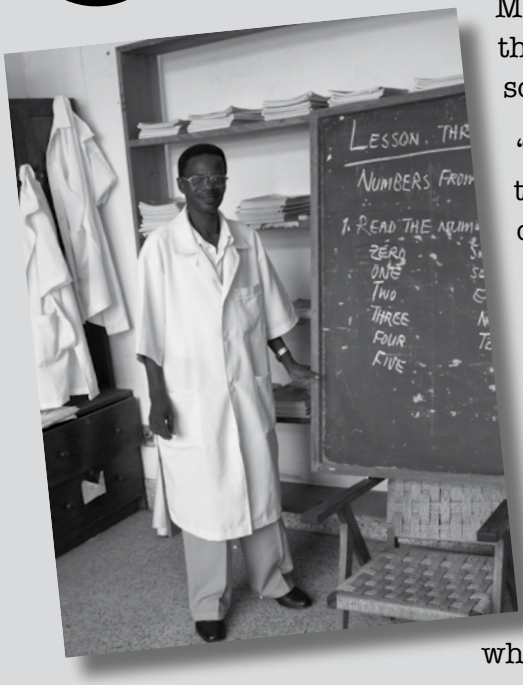
ix World Bank (2006), Global Monitoring Report, Washington DC, World Bank

x UNESCO (2006) Teachers and Educational Quality, UIS, Montreal

xi Oxfam (2007) Paying for People, Oxford

Case Study

Mendes' story



Mendes Jonas has been a teacher for 17 years, working right through a civil war in which schools were in the crossfire, and sometimes a target, of conflict.

"All the teachers had to have a gun when they went to teach in the classroom, in case the rebels came. It was very dangerous to be a teacher, but I never thought of giving up."

He teaches because he wants to see a new generation of doctors and engineers for the future of his country. But life is very hard, he teaches classes of 98 students, working from 12 noon to 11 pm every day. His earnings of just $75 a month barely cover the costs of food for his family, leaving him forced to borrow for 'luxury' items such as school books and uniforms for his own children. Despite these challenges, he has clearly communicated his love of teaching – Eddie, his youngest son, wants to be a teacher when he grows up.

Conclusion: Time for resources, not rhetoric

The clock is ticking: the reality is that Education For All will not be achieved without a massive increase in overseas development assistance. This must be delivered within two years, to enable countries to plan for the enrolment of all children by 2009 – bringing the central EFA and MDG target of universal primary completion by 2015 within reach.

GCE campaigns on the right to education, and we are therefore all too aware that universal primary education is only part of the picture. Although the record on supporting enrolment of all girls and boys is patchy, some progress has been made. The international aid agenda has too long neglected the other EFA goals – without which UPE, and other development targets, cannot be achieved. **The implication is that the total aid needed is greater than the $9 billion for UPC featured in our report cards.** By 2009, GCE estimates that an annual total of at least $16 billion will be required in ODA for basic education for all, in order for the EFA goals agreed in Dakar to be met. The 'two steps forward – one step back' approach currently favoured by donors must turn into a sustained and speedy march to the finishing line. **Only one country, the Netherlands, is currently giving its fair share of the total needed to realise the original – and still the best – vision of an integrated approach to EFA that leaves no-one, adult, child or infant, behind.**

EFA in the frame - the missing millions...

Country	Annual aid commitments to basic education, $2005 million, average 2004 and 2005	Fair share of $16 billion required for EFA	Additional aid required – US$ million	% of fair share actually committed
Netherlands	402	308.5	-93.2	130.2
Norway	136	146.7	10.8	92.6
Luxembourg	13	14.7	2.1	86.0
Denmark	84	128.3	44.2	65.6
New Zealand	31	49.8	19.3	61.3
United Kingdom	585	1,125.4	540.2	52.0
Ireland	41	84.6	43.9	48.1
Finland	43	96.6	53.7	44.4
Sweden	73	176.2	102.9	41.6
France	358	1,045.5	687.3	34.3
Canada	184	549.7	365.7	33.5
Belgium	54	184.4	130.0	29.5
Germany	305	1,381.8	1,076.7	22.1
Australia	69	335.2	266.1	20.6
Spain	103	548.2	445.1	18.8
Switzerland	35	197.2	162.4	17.6
Japan	385	2,308.8	1,923.5	16.7
Portugal	12	88.2	76.3	13.6
United States	754	6,103.5	5,349.6	12.4
Austria	16	148.9	132.5	11.0
Italy	84	867.1	782.6	9.7
Greece	7	110.6	103.2	6.7

The time for warm words is over. GCE recommends an urgent programme of action to put the world back on track for achieving the dream of Education For All.

Recommendations

A massive increase in resources is needed now to make Education For All a reality:

- Donors must give 0.7% GNI in ODA by 2010.
- Donors must immediately commit their fair share of the $9 billion needed this year for basic education. This will require a tripling of total aid to basic education.
- By 2009, a total of $16 billion in external resources will be required to achieve Education For All, including provision for early childhood, adult literacy, lower secondary, as well as measures to meet challenges of HIV and AIDS and increase demand, especially for girls, child labourers, children with disabilities and the rural poor.
- The aid should be predictable over a 5-10 year timeframe, and should be available for spending on recurrent costs, including teachers' salaries and training.

Aid must be targeted where the need is greatest:

- The FTI partnership should ensure rapid progress towards the endorsement of a further 31 countries by the end of 2007, to ensure aid is front-loaded into these plans ahead of the 2009 deadline for all children to start school (currently 29 are endorsed).
- At least 60% of the overall increase in aid to basic education should be in the form of advance commitments to finance plans endorsed through FTI processes.
- Donors should commit a minimum of 10% of their ODA to basic education in low-income countries to the FTI Catalytic Fund.
- As a matter of urgency, the current FTI financing gap of $750 million in 29 endorsed countries must be filled; additionally, the plans of a further 9 countries that have been developed since the Abuja Financing For Development conference of May 2006 should be brought into the FTI framework and fully financed.
- Donors must increase the share of aid to basic education going to states affected by fragility and conflict.
- Donors should ensure civil society's full participation in the development of education sector plans, and monitoring of education budgets and aid disbursement. This should include finding innovative ways of financing civil society work on government and donor accountability.

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1 Source: All figures from OECD DAC Online and Creditor Reporting System databases. Includes an imputed amount for multilateral aid and averages the commitments from 2004 and 2005. See Notes – Indicator 3 for more details.

Report cards by indicator

Indicator 1: Meeting the internationally recognised aid target

Measured by Net Official Development Assistance (ODA) as a percentage of Gross National Income (GNI)

GCE is a member of the Global Call to Action against Poverty and supports the call for all OECD countries to meet the UN target of giving 0.7 percent of the gross national income in aid, as agreed in 1970. The report measures this aspect of their performance in recognition of the fact that for the majority of countries, increases in aid to basic education can only be achieved if overall Overseas Development Assistance increases.

Rich countries first mentioned the aspiration to provide aid equivalent to 0.7 percent of their gross national income (GNI) in 1970. If every OECD country met this target, enough resources would be available to eradicate poverty and ensure that all children had access to good quality education. Currently, just five countries have reached the target. Furthermore, OECD governments mislead their publics into believing that more money is available to poor countries for poverty alleviation than is the case, by including in their calculations the total amount of debt relief at the time of its cancellation, even though the new money freed up for national programmes may be divided over a period of up to 40 years.

This report card reflects the official (i.e. including the full amount of debt cancellation) OECD Development Assistance Committee figures for 2006, the latest detailed figures available.

Table 1: Meeting the internationally recognised aid target

Grading:

A: 0.7% or more of GNI is given in aid
B: 0.55 to 0.69%
C: 0.4 to 0.54%
D: 0.25 to 0.39%
E: 0.1 to 0.24%
F: Less than 0.1%

Country	Net ODA as % of GNI, 2004	Marks out of 20	Grade (A-F)
Sweden	1.03	20	A
Luxembourg	0.89	20	A
Norway	0.89	20	A
Netherlands	0.81	20	A
Denmark	0.80	20	A
Ireland	0.53	15	C
United Kingdom	0.52	15	C
Belgium	0.50	14	C
Austria	0.48	14	C
France	0.47	13	C
Finland	0.39	11	D
Switzerland	0.39	11	D
Germany	0.36	10	D
Spain	0.32	9	D
Australia	0.30	9	D
Canada	0.30	9	D
New Zealand	0.27	8	D
Japan	0.25	7	D
Portugal	0.21	6	E
Italy	0.20	6	E
United States	0.17	5	E
Greece	0.16	5	E

Source: OECD DAC Preliminary 2006 aid volume

http://www.oecd.org/document/17/0,2340,en_2649_33721_38341265_1_1_1_1,00.html

Indicator 2: Providing a fair share of the funding needed to achieve universal access to primary education

Measured by the amount each donor should contribute to the funding gap for universal primary education, according to its national income (GNI)

The minimum external financing required for the achievement of universal primary education is $9 billion per annum, according the EFA Global Monitoring Report 2007. We believe that rich countries should share this financing burden fairly. This means each providing funds according to their relative wealth.

Here we calculate ODA to basic education and one third of the ODA to unspecified levels of education, as a proportion of the country's share of the $9 billion that would correspond to its share of the OECD's total GNI. So, for example, Canada's GNI is 3.4% of total OECD GNI, and it should therefore be giving 3.4% of the total.

Table 2: Providing their fair share of the funding needed to achieve universal access to primary education

Grading:

A: 90% or more of the 'fair' share of aid to basic education is provided
B: 80 to 89%
C: 60 to 79%
D: 40 to 59%
E: 20 to 39%
F: 19% or less

Country	Annual aid commitments to basic education, $2005 million, average 2004 and 2005	Donor GNI as % of Total OECD GNI	Fair share of $9 billion based on donor GNI, $ million	% of fair share actually committed	Marks out of 20	Grade (A-F)
Netherlands	402	1.9	174	232	20	A
Norway	136	0.9	83	165	20	A
Luxembourg	13	0.1	8	153	20	A
Denmark	84	0.8	72	117	20	A
New Zealand	31	0.3	28	109	20	A
United Kingdom	585	7.0	633	92	18	A
Ireland	41	0.5	48	86	17	B
Finland	43	0.6	54	79	16	C
Sweden	73	1.1	99	74	15	C
France	358	6.5	588	61	12	C
Canada	184	3.4	309	60	12	C
Belgium	54	1.2	104	52	10	D
Germany	305	8.6	777	39	8	E
Australia	69	2.1	189	37	7	E
Spain	103	3.4	308	33	7	E
Switzerland	35	1.2	111	31	6	E
Japan	385	14.4	1,299	30	6	E
Portugal	12	0.6	50	24	5	E
United States	754	38.1	3,433	22	4	E
Austria	16	0.9	84	20	4	E
Italy	84	5.4	488	17	3	F
Greece	7	0.7	62	12	2	F

Sources: OECD DAC online database, and Creditor Reporting System, 2005; DAC Development Co-operation Report.

Indicator 3: Committing to the Fast-Track Initiative

Measured by the 'fair' share that countries have contributed to the Education For All Fast Track Initiative (FTI)

The Fast-Track Initiative encourages donors to provide improved financial support to developing countries that put forward solid plans for achieving universal primary education. The plans must include sound strategies for the education of girls in particular. FTI has been hailed as one of the few working systems that enable donors to coordinate their aid, making it more efficient and effective on the ground, in countries that have viable strategies to achieve the goal of education for all, but traditionally receive little attention from donors.

This indicator measures donors' commitment to live up to the FTI compact, and ensure that countries that have received the FTI stamp of approval receive funds to enable their plans to be realised. We have measured their performance in two ways: first, we have measured their bilateral commitments to the countries endorsed since 2002 against the total external financing requirement for those countries for the period. Secondly, we have compared their commitments to the Catalytic Fund for 2006 to the estimated Catalytic Fund needs for that year.

In fairness to Australia and New Zealand, it should be pointed out that the southern Pacific countries that they do support are not among the 20 endorsed FTI countries.

Grading:

A: 18 to 20 marks
B: 15 to 17
C: 10 to 14
D: 6 to 9
E: 3 to 5
F: 0 to 2

Table 3: Committing to the Fast-Track Initiative

Country	Commitments to FTI funds for 2006 in US$m	As proportion of fair share	Points	Bilateral commitments to FTI endorsed countries 2003-2005 US$m	As proportion of fair share of total bilateral aid required	Points	Total	Grade
Ireland	5	1.1	10	32	2.7	10	20	A
Luxembourg	1	1.6	10	4	2.0	10	20	A
Netherlands	187	10.7	10	96	2.2	10	20	A
Norway	56	6.7	10	38	1.9	10	20	A
Sweden	13	1.3	10	49	2.0	10	20	A
United Kingdom	133	2.1	10	192	1.2	10	20	A
Canada	21	0.7	7	180	2.4	10	17	B
Belgium	1	0.1	1	27	1.0	10	12	C
Denmark	0	0.0	0	37	2.1	10	10	C
Finland	0	0.0	0	17	1.3	10	10	C
New Zealand	0	0.0	0	5	0.7	7	7	D
France	0	0.0	0	91	0.6	6	6	D
Spain	9	0.3	3	24	0.3	3	6	D
Japan	0	0.0	0	157	0.5	5	5	E
Germany	0	0.0	0	89	0.5	5	5	E
Portugal	0	0.0	0	6	0.5	5	5	E
Switzerland	0	0.0	0	7	0.3	3	3	E
United States	0	0.0	0	100	0.1	1	1	F
Italy	1	0.0	0	9	0.1	1	1	F
Austria	0	0.0	0	1	0.1	1	1	F
Greece	0	0.0	0	1	0.0	0	0	F
Australia	0	0.0	0	1	0.0	0	0	F

Sources: OECD DAC online database; FTI Status Report 2006; FTI Secretariat

Indicator 4: Focusing on the poorest countries where girls most lack access to education

Measured by the percentage of aid to education going to the poorest countries, and to those countries where the gender disparity in primary enrolment is starkest

The poorest countries in the world are those most dependent on aid financing for investments in education. This year, we refined the indicator by focusing only on Least Developed Countries (LDCs) and Low-Income Countries (LICs) to test donors' commitment to helping those most in need.

To examine the record of rich country support to achieving gender equity in education, we also mark their performance in funding the countries with the greatest gender disparity in primary enrolment.

Grading:

A: 18 to 20 marks
B: 15 to 17
C: 10 to 14
D: 6 to 9
E: 3 to 5
F: 0 to 2

Table 4: Focusing on the poorest countries where girls most lack access to education

Country	% of aid to education in poor countries	Marks out of 10	% of aid to education in countries with gender disparity = or < 80%	Marks out of 10	Total marks out of 20	Grade (A-F)
Denmark	66.1	6	54.8	10	16	B
United Kingdom	98.6	10	13.1	3	13	C
Italy	54.0	3	36.8	9	12	C
Portugal	97.3	10	6.2	1	11	C
Finland	91.6	10	4.8	1	11	C
Belgium	67.7	6	18.6	4	10	C
Ireland	86.0	10	2.4	0	10	C
Canada	75.9	8	7.0	1	9	D
New Zealand	81.2	9	0.0	0	9	D
Switzerland	40.6	1	30.2	7	8	D
United States	50.8	3	23.9	5	8	D
Sweden	63.6	5	13.6	3	8	D
Norway	79.9	8	1.4	0	8	D
Luxembourg	67.6	6	4.7	1	7	D
Greece	30.2	0	24.3	6	6	D
Netherlands	45.9	2	16.6	4	6	D
Germany	41.1	1	10.0	2	3	E
France	29.1	0	9.4	2	2	F
Australia	49.8	2	1.1	0	2	F
Japan	33.0	0	5.2	1	1	F
Spain	22.8	0	1.7	0	0	F
Austria	8.9	0	1.3	0	0	F

Sources:
OECD CRS database, Table 2
UNICEF: The State of the World's Children, 2007 Table 8

Indicator 5: Providing high quality aid to education

Measured by percentage of aid to education that is untied, combined with percentage of all ODA that is allocated to general budget support, and percentage of basic education ODA that is given as grants rather than technical cooperation.

When aid is tied, the donor places restrictions on where that money can be spent, often requiring it to be spent on goods and services in the donor country. Tied aid provides less value for money. It may be said that this puts the interest of the donor country above that of the receiving country. However, taxpayers in donor countries may dispute whose interest is truly served, as public funds are thereby spent on goods and services from privately owned companies within their own countries.

We also test whether donors are assisting countries by funding core costs, or whether they give more aid in the form of technical co-operation – which very often results in the hiring of expensive consultants. The reporting guidelines are not all that simple to translate, because donors are only given the choice of denoting 100 or zero percent of their aid for each programme as 'technical cooperation'. We include it in the realisation that technical assistance may sometimes be of value in planning education systems, but that the amounts given in this way, rather than to sector or general budget support, are very often disproportionately high.

We also include aid that enables governments to pursue national plans more efficiently and in line with national priorities. OECD research in six countries suggests that General Budget Support is a more effective means of achieving poverty alleviation results than project support. We advocate greater budget support especially because it enables countries to train, recruit and retain a professional teaching force.

Grading:

A: 18 to 20 Marks
B: 15 to 17
C: 10 to 14
D: 6 to 9
E: 3 to 5
F: 0 to 2

Table 5: Providing high-quality aid to education

Country	% of aid commitments to education untied	Marks out of 10	Budget support as % of total ODA	Marks out of 10	Technical cooperation as % basic education ODA	Marks out of 10	Total marks out of 20	Grade (A-F)
Netherlands	79	8	11.5	10	0.1	10	19	A
Ireland	100	10	2.8	6	0.0	10	17	B
Sweden	95	10	3.9	6	4.7	10	17	B
Norway	62	10	3.9	6	5.3	9	17	B
New Zealand	100	10	6.9	8	28.0	7	17	B
Denmark	100	10	0.9	4	1.4	10	16	B
United Kingdom	100	10	3.5	6	27.6	7	15	B
Canada	78	8	1.8	5	16.4	8	14	C
Finland	100	10	1.0	5	37.6	6	14	C
Portugal	99	10	1.2	5	43.3	6	14	C
Luxembourg	100	10	0.0	0	0.0	10	13	C
Japan	100	10	0.7	4	52.2	5	13	C
Spain	100	10	0.2	4	39.0	6	13	C
Belgium	100	10	0.6	4	62.5	4	12	C
Germany	78	8	0.4	4	50.2	5	11	C
France	99	10	0.4	4	87.7	1	10	C
Switzerland	100	10	0.0	0	59.5	4	9	D
Australia	49	5	0.3	4	50.9	5	9	D
Greece	100	10	0.0	0	80.2	2	8	D
United States	45	5	0.8	4	75.1	2	8	D
Italy	no data	0	0.0	0	45.9	5	4	E
Austria	3	0	0.0	0	89.6	1	1	F

Source: OECD CRS online database, tables 1 and 2, 2005 data

Notes on data and calculations

Figures are taken from data supplied by donor countries to the Organisation for Economic Cooperation and Development's (OECD) Development Assistance Committee (DAC), which is the only source of globally comparable data available. Some data also comes from the EFA Fast Track Initiative Secretariat. Between them, OECD countries possess more than half the world's wealth and provide most of the world's aid. Reliable information on composition of aid to education is difficult to obtain, although the OECD databases upon which we relied have improved as a basis for analysis. Any assumptions are set out in this section.

Shortcomings in donor reporting and aid classification systems prevented us from capturing all the aspects of aid performance that we would have liked. The most recent detailed figures available from the OECD cover 2005. In almost all cases commitments (rather than disbursements) to education aid have been used as more complete data is available and commitment data is more likely to pick up recent trends in funding.

The final scores of this School Report are largely comparable with those of the 2006 School Report, however there have been some small refinements which are noted below in the section on each indicator.

Indicator 1: Meeting the internationally recognised aid target.

Measured by Net Official Development Assistance (ODA) as a percentage of Gross National Income (GNI). This is a measure of net disbursements in the year.

Marking: The ODA/GNI ratio is multiplied by 28.6 which is the factor required to convert 0.7 into the maximum score of 20.

Indicator 2: Providing a fair share of the funding needed to achieve universal access to primary education.

Measured by the amount each donor gives to basic education relative to the amount each donor should contribute to the baseline $9 billion annual external funding needed. The fair share was calculated on the basis of each donor country's share of total DAC GNI in 2005 as reported in DAC Online Table 1.

Marking: The percentage of the fair share of funding provided by each country is multiplied by 0.2 to produce a mark out of twenty. The maximum mark is achieved by providing 100% or above.

Data analysis:

- It is not possible to obtain figures for aid to primary education. Instead, basic education is a broader category defined by the DAC as 'primary, basic life skills for youth and adults and early childhood education'.
- Aid to education also includes unspecified commitments, which may include general sector (i.e. non-project) support. It is assumed that one third of aid to unspecified education budgets goes to basic education. Hence, total basic education aid is calculated as [aid to basic education + (aid to unspecified education)/3].
- Last year, the bilateral commitments reported in the DAC Creditor Reporting System (CRS) database for 2004 were used for the calculation of basic education aid from each country. This year a slightly different method is used. Basic education funding is also reported to the DAC on the DAC Online database. In some cases this records a larger amount of basic education aid than the CRS database. In order to minimise the chance of undercounting any basic education aid, the higher of the two values was used for each country. In addition multilateral aid to basic education reported to the CRS was imputed to each donor country on the basis of their share of contributions to the relevant multilateral agencies in the period using data from Table 15 of the DAC Development Co-operation Report. This calculation was carried out for both 2004 data and 2005 data and averaged in 2005 dollars. The two year average that was used as aid commitments can vary greatly from year to year as large projects are announced.

Indicator 3: Committing to the Fast Track Initiative.

Measured by the 'fair share' that countries have contributed to the Education for All Fast Track Initiative funds and to FTI endorsed countries. The fair share for each country is, as for Indicator 2, based on each country's share of DAC total GNI in 2005 as reported in DAC Online Table 1.

Marking: For FTI Catalytic and Education Programme Development Funds: The percentage of the fair share was multiplied by 0.1 to obtain a score out of 10, where 10 is the maximum.

For bilateral funding to FTI endorsed countries: The percentage of the fair share was multiplied by 0.1 to obtain a score out of 10, where 10 is the maximum.

Data analysis:

- Last year, the fair share for the FTI funds was calculated using the total contributions to date as the denominator in the calculation. This year, an estimated total of $900m (ie 10% of total basic education aid required) was used to calculate each fair share. For example, with 7.0% of total DAC GNI, the UK's fair share is 0.07 x $900m = $63m.
- Last year, the fair share for the bilateral aid to basic education was calculated using the total estimated aid required in 2003 and 2004 for the twenty FTI endorsed countries as the denominator. This value was $1.1 bn per year or $2.2 bn in total. In this year's report the period 2003 to 2005 is covered and the denominator used is $3.3 bn ($1.1 bn for each of three years), less contributions in the period a) to the FTI Catalytic Fund and b) to these 20 countries from multilateral sources. For example the UK's fair share is 0.07 x ($3300m- (259 m+816m)) = $156m.
- The amount committed by each donor to the FTI funds is the sum of donor pledges for 2006 to the Catalytic Fund and Education Programme Development Fund as at the end of March 2007, using data supplied by the FTI Secretariat. Pledges from the EC were not imputed to individual countries and thus left out of the calculations. Last year all pledges to date were counted.
- Total basic education funding to the 20 endorsed countries is the DAC CRS recorded commitments in the period 2003 to 2005 to basic education plus 1/3rd of the commitments to education - level unspecified. Only 20 countries were endorsed up to the end of 2005.

Indicator 4: Focusing on the poorest countries where girls most lack access to education.

Measured by (a) the percentage of aid to education going to LDCs (Least Developed Countries) and LICs (Low Income Countries). (b) the percentage of aid to education going to those countries where girls' gross primary enrolment is less than or equal to 80% of boys' gross primary enrolment. Last year the indicator in part a used the percentage of education aid going to LDCs, LICs and to LMICs (Lower Middle Income Countries) however this year we have excluded aid to LMICs as this is not part of the group of countries requiring most support.

Marking: The two percentages are scored as follows to give two scores out of 10, these are then added to give a totals core out of 20.

part a	part b
>=85% : 10	>=40%: 10
>=80%: 9	>=36%: 9
>=75%: 8	>=32%: 8
>=70%: 7	>=28%: 7
>=65%: 6	>=24%: 6
>=60%: 5	>=20%: 5
>=55%: 4	>=16%: 4
>=50%: 3	>=12%: 3
>=45%: 2	>=8%: 2
>=40%: 1	>=4%: 1
<40%: 0	<4%: 0

Data analysis:

- Total aid to education used in this indicator is the total commitments recorded by each country in 2005 in the DAC CRS under sector code 110. This excludes a) funding recorded as multisector education (under sector code 430) b) funding that is not directed at a particular country (eg funding to a region) and c) education funding by multilaterals.
- The data on gross primary enrolment rates for girls come from UNICEF State of the World's Children 2007 Table 8.
- The figures for Italy cover 2004, as the data is not yet available from the CRS for 2005.

Indicator 5: Providing high-quality aid to education.

Measured by (a) the percentage of aid to education that is untied, (b) the percentage of ODA that is spent on General Budget Support, and (c) the percentage of aid to basic education and 'education unspecified' that is not spent on technical cooperation.

Marking: % of aid commitments to education untied Budget support as % of total ODA.

Each of the three measures in this indicator are given a score out of ten. These are finally added and converted to a score out of 20.

The scoring method is as follows:

part a	part b
>=95%: 10	>=10%: 10
>=85%: 9	>=8%: 9
>=75%: 8	>=6%: 8
>=65%: 7	>=4%: 7
>=55%: 6	>=2%: 6
>=45%: 5	>=1%: 5
>=35%: 4	>0%: 4
>=25%: 3	Zero: 0
>=15%: 2	
>=5%: 1	
<5%: 0	

Part c: the percentage of basic education aid that is not technical cooperation divided by ten

Data analysis:

- Data on aid tying is particularly problematic. It is optional for donors to report on aid tying of technical cooperation and it is often incomplete for other aid also. For this reason the figures in this report are based on only aid that is identified as tied or not. Some countries have a high proportion of aid with no information on tying so for them the real figures may be either much higher or lower depending on the tied status of this 'undetermined' aid. In addition while countries may classify aid as untied, in practice it may be – aid tying is shaped by both formal rues and informal tender practices. Donors were penalised equally for partially tying aid (to the purchase of goods from the donor and/or developing countries) as well as tying aid (to purchase from the donor country). Italy and Spain were penalised in the final scores for not reporting any recent data. Total bilateral education commitments recorded under sector code 110 were used in the analysis of tied aid.
- Total budget support commitments to LDCs, LICs and LMICs recorded on DAC CRS for 2005 were divided by total net disbursements in 2005 from DAC Online Table 1 to calculate the proportion of aid that went to budget support in 2005.
- The proportion of aid for basic education in the form of TC (Technical Cooperation) was calculated as the proportion of all unspecified education and basic education commitments in 2005 recorded on the DAC CRS as technical cooperation. It may be that some countries have not recorded all of their technical cooperation aid as such.
- The figures for Italy cover 2004 as the data is not yet available from the CRS for 2005.

Final grade

The scores out of twenty for each of the five indicators were added to give a score out of 100. The final grade was awarded as follows: A = 85-100 B = 70-84 C = 50-69 D = 30-49 E = 20-29 F = 0-19

Outstanding issues: The DAC data upon which the School Report relies, under-report aid to education, because aid channelled through national budgets is not classified in sectoral breakdowns. This penalises donors such as DFID in the UK, which has its own classification system and estimates that around 20% of its budget support goes to education. The FTI Secretariat estimates that around 7.5% to 12.5% of General Budget Support is generally allocated to primary education. Unfortunately, the paucity of globally comparable data prevents absolute accuracy for Indicators 2–5.

Glossary

DAC	Development Assistance Committee
Education For All	A commitment to provide primary education for all the world's children.
Fast Track Initiative	A partnership established by rich countries to ensure that developing countries with viable plans to educate all their children can get access to the necessary funds. The secretariat is in Washington, DC.
FTI	Fast Track Initiative. See above.
G7/G8	The G7 is the group of the world's richest economies (Canada, France, Germany, Italy, Japan, United Kingdom, United States of America). Together with Russia, they form the G8 – the group of the world's leading industrialised nations.
Global Campaign for Education (GCE)	A global alliance of development organisations and teachers' unions in 120 countries who believe that education is a human right, and a key to fighting poverty.
GNI	Gross National Income. The money a country earns from selling its products, receiving dividends on its investments and receiving remittances from its companies and individuals who earn income overseas.
LDC, OLIC and LMIC	Least Developed Countries, Other Low Income Countries, Lower Middle Income Countries. World Bank classifications of countries with low incomes. In addition, LDCs suffer from severely low living standards and economic insecurity.
NER	Net Enrolment Rate
ODA	Official Development Assistance: aid that is provided by wealthier countries to developing countries. Many donors include Debt Relief figures in the overall ODA figure, although they pledged not to at Monterrey in 2002.
OECD	Organisation for Economic Co-operation and Development. A group of 22 countries with a stated commitment to multi-party democracy and free market exchange.
Tying / Tied	Donors sometimes 'tie' aid to developing countries by insisting that the money is spent on products or services from the donor nation. This makes aid less effective and less efficient, as developing countries cannot bid for the best value products and services, and have to rely on foreign personnel.
UPC	Universal Primary Completion

Acknowledgements

This is an independent report, and does not necessarily reflect the views of all of our members. Data analysis for the report was conducted by Garth Luke, with the narrative written by Lucia Fry. Many people inside and outside of the GCE provided valuable assistance but special thanks are due to Annelie Abildgaard, Joel Bedos, Sita Dewkalie, Luc-Charles Gacougnolle, Owain James, Emily Johnsson, Alex Kent, Taka Miyake, Marina Navarro, Stephen Nock, Kim Trathen, Fiona Uellendahl and Matthieu Vanderhaegen.

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Published by The Global Campaign for Education in 2007

PO Box 521733, Saxonwold, 2132, South Africa

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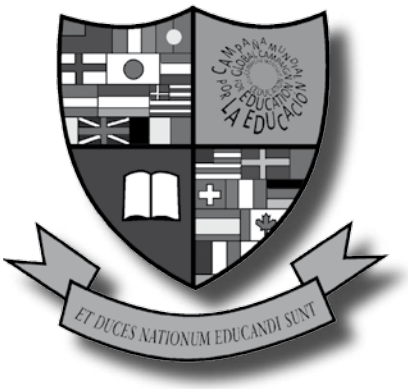

Class of 2007

not up to scratch

GLOBAL CAMPAIGN FOR
EDUCATION
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Published by The Global Campaign for Education
PO Box 521733, Saxonwold, 2132, South Africa

2007 Report Card

Country	Australia	**Head of Government**	John Howard
Overall mark	27/100	**Overall Grade**	E
Position in class	18th		
Meeting the internationally recognised aid target			D
Providing a fair share of the funding needed for Universal Primary Education			E
Committing to the Fast Track Initiative			F
Focusing on poorest countries where girls most lack access to education			F
Providing high quality aid to education			D

Teacher's Remarks:

John remains towards the back of the pack this year. There is not one area that he managed to pass and he scores particularly poorly on support for the FTI and for low income countries. John however shows potential, he has promised to untie aid immediately and triple funding for education by 2010 so hopefully we will see an improvement next year.

Marks and Final Grades

2007
GLOBAL CAMPAIGN FOR EDUCATION

Class position	Country	Indicators (each marked out of 20)					Marks out of 100	Final grade (A-F)
		1. Meeting the 0.7% target	2. Funding a fair share of access to education	3. Committing to the Fast Track Initiative	4. Focusing on poorest countries where girls most lack access to education	5. Providing high-quality aid to education		
=1st	Netherlands	20	20	20	6	19	85	A
=1st	Norway	20	20	20	8	17	85	A
3rd	Denmark	20	20	10	16	16	82	B
4th	United Kingdom	15	18	20	13	15	81	B
=5th	Luxembourg	20	20	20	7	13	80	B
=5th	Sweden	20	15	20	8	17	80	B
7th	Ireland	15	17	20	10	17	79	B
8th	Finland	11	16	10	11	14	62	C
=9th	Canada	9	12	17	9	14	61	C
=9th	New Zealand	8	20	7	9	17	61	C
11th	Belgium	14	10	12	10	12	58	C
12th	France	13	12	6	2	10	43	D
13th	Portugal	6	5	5	11	14	41	D
=14th	Germany	10	8	5	3	11	37	D
=14th	Switzerland	11	6	3	8	9	37	D
16th	Spain	9	7	6	0	13	35	D
17th	Japan	7	6	5	1	13	32	D
18th	Australia	9	7	0	2	9	27	E
19th	Italy	6	3	1	12	4	26	E
20th	United States	5	4	1	8	8	26	E
21st	Greece	5	2	0	6	8	21	E
22nd	Austria	14	4	1	0	1	20	E

2007 Report Card

Country	Austria	**Head of Government**	Alfred Gusenbauer
Overall mark	20/100	**Overall Grade**	E
Position in class	22nd		
Meeting the internationally recognised aid target			C
Providing a fair share of the funding needed for Universal Primary Education			E
Committing to the Fast Track Initiative			F
Focusing on poorest countries where girls most lack access to education			F
Providing high quality aid to education			F

Teacher's Remarks:

Oh dear, Alfred has stepped straight into Wolfgang's shoes and continues to let the side down badly. He brings up the rear of the class again this year, with poor show across all important topic areas. The one glimmer of hope is that his marks on Overseas Development Assistance overall have improved a lot. He could easily boost his grades next year by backing the FTI Catalytic Fund with some of this welcome new aid.

2007 Report Card

Country	Belgium	**Head of Government**	Guy Verhofstadt
Overall mark	58/100	**Overall Grade**	C
Position in class	11th		
Meeting the internationally recognised aid target			C
Providing a fair share of the funding needed for Universal Primary Education			D
Committing to the Fast Track Initiative			C
Focusing on poorest countries where girls most lack access to education			C
Providing high quality aid to education			C

Teacher's Remarks:

Guy slipped down the class this year. The main reason for this drop is his patchy performance in backing low-income countries, and especially those where girls are at a disadvantage. He is clearly not reaching his potential and may be neglecting this subject after his turn as class rep of the FTI Partnership last year. Hopefully his increases to Overseas Development Assistance overall will result in a boost to his grades on basic education in poor countries.

2007 Report Card

Country	Canada	**Head of Government**	Stephen Harper
Overall mark	61/100	**Overall Grade**	C
Position in class	=9th		
Meeting the internationally recognised aid target			D
Providing a fair share of the funding needed for Universal Primary Education			C
Committing to the Fast Track Initiative			B
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			C

Teacher's Remarks:

As a privileged member of the G8 club, we expect more of Stephen. He has worked consistently hard at this subject over the years, and has decent results in most topics. But he lets himself down on his performance on overall aid volume. If he pulls up his socks in this fundamental area, he could climb up the class quickly given his undoubted commitment to basic education. Let's see you in the top five next year, Stephen!

2007 Report Card

Country	Denmark	**Head of Government**	Anders Fogh Rasmussen
Overall mark	82/100	**Overall Grade**	B
Position in class	3rd		
Meeting the internationally recognised aid target			A
Providing a fair share of the funding needed for Universal Primary Education			A
Committing to the Fast Track Initiative			C
Focusing on poorest countries where girls most lack access to education			B
Providing high quality aid to education			B

Teacher's Remarks:

Anders has improved slightly in the last year, especially regarding aid to the poorest countries, where girls most lack education. Still, he could do much better. Anders has finally come round and made his first, rather small contribution to the Catalytic Fund of the FTI. This remains his weakest subject, and a much more substantial contribution would be needed to send him to the top of the class.

2007 Report Card

Country	Finland	**Head of Government**	Matti Vanhanen
Overall mark	62/100	**Overall Grade**	C
Position in class	8th		
Meeting the internationally recognised aid target			D
Providing a fair share of the funding needed for Universal Primary Education			C
Committing to the Fast Track Initiative			C
Focusing on poorest countries where girls most lack access to education			C
Providing high quality aid to education			C

Teacher's Remarks:

Matti has climbed one grade this year, but he still disappoints in a number of key areas. He does not concentrate on his weaker topics, which demonstrate that he is not yet focusing his aid where the need is greatest or in backing good country plans. A bigger effort is needed if he is to catch his Nordic classmates.

2007 Report Card

Country	France	**Head of Government**	?
Overall mark	43/100	**Overall Grade**	D
Position in class	12th		
Meeting the internationally recognised aid target			C
Providing a fair share of the funding needed for Universal Primary Education			C
Committing to the Fast Track Initiative			D
Focusing on poorest countries where girls most lack access to education			F
Providing high quality aid to education			C

Teacher's Remarks:

Jacques has now left the class without having learned much. His aid to basic education has improved slightly but his report card shows that he continues to favour other levels of education rather than basic. And he has only just agreed to support the FTI pooled funds for the first time, and with little money. Of particular concern is his tendency to claim credit without earning it, for example by reporting university places for foreign students in France or aid to French overseas territories as aid to education. Let's hope his successor shows more serious commitment!

2007 Report Card

Country	Germany	**Head of Government**	Angela Merkel
Overall mark	37/100	**Overall Grade**	D
Position in class	=14th		
Meeting the internationally recognised aid target			D
Providing a fair share of the funding needed for Universal Primary Education			E
Committing to the Fast Track Initiative			E
Focusing on poorest countries where girls most lack access to education			E
Providing high quality aid to education			C

Teacher's Remarks:

Angela found her place in the class well and won the respect of her classmates quickly. As G8 class representative this year, she is supposed to set an example. Her initial performance showed considerable promise, but she needs to exert herself to reach her own goal aim of committing 0.51% ODA until 2010 and 0.7% by 2015. In particular, she needs to improve her commitment to basic education. Her "E" mark in the subject "Providing a fair share of the funding needed for universal primary education" is a shame especially given her role as the spokesperson of the Fast Track Initiative "Education For All".

2007 Report Card

Country	Greece	**Head of Government**	Costas Karamanlis
Overall mark	21/100	**Overall Grade**	E
Position in class	21st		
Meeting the internationally recognised aid target			E
Providing a fair share of the funding needed for Universal Primary Education			F
Committing to the Fast Track Initiative			F
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			D

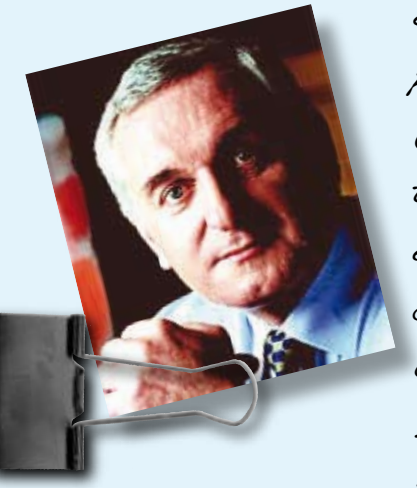
Teacher's Remarks:

A really disappointing report for Costas this year! He has really neglected his work and as a consequence has dropped right down the class. It is particularly disappointing to see that he is not pulling his weight in funding basic education in poor countries. One way of rectifying this quickly would be for him to put some money into the Catalytic Fund of FTI in 2007. However, he will need to make more effort in all subject areas if he is to avoid the spot at the bottom of the class next year.

2007 Report Card

Country	Ireland	**Head of Government**	Bertie Ahern
Overall mark	79/100	**Overall Grade**	B
Position in class	7th		
Meeting the internationally recognised aid target			C
Providing a fair share of the funding needed for Universal Primary Education			B
Committing to the Fast Track Initiative			A
Focusing on poorest countries where girls most lack access to education			C
Providing high quality aid to education			B

Teacher's Remarks:



Bertie has gone down a couple of places this year, but that is more to do with the stellar performance of some classmates than any real failure on Bertie's part. He has been concentrating hard on reaching 0.7% GNI in untied aid by 2012. He remains convinced that education is central to development. He has ensured that quality primary education to the poorest countries remains a top priority for the entire Irish Government in the first ever White Paper on Irish Aid 2005. He continues to develop his skills as a team player by coordinating his efforts with other donors for example, by increasing support for the Fast Track Initiative.

2007 Report Card

Country	Italy	**Head of Government**	Romano Prodi
Overall mark	26/100	**Overall Grade**	E
Position in class	19th		
Meeting the internationally recognised aid target			E
Providing a fair share of the funding needed for Universal Primary Education			F
Committing to the Fast Track Initiative			F
Focusing on poorest countries where girls most lack access to education			C
Providing high quality aid to education			E

Teacher's Remarks:

Romano has been distracted this year, and has not lived up to his potential. It's no surprise to find him in exactly the same spot as last year, which is a disappointment given his fortune at being in the G8 club. He needs to build on his clear strength – giving assistance to the neediest – and increase scores across the board. We have high hopes of his promise for the future, though, if he sticks to his word and increases ODA. He should consider further backing for FTI with this money, if he wants a better report in future.

2007 Report Card

Country	Japan	**Head of Government**	Shinzo Abe
Overall mark	32/100	**Overall Grade**	D
Position in class	17th		
Meeting the internationally recognised aid target			D
Providing a fair share of the funding needed for Universal Primary Education			E
Committing to the Fast Track Initiative			E
Focusing on poorest countries where girls most lack access to education			F
Providing high quality aid to education			C

Teacher's Remarks:

Before hosting the G8 summit next year, Shinzo should increase commitment to aid for basic education and urgently make a contribution to FTI funds. He should also pay more attention to the low-income countries particularly to Africa. He should also improve its aid modalities to support recurrent costs of education, which would help abolition of school fees and improvement of teachers' working condition in developing countries.

2007 Report Card

Country	Luxembourg	**Head of Government**	Jean-Claude Juncker
Overall mark	80/100	**Overall Grade**	B
Position in class	=5th		
Meeting the internationally recognised aid target			A
Providing a fair share of the funding needed for Universal Primary Education			A
Committing to the Fast Track Initiative			A
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			C

Teacher's Remarks:

Another good year for Jean-Claude, who was unlucky to be pushed into fifth place with a high score like this. He let's himself down slightly when it comes to focus, he could do more in the poorest countries and those where girls are left behind. He also lets himself down slightly on quality, where good work on untying and technical co-operation is marred by his lack of interest in budget support. But a good solid performance all round for Jean-Claude!

2007 Report Card

Country	Netherlands	**Head of Government**	Jan Peter Balkenende
Overall mark	85/100	**Overall Grade**	A
Position in class	=1st		
Meeting the internationally recognised aid target			A
Providing a fair share of the funding needed for Universal Primary Education			A
Committing to the Fast Track Initiative			A
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			A

A

Teacher's Remarks:

Jan Peter belongs here at the top of the class. He has again done a good job in leading his colleagues in the FTI. Since these results came out, he has made the further achievement of committing to increase spending on basic education to 15% of ODA by end of 2007. Because of this great and steady result, the Netherlands is in a credible position to take the international lead in pushing for more funding to achieve good quality education for all. A great all-round result, well-deserved.

2007 Report Card

Country	New Zealand	**Head of Government**	Helen Clark
Overall mark	61/100	**Overall Grade**	C
Position in class	=9th		
Meeting the internationally recognised aid target			D
Providing a fair share of the funding needed for Universal Primary Education			A
Committing to the Fast Track Initiative			D
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			B

Teacher's Remarks:

Helen (along with Tony of the UK) receives the most improved award this year building further on her progress in 2006. In particular, Helen has significantly increased the amount of bilateral basic education aid and support for FTI endorsed countries. Now she needs to work on increasing the total volume of New Zealand's overseas aid which is only 0.27% of GNI. A good score in this area could make Helen a contender for a top placing in future. Well done Helen!

2007 Report Card

Country	Norway	**Head of Government**	Jens Stoltenberg
Overall mark	85/100	**Overall Grade**	A
Position in class	=1st		
Meeting the internationally recognised aid target			A
Providing a fair share of the funding needed for Universal Primary Education			A
Committing to the Fast Track Initiative			A
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			B

Teacher's Remarks:

Jens made it back to the top of the class this year, a position he shares with Jan Peter of the Netherlands. In some subjects such as support to FTI, he really deserves an A+. His extra-curricular work on tackling the international aid regime also deserves merit. He has consistently been in 1st or 2nd place in this topic, and has really earned a pat on the back. Keep up the good work, Jens!

2007 Report Card

Country	Portugal	**Head of Government**	José Sûcrates
Overall mark	41/100	**Overall Grade**	D
Position in class	13th		
Meeting the internationally recognised aid target			E
Providing a fair share of the funding needed for Universal Primary Education			E
Committing to the Fast Track Initiative			E
Focusing on poorest countries where girls most lack access to education			C
Providing high quality aid to education			C

Teacher's Remarks:

It's not a shock to see José slipping back considerably this year – he only made it into the top half of the class last year because of a one-off debt deal for Angola. Still, we hope he can do better – his aid is of reasonable quality and his focus isn't bad, but he doesn't appear to be engaged on basic education at all. Maybe he could use his time in bringing together the EU and Africa clubs later this year to show a change of heart on this vital topic?

2007 Report Card

Country	Spain	**Head of Government**	José Luis Rodriguez Zapatero
Overall mark	35/100	**Overall Grade**	D
Position in class	16th		
Meeting the internationally recognised aid target			D
Providing a fair share of the funding needed for Universal Primary Education			E
Committing to the Fast Track Initiative			D
Focusing on poorest countries where girls most lack access to education			F
Providing high quality aid to education			C

Teacher's Remarks:

In 2006 José Luis made an effort to escape from the bottom of the class. His improvement has been reflected in some subjects. However, his overall grade is worse than last year because he did not submit some of his homework on untying aid. This year José Luis must grasp the opportunity to demonstrate that he is really committed to this subject. His family, teachers and classmates expect much more from him.

2007 Report Card

Country	Sweden	**Head of Government**	Fredrik Reinfeldt
Overall mark	80/100	**Overall Grade**	B
Position in class	=5th		
Meeting the internationally recognised aid target			A
Providing a fair share of the funding needed for Universal Primary Education			C
Committing to the Fast Track Initiative			A
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			B

Teacher's Remarks:

Fredrik is going to feel a bit miffed at slipping down the positions this year. He is still a very strong pupil, but lost a few vital marks in the area of focusing aid where it is needed. We hope that he will do well again next year, and continue to applaud him for his good showing on FTI and ODA overall.

2007 Report Card

Country	Switzerland	**Head of Government**	Moritz Leuenberger
Overall mark	37/100	**Overall Grade**	D
Position in class	=14th		
Meeting the internationally recognised aid target			D
Providing a fair share of the funding needed for Universal Primary Education			E
Committing to the Fast Track Initiative			E
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			D

Teacher's Remarks:

Last year's poor report doesn't seem to have bothered Moritz, as he's still performing weakly in most areas. Only a middling score on aid overall keeps him away from the very bottom of the class. He could pull himself up by making an immediate commitment to the FTI Catalytic Fund, and committing to do much more on basic education in future.

2007 Report Card

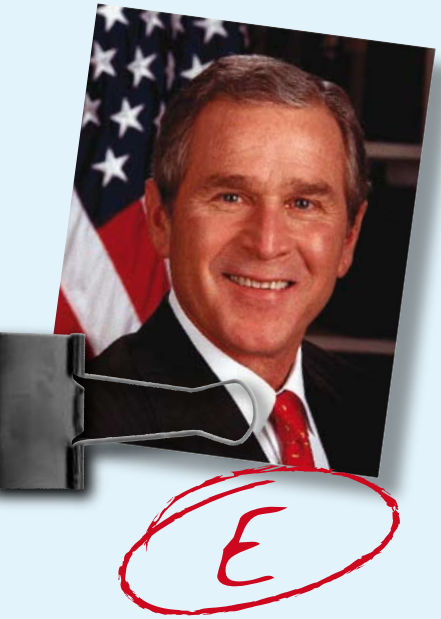
Country	United Kingdom	**Head of Government**	Tony Blair
Overall mark	81/100	**Overall Grade**	B
Position in class	4th		
Meeting the internationally recognised aid target			C
Providing a fair share of the funding needed for Universal Primary Education			A
Committing to the Fast Track Initiative			A
Focusing on poorest countries where girls most lack access to education			C
Providing high quality aid to education			B

Teacher's Remarks:

Tony has done very well this year. If his progress towards 0.7% GNI in aid continues, he is a potential candidate for the top of the class. It is particularly encouraging to see a member of the G8 club making such an effort. We are pleased with his recent progress, but will be watching to make sure that his record continues to improve in line with his promises to study hard in this subject.

2007 Report Card

Country	United States of America	**Head of Government**	George Bush
Overall mark	26/100	**Overall Grade**	E
Position in class	20th		
Meeting the internationally recognised aid target			E
Providing a fair share of the funding needed for Universal Primary Education			E
Committing to the Fast Track Initiative			F
Focusing on poorest countries where girls most lack access to education			D
Providing high quality aid to education			D



Teacher's Remarks:

George has avoided the shame of being bottom of the class, but his scores are still very disappointing given that he has so much promise. He needs to pay more attention in most areas, but especially in overall aid levels and backing FTI. We still feel he has the potential to graduate this class with honours, but he needs to put in a big effort in this vital year to prove his worth.