

Must Try Harder

A 'School Report' on 22 rich countries' aid to basic education in developing countries

Must Try Harder

A 'school report' on 22 rich countries' aid to basic education in developing countries.

How, we asked ourselves, would the 22 rich country leaders fare if we examined their performance on their promise to provide the aid needed for every child to get an education?

Leaders in developing countries are often subject to all sorts of targets and standards set down by rich countries. So we – a coalition of development organisations, civil society networks, and teachers' unions from across the world – decided to turn the tables, and write a 'school report' on rich countries' aid to basic education. We set up an independent research team to grade each country according to the quantity and quality of their aid.

The results shocked us. Sadly, the general standards of most rich countries are terrible, and the contrast between rhetoric and reality is staggering. However, we are happy to report that a few countries, such as the Netherlands, do well. They prove, by their example, that rich countries can meet the grade.

The figures we used to make our assessment are taken from data supplied by rich countries themselves to the Organisation for Economic Cooperation and Development (OECD). The tests we applied are based on principles of effective development partnership that all 22 countries claim to uphold: an overall aid level that meets the internationally agreed target; a fair contribution to financing basic education; a focus on the poorest countries; 'untying aid' – i.e. not demanding that aid is spent on your country's products and personnel; and a real commitment to a global solution to the crisis in basic education. The methods we have used to calculate performance are not the only ones that can be used, but they are objective and have been applied in the same way to all countries. (A full account is given at the back of the report.) Of course, our ratings are only as good as the data on which they are based. In a few cases, incomplete data may mean that some countries scored a lower mark on specific tests than they really deserve. However, they have no one but themselves to blame – full and accurate reporting on commonly agreed aid indicators is countries' own responsibility, and is itself a crucial step towards improving aid effectiveness. Lack of reliable data also meant that we could not cover all of the dimensions of aid performance that we would have liked to: for example, we could not find good measures of coordination amongst donors, or of commitment to gender equity.

We've tried to express the results in a medium that is fun, and easy to understand. It is, at times however, impossible to avoid jargon, so we have included a handy glossary at the back of the book.

This report is published after a decade in which promises have been broken, remade and rebroken; in which aid has declined, debt relief has been delayed, and donor countries have failed to join forces with poor countries (or even with each other) through a properly funded global framework to tackle the education financing crisis. Throughout this time, the public in each of the rich countries have been told by their governments that their country is the model of generosity. This report tells the real story and highlights what needs to be done – but its impact depends on citizens everywhere demanding their governments keep their promises to the world's children. As the 'school motto' we chose for the cover of this report says, 'World leaders need educating too.' We hope you enjoy the report. We hope that you are motivated to take action afterwards. Please visit our website at www.campaignforeducation.org to find out more.

The Global Campaign for Education

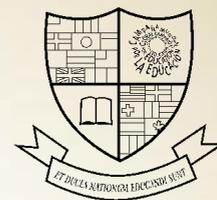
© Global Campaign for Education 2003
5 bd. du Roi Albert II
B-1210, Brussels, Belgium
Telephone: +32 (0)2 224 0627
Internet: www.campaignforeducation.org
Email: info@campaignforeducation.org



Contents

Country Rankings	1
A letter from the Board of Examiners to the leaders of rich countries	2
Report Cards	4
Overall grades, marks and positions.....	26
Why the 22 rich countries need to meet the internationally recognised aid target	28
Why the 22 rich countries need to provide a fair share of the funding required to achieve Education for All	30
Why it is important that the 22 rich countries should focus their efforts on the poorest countries	32
Why the 22 rich countries should put poor people before narrow self-interest by untying aid	34
Why the 22 rich countries should demonstrate their commitment to a global solution for funding a basic Education for All	36
Glossary	38
Sources and Calculations used in the report	39
Report Team	42
Global Campaign for Education Members.....	43

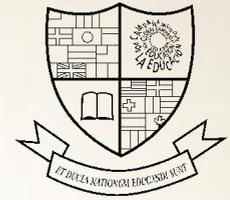
Country Rankings



How the countries fare in the league table of support for basic education in developing countries

Country	Mark (out of 100)	Grade (A-F)	Position (out of 22)
Netherlands	96	A	1st
Norway	80	B	2nd
Sweden	80	B	2nd
Ireland	60	C	4th
Belgium	60	C	4th
Luxembourg	60	C	4th
Canada	56	C	7th
Denmark	56	C	7th
France	52	C	9th
Switzerland	40	D	10th
Germany	40	D	10th
Australia	40	D	10th
United Kingdom	36	D	13th
Finland	36	D	13th
Portugal	32	D	15th
Japan	32	D	15th
Spain	24	E	17th
Italy	20	E	18th
Austria	16	E	19th
United States	12	E	20th
Greece	8	F	21st
New Zealand	4	F	22nd

A letter from the Board of Examiners to the leaders of rich countries



Dear leaders of rich countries,

We'd like to think that you know...

...that a child's right to education is enshrined in the United Nations Convention on the Rights of the Child. And that despite this, over 100 million children around the world will still get NO access to education this year. In addition, another 150 million children will not complete their primary education. The children most likely to miss out are girls, ethnic minority children, children with disabilities, and children in rural areas.

We'd like to think that you know...

...just how important it is that every girl and boy receives an education. In Zambia, an inter-school quiz organised for 16 different schools by the education NGO, Chronicles, was just one effective way to promote the importance of girls' education.

Introducing Lavonia Kalutwa – 'Miss Education 2002' from Mufulira Basic School, Zambia. Lavonia is now in secondary education.

"I think the quiz is very important, because it makes people think about what girls who are sent to school can do. If I were a teacher I would tell people about educating girls. There are some women teachers in the school and it's good that girls see that."

In 2000 you agreed to provide the funds required to eliminate discrimination against girls and give all children in the world the opportunity to go to school; but up to now you've failed to do so, letting down girls like Lavonia.

We'd like to think that when you went to school...

...you didn't have to navigate down narrow alleyways, avoiding rotting piles of rubbish and open drains – enduring the overpowering stench which is left behind.

It is in these very streets, in Ghazi Abad that a local NGO supported organisation, Khoj, rents ten rooms from local families to use as makeshift class rooms for all ages. They aren't glamorous, but children and adults alike are getting an education, and improving their way of life.

"I was a totally illiterate person before I came here. When I started studying, the method of teaching was so good that in very little time I could read and write. The method inspired me and I got to know how one can learn in a short time. Not only could I read and write, but I learned awareness and a lot of information - all in one year."

"My parents feel girls should be married; that they are not like boys who need education. Every month they plan my marriage. They don't help me. I can't talk about my ambitions with them."

Thousands of schools suffer from these type of conditions – we know because we work in them. You promised a quality education for all, but that can't be done unless you match rhetoric with money.



We'd like to think you didn't have to study, eat and sleep in one room in order to get an education...

...along with your mother, four younger brothers and sisters.

Meet Amina Challa Abdi, she did.

Amina is 13 and lives with her mother and four younger brothers and sisters in a single room in Mashimoni, in the Nairobi slum of Kibera. She struggled to complete her final year at Mashimoni Squatters primary school in 2001 – not because of her harsh and unforgiving surroundings, but because of a lack of money.

“It was only the school fees that made it difficult for me to continue studying. When you don't pay your fees, the teacher in charge comes and calls out the names, and then you go home. He tells you to take home the message, that when you come back to school you must come with money.”

The government of Kenya and several other developing countries have now abolished school fees to help children like Amina – but without essential increases in financial support from rich governments these efforts to help all children risk failure.



We'd like to think that you didn't have to sit in the rain whilst being educated...

Welcome to the rural hamlet in the Duyen Hai district in Vietnam. The Ngu Lac B School in the Thot Lot hamlet to be exact.

Most of the people here are Khmer and they have little or no education. The land is so poor, it leaves the people here with little or no money to pay for their children's education. Lessons used to be held in classrooms made of leaves. The local community worked with NGOs to provide concrete classrooms.

“The leaf classrooms used to last about two years and had to be constantly repaired. Strong winds did a lot of damage to them. They were cooler than the concrete classrooms we now have, but they were more difficult to teach in – especially when it was pouring with rain.”

The efforts being made by communities – children, parents, and teachers – in hugely difficult circumstances demonstrate the desire the world over for education; but this commitment and dedication needs to be matched by action by you, the leaders of the rich countries.

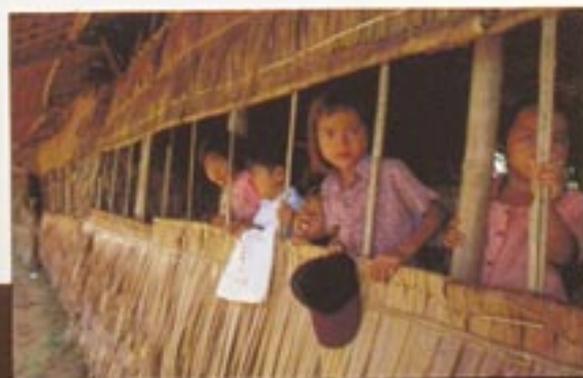


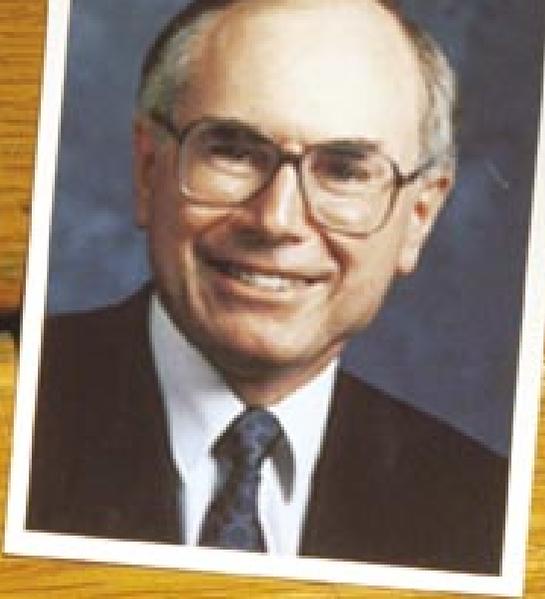
We'd like to think that you meant it when you said that all children, wherever they live, have the right to an education – and that rich countries have a duty to help make that a reality for children in the developing world.

Judging by most of your performances in this report, we think that's hard to believe.

Yours truly,

26 million real teachers, plus citizens' organisations from around the world, in support of the Global Campaign for Education.





Report Card

Name: John Howard

Country: Australia

Overall mark: $\frac{40}{100}$

Overall grade: D

Overall position: 10th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	D	14th
Providing a fair share of the funding required to achieve education for all	E	6th
Focusing on the poorest countries	C	11th
Putting poor people before narrow self-interest by untying aid	B	8th
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

John is still less than half way to meeting his internationally recognised aid target. There's no point in him saying he can't do it, because past records show Australia nearly reached it in 1975. John has done better at focusing aid on poor countries and at untying aid. He has not yet made any contribution to the Education For All Fast Track Initiative. Plenty of room for improvement.



Report Card

Name: Wolfgang Schussel

Country: Austria

Overall mark: $\frac{16}{100}$

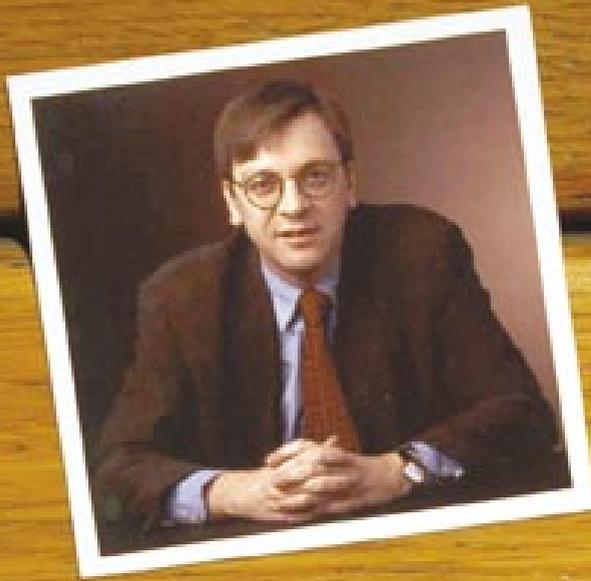
Overall grade: E

Overall position: 19th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	E	17th
Providing a fair share of the funding required to achieve education for all	F	20th
Focusing on the poorest countries	F	18th
Putting poor people before narrow self-interest by untying aid	C	14th
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Wolfgang has had a disappointing term. Austria's contribution to funding the education financing gap is very poor - far too little of its aid goes to the poorest countries. Wolfgang shows a distinct lack of interest in education. Needs to show much more commitment. He needs extra lessons.



Report Card

Name: Guy Verhofstadt

Country: Belgium

Overall mark: $\frac{60}{100}$

Overall grade: C

Overall position: 4th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	C	6th
Providing a fair share of the funding required to achieve education for all	F	15th
Focusing on the poorest countries	B	7th
Putting poor people before narrow self-interest by untying aid	C	13th
Demonstrating commitment to a global solution for funding basic education for all	A	4th

Teacher's Remarks

Guy has done well in providing support to the Education for All Fast Track Initiative, but he needs to increase aid, and devote much more to basic education. He also needs to record how much of his aid to education is tied. His failure to provide his fair share of funding for basic education is a problem which seems to be affecting his overall performance. With a little more effort, Belgium could become a class leader.



Report Card

Name: Jean Chrétien

Country: Canada

Overall mark: $\frac{56}{100}$

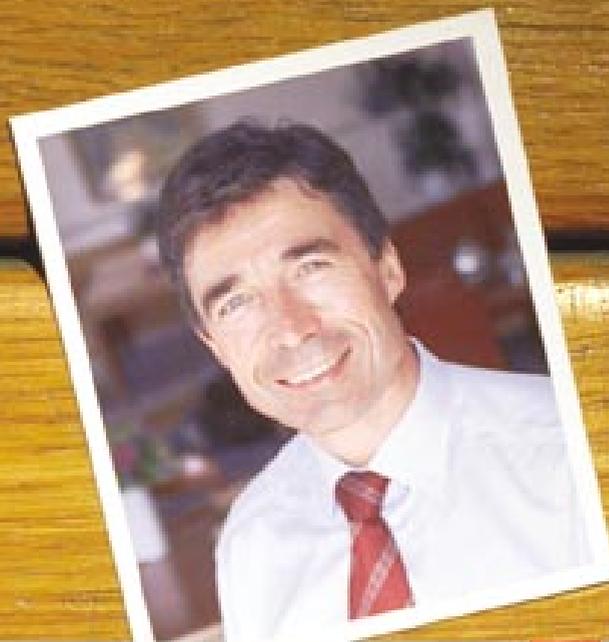
Overall grade: C

Overall position: 7th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	D	12th
Providing a fair share of the funding required to achieve education for all	E	9th
Focusing on the poorest countries	B	9th
Putting poor people before narrow self-interest by untying aid	C	10th
Demonstrating commitment to a global solution for funding basic education for all	B	7th

Teacher's Remarks

Jean has done well in focusing his aid on the poorest countries, and in supporting the Education for All Fast Track Initiative. However, he needs to double his efforts in aid in order to meet the international target. At the moment he is relying too heavily on his classmates to fill the education-financing gap. He needs to increase his contribution to the work of the class.



Report Card

Name: Anders Fogh Rasmussen

Country: Denmark

Overall mark: $\frac{56}{100}$

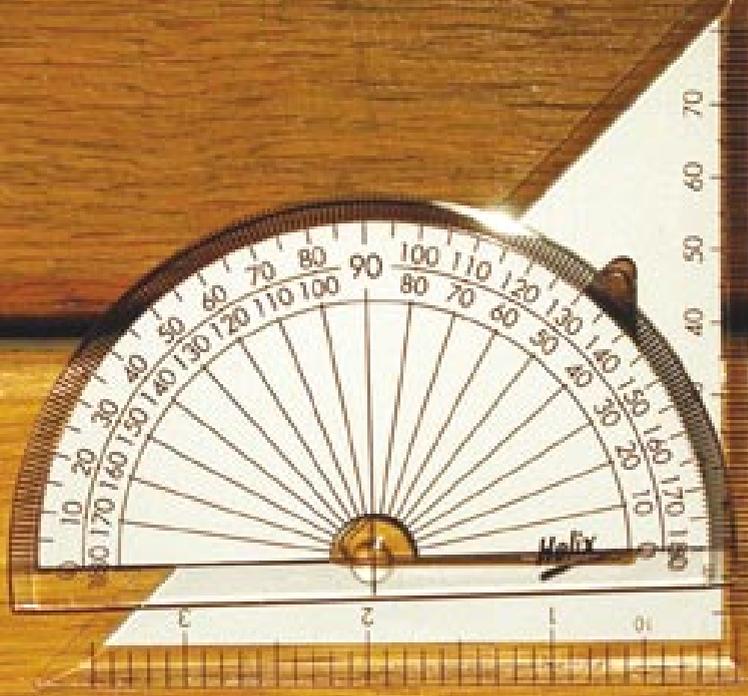
Overall grade: C

Overall position: 7th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	A	1st
Providing a fair share of the funding required to achieve education for all	F	14th
Focusing on the poorest countries	A	3rd
Putting poor people before narrow self-interest by untying aid	B	7th
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

In terms of providing his fair share of overall aid, Anders is top of the class. He is good at focusing on the poorest countries, but he provides hardly any of his aid for basic education. Disappointingly, Denmark has still not made any financial contribution to the Education For All Fast Track Initiative. My concerns are that Anders may be tempted to behave like the lower-performing pupils. He may slip into their ways rather than acting as a role model for them.



Report Card

Name: Matti Taneli Vanhanen Country: Finland

Overall mark: $\frac{36}{100}$

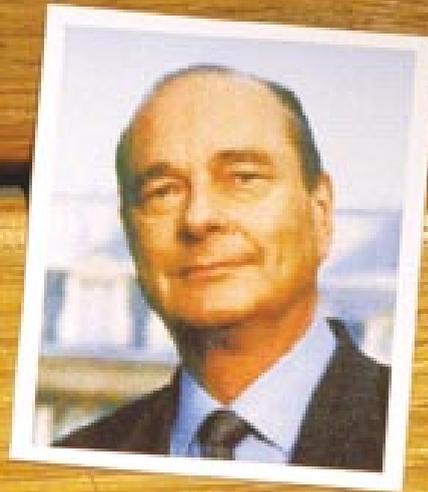
Overall grade: D

Overall position: 13th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	D	9th
Providing a fair share of the funding required to achieve education for all	E	7th
Focusing on the poorest countries	C	12th
Putting poor people before narrow self-interest by untying aid	C	12th
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Matti has not yet been able to bring Finland up to the standards of his other Scandinavian classmates. His neighbours have done a better job of contributing to the Education for All Fast Track Initiative, and in reaching the international recognised aid target. Why can't Matti match his neighbours? Matti must catch up. Room for improvement.



Report Card

Name: Jacques Chirac

Country: France

Overall mark: $\frac{52}{100}$

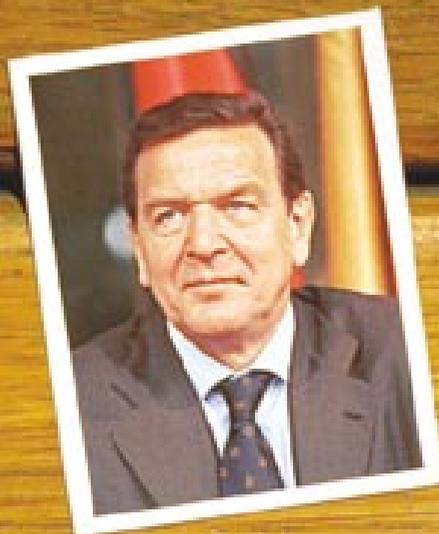
Overall grade: C

Overall position: 9th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	D	8th
Providing a fair share of the funding required to achieve education for all	C	3rd
Focusing on the poorest countries	E	17th
Putting poor people before narrow self-interest by untying aid	D	16th
Demonstrating commitment to a global solution for funding basic education for all	A	3rd

Teacher's Remarks

Jacques' performance has been mixed. He has made an exceptional commitment to the Education for All Fast Track Initiative. He has prioritised basic education in aid. However, he continues to spend far too small a share of that aid in the poorest countries. Jacques has promised to increase aid to the internationally recognised targets by 2012. That helps to challenge his fellow pupils but if he really wants to do it, why wait so long?



Report Card

Name: *Gerhard Schroeder*

Country: *Germany*

Overall mark: $\frac{40}{100}$

Overall grade: *D*

Overall position: *10th*

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	<i>D</i>	<i>13th</i>
Providing a fair share of the funding required to achieve education for all	<i>F</i>	<i>17th</i>
Focusing on the poorest countries	<i>D</i>	<i>14th</i>
Putting poor people before narrow self-interest by untying aid	<i>D</i>	<i>15th</i>
Demonstrating commitment to a global solution for funding basic education for all	<i>B</i>	<i>6th</i>

Teacher's Remarks

Gerhard has made a reasonable contribution to the Education for All Fast Track Initiative. Like others, he is still a long way from meeting the internationally recognised aid target. His mind and dedication appear to be occupied by wranglings at home in Germany. He needs to devote more time and more aid to basic education.



Report Card

Name: *Konstandinos Simitis*

Country: *Greece*

Overall mark: $\frac{8}{100}$

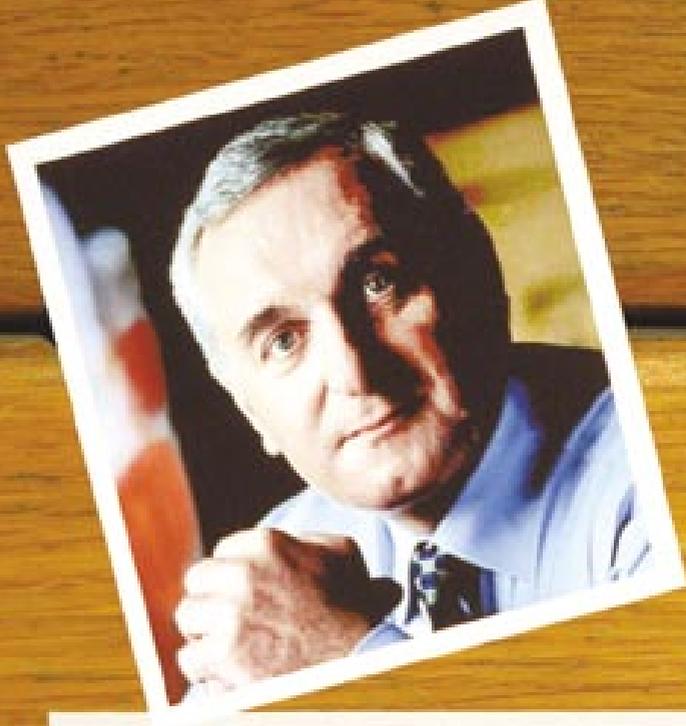
Overall grade: *F*

Overall position: *21st*

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	<i>E</i>	<i>20th</i>
Providing a fair share of the funding required to achieve education for all	<i>F</i>	<i>22th</i>
Focusing on the poorest countries	<i>F</i>	<i>20th</i>
Putting poor people before narrow self-interest by untying aid	<i>E</i>	<i>19th</i>
Demonstrating commitment to a global solution for funding basic education for all	<i>F</i>	<i>10th</i>

Teacher's Remarks

Konstandinos' contribution is very disappointing. Hardly any aid is provided. From the little aid he does contribute, too little is dedicated to basic education, too little goes on the poorest countries, and too much is tied. Konstandinos has made no contribution to the Education for All Fast Track Initiative. Will he ever learn?



Report Card

Name: Bertie Ahern

Country: Ireland

Overall mark: $\frac{60}{100}$

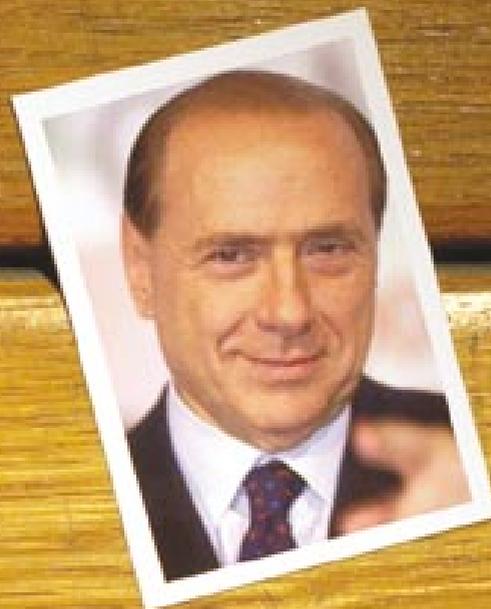
Overall grade: C

Overall position: 4th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	C	7th
Providing a fair share of the funding required to achieve education for all	D	4th
Focusing on the poorest countries	A	4th
Putting poor people before narrow self-interest by untying aid	A	1st
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Bertie has done very well on continuing with Ireland's untied aid record. He continues to be a good team player in the poorest countries but has yet to make a contribution to the Education for All Fast Track Initiative. We are delighted he has promised to meet the internationally recognized aid target by 2007, which sets a good example for the other pupils and could help him become class leader.



Report Card

Name: *Silvio Berlusconi*

Country: *Italy*

Overall mark: $\frac{20}{100}$

Overall grade: *E*

Overall position: *18th*

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	<i>E</i>	<i>21st</i>
Providing a fair share of the funding required to achieve education for all	<i>F</i>	<i>21st</i>
Focusing on the poorest countries	<i>C</i>	<i>10th</i>
Putting poor people before narrow self-interest by untying aid	<i>E</i>	<i>20th</i>
Demonstrating commitment to a global solution for funding basic education for all	<i>F</i>	<i>10th</i>

Teacher's Remarks

Silvio has had a disappointing performance. Generally he needs to provide much more aid. He needs to devote more to basic education, to untie existing aid, and to make a contribution to the Education for All Fast Track Initiative. One good area of performance for Silvio has been in focussing help on the poorest countries. This one subject is keeping him from the bottom of the class.



Report Card

Name: Junichiro Koizumi

Country: Japan

Overall mark: $\frac{32}{100}$

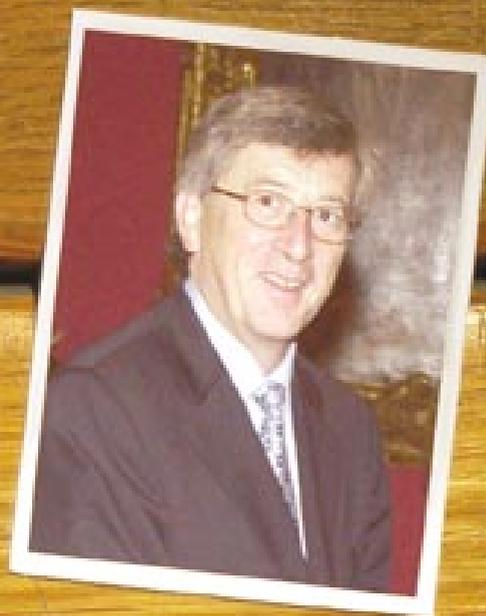
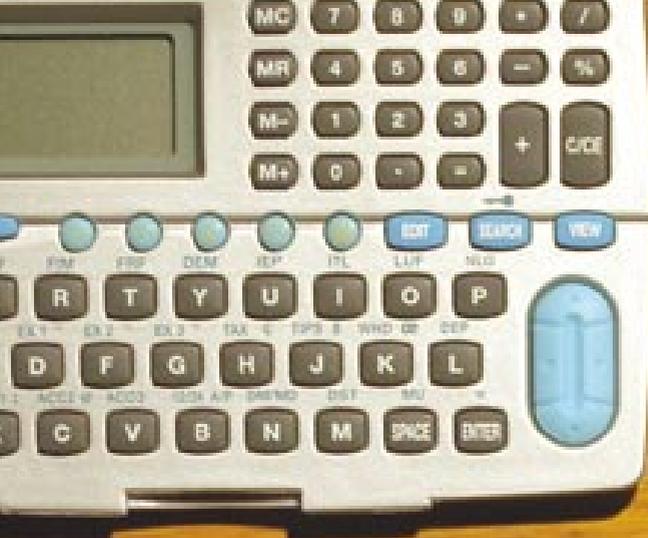
Overall grade: D

Overall position: 15th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	E	17th
Providing a fair share of the funding required to achieve education for all	F	18th
Focusing on the poorest countries	E	15th
Putting poor people before narrow self-interest by untying aid	B	9th
Demonstrating commitment to a global solution for funding basic education for all	D	8th

Teacher's Remarks

Junichiro has performed poorly in all subjects. Though he has now made a contribution to the Education for All Fast Track Initiative, it is still far from Japan's fair share. Japan's aid level is less than a third of the internationally recognised target and is being cut further. Sadly, not enough is devoted to basic education, and too little goes to the poorest countries. Japan selfishly continues to spend more on scholarships for mostly well-off graduates to study in Japan, and neglects its duty to helping those children missing a basic education. Junichiro has recently committed to doing more to aid basic education - I hope for improvements soon.



Report Card

Name: Jean-Claude Juncker

Country: Luxembourg

Overall mark: $\frac{60}{100}$

Overall grade: C

Overall position: 4th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	A	4th
Providing a fair share of the funding required to achieve education for all	A	1st
Focusing on the poorest countries	F	20th
Putting poor people before narrow self-interest by untying aid	A	4th
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Jean-Claude's performance has been very mixed. Luxembourg does very well on meeting the internationally recognised aid target, and on focusing on basic education. He lets himself down by failing to record how much goes to the poorest countries. Furthermore, he has made no contribution to the Education for All Fast Track Initiative, preventing him from being a leader in the class. If he put as much effort into the latter as he does into meeting his aid targets, we would see a vast improvement, and Luxembourg could lead the class.



Report Card

Name: Jan Peter Balkenende

Country: Netherlands

Overall mark: $\frac{96}{100}$

Overall grade: A

Overall position: 1st

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	A	3rd
Providing a fair share of the funding required to achieve education for all	A	2nd
Focusing on the poorest countries	A	5th
Putting poor people before narrow self-interest by untying aid	B	6th
Demonstrating commitment to a global solution for funding basic education for all	A	1st

Teacher's Remarks

Top of the class! Jan Peter's grades are impressive, and congratulations are deserved, not only to the Dutch government but also to Dutch civil society for encouraging the government. The Netherlands recognises the importance of aid in tackling poverty, and the need to focus on basic education, especially for the poorest countries - and untying aid to ensure it maximises its effectiveness. There is still room for improvement though, for instance on untying aid completely. Jan could play an important role in leading, and challenging the other pupils to match his performance. Keep up the good work Jan.



Report Card

Name: Helen Clark

Country: New Zealand

Overall mark: $\frac{4}{100}$

Overall grade: F

Overall position: 22nd

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	E	17th
Providing a fair share of the funding required to achieve education for all	F	13th
Focusing on the poorest countries	F	20th
Putting poor people before narrow self-interest by untying aid	F	21st
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Come and see me in my office, Helen. She has two F's for poor performance, two F's for not sitting the exam (not providing the data to the OECD), and an E. New Zealand invests too little in aid and not enough of that is spent on basic education. We are encouraged that Helen has promised to pull her socks up by implementing her new policy of not tying aid and by giving more money for basic education, including to the Education for All Fast Track Initiative countries in the Asia-Pacific region. We hope next year's report will show improvement.



Report Card

Name: Kjell Magne Bondevik

Country: Norway

Overall mark: $\frac{80}{100}$

Overall grade: B

Overall position: 2nd

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	A	2nd
Providing a fair share of the funding required to achieve education for all	E	5th
Focusing on the poorest countries	A	6th
Putting poor people before narrow self-interest by untying aid	A	3rd
Demonstrating commitment to a global solution for funding basic education for all	B	5th

Teacher's Remarks

Kjell has done very well at meeting the internationally recognised aid target, at focusing on the poorest countries, at untying aid, and at contributing to the Education for All Fast Track Initiative. However I am worried at the small proportion of aid that is currently devoted to basic education. I hope that Norway will follow its commitment to dramatically increasing aid to basic education as well as increasing aid overall. Good work.



Report Card

Name: Jose Manuel Durao Barroso Country: Portugal

Overall mark: $\frac{32}{100}$

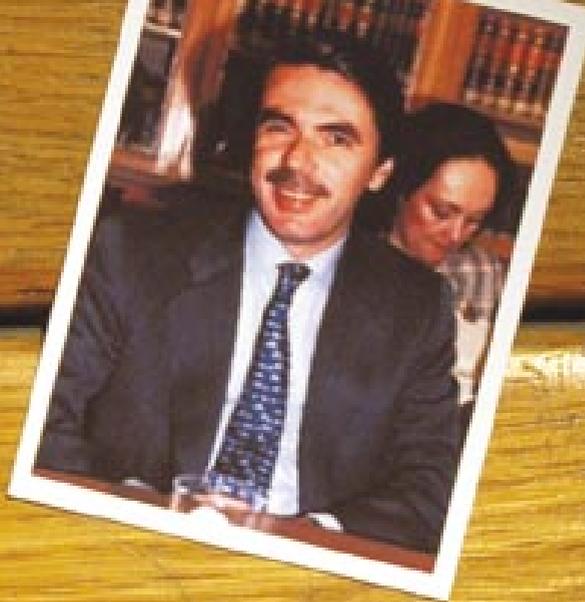
Overall grade: D

Overall position: 15th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	E	16th
Providing a fair share of the funding required to achieve education for all	E	11th
Focusing on the poorest countries	A	2nd
Putting poor people before narrow self-interest by untying aid	E	18th
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Jose Manuel's performance has been very good in one area - focusing on the poorest countries. That's where the praise stops though - he has been poor in all the other areas. He needs to almost triple aid and dramatically reduce the share that is tied (currently over 80 per cent). He has not yet made any contribution to the Education for All Fast Track Initiative. He must focus on the whole picture.



Report Card

Name: Jose Maria Aznar

Country: Spain

Overall mark: $\frac{24}{100}$

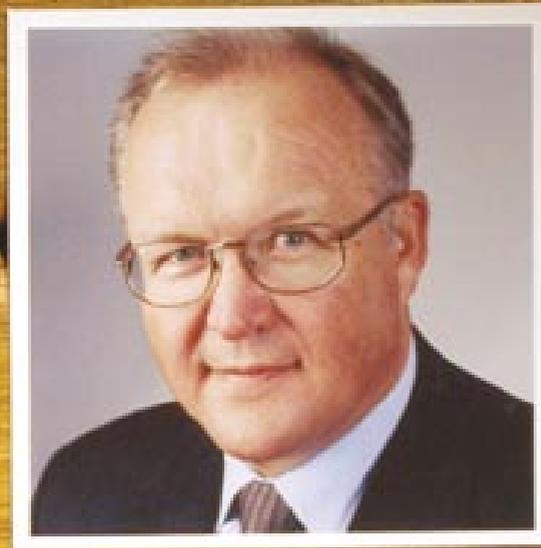
Overall grade: E

Overall position: 17th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	D	14th
Providing a fair share of the funding required to achieve education for all	E	10th
Focusing on the poorest countries	F	19th
Putting poor people before narrow self-interest by untying aid	C	11th
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Jose Maria has had a disappointing term, and is still a long way from making a fair contribution to solving the education-financing crisis. Only a quarter of Spain's aid goes to the poorest countries - less than any other donor who records this. He has still made no contribution to the Education for All Fast Track Initiative. Too much aid is tied and too little is devoted to basic education. He needs to try much harder.



Report Card

Name: Goran Persson

Country: Sweden

Overall mark: $\frac{80}{100}$

Overall grade: B

Overall position: 2nd

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	A	5th
Providing a fair share of the funding required to achieve education for all	E	12th
Focusing on the poorest countries	A	1st
Putting poor people before narrow self-interest by untying aid	B	5th
Demonstrating commitment to a global solution for funding basic education for all	A	2nd

Teacher's Remarks

Goran has had a good term in most respects, meeting the internationally recognised aid target, spending the vast majority of his aid in the poorest countries, and making a fair contribution to the Education for All Fast Track Initiative. However, I am concerned that such a small proportion of Sweden's aid is devoted to basic education. Immediate action on this subject could put Sweden to the top of the class. Good work.



Report Card

Name: Pascal Couchepin

Country: Switzerland

Overall mark: $\frac{40}{100}$

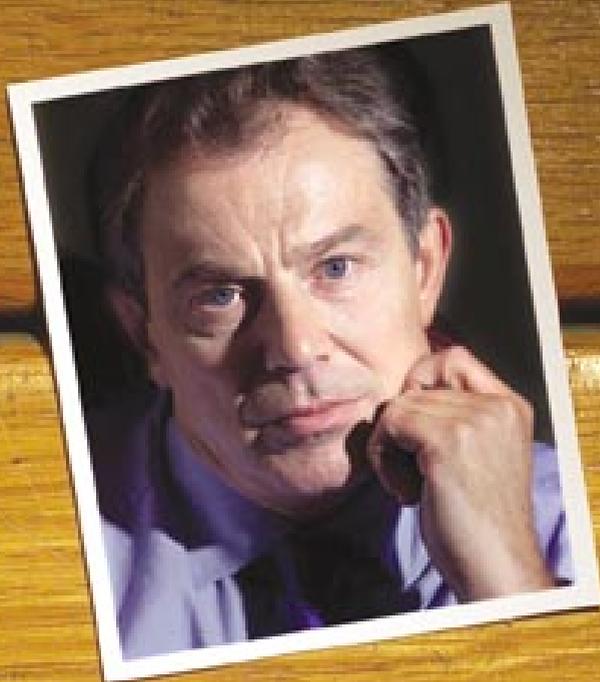
Overall grade: D

Overall position: 10th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	D	10th
Providing a fair share of the funding required to achieve education for all	F	16th
Focusing on the poorest countries	C	13th
Putting poor people before narrow self-interest by untying aid	A	1st
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Pascal has had a mixed term. He has been very good at providing untied aid, and not bad at focusing on the poorest countries. However, he is still a long way from meeting the internationally recognised aid target, devotes too little aid to education, and has not yet made any contribution to the Education for All Fast Track Initiative. He needs to increase aid, especially for education, in order to improve his grades.



Report Card

Name: Tony Blair

Country: United Kingdom

Overall mark: $\frac{36}{100}$

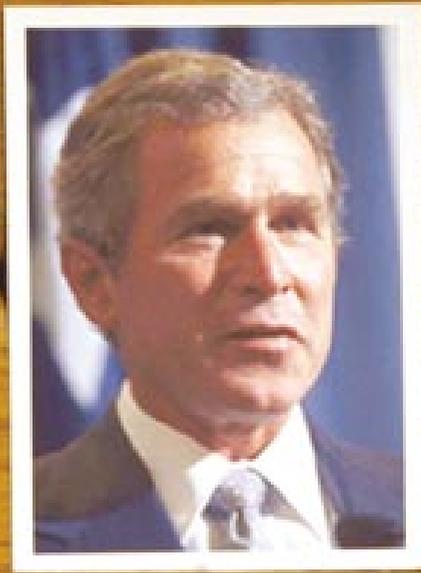
Overall grade: D

Overall position: 13th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	D	11th
Providing a fair share of the funding required to achieve education for all	E	8th
Focusing on the poorest countries	B	8th
Putting poor people before narrow self-interest by untying aid	D	17th
Demonstrating commitment to a global solution for funding basic education for all	F	10th

Teacher's Remarks

Tony's contribution to securing basic education for all has been mixed. He has made considerable progress recently in untying aid and encouraging others to do so. However, the amount of aid spent on basic education is only slightly above average for his class. The UK is still less than half way to meeting the internationally recognised aid target, and unlike some fellow class mates Tony has yet to provide a firm date of when this target might be achieved. Tony could do much more to support the Education for All Fast Track Initiative. He has the potential to be a class leader - but he is not there yet. Lots of room for improvement.



Report Card

Name: George Bush

Country: United States

Overall mark: $\frac{12}{100}$

Overall grade: E

Overall position: 20th

Subject	Grade (A-F)	Position (out of 22)
Meeting the internationally recognised aid target	E	22nd
Providing a fair share of the funding required to achieve education for all	F	19th
Focusing on the poorest countries	E	16th
Putting poor people before narrow self-interest by untying aid	F	21st
Demonstrating commitment to a global solution for funding basic education for all	E	9th

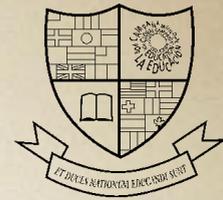
Teacher's Remarks

Disappointing. George says that no child should be left behind, but the US continues to be the least generous aid giver as a share of national income, and the least generous donor to education. Far too little of the support provided goes to the poorest countries. George has made a token contribution to the Education for All Fast Track Initiative, but his government has done little to ensure it succeeds. He needs to work with others and more generously fund basic education.

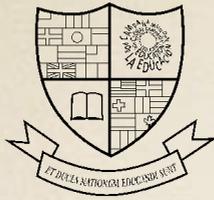
Overall grades, marks and positions

An overview of each country's performance in the school report

Country	Meeting the internationally recognised aid target	Providing a fair share of the funding required to achieve education for all	Focusing their efforts on the poorest countries	Putting poor people before narrow self-interest by untying aid
Australia	D	E	C	B
Austria	E	F	F	C
Belgium	C	F	B	C
Canada	D	E	B	C
Denmark	A	F	A	B
Finland	D	E	C	C
France	D	C	E	D
Germany	D	F	D	D
Greece	E	F	F	E
Ireland	C	D	A	A
Italy	E	F	C	E
Japan	E	F	E	B
Luxembourg	A	A	F	A
Netherlands	A	A	A	B
New Zealand	E	F	F	F
Norway	A	E	A	A
Portugal	E	E	A	E
Spain	D	E	F	C
Sweden	A	E	A	B
Switzerland	D	F	C	A
United Kingdom	D	E	B	D
United States	E	F	E	F



Demonstrating a committment to a global solution to funding a basic education for all	Mark out of 100	Grade (A-F)	Position (out of 22)
F	40	D	10th
F	16	E	19th
A	60	C	4th
B	56	C	7th
F	56	C	7th
F	36	D	13th
A	52	C	9th
B	40	D	10th
F	8	F	21st
F	60	C	4th
F	20	E	18th
D	32	D	15th
F	60	C	4th
A	96	A	1st
F	4	F	22nd
B	80	B	2nd
F	32	D	15th
F	24	E	17th
A	80	B	2nd
F	40	D	10th
F	36	D	13th
E	12	E	20th



Why the 22 rich countries need to meet the internationally recognised aid target

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

Achieving Education For All requires investment in health and water as well as education. The Zedillo report for the UN concluded that unless each rich country provided aid, to the sum of 0.7 per cent of its Gross National Income (GNI), the international community's agreed plan to defeat poverty, illiteracy, and ill health could not succeed.

The Global Campaign for Education sees the 0.7 per cent target as crucial to achieving Education For All but, as yet, only four countries currently meet this target – a shocking contrast to the rich countries' rhetoric about their commitment to a just world.

Grade boundaries

A 0.7% or more of GNI is given in aid

B 0.55-0.69%

C 0.4-0.54%

D 0.25-0.39%

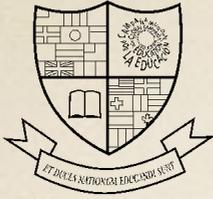
E 0.1-0.24%

F less than 0.1%

See 'Source and Calculations', pages 39-41, for more information

Meeting the internationally recognised aid target

Country	2002 Net Bilateral ODA as % of (unadjusted) GNI	Grade (A-F)	Position (out of 22)
Australia	0.25	D	14th
Austria	0.23	E	17th
Belgium	0.42	C	6th
Canada	0.28	D	12th
Denmark	0.96	A	1st
Finland	0.35	D	9th
France	0.36	D	8th
Germany	0.27	D	13th
Greece	0.22	E	20th
Ireland	0.41	C	7th
Italy	0.20	E	21st
Japan	0.23	E	17th
Luxembourg	0.78	A	4th
Netherlands	0.82	A	3rd
New Zealand	0.23	E	17th
Norway	0.91	A	2nd
Portugal	0.24	E	16th
Spain	0.25	D	14th
Sweden	0.74	A	5th
Switzerland	0.32	D	10th
United Kingdom	0.30	D	11th
United States	0.12	E	22nd



Providing a fair share of the funding

Why the 22 rich countries need to provide a fair share of the funding required to achieve Education For All

Measured by a percentage of countries' Gross National Income (GNI) given in aid to Basic Education

In Dakar in 2000, rich countries promised to provide the extra aid necessary to ensure that no country failed in achieving Education For All because of a lack of resources. The UN calculated that at least US\$5.6bn per annum is required to realise this pledge. The best agreed way to achieve this is for all the countries involved to provide at least 0.7 per cent of their (GNI) Gross National Income in aid, and to devote at least 4.14% of that aid to basic education. Sadly, records show that only two of the 22 rich countries have met this aim so far. If all countries did this, there would be enough aid to enable all children in the world to go to school.

Grade Boundaries

A = 100% or more of the fair share of education aid is provided

B = 80-99.9%

C = 60-79.9%

D = 40%-59.9%

E = 20%-39.9 %

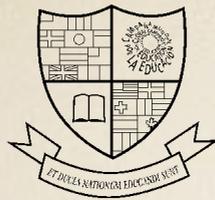
F = less than 20%

Country	Estimated Gross Disbursements to Basic Education 2001 (\$ millions)
Australia	30.95
Austria	3.53
Belgium	10.62
Canada	48.88
Denmark	8.23
Finland	9.07
France	255.72
Germany	56.14
Greece	1
Ireland	12.42
Italy	12.39
Japan	120.94
Luxembourg	10.3
Netherlands	173.26
New Zealand	2.37
Norway	15.51
Portugal	6.78
Spain	36.38
Sweden	13.12
Switzerland	10.78
United Kingdom	105.22
United States	196.59

See 'Source and Calculations', pages 39-41, for more information

required to achieve education for all

Current Aid to Basic Education as a % of Current Total	Aid to Basic Education as a % of GNI	Absolute Total Basic Education Financing Requirement 'Owed' by Each Donor based on GNI (US \$ millions)	% of Amount Owed which has been disbursed	Grade (A-F)	Position (out of 22)
4.69	0.009	98.07	31.56	E	6th
0.86	0.002	52.54	6.72	F	20th
2.04	0.005	66.65	15.93	F	15th
4.00	0.007	199.66	24.48	E	9th
0.76	0.005	44.91	18.33	F	14th
3.90	0.008	34.16	26.55	E	7th
7.55	0.019	372.42	68.66	C	3rd
1.51	0.003	521.12	10.77	F	17th
1.21	0.001	33.17	3.01	F	22nd
6.74	0.014	24.52	50.64	D	4th
1.97	0.001	306.68	4.04	F	21st
1.18	0.003	1201.56	10.07	F	18th
10.45	0.060	4.86	212.13	A	1st
7.24	0.045	109.27	158.56	A	2nd
2.80	0.005	12.43	19.07	F	13th
1.64	0.009	47.77	32.47	E	5th
3.70	0.006	30.28	22.39	E	11th
2.88	0.006	162.37	22.40	E	10th
1.09	0.006	61.53	21.32	E	12th
1.66	0.004	75.61	14.26	F	16th
3.84	0.007	405.14	25.97	E	8th
2.15	0.002	2875.47	6.84	F	19th



Why it is important that the 22 rich countries should focus their efforts on the poorest countries

Measured by the percentage of aid to education going to the poorest countries

If Education For All is to be funded effectively, it is crucial that the bulk of basic education aid should be given to the poorest countries – as they are most dependent on financial support and face the most difficulties in meeting the international education targets.

It is still important that aid is provided to 'non poor' countries – e.g. to education programmes in poor areas of Brazil, despite the country's classification as an Upper Middle Income Country. However, too many rich countries are determining which countries should receive aid for reasons other than poverty reduction – such as cultural, economic, political or military links. This is hampering progress towards Education For All. We are disappointed that only six out of 22 rich countries really do focus their aid on the poorest.

Grade Boundaries

A = more than 80% of aid goes to the poorest countries

B = 70-79.9%

C = 60-69.9%

D = 50-59.9%

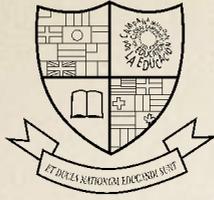
E = 40-49.9%

F = less than 40%

See 'Source and Calculations', pages 39-41, for more information

Focusing their efforts on the needs of the poorest countries

Country	% of aid to total education to LDCs/LICs	Grade (A-F)	Position (out of 22)
Australia	65.89	C	11th
Austria	25.89	F	18th
Belgium	77.91	B	7th
Canada	70.86	B	9th
Denmark	91.33	A	3rd
Finland	64.57	C	12th
France	41.99	E	17th
Germany	58.20	D	14th
Greece	0	F	20th
Ireland	89.39	A	4th
Italy	65.92	C	10th
Japan	49.94	E	15th
Luxembourg	0	F	20th
Netherlands	88.94	A	5th
New Zealand	0	F	20th
Norway	84.75	A	6th
Portugal	95.39	A	2nd
Spain	25.34	F	19th
Sweden	97.90	A	1st
Switzerland	60.57	C	13th
United Kingdom	77.06	B	8th
United States	49.48	E	16th



Why the 22 rich countries should put poor people before narrow self-interest by untying aid

Measured by the percentage of aid to education that is untied or, where that data is unavailable, the percentage of total aid that is untied

'Tying' aid means that a donation is dependent on the receiving country agreeing to restrictions on the places from where products or personnel can be sourced – usually requiring recipient countries to use products or personnel from the donor countries. Tying aid makes the aid less effective, as countries cannot go for the best-value option, and it increases dependency on foreign products and personnel. Rich countries do it because they want to benefit themselves. Untying aid (the opposite of tying) demonstrates that a donor country is prepared to put poor people's needs before their own, narrow self-interest. The following table and chart show to what extent aid is untied. Only four countries made the 'A' grade.

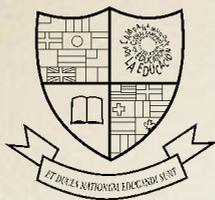
Grade boundaries

- A = 80% or more of aid is 'untied'
- B = 60-79.9%
- C = 40-59.9%
- D = 20-39.9%
- E = less than 20%, more than 0%
- F = 0%/no reporting

See 'Source and Calculations', pages 39-41, for more information

Putting poor people before self-interest by untying aid

Donor	% Untied	Grade (A-F)	Position (out of 22)
Australia	67.8	B	8th
Austria	42.5	C	14th
Belgium	48.6	C	13th
Canada	56.5	C	10th
Denmark	68.8	B	7th
Finland	49.4	C	12th
France	36.5	D	16th
Germany	39.2	D	15th
Greece	14.0	E	19th
Ireland	100.0	A	1st
Italy	6.0	E	20th
Japan	62.1	B	9th
Luxembourg	88.0	A	4th
Netherlands	72.9	B	6th
New Zealand	0.0	F	21st
Norway	100.0	A	3rd
Portugal	18.7	E	18th
Spain	55.9	C	11th
Sweden	77.2	B	5th
Switzerland	100.0	A	1st
United Kingdom	35.2	D	17th
United States	0.0	F	21st



Why the 22 rich countries should demonstrate their commitment to a global solution for funding a basic Education For All

Measured by the 'fair share' that countries have contributed to the Education for All Fast Track Initiative

The Education for All Fast Track Initiative (FTI), through which developing countries with good plans for basic education receive the financial support they require, could provide the foundations for a global solution to the education-financing crisis. To date, this has not been given the financial backing that it requires. Only ten of the 22 countries surveyed in this report have made any contribution at all, and most of those have provided less than half of their 'fair share'.

The following table and chart shows the extent to which countries have contributed their 'fair share' – or, in some cases, 'not so fair share' – to financing the Fast Track Initiative.

Grade boundaries

A = 50% or more of the amount that should have been committed to be FTI, has been

B = 20%-49.9%

C = 10%-19.9%

D = 5-10%

E = less than 5%, more than 0%

F = 0 %

See 'Source and Calculations', pages 39-41, for more information

Demonstrating a commitment to a global solution
to funding basic education for all

Country	Absolute FTI financing burden 'owed' by the country based on GNI (US \$ millions)	Amount committed by the country to FTI (US \$ millions)*	Amount committed as a % of the amount 'owed' by the donor	Grade (A-F)	Position (out of 22)
Australia	14.9	0	0.0	F	10th
Austria	7.4	0	0.0	F	10th
Belgium	9.3	9	97.1	A	4th
Canada	27.1	6	22.2	B	7th
Denmark	6.3	0	0.0	F	10th
Finland	4.7	0	0.0	F	10th
France	51.9	74	142.6	A	3rd
Germany	72.3	20	27.7	B	6th
Greece	4.8	0	0.0	F	10th
Ireland	3.6	0	0.0	F	10th
Italy	42.4	0	0.0	F	10th
Japan	164.8	15	9.1	D	8th
Luxembourg	0.7	0	0.0	F	10th
Netherlands	14.9	32.2	215.5	A	1st
New Zealand	2.0	0	0.0	F	10th
Norway	6.6	3	45.2	B	5th
Portugal	4.2	0	0.0	F	10th
Spain	23.0	0	0.0	F	10th
Sweden	8.6	17	198.6	A	2nd
Switzerland	10.6	0	0.0	F	10th
United Kingdom	57.4	0	0.0	F	10th
United States	390.6	5	1.3	E	9th

* Latest estimates by the Global Campaign for Education

Glossary

Education financing gap	The amount of money still needed to fund Education for All.
Education for All	Everyone in the world getting access to free basic education.
Education for All Fast Track Initiative	A system set up by rich countries, intended to ensure that developing countries with good education plans receive the financial support they need. Rich countries have, so far, given less than half the money required for a successful beginning.
FTI	Education for All Fast Track Initiative (see above).
Global Campaign for Education	A global alliance of development organisations and teachers' unions in 180 countries who believe that education is a human right, and a key to fighting poverty.
GNI	Gross National Income (see below).
Gross National Income	The sum of all the income received by people in that country (in that year). Countries with a higher GNI have more money than those with a lower GNI.
LICs and LDCs	LICs (Low Income Countries) are those with a GNI per capita of \$745 or less in 2001. There are 64 of which 49 are LDCs (Least Developed Countries), suffering from additional severe problems of low living standards and economic insecurity.
ODA	Overseas Development Assistance (see below).
Overseas Development Assistance	Aid that better-off countries provide to developing countries.
Tying	Restrictions on the source of products or personnel paid for with the aid provided – which usually requires the recipient countries to use products or personnel from the donor countries. Tying aid makes it less effective, as countries can't go for the best value option. It also increases dependency on foreign products and personnel. Rich countries do it because they want to benefit themselves.
UNESCO	United Nations Educational, Scientific and Cultural Organisation (see below).
United Nations Educational, Scientific and Cultural Organisation	The UN body that monitors countries' progress towards Education for All.
Untying	The opposite of 'tying' (see above).
World leaders	The heads of government of the countries of the world.
Zedillo report	A UN report (published 2001) on international development, written by an expert panel appointed by the UN Secretary-General Kofi Annan. The panel was led by the former Mexican president, Dr Ernesto Zedillo.

Sources and Calculations used in the report

This report was written in order to demonstrate in an accessible format how each of the 22 countries surveyed fare in supporting basic education in developing countries, and what improvements are required if education for all is to be achieved. The 22 countries were chosen because, broadly, they constitute the 'rich world' (excluding a few small countries like Iceland), possessing more than half of the world's wealth; and because they are the members of the official body of donors, the Development Assistance Committee of the Organisation for Economic Cooperation and Development, and have committed themselves to helping developing countries fight poverty.

As recognised by the 2002 UNESCO EFA Monitoring Report 'reliable information on composition of aid to education is difficult to obtain'. Under-reporting is common – and the OECD's CRS database, upon which we relied heavily, suffers from lack of coverage, with only around 70% of education commitments recorded in the database in 2000 (UNESCO). Therefore, we have been forced to make a number of assumptions about the data. One of the main purposes of this document is an attempt to make transparent those assumptions, and highlight the data gaps.

Indicator 1

Why the 22 rich countries need to meet the internationally recognised aid target. Measured by Net Bilateral Overseas Development Assistance (ODA) as a percentage of Gross National Income (GNI).

Data Sources:

1. ODA as a % of GNI: DAC database, OECD, Table 1, 2002, 2001 & 2000.

Data analysis:

- Data is available for all countries. As 2002 is the most recent data available, this was used in calculation of ODA as a % of GNI.
- Simple division of total bilateral ODA into GNI gives the result. The results are slightly different when World Bank GNI data is used instead of that obtained on the DAC database. However it makes very little difference to the overall results and grades obtained.

Indicator 2

Why the 22 rich countries need to provide a fair share of the funding required to achieve Education For All. Measured by a percentage of countries' Gross National Income (GNI) given in aid to Basic Education.

Data sources:

1. Gross bilateral disbursements and commitments and GNI figures DAC database, OECD, Table 1, 2001.
2. Breakdown of total bilateral data by sector: DAC database, OECD, Table 5, 2001.

Data analysis:

- Data on total ODA is available for all countries for 2001. Data on aid to education is available for all countries for 2001 except Luxembourg. Therefore for Luxembourg, the calculations are done based entirely on 2000 data.
- Firstly it was necessary to find an estimate for total aid to basic education. The DAC statistics break total aid to education down into four categories: 1) education level unspecified, 2) basic education, 3) secondary education and 4) post-secondary education. It was assumed that one third of aid to unspecified education budgets went ultimately to basic education. Hence total basic education was calculated as $[\text{basic education} + (\text{unspecified education})/3]$.
- The next complication was that some countries report their sectoral aid data by commitments and some by gross disbursements. To standardise data across all countries, it was assumed that the ratio of

gross disbursements to commitments in aid to education was the same as that for total ODA. This ratio was used as a multiplier to convert data reported by commitments into an estimate of gross disbursements.

- The grades are determined from the total finance required to achieve universal basic education, that is the funding gap of 5.6 billion dollars plus the additional spending by donors on basic education.
- This is 'allocated' as a 'fair share' proportionately between the 22 DAC donors according to the size of each donor's GNI. Actual spending is compared to this allocation to determine the grading, which is detailed below:
- Note here that basic education is defined by the DAC as 'primary, basic life skills for youth and adults and early childhood education' (DAC statistical reporting directives page 43).
- Taking the UNESCO total funding gap for education (\$5.6 billion annually in their November 2002 report), it was possible to find the fraction of total DAC 22 GNI that that amount represents. This figure is 0.024% of total DAC 22 GNI. Therefore if each of the DAC countries contributed an extra 0.024% of their GNI in aid to basic education, the funding gap could be closed.
- Current average aid to basic education as a % of GNI was calculated by simply dividing total DAC aid to basic education by total DAC GNI, which turned out to be 0.005%. The ideal target for aid to basic education as a % of GNI is thus $0.024\% + 0.005\%$. Therefore the average country should spend 0.029% of GNI as aid to basic education in order to meet the education targets.
- Since this measure is calculated and presented as a % of GNI rather than as a % of ODA, it focuses on donors' contribution to closing the basic education financing gap. It scores highly countries with fair aid budgets who give a fair proportion to basic education, and does not reward countries who are ungenerous to basic education for being less generous to other sectors. We are concerned however, that a number of countries' aid budgets are overly focused on expensive and non-pro-poor activities like post graduate scholarships, often in the donor country, and we urge donor countries to focus their aid on pro-poor goals as well as to increase their aid overall. A country that spends 0.7% of its GNI on aid and over 4.14% of that aid on basic education would be making a proportional contribution to meeting both the overall development financing gap and the basic education financing gap and would score an A for indicators 1 and 2.

Indicator 3

Why it is important that the 22 rich countries should focus their efforts on the poorest countries. Measured by the percentage of aid to education going to the poorest countries.

Data sources:

1. Commitments, Aggregated by Sectors: Creditor Reporting System, OECD, Table 2, 2001.

Data analysis:

- There was no data available for Greece, Luxembourg or New Zealand, who received a grading of F, or 0, a penalty for non-reporting.
- The data was only available for commitments, which can differ from the more standard measure of gross disbursements. However, commitments still represent a statement of intent about the direction of aid flows.
- As the latest data is from 2001, the DAC list of aid recipients as of 1 January 2001 (not the most recent list) was used to classify the aid recipients.
- Complications arose around the classifications 'unallocated' or 'unspecified' by region. There was no way of knowing how much of this went to LDCs/LICs in the given region. This was resolved in two stages. Firstly, aid to those regions containing no LDCs/LICs (e.g. South America) was calculated, as was aid to those classifications made up totally or mostly of LDCs/LICs (LDCs unspecified and South of the Sahara unallocated). These figures were added to the totals for individually identified recipients, and aid to LDCs/LICs calculated as a proportion of the total. In the second stage, this proportion was assumed to apply to the remaining unallocated/unspecified amounts.
- We considered rewarding aid to countries with the most out-of-school children. However, this could risk punishing donors for providing long term support for countries implementing good education plans.

The opposite option would be to reward aid to countries with the least out of school children; however, poor results should not be confused with poor education policies – many of the poorest countries are not on track to meet the education MDGs, but may have good education policies that donors have failed to finance. Another option was to reward aid to countries with the ‘best policies’ or ‘best institutions’. This would necessitate a highly subjective judgement on which countries are ‘best’, however, and indicator 5 (below) focuses on the Fast Track Initiative which already assesses which countries have developed effective EFA plans. It was therefore decided to focus on a clear and quantifiable indicator of whether a fair share of aid went to the poorest countries.

- The indicator could be modified by incorporating a classification of recipient countries according to whether they are key military and strategic allies, or major trading partners. This would highlight when aid is being given for reasons other than overcoming poverty. This is an issue we would like to pursue. However, it was felt that such an indicator would be difficult to develop at this time in a way that would be seen to be fair, and also that where strategic considerations were taking most precedence over pro-poor considerations this would often skew aid away from LDCs/LICs and so would anyway be picked up in a measure of how much aid went to the poorest countries.

Indicator 4

Why the 22 rich countries should put poor people before narrow self-interest by untying aid. Measured by the percentage of aid to education that is untied or, where that data is unavailable, the percentage of total aid that is untied.

Data sources:

1. Disbursements and Commitments of Official and Private Flows: DAC, OECD, Table 1, 2.
2. Tying Status of Bilateral ODA Commitments: DAC, OECD, Table 7b.
3. Commitments, Aggregated by Sectors: Creditor Reporting System, OECD, Table 2, 2001.
4. Reference document: ‘CRS Reporting on the tying status’, internal OECD document.

Data analysis:

- The figures specific to basic education were not available, so figures for (all forms of) education ODA were used where available (Australia, Canada, Ireland, Netherlands, Norway and Switzerland), and figures for general ODA where not. This appears to advantage those whose reporting is more specific, but we were keen to use the most relevant data set available.
- To compile the data for untying as a % of bilateral ODA, we added in Technical Cooperation commitments data. In doing so, we concur with the Centre for Global Development’s (CGD) Aid Index assessment (Roodman, 2003) that Technical Cooperation in bilateral aid be considered as tied. (Though most donors record technical assistance separately from tied aid, a number of studies have concluded that it has a similar impact in restricting poor countries say on how and from where products and personnel are sourced.) We then took untied as a % of the total, effectively penalising Technical Cooperation, tied aid and partially tied aid. Although the CGD’s index recognises that partially tied aid (that tied to the purchase of goods in developing countries/or the donor country and developing countries) reduces the value of aid less than tied aid does, we decided to be more absolute in our judgement, rewarding only aid where recipients are free to choose where and how to spend it.
- For those countries where tying data for bilateral ODA for 2001 was not available, it was decided to accept 2000 data, but not earlier-reported data. The US and New Zealand therefore lose out, with the most recent data reported for 1996 and 1992 respectively.
- For countries where no, or only very partial, data was available, countries received a grading of F, or 0, a penalty for non-reporting.
- All the data was calculated as commitments – only commitment data is available by tying status, so it was hoped this would minimise inconsistencies across the data sets.

Indicator 5

Why the 22 rich countries should demonstrate their commitment to a global solution for funding a basic Education For All. Measured by the ‘fair share’ that countries have contributed to the Education for All Fast Track Initiative.

Data sources:

1. Donor FTI commitments to each of first ten FTI countries: most recent estimates by the Global Campaign for Education.
2. GNI: World Bank 2002.

Data analysis:

- Each donor’s % share of total DAC 22 GNI was calculated. World Bank data was used for this indicator as we were not relying on the DAC database for any data and therefore no inconsistencies between WB and DAC data could arise.
- The total FTI finance bill for the first ten countries was calculated by adding the financing required for 2003-2005 for those individual countries.
- The proportion of this total which is each donor’s ‘fair share’ of the FTI bill was calculated on the basis of donor GNI as a % of total DAC 22 GNI.
- Donors were graded according to whether they had committed this ‘fair share’ or by how much they had fallen short.
- The FTI is a ‘global education compact’ (Sperling, ‘Donor Reactions to the Education for All Fast-Track Initiative’) and the most ambitious attempt to-date at an international funding mechanism for education. Therefore it was felt that this indicator would also embody a measure of a donor’s commitment to working together.
- A donor receiving an A grade is already contributing at least as much as their ‘fair share’ in terms of meeting the total cost of financing basic education.

Overall Indicator

- It was decided that a simple average should be taken across all 5 indicators, to avoid the arbitrary judgements involved in weighting. Grades for each of the indicators were converted into a mark out of 100 as follows: A=100; B=80; C=60; D=40; E=20; F=0. They were then added up and averaged to create the overall mark.
- The overall grade was then calculated from the overall mark as follows: $\geq 90=A$; $\geq 70 < 90=B$; $\geq 50 < 70=C$; $\geq 30 < 50=D$; $\geq 10 < 30=E$; $< 10=F$.

Suggestions for further indicators and issues to be resolved.

(i) Working with others

- To date, we have found no accurate method of quantifying this suggested indicator, which was meant to express donor-donor coordination and donor commitments made through recipient governments, rather than off-budget. The DAC provides total bilateral ODA to education data by purpose, broken down into that made available for investment projects, programme aid and ‘other’. These statistics do not give us a total for project aid, only that for investment projects, which means we cannot use it as a proxy for how much aid is given outside government structures. Programme aid, although it goes through government budgets, does not in turn imply any measure of donor pooling, or collaboration. There is also a wider issue that different ‘modalities’ may be appropriate for different circumstances – penalising donors who make a large amount of project aid available may simply penalise them for working in environments where budget support would not be the preferred mechanism.
- The suggestion that has been most widely received is to conduct a form of ‘qualitative peer review’, asking donors and recipient governments to rate DAC donors on a set of variables relating to this issue.

(ii) Making realistic aid commitments

- The bilateral ODA to education data is only provided as either gross disbursements or commitments. The only way around this is to use total bilateral ODA data, but we have no way of knowing if it is plausible to assume a similar gap between commitments and disbursements in the education sector.
- Commitments may also not be annualised, which means a five year

commitment recorded in one year will compare unfavourably with year 1 disbursement and penalise those who make long-term commitments.

- Finally, disbursement levels are the result of many factors, including internal donor procedure and the countries and sectors that donors work in – such an indicator may just penalise donors that work in countries with more red tape, for instance.

(iii) Making long-term, stable commitments

- No suggested measure. The length of donors' plans for the education sector may tell us little about their actual behaviour, so data on future commitments may have to be combined with a historical measure of aid 'volatility'.

(iv) Commitment to gender equality

- We did not find any data which captures ODA to education with an explicit gender impact. The alternative, to look at ODA to education in countries with good/bad gender policy/outcomes again faces the problem of defining 'good' policy, while an outcomes-based measure may say more about recipient policy than donor strategy. The best way around these issues may be a 'tick box' idea, where donors have signed up to particular documents or targets relating to the 2005 equity in education goal. However, the danger is that we just give credit to yet more donor platitudes. It also be more appropriate to include a broader 'equity' measure, not only reflecting commitment to gender, but also ethnic minorities and other excluded groups.
- What is evident, however, is that if gender and ethnic equality in basic education is to be attained, developing countries need to be able to abolish all fees and charges and provide special subsidies for particularly excluded groups like poor girls. This in turn requires substantial aid from rich countries; so those rich countries which are exposed in this report as the least generous are not only failing children in general but are failing girls and ethnic minority children in particular. Any country serious about equality issues would need to aim for the top grades in all the indicators in this report.

References

- DAC 2000. Statistical Reporting Directives. Paris, OECD.
- OECD, 2000, 'Measuring aid to Basic Social Services', June 2000, Paris, OECD.
- Reality of Aid Group 2002. The Reality of Aid. Manila, Ibon.
- Roodman, D. 2003 'An Index of Donor Aid Performance', April 2003. Washington, Centre for Global Development.
- Sperling, G. 'Donor Reactions to the Education For All Fast Track Initiative'.
- UNESCO, 2002. Is the world on track, EFA Monitoring Report. Paris, UNESCO.

¹ Although it should be noted that the OECD data only refers to Free-standing Technical Cooperation, or TC NOT attached to a particular project, which is referred to as Investment-related TC.

² Unlike the CGD index, we did not remove administration costs and debt relief from the total bilateral ODA figures, in part because the same could not be done for the total bilateral ODA to total education figures for all donors.

Report Team

This report was written and coordinated by Ben Phillips. Arabella Fraser and Tania Wilson were the researchers. It was edited by Anne Jellema. We are grateful to the more than 50 people who were kind enough to give their comments and advice.

Global Campaign for Education Members

Board Members:

ActionAid Alliance
ANCEFA (African Networks Campaign on Education for All)
ASPBAE (Asia-Pacific Bureau for Adult Education)
CAMPE (Campaign for Popular Education, Bangladesh)
Education International
Global March against Child Labour
National Campaign for the Right to Education (Brazil)
Oxfam International
SANGOCO (South African NGO Coalition)

Regional and international organisations:

Camfed
CARE International
CEAAL
FAPE
FAWE
Fe y Alegría
Ibis
Inclusion International
International Save the Children Alliance
NetAid
OEB/CEDEAO
Plan International
Public Services International
Sight Savers International
VSO
World Association of Girl Guides and Girl Scouts
World Vision International

National education coalitions:

ALPO (Liberia)
ASSAFE (Mali)
CCEB (Burkina Faso)
CSACEFA (Nigeria)
CIAZO (El Salvador)
CONCEG (Gabon)
CNT/CME (Togo)
EFA Network (Pakistan)
EFA Network (Sierra Leone)
Elimu Yetu (Kenya)
E-Net (Philippines)
FENU (Uganda)
GEFA (Gambia)
GNECC (Ghana)
Irish Coalition for the GCE (Ireland)
JNNE (Japan)
MNEFA (Mozambique)
TEN/MET (Tanzania)
ZANEC (Zambia)

Private sector associate members:

The Body Shop

This is an independent report and does not necessarily reflect the views of all members of Global Campaign for Education

Must Try Harder

A 'School Report' on 22 rich countries' aid to basic education in developing countries

Across rich countries, surveys show that taxpayers want more aid to basic education in poor countries – so that future generations have the tools to break out of poverty forever. Since 2000, rich countries have repeatedly promised to give more to education.

So which countries are living up to their promise? Using the device of a 'school report', this publication helps to expose the 'class leaders' and the 'class laggards'. It also sets a standard for all rich countries to follow, showing that, on average, they need to increase their aid to basic education five times over.

A page on each country, together with a list of rankings, lets citizens know how well their government is doing on aid to basic education, and what each country must do to improve its performance. If all rich countries had kept their promise, the global education financing crisis would have been solved, and a world where all children went to school could become a reality. This report aims to bring forward that day.



Global Campaign for Education
www.campaignforeducation.org
November 2003