



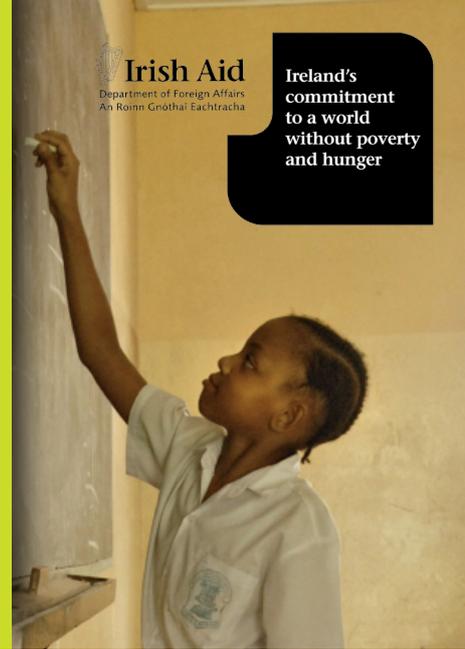
# MDG 2

## MILLENNIUM DEVELOPMENT GOAL

To achieve universal primary education

### TARGET

- Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.



## CURRENT GLOBAL STATUS<sup>1</sup>

- There has been continued strong progress in enrolment of children in school globally. In Africa, progress has been remarkable with Gross Enrolment Rates in primary education climbing from only 43% in 1960 to 95% in 2006. But 72 million children remain 'out of school' worldwide (55% of whom are girls) and it is estimated that by 2015, 56 million children of school-going age, will still be out of school. Many of the out of school are cut off by geographic isolation, gender inequality, poverty, religion, ethnicity, disability or ill health. It is estimated that 44% of the out-of-school children in developing countries are unlikely ever to enrol and will face the most acute educational disadvantage unless there is improved targeting to include these 'hard to reach' groups. Getting the remaining 72 million out-of-school children into school, will require more inclusive approaches that target the marginalised.
- Early marriage, pregnancy, productive responsibility in the home, socio-cultural norms and gender-based violence are gender specific barriers to education and are commonly cited as contributing to gender gaps in retention rates especially at secondary level.
- Gains in the quality of education have not kept pace with gains in access. Millions of children are emerging from school each year without having acquired basic literacy and numeracy skills. Training and recruitment of sufficient teachers to meet the increased demand, brought about by increased access, continues to be a major challenge. Some 10.3 million additional primary teachers will be required to achieve MDG2.
- While primary responsibility for education financing rests with developing country governments, the poorest countries lack the resources to achieve the 2015 goals without a major increase in aid and an improvement in aid effectiveness. Aid flows need to be more predictable and while use of country systems is growing; many donors continue to operate outside these systems, thereby adding to transaction costs.

## IRELAND'S POLICY POSITION & RESPONSE

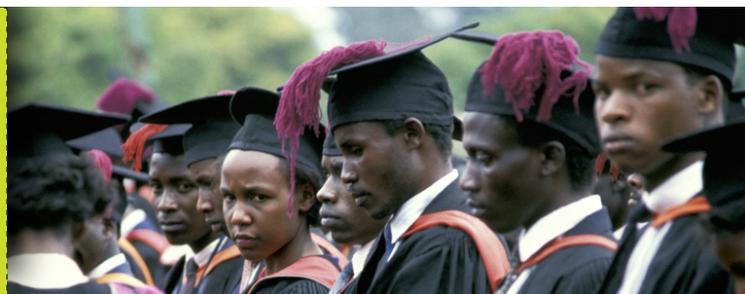
- Education is a policy priority for Irish Aid, as outlined in its White Paper. It is central to development and the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty and hunger.
- Irish Aid is taking a lead role in tackling world hunger and is acutely aware of the interconnectedness of the MDGs. Good nutrition in the first two years of a child's life is particularly important for cognitive and social development. Tackling hunger is a necessary prerequisite for a good quality education. Irish Aid is aware that this link is two-way: providing a good quality education improves the chances of individuals to secure employment and pursue a life free from hunger.
- Eliminating gender inequality in access and retention rates at schools is a key element of Irish Aid's education and gender equality policies. Increasing the education levels for girls has many positive social and economic impacts, including improved infant and child survival rates, reduced rates of fertility and increased status and participation in society by women.
- In line with its core principles of partnership and ownership Irish Aid gives priority to supporting government-led national education plans, promotes the use of country systems and a harmonised approach amongst donors.

<sup>1</sup> Source: 2010 Global Monitoring Report; UNESCO

### Irish Aid:

- Has consistently increased its investment in education from €26million in 2000 to more than €51 million in 2006. In 2008 expenditure increased substantially to more than €84 million. Over the period 2000-2008 total expenditure on education amounted to approximately €440 million;
- Is a main donor in the Education Sectors in Lesotho, Mozambique Zambia and Uganda and, on a rotational basis, leads all other donors in policy dialogue and monitoring in partnership with the Ministries of Education in those countries.
- Pilots innovative approaches to reach the marginalised, and brings learning from these pilots to national and international dialogue platforms. Supporting ministries of education and local authorities in their work with pastoralists in Karamoja in Uganda; and with tackling sexual abuse of girls in school in Niassa in Mozambique, are two examples.
- Supported research on the training, retention and management of teachers in Anglophone Africa and promotes and disseminates the outputs of that research;
- Supports the production of the Education For All Global Monitoring Report (published by UNESCO), to monitor the results of efforts to reach the Education For All goals and MDG2 on an annual basis;
- Supports the Global Education Fast Track Initiative (FTI) financially and is engaged in the current FTI evaluation. Irish Aid is also a member of the Catalytic Fund Committee, charged with approving allocations of the FTI funds;
- Engages with the Like Minded Donor Group on education and the EU member states group on education ensuring an exchange of learning and best practice approaches on key topics such as: quality, teachers, and aid effectiveness; and
- Ensures that gender equality is a central focus across all support to education.

## EXAMPLES OF IRISH AID PROGRAMME INTERVENTIONS IN SUPPORT OF MDG 2



NATURE OF INTERVENTION	SPECIFIC EXAMPLE OF IRISH AID RESPONSE	RESULTS
<p><b>INCREASING ACCESS AND EQUITY TO PRIMARY SCHOOLING</b></p>	<p>In Zambia, Irish Aid contributed over €10 million to the Ministry of Education in 2009. The National Implementation Framework continues to focus on access to, and quality of, education with priority given to infrastructure, procurement, curriculum reform and teacher recruitment, deployment and retention. Support has been provided to the development of a gender mainstreaming strategy for the education sector.</p>	<p>In Zambia in 2008 Enrolment at basic school level (Grade 1-9) increased from 1,547,715 to 1,611,190 (female) and from 1,618,595 to 1,679,028 (male), an overall increase of almost 124,000 children.</p>
<p><b>STRENGTHENING THE EFFECTIVENESS OF AID BY PROMOTING THE USE OF COUNTRY SYSTEMS &amp; MOBILISING ADDITIONAL FUNDS</b></p>	<p>In Lesotho, Irish Aid led on the endorsement of the Ministry's Education Sector Plan. The plan drawn up with Irish Aid support marked a departure from the older project style of planning and support in the education sector in Lesotho. The new plan includes budget forecasts, linked to the Medium Term Expenditure Framework for the country and a comprehensive performance assessment framework. Ireland led the local education group in endorsing the plan for \$30 million USD funding from the FTI.</p>	<p>US\$ 20 Million has been successfully secured from the FTI for the three year period beginning 2010. A further \$10 million is committed and is subject to a satisfactory midterm review.</p> <p>This additional funding will make it possible for Lesotho to consolidate progress made in increasing access to primary school where net enrollment rates increased from 34 to 71 between 1999 and 2007. A new medium term plan can now be implemented which will result in an additional 5000 enrolments in early childhood care and development facilities, and the introduction of a range of policies which will improve the quality of teacher training, deployment and management.</p>

NATURE OF INTERVENTION	SPECIFIC EXAMPLE OF IRISH AID RESPONSE	RESULTS
<p><b>SUPPORTING ACCESS TO EDUCATION IN CONFLICT AFFECTED AREAS</b></p>	<p>In Uganda, Irish Aid is providing support to the Ugandan Ministry of Education and Sports for the rehabilitation of schools and teacher training in Karamoja, to improve access to quality education in the Karamoja region.</p> <p>Within these conflict afflicted areas, Irish Aid is advocating for (a) the development of appropriate guidelines on establishing, managing and financially sustaining primary boarding facilities which maintain family links and protect children, especially girls who are at risk of defilement or gender based violence, and (b) alternative and more accessible approaches to education for pastoralists.</p>	<p>11 Secondary Schools and 2 Primary Teacher Colleges in Karamoja constructed and rehabilitated</p> <p>116 Science and Mathematics teachers from the Karamoja region trained with support from Irish Aid in collaboration with the Ministry of Education and Sports and the Japanese Development Cooperation (JICA)</p> <p>Follow up support and monitoring of teachers in the classroom conducted by SESEMAT national trainers to assess how skills acquired were applied in the classroom</p> <p>As a result children in this conflicted affected area of Northern Uganda now have a safer learning environment</p>
<p><b>PROMOTION OF GIRLS EDUCATION</b></p>	<p>In Mozambique Irish Aid provided €7.24 million support to the education pool fund that finances the major reforms of the sector at national level.</p> <p>In addition €271,025 was provided to Niassa province in 2009. Within its work on education in Niassa province, Irish Aid identified the need to focus on the protection of girls from sexual exploitation and abuse (SEA) as they travelled to and from, and within schools. Irish Aid provided financial and technical support to the development of a study to assess the problem, and further support to the development of a provincial protection strategy. The Irish Aid Gender Adviser facilitated communication between the provincial authorities and the national level. The Ministry has now approved the strategy. Irish Aid has also negotiated with the provincial directorate to resource CSOs to implement the programmes. The strategy is well embedded with key sector stakeholders.</p>	<p>During 2009 the target of 74% school enrolment rate of girls aged 6 (grade 1) was narrowly missed with an achieved outturn of 73%. This compares favourably with the 70% of 2007. The challenge now lies in improving the quality of teaching and keeping children, particularly girls in school.</p> <p>In Education, official data indicate there is now gender parity at the entry age level. Enrolment of girls in primary school has increased from 1.6 million in 2004 to 2.4 million in 2009<sup>2</sup> with overall net enrolment (both girls and boys) reaching 100%<sup>3</sup> of eligible children;</p>

<sup>2</sup>GCC Alargado, MEC, September 2009.

<sup>3</sup>Percentages have not yet been readjusted to take into consideration demographic statistics from the 2007 census.

# ZAMBIA CASE STUDY



*Naomi Isaac, a student in Maxamaedi community school.*

## Supporting education for all for young people in rural Zambia

14-year old Naomi Isaac is a Grade Five student in a community school, near her home in Senanga district in Zambia where she lives with her mother, three brothers and a sister. Naomi is determined to get a good primary-level education as she wants to attend secondary school and eventually qualify as a nurse.

The local community built the Maxamaedi school which has mud walls, a thatched roof and only two classrooms for lower grades. Because of the lack of space, the school uses a two-shift system to cater for all 176 pupils – yet, since it was established in 2003, a number of pupils have gone on to middle-basic in other schools, and a few are completing upper-basic primary level.

When Zambia became independent in 1964, just over 50% of children were enrolled in school, and only 10% of those completed primary school. In the decades prior to 2000, the Government of Zambia could not adequately support education, and only those students who could afford to pay the fees attended school.

In 2002, with promises of donor support, the Government abolished fees for primary schools leading to a huge expansion in enrolment. Between 2000 and 2008, enrolment in primary education grew by 1.3 million children.

Most of these additional students attend community schools; typically small, low-cost schools built and managed by the communities. With government support, the number of community schools has grown from under 900 in 2000, to nearly 3,000 in 2008. Community schools are a real lifeline in providing access to education to the poorest people in rural areas who are out of reach of government schools.

Ireland and the Netherlands coordinate the work of the donors financing education in Zambia. Working with the Government and NGOs, Irish Aid provides grants to almost 8,000 government and community schools for the provision of books, desks, teaching materials, and small maintenance funds.

Eventually, these community schools will be integrated into the government school system. About 1,500 mud-and-thatch classrooms are being replaced by permanent classrooms annually. With the Government also recruiting an additional 5,000 teachers per year, Naomi and her fellow students now have a real opportunity to join the growing number of students attending secondary school.

 **Irish Aid**  
Department of Foreign Affairs  
An Roinn Gnóthaí Eachtracha

Ireland's  
commitment  
to a world  
without poverty  
and hunger

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