Norad

Rising to the challenge
Results of Norwegian education aid 2013-2016

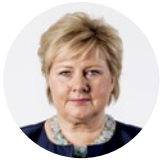
FOREWORD

Education unlocks the potential of young minds, and helps new generations realise their dreams for the future. However, we are facing a global education crisis. Millions of children are out of school, or in school but not learning. We must put education at the top of the agenda.

Norway has played a key role in pushing the international community to take decisive action to address the learning crisis, politically and financially. We are a strong supporter of the Sustainable Development Goals and we were instrumental in initiating the Education Commission.

We cannot effectively address the global learning gap without sufficient funding. We have therefore substantially increased Norway's financial contribution to education. In the period 2013-2016, international development assistance from Norway helped to provide education for five times as many girls and boys as there are students in Norwegian primary education. Half of these boys and girls live in fragile and conflict-affected countries.

Investing in girls' education is one of the best investments that can be made in sustainable, equitable communities. Education helps protect girls from abuse and enables women to contribute fully to society and to economic growth. The time has come for the global community to work together and provide real learning opportunities for every girl and boy. Quality education is essential for eradicating poverty.



ERNA SOLBERG
Prime Minister of Norway

Children pay the highest price in wars. Armed conflict is a major obstacle to education: not only because of the violence and destruction it involves, but also because it reinforces barriers to education such as poverty and discrimination. Norway has taken on a leading role in mobilizing support for education for all, in accordance with the SDGs.

Today, only a handful of countries include education aid in their humanitarian policy. Between 2013 and 2016, Norway increased the share of humanitarian funding to education from two to nine per cent, exceeding the UN target of four per cent. Norway also played a key role in establishing the Education Cannot Wait fund in order to meet the education needs of children and young people affected by emergencies. Furthermore, to protect schools, students and teachers in armed conflicts, we have supported the Safe Schools Declaration, which has so far been endorsed by 66 countries.

Importantly, we are also increasing the focus on the transition from school to employment – because ensuring education and employment opportunities for young people is the key to stability and economic growth.

Norway will continue to advocate quality education for the world's most marginalized children. We have taken many steps in the right direction, but there is still a long way to go.

BØRGE BRENDE
Norwegian Minister of Foreign Affairs

Education is not only a basic human right, it is also one of the most important building blocks for sustainable societies free from poverty.

Norad is pleased to present this comprehensive report, which provides a detailed overview of the results of Norwegian aid to education between 2013 and 2016. It examines the distribution of Norwegian education aid, funding channels and thematic achievements, as well as spending and results in Norway's main partner countries.

The report describes Norway's increased focus on and investments in education, but also invites us to consider important issues relating to the allocation of aid. Overall ODA for education has been stagnating since 2010, and, according to UNESCO, falling in low-income countries. Global spending on education in humanitarian budgets also falls short of our common goals.

Almost two thirds of Norway's aid to education is now channelled through multilateral funding mechanisms. In fact, Norway provided 19 per cent of UNICEF's revenue earmarked for education in the reporting period. How can we enhance the global aid architecture for education? How can the international community strike a balance between addressing short-term emergency needs in the field of education and pursuing longer-term development aims? And how can we continue to support the expansion of education, while maintaining a shift in focus towards quality and learning outcomes?

Norwegian NGOs receive a quarter of Norwegian ODA. The report shows that they and their local partners play a key role in reaching many of the children who do not yet benefit from learning opportunities, due to armed conflict, a lack of qualified teachers, and the exclusion of girls, marginalized groups and children with disabilities. What are the most effective ways of reaching those most in need and leaving no one behind, and what will be the future role of international NGOs?

Gathering data for this report has required considerable effort, and has at times been challenging. We would like to thank our partners who have helped us with the demanding task of retrospective data collection.

Knowledge and experience provide the foundation for informed decision-making. We hope this report will be a valuable source of insight in the continuing efforts to achieve sustainable development and education for all.

JON LOMØY
Director General, Norad

Norad greatly appreciates the support received from our partners in developing this report, especially: ADRA Norway, Caritas, Digni, GPE, Norwegian Church Aid, Norwegian Refugee Council, PLAN International Norway, Right to Play Norway, Save the Children Norway, SOS Children's Villages Norway, Strømme Foundation, UNESCO, UNICEF and the World Bank.

SUMMARY

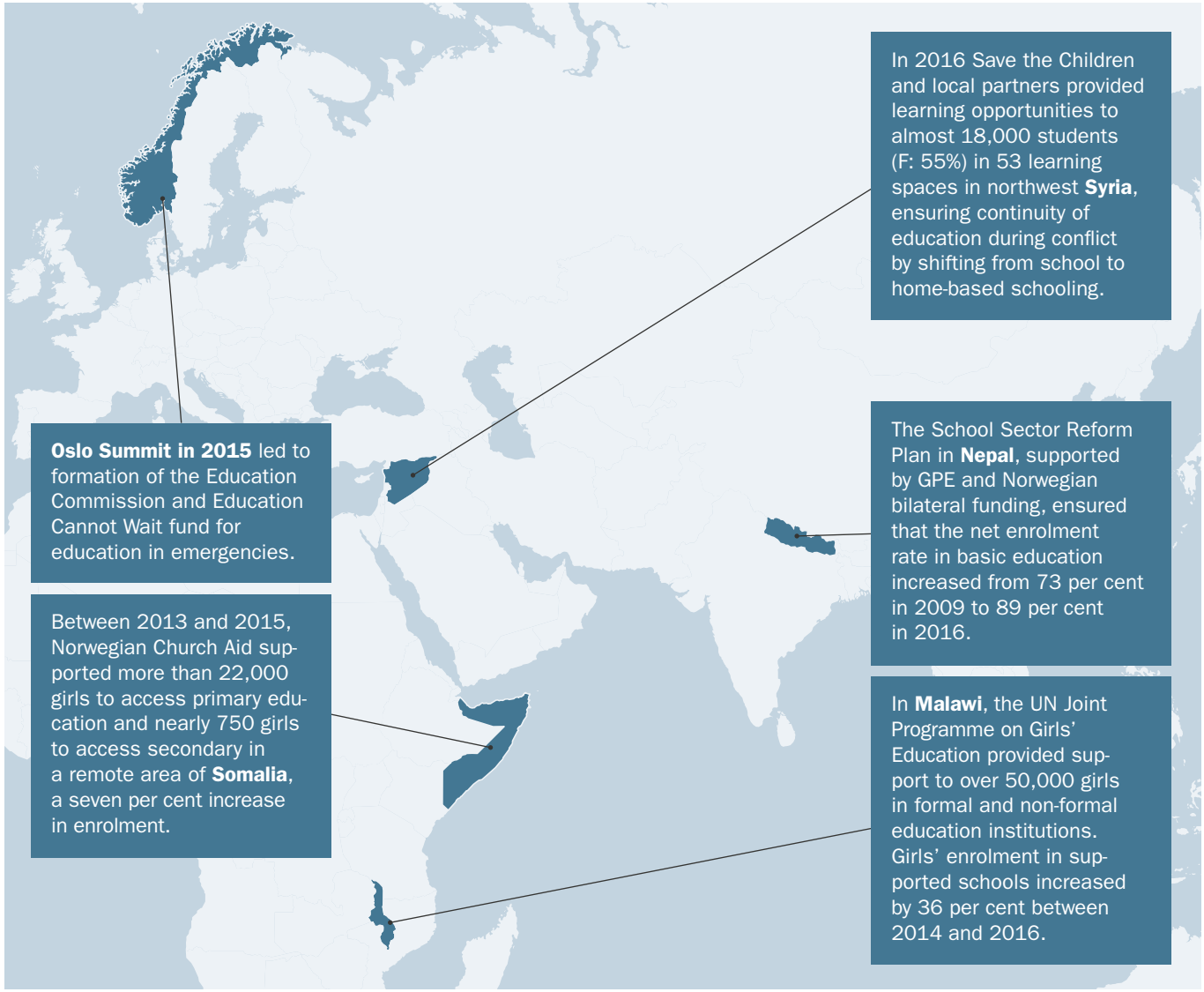
Over 3.1 million girls and boys supported in education each year, including 1.6 million in fragile and conflict-affected countries. [33]

11 million students provided with learning materials and over 8.5 million textbooks distributed. [62]

140,000 teachers trained so that children can learn in schools. [8]

Norway increased investment in education for development from 1.7 to 3.2 billion NOK, with 3.4 billion committed for 2017.

In 2016, **Norwegian aid to education in emergencies increased by 150 per cent**. [43] Globally it increased by 55 per cent. [145]



PURPOSE OF THE REPORT

When a new government came into power in Norway in October 2013, it made a commitment for Norway to take a leading role in global efforts to ensure quality education for all. A decade on from Education for All, education had dropped down the international agenda and donor support had stagnated. Norway's contribution to education had fallen from 13 per cent of its aid specified by sector in 2005 to seven per cent in 2013.

In 2014, the government set out its ambitions for contributing to education globally in White Paper 25: Education for Development, which lists more than seventy actions for follow up. These commitments are highlighted throughout this report, which documents the actions taken and results achieved through Norwegian aid to education from 2013 to 2016.

The geographic emphasis of the report is on the focus countries of Norway's support for education (**Ethiopia**, **Malawi**, **Nepal** and **South Sudan**) as well as other top recipients (**Somalia**, **Lebanon** and **Syria**). The report highlights the work of the main partners through which Norway's aid to education is channelled. It focuses on primary and secondary education, including secondary-level technical and vocational training.

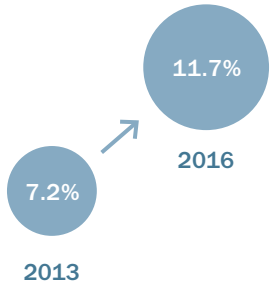
MOBILIZING MORE, AND MORE EFFECTIVE, INVESTMENT IN EDUCATION

In early 2014, the Norwegian Government began working with the UN Special Envoy for Global Education, Gordon Brown. This led to the Oslo Summit on Education for Development in July 2015, which resulted in the formation of the Education Commission. The Commission laid out a global investment proposition to get all children and young people into school and learning within a generation. The report proposed the establishment of an education in emergencies fund, which led to the launch of the Education Cannot Wait fund. It also prompted the European Civil Protection Humanitarian Aid Operations (ECHO) to significantly increase its spending on education in emergencies.[75] In 2016, global humanitarian funding for education in emergencies increased by 55 per cent, to a historic high of US$303 million.[145]

Norway has promoted partnership work by investing heavily in the Global Partnership for Education (GPE) and in pooled funding mechanisms. Between 2014 and 2015, among the GPE developing country partners with data available, 12 out of 49 (24%) increased their public expenditure on education, and 26 (53%) maintained their expenditure at 20 per cent or above.[32] During the implementation of the GPE-supported project in **Malawi**, government expenditure on education increased from 12.5 per cent of all expenditure in 2010 to 21.6 per cent in 2015.[150]

Norway has sought to strengthen the UN's normative and political leadership in education through financial support to UNICEF and UNESCO, and through co-chairing the Sustainable Development Goal (SDG) 4 Steering Committee.

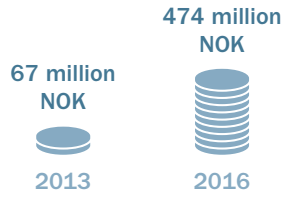
NORWEGIAN AID TO EDUCATION



Between 2013 and 2016, Norway increased the proportion of its earmarked aid going to education from seven to twelve per cent. In absolute terms, this corresponds to a near doubling of education aid, from 1.7 to 3.2 billion NOK. The government is on course to double aid to education by investing 3.4 billion NOK by the end of 2017. Internationally, Norway is the third largest bilateral donor to basic education.[5]

During the reporting period, Norway was the top donor to UNICEF for education (19% of UNICEF's education revenue), the third largest donor to the GPE (11% of the GPE's disbursements) and the fifth largest donor to UNESCO in terms of voluntary contributions.

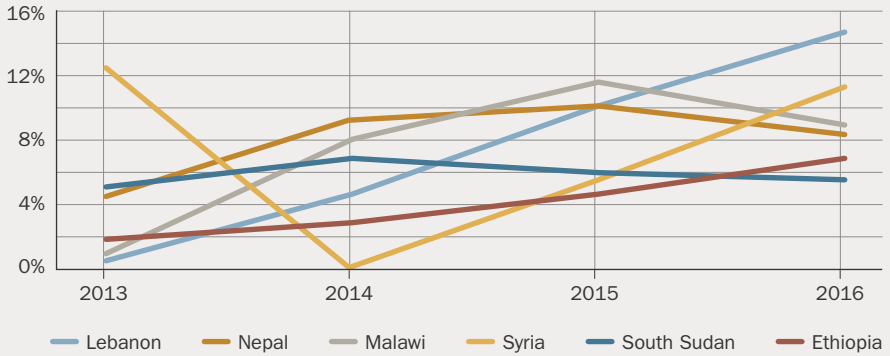
Norwegian education aid is mainly channelled through UNICEF (38%), the GPE (17%) and Norwegian NGOs (25%). The majority (two thirds) went to supporting basic education, which is higher than several other bilateral donors.



Humanitarian aid for education in emergencies has increased from 67 million NOK in 2013 to 474 million NOK in 2016, representing an increase from 2 to 9 per cent of the humanitarian budget. Many of Norway's largest recipients of aid to education are in countries affected by conflict and crises.

FIGURE I // LARGEST RECIPIENTS IN 2016 – LEBANON, SYRIA AND FOCAL COUNTRIES

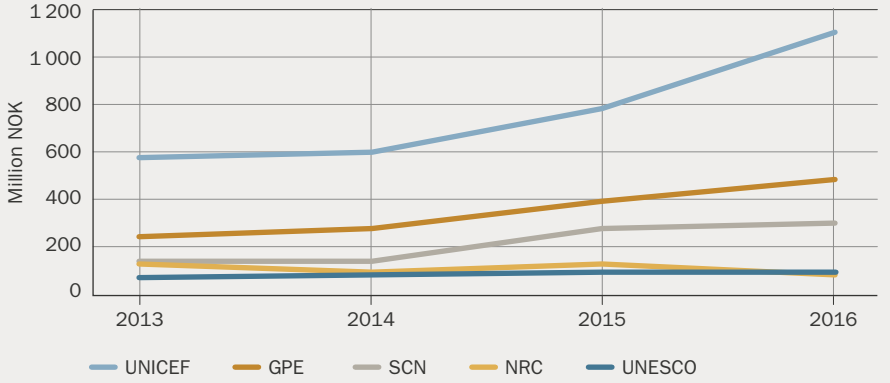
Largest recipients of Norwegian education aid in 2016 by country and year*



* Excluding higher education, regional and global unspecified

FIGURE II // FUNDING TO UNICEF, GPE AND SAVE THE CHILDREN NORWAY INCREASED SUBSTANTIALLY

Largest recipients of Norwegian aid to education by partner and year* [2]



* Excluding higher education

PREVIOUS VIEW

RESULTS ACHIEVED 2013 TO 2016

OBJECTIVE 1: All children start and complete basic education

Norway's partners have worked with governments and communities to enable the most marginalized children to start and complete basic education. Across all UNICEF-supported countries with available data, the percentage of girls and boys from the poorest quintile attending primary school increased from 73 per cent in 2013 to 78 per cent in 2016.[177] Since the GPE's inception in 2002, the proportions of girls in GPE-supported countries entering the last grades of primary school and lower secondary school have risen from 57 to 71 per cent, and from 35 to 47 per cent respectively.[94]

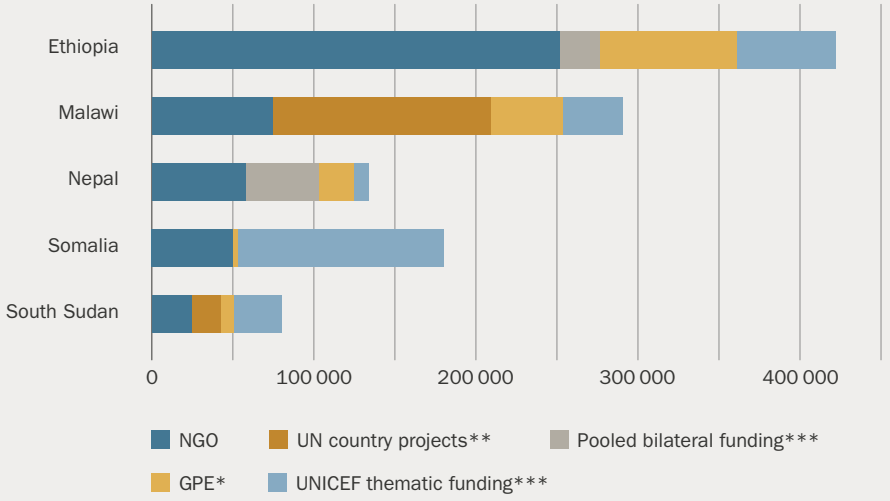
Over 39,000 Parent-Teacher Associations/School Management Committees trained with Norwegian aid between 2013 to 2016.[3]

An example of the effectiveness of working with communities comes from **Nepal**, where Save the Children (SC) supported a Community-based Education Management Information System (CEMIS) that provides information on out-of-school children. This has contributed to an increase in girls' net enrolment in supported schools from 92 to 96 per cent between 2010 and 2014.

Children with disabilities are one of the most educationally marginalized groups. Since 2013, the proportion of UNICEF-supported countries implementing policies on inclusive education to cover children with disabilities has increased from 36 to 42 per cent.[26] In **Ethiopia**, ADRA Norway and Save the Children Norway (SCN) have provided educational support to over 1,700 children with disabilities.

FIGURE III

Number of children supported in education each year by country and type of funding, 2013-2016*



* Excluding higher education

** 'UN country projects' include education agreements with UNICEF and other UN bodies earmarked for use in listed countries

***Norwegian financial contributions converted into child equivalents based on UNICEF value of annual public costs of educating a child

Many of the most marginalized children have missed out on primary school, but are now too old to enrol. The Norwegian Refugee Council (NRC) Accelerated Learning Programme in Northern Bahr el Ghazal in **South Sudan** has educated over 6,500 youth aged between 14 and 24. Between 2012 and 2016 the overall number of females enrolled nearly doubled, with an increase from 33 to 52 per cent.

Through the GPE and Norwegian NGOs, Norwegian aid has supported the construction and/or refurbishment of over 7,000 classrooms during the reporting period.[11]

OBJECTIVE 2: All children and young people learn basic skills and are equipped to tackle adult life

Many developing countries lack sufficient numbers of trained teachers. In **Niger**, the GPE supported the expansion of pre-service training, the construction of three teacher training institutes and the upgrading of teacher trainers. This resulted in the training of 2,469 teachers (F: 70%) by the end of 2016.[196] Good teacher management systems are important to ensuring that all teachers have the necessary skills. In **Zimbabwe**, the GPE supported the development and installation of a Teacher Development Information System (TDIS) database in every district and education office in 2014.

In Ethiopia, working together with a range of bilateral donors including Norway, the GPE supported the upgrading of qualifications from a one-year certificate to a three-year diploma for more than 100,000 primary and 17,000 secondary teachers.[101]

Norwegian NGOs 2013-2016:
1/3 of reporting projects used some of their funding to procure learning materials in students' mother tongue. [54]

Children learn most effectively when taught in their mother tongue. Digni, an NGO supported by Norwegian aid, worked with the Parkari Literacy Project in **Pakistan** to establish a five-year Mother-Tongue-Based Multi-lingual Education programme. Male students graduating from project schools have consistently achieved the highest grades in their middle school classes. In **Ethiopia**, curriculum materials for Grade 3 were developed in two local languages, reaching more than 16,000 children in the region of Benishangul-Gumuz (F: 49%), with the support of UNICEF.

Technology can be used to support learning. Voluntary Service Overseas (VSO) supports early grade primary mathematics education though 56 digital learning centres in **Malawi**. Learning gains in project schools were significantly greater than in control schools, dropout rates were significantly lower, and the gender gap in mathematics performance had been eliminated.

Learning gains in project schools were significantly greater than in control schools, dropout rates were significantly lower, and the gender gap in mathematics performance had been eliminated.

The Norwegian-aid-funded Quality Education Program: Improving the Education Sector, has supported the piloting of performance-based financing (PBF) of school improvement grants in Malawi. The PBF pilot has demonstrated positive results, with 55 per cent of selected schools meeting minimum national school quality standards in June 2016, an increase from only 1.6 per cent in October 2015.[173]

Quality education needs to be free from violence and discrimination. Under the Joint Programme for Girls' Education (JPGE) in **Malawi**, the proportion of girls surveyed reporting physical abuse reduced from 24 per cent at baseline to five per cent at midterm, and reported corporal punishment reduced from 61 to 26 per cent.[106]

OBJECTIVE 3: Young people develop skills that enable them to find gainful employment

Technical and Vocational Education and Training (TVET) is a new priority for Norway. In the reporting period, support for TVET programmes is still limited but growing.

Norwegian NGOs 2013-2016:
13,000 learners (F: 84%) on average supported per year through TVET programmes. [6]

Many of the agreements with NGOs in TVET were for programmes targeting youth affected by conflict. For example, with Norwegian funding, ADRA has provided TVET courses for internally displaced people (IDPs) and returnees in the Kayin State of Myanmar as the country recovers from decades of conflict. In 2016, 425 students (F: 48%) graduated successfully from ADRA-supported vocational training courses. Before enrolling on the courses, 98 per cent of the participants reported having no income. Six months after completion, all had some income and 26 per cent earned more than 638 NOK (US$75) per month.

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Norway's investment in TVET for African youth includes the Employment for Sustainable Development in Africa (E4D/SOGA) Employment and Skills for Eastern Africa programme, co-financed with Germany, the UK and Shell, and managed by the German Agency for International Development Cooperation (GiZ). This programme provided TVET for 6,517 people (F: 47%), and trained 450 TVET teachers and trainers. Almost all (97%) graduates of the short courses for solar technicians gained employment. Data on the employment outcomes for other courses are due to be measured in 2017.

In line with the White Paper's commitment to developing a scheme to support vocational training, the financing mechanism Building Skills for Jobs was launched in 2016. Up to 500 million NOK will be made available in the 2016-2020 period.

EDUCATION IN CONFLICT AND CRISIS

RESULTS FOR NORWEGIAN FUNDING TO EDUCATION IN FRAGILE AND CONFLICT-AFFECTED COUNTRIES, 2013-2016. [45; 49]

1.6 million girls and boys supported in education each year [33]

9 million students reached with learning materials and 5 million textbooks distributed [62]

90,000 teachers trained [8]

Over 5,400 classrooms constructed/ refurbished [11]

Norway has worked with its partners to ensure predictable but adaptable aid flows in contexts of crisis and conflict. It took a leading role in the establishment of the Education Cannot Wait (ECW) fund, which provides both first response funding for education at the onset of an emergency and sustained funding support (3-5 years) to bridge the gap between immediate and long-term response. Norway has also contributed to the development of new funding modalities by the GPE.

Violence and attacks on students, teachers and education institutions are on the increase. The *Safe Schools Declaration*, developed through state consultations led by Norway and Argentina in Geneva, expresses political support for the protection and continuation of education in armed conflict. As of May 2017, 65 states had endorsed the declaration, including many countries experiencing ongoing conflict.

Norway has provided support for building capacity to integrate Disaster Risk Reduction (DRR) and emergency preparedness into national education planning processes, and has supported Build Back Better projects. For example, the UN programme on Education for All (2011 to 2015) in **Madagascar**, funded by Norwegian aid, constructed 78 new classrooms designed to resist cyclones and winds up to 250 km/h.[171] SCN worked with the Ministry of Education (MoE) in **Laos** to mainstream DRR into the national curriculum, and has developed educational materials on dealing with fire, earthquake and floods.

The Syria crisis

Between 2011 and 2015, Norway was the third largest donor country to education in the **Syria** crisis.[107] During the reporting period, Norwegian NGOs have supported education for more than 27,000 children (F: 49%) in **Syria** and over 9,500 Syrian refugees in the region (F: 45%) per year.[6] Through Norwegian NGOs working in **Syria**, Norway has financed the construction or refurbishment of over 450 classrooms, provided education materials for over 80,000 students and trained around 3,000 teachers and other education staff.[6]

With the combined support of donors, including support coordinated through the No Lost Generation (NLG) initiative, absolute enrolment and enrolment rates of school-age children in **Syria** have increased from 3.24 million (60%) in 2014/15 to 3.66 million (68%) in 2015/16. Enrolment rates of school-age Syrian refugees in the five main host countries [17] have increased from 781,000 (55%) in 2014/15 to 1.05 million (66%) in 2015/16.[180]

LESSONS LEARNED AND REFLECTIONS

In motion but no time for complacency

In partnership with local and international advocates and through high-level engagement and larger investments, Norway has contributed to a refocus on joint action for education, and there is now more attention on education in emergencies. It is of concern that the share of aid for basic education going to low-income countries, most of which are in Africa, fell sharply in 2015, from 29 per cent in 2014 to 23 per cent in 2015;[145] more and better-allocated international funding is needed. All countries must continue to increase domestic revenues and the share going to education.

From access to a new focus on learning

In line with the Sustainable Development Goals (SDGs), Norway has faced head-on the universal challenge of improving learning outcomes in international development. While more efforts are needed to ensure that no one is left behind, there is a clear gear shift to also ensuring the delivery and monitoring of quality education and learning. New efforts have been made in critical areas such as curriculum reform, teacher development and learning materials, including appropriate use of digital innovation.

Increased support through joint funding mechanisms, less state-to-state support

In line with Norwegian policies on concentration and effectiveness, there is a clear shift towards investing more through global funds and multilateral partners such as the GPE and UNICEF, and to working with a smaller group of partners, particularly Norwegian NGOs. Only a small part of Norwegian Official Development Assistance (ODA) is disbursed directly to governments through budget support. To accompany financial support, how should bilateral collaborations look in the future? And how can global partners contribute more to increased and sustained capacity of governments and education systems?

Bridging the humanitarian response and longer-term development

Progress has been made in breaking down the humanitarian vs. development divide in aid to education. Examples include the GPE's accelerated funding facility, the work of the Office of the United Nations High Commissioner for Refugees with national MoEs to accommodate refugees in host countries' education systems, and the important roles of civil society organizations in emergency situations. However, there is a risk that international responses bypass government systems and hamper overall coordination, such as in the **Nepal** earthquake and in the **Syria** refugee host countries. In line with the commitments from the World Humanitarian Summit, the report also highlights that humanitarian short-term funding remains a challenge as regards to predictable and longer-term action.

Supporting cross-sectoral action

The UN Joint Girls' Education Programme in **Malawi** demonstrates the potential of cross-sectoral action, bringing different agencies and ministries together to deliver comprehensive solutions. While a strong education sector remains the backbone, we see a renewed emphasis on working across areas such as health, gender equality and job creation, including in the context of conflict and crisis.

Civil Society Organizations: effective and adaptable – but do they build national capacity?

Norway channels a larger share of its aid to education through NGOs than do many other OECD countries. Norwegian NGOs are main agreement partners working with local partners. There is no doubt that these organizations reach some of the most marginalized groups, including in conflict and emergency situations. Reflecting on the international discussion on the role of northern NGOs versus southern and local NGOs, what is their role in adding value in education as developing countries acquire more capacity?

Monitoring and evaluation systems in education must be strengthened

Many partners have invested in improving systems for monitoring programmes and reporting results. On the Norwegian side, the White Paper and the SDG framework have provided an opportunity to establish standard indicators, which were not in place until late 2016. Continued efforts will be needed to improve data and streamline information management systems so that results can be reported and sound investments can be made.

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1 Introduction

In October 2013, Norway made a commitment to take a leading role in global efforts to ensure quality education for all. It set out its ambitions in the White Paper 25: Education for Development.

This report documents the actions taken and results achieved through Norwegian aid to education from 2013 to 2016.

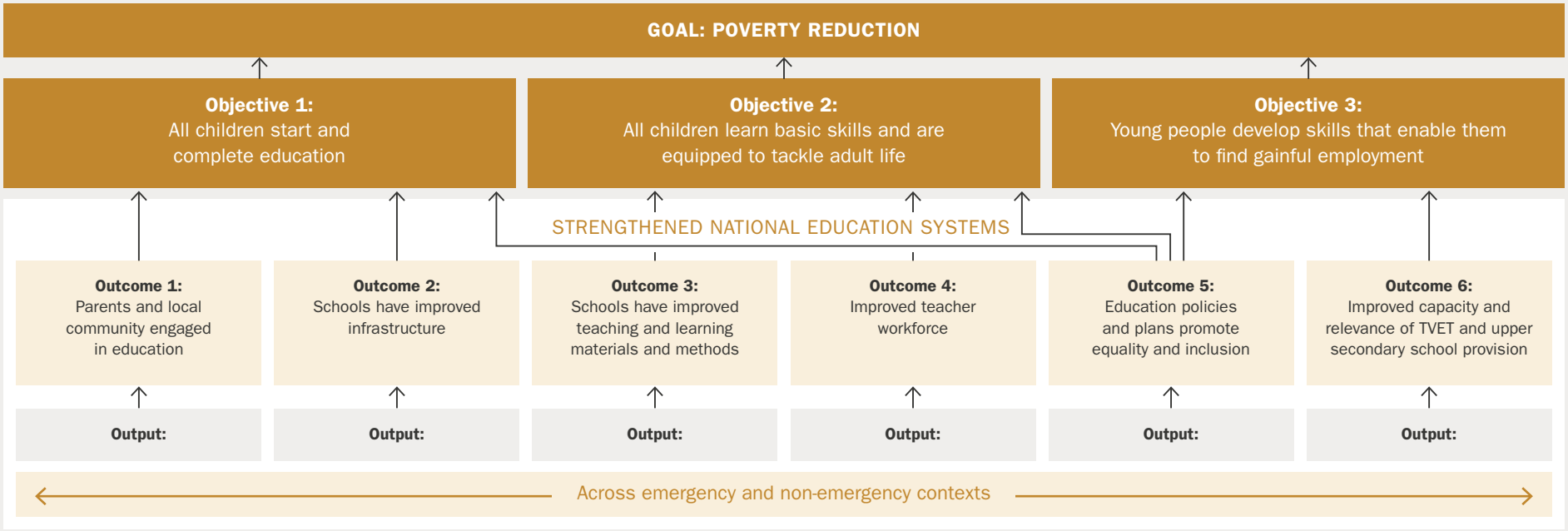
Rudramati Primary School, Kathmandu valley, Nepal. PHOTO: KEN OPPRANN

WHY NORWAY SUPPORTS EDUCATION GLOBALLY

Education has been an important aspect of Norway's poverty reduction efforts since the start of its involvement in development aid in the 1950s. When the present government, formed by the Conservative Party and the Progress Party, came into power in 2013, it made a commitment for Norway to take a leading role globally in ensuring education for all. This renewed emphasis on education followed a period during which education had dropped down the international agenda and donor support had stagnated.

To operationalize the commitment, in June 2014 the Ministry of Foreign Affairs presented White Paper 25: Education for Development (2013-2014) to Parliament (Storting). Approved in January 2015, it builds on previous and current development efforts and provides guidance for future engagement. The paper outlines an ambitious plan to double financial support to education within the parliamentary period and to mobilize additional resources and move education higher on the international agenda. Based on the White Paper, the government developed a goal hierarchy for its aid to education.

BOX 1.1 // GOAL HIERARCHY FOR NORWEGIAN EDUCATION FOR DEVELOPMENT



ABOUT THIS REPORT

This report documents the results of Norwegian Official Development Assistance (ODA) to education for development from 2013 to 2016, focusing on the commitments made in the White Paper. These 'Government Will…' statements are summarized and paraphrased at the beginning of the relevant parts of the report. Chapter 2, 'More investment in education', looks at how Norway has advocated for more funding and more effective support to education globally, as well as at contributions from its own budget.

The White Paper states that priority should be given to education for girls and vulnerable groups, such as children with disabilities and those in crisis and conflict. It draws particular attention to learning, especially to basic and vocational skills and to the need for quality teaching. Chapter 3, 'Thematic achievements', includes sections on these themes.

The geographic emphasis is on the focus countries for Norway's support to education (**Ethiopia**, **Malawi**, **Nepal** and **South Sudan**) and selected countries receiving large amounts of education funding in response to crises (**Somalia** and **Syria**). Summaries of Norway's support in focus countries and in **Somalia** are covered in Chapter 4, 'Results in key partner countries', whilst work in **Syria** and the surrounding countries is included in Chapter 3, under section on 'Education in crisis and conflict'.

The report highlights the work of the main partners through which most of Norway's aid to education is channelled: UNICEF, the Global Partnership for Education (GPE) and Norwegian NGOs. Support to key partners is discussed in Chapter 5, 'Key partners'.

This report is restricted to a focus on primary and secondary education and training. It only includes work in higher education that has direct benefits to basic education, since results in higher education are documented elsewhere.

METHODOLOGY

DEVELOPMENT AID STATISTICS

For financial reporting on disbursements of Norwegian development aid the report uses Norwegian Official Development Aid statistics and mainly refers to aid earmarked[15] for education. Reporting refers to agreements marked with the OECD Development Assistance Committee (DAC) main codes 111 'Education, level unspecified', 112 'Basic Education' and 113 'Secondary Education', and excludes 114 'Higher Education'. DAC codes 111-113 are referred to as basic, secondary and tertiary education throughout the report.[122] Throughout the report, all data related to Norwegian ODA are net disbursements and the term 'non-earmarked' funds has been used when referring to core funding or multilateral funding.

Some education projects are given other DAC codes than those mentioned above. This is especially true for agreements DAC-coded as 'Emergency Response'. Since Emergency Response is not a thematic area, some interventions are given this code but are also education interventions. In line with the White Paper, provision of education in emergency contexts has been a priority during the reporting period. Therefore a review was made of agreements coded 'Emergency Response'.[50] Agreements with education components were marked and analyzed.[29]

Similarly to the GPE and other partners, when referring to fragile and conflict-affected countries (FCACs), this report uses a combination of UNESCO's Education for All (EFA) Global Monitoring Report (GMR) list of conflict-affected countries and the World Bank's harmonized list of fragile situations (annex 3).

RETROSPECTIVE GATHERING OF OUTPUT DATA FROM NORWEGIAN NGOS

To aggregate results in the reporting period, Norwegian NGOs were asked to report retrospectively on five indicators (annex 4):[12] agreements where (a) education was the main component, (b) disbursements were made between 2013 and 2016, and (c) the value of agreement was above Five million NOK.[22] Whilst only 169 of 413 (41%) agreements with Norwegian NGOs were above this threshold, they account for 86 per cent of the estimated allocations[19] to Norwegian NGOs. Of the requested agreements, results for at least one indicator were received from 95 per cent.

Requesting data retrospectively has several limitations. NGOs were asked to report data only where data for indicators had already been collected as part of their reporting of results. It is therefore difficult to distinguish whether missing information for a particular indicator meant that it was not part of the project, or simply that data was not collected. This implies that the results presented are lower than what was actually achieved.

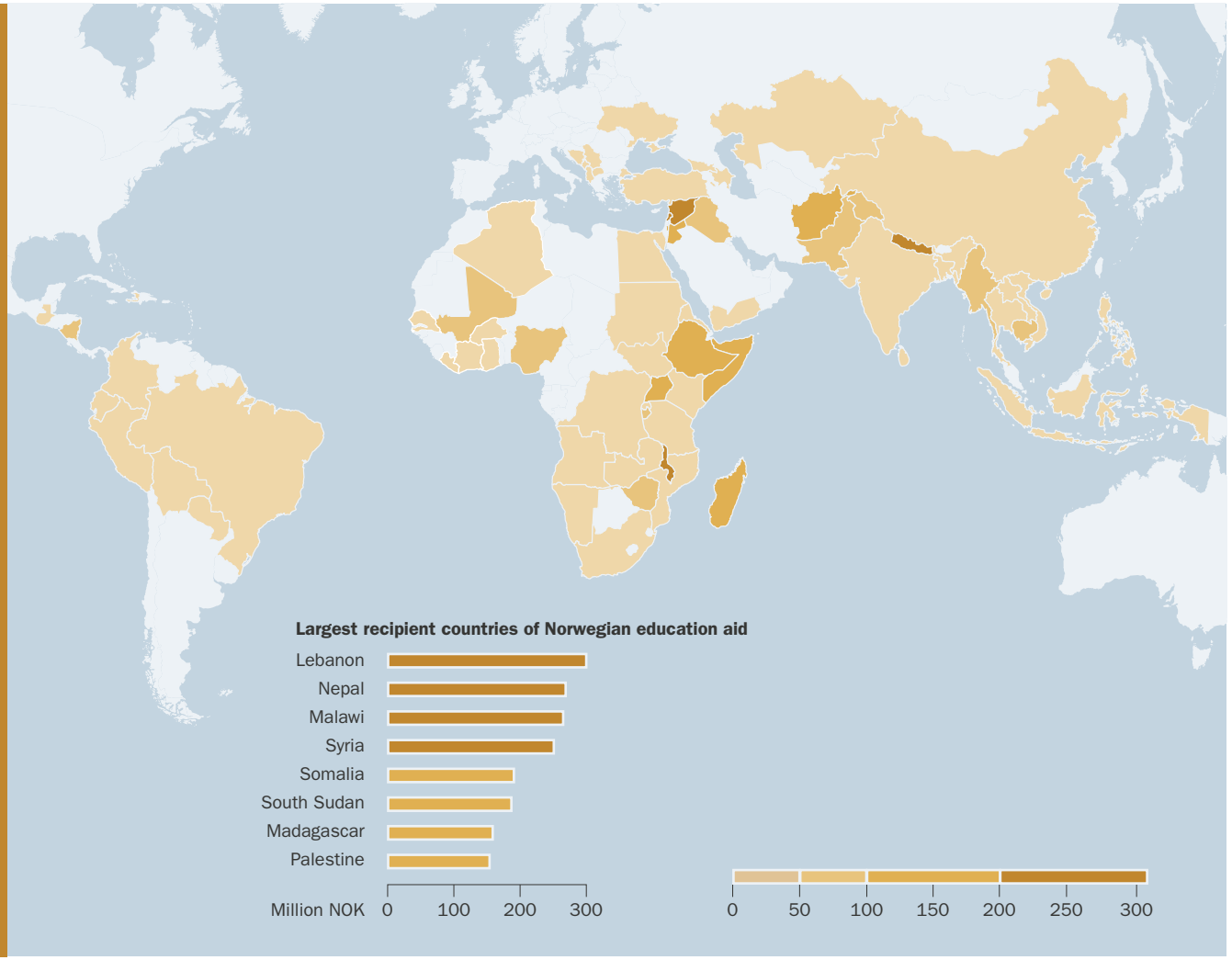
The NGOs collect and report different data,[27] and this made it challenging to report according to the definitions set for each indicator. In some cases, to enable aggregation, it was necessary to make estimates in order to produce a common unit of analysis. Using common indicators gives greater coverage, but it also makes each indicator less precise (annex 4).

2 More investment in education

The Oslo Summit on Education for Development in 2015 resulted in the formation of the Education Commission and the Education Cannot Wait fund.

In 2016, global humanitarian funding for education in emergencies increased by 55 per cent.

Norway is on track to double its aid to education, from 1.7 billion NOK in 2013 to 3.4 billion NOK by the end of 2017.



PREVIOUS VIEW

CHAPTER SUMMARY

The first decade of the millennium saw huge gains in children's access to education, but at the start of the second decade, global progress faltered: aid to education stagnated and the number of out-of-school children began to rise.

> Norway's White Paper on Education (2014) aims to reverse this decline in aid to education through promoting more, and more effective, investment in education globally and through its own development budget.

In July 2015, Norway hosted the **Oslo Summit on Education for Development**, bringing world leaders together to address the challenges. This led to the formation of the high-level **Commission on the Financing of Global Education Opportunities**, which has set out a costed strategy to get all young people into school and learning within a generation. The Oslo Summit catalyzed global efforts to strengthen humanitarian aid to education. In 2016 the **Education Cannot Wait** (ECW) fund was launched and global humanitarian funding for education increased by 55 per cent, to a historic high of US$303 million. READ MORE ›

Between 2013 and 2016, **Norway increased the proportion of its aid going to education from seven to twelve per cent**. In absolute terms, Norway is now the third largest bilateral donor to basic education. Norway's commitment to strengthening the UN's leadership role in education is reflected by its large investment in UNICEF's education work (1 billion NOK in 2016). Its commitment to supporting partnerships is demonstrated by its investment in the Global Partnership for Education (GPE) (480 million NOK in 2016). READ MORE ›

NORWAY'S ROLE IN PROMOTING GLOBAL SUPPORT TO EDUCATION

Globally, aid to education has stagnated since 2010, with education's share of total aid falling from ten per cent in 2009 to 6.9 per cent in 2015.[145] The numbers of out-of-school children (OOSC) decreased globally with the expansion of fee-free primary education at the start of the 21st century, but they are now rising again.[144] At the same time, research has shown that learning outcomes are dismally low. Norway's White Paper on Education sought to reverse this trend, and outlined a broad and multifaceted strategy to strengthen global advocacy for education and to mobilize additional resources from donors and national governments.

For credibility, it was important to show leadership by 'walking the talk'. Seven per cent of the development budget was allocated to education in 2013. The current government committed to increasing this share to 13 per cent, a level previously reached in 2005. In 2016, 11.7 per cent of the budget was dedicated to education, with an anticipated further proportional increase in 2017. READ MORE >

Norway's role in promoting global support to education focuses on Norway's work to promote global investments in education through development aid, humanitarian aid and domestic spending in partner countries.

MOBILIZING GLOBAL EFFORTS TO ACHIEVE EDUCATION FOR ALL

THE GOVERNMENT WILL: [117]

- work to increase awareness globally and at country level of the connection between education and economic growth
- promote a global effort to achieve quality education for all in the period up to 2030

In its efforts to catalyze a global response, the Norwegian government teamed up with the UN Special Envoy for Global Education, Gordon Brown, in early 2014. This cooperation led to the Oslo Summit on Education for Development of July 2015, which brought together world leaders to discuss global challenges in education. The Summit focused on four thematic areas: financing, education in crisis and conflict, girls' education and quality of learning.

The Summit led to several concrete follow-up actions. Prime Minister Erna Solberg announced the formation of a high-level Commission on the Financing of Global Education Opportunities. The commission is co-convened by the heads of state of Norway, Indonesia, Chile and Malawi, and by the director-general of UNESCO. The group appointed Gordon Brown to lead it. The members of the Commission included current and former heads of state and government, ministers, five Nobel laureates, and leaders in the fields of education, business, economics, development, health and security.

In 2015 and 2016 the members of the Commission used their influence to advocate for increased funding to the education sector globally and through national budgets. The Commission's work also involved a strong element of research and policy analysis. The research was an important element in building the case for investment in education, and in highlighting the cost of non-action. This knowledge was gathered in a report launched during the UN High Level Segment of the General Assembly in 2016,[105] which concluded that it is possible to get all young people into school and learning within a generation. To achieve this, the Commission called for a new International Financing Facility for Education (IFFEd), and a Financing Compact between developing countries and the international community.

The Commission's vision for the Learning Generation would require total spending on education to rise steadily from US$1.2 trillion per year today to US$3 trillion by 2030 (in constant prices) across all low- and middle-income countries.

INCREASING GLOBAL FUNDING FOR EDUCATION IN EMERGENCIES

THE GOVERNMENT WILL: [117]

› play a leading role in the efforts to reach the UN target of 4 per cent of humanitarian aid being allocated to education

During the Oslo Education Summit, a 'champions group' was established to increase focus on education in emergencies and protracted crises. This led to the creation of the ECW fund, launched at the Humanitarian Summit in May 2016. The fund seeks to bridge the divide between short-term humanitarian funding and longer-term development. READ MORE >
By the end of 2016, ten donors had pledged a total of US$113.4 million to the fund. The policy dialogue generated by the initiative has been critical in raising awareness of the underfunding of education in emergencies and protracted crisis.

The Oslo Summit has influenced other donors to increase humanitarian aid to education. For example, the European Civil Protection Humanitarian Aid Operations (ECHO) has increased its spending on education in emergencies from 6 million Euro in 2014 to 69 million Euro in 2016, with a commitment to ensuring that six per cent of all ECHO funding goes towards education in 2017.[75]

Since the Oslo Summit, Norway has co-organized a number of pledging conferences, notably the **Syria** conferences in London in 2016 and in Helsinki in 2017, and the humanitarian conference on **Nigeria** and the Lake Chad region in Oslo in 2017. Norway partnered with UNICEF and key regional partners to prepare the Education Strategic Paper for the London 2016 **Syria** conference, where education was a priority area. The conference raised more than US$12 billion in pledges, including pledges from non-traditional donors such as the Gulf States (Saudi Arabia, UAE, Kuwait and Qatar), who together pledged US$730 million. The education appeal for the **Syria** Regional Refugee and Resilience Plan (3RP) has received 77 per cent of the requested funds, the highest across all sectors,[71] and vastly exceeded the 31 per cent funding rate across all humanitarian appeals in the education sector.[141] READ MORE >

In 2012, only 1.4 per cent of all humanitarian aid went to education.[141]
In 2016, the share had increased to 2.7 per cent, bringing the global humanitarian aid to education up to a historic high of US$303 million.[140]

BUILDING PARTNERSHIPS

THE GOVERNMENT WILL:[117]

- build alliances and partnerships with developing countries, other donor countries, multilateral organizations, civil society and the private sector
- work to strengthen the UN's normative and political leadership

Norway has increasingly promoted and invested in joint funding mechanisms for education, enabling greater partnerships. This includes pooled funding of national education development plans such as the General Education Quality Improvement Project (GEQIP II) in **Ethiopia**. Norway has been instrumental in the establishment of global funds such as ECW, UNICEF's global education funds and the World Bank's Results in Education for All Children (REACH) fund. READ MORE >

Norway has invested heavily in the GPE, a partnership of over 60 developing countries and over 20 donor countries. The GPE's main purpose is to leverage more global and national budgetary resources for the education sector and to support the development and implementation of education sector plans in partner countries. READ MORE >

Norway is the largest donor to UNICEF on a per capita basis. UNICEF's global presence, and its close partnership with national governments, presents huge potential for coordinated, efficient delivery of aid and strengthening of systems. READ MORE >

Norway's support to UNESCO has funded vital work in the generation and dissemination of education statistics and policies. READ MORE >

NORWEGIAN AID TO EDUCATION

In 2016 the Norwegian government spent 36.6 billion NOK on Official Development Assistance (ODA). Between 1 and 1.11 per cent of Norway's gross national income (GNI) was spent on development assistance between 2013 and 2016; this met both the UN target of 0.7 per cent[123] and the national goal of one per cent.[116] Of the total development aid budget for 2016, 21 per cent (7.6 billion NOK) was spent on core support to multilateral organizations and 74 per cent (27 billion) on bilateral development assistance.[15]

Since 2007, education had been a diminishing priority in Norwegian development aid. By 2013, the share of earmarked aid spent on education had fallen to seven per cent (1.7 billion NOK). When the Solberg government came into power in that year, it announced that education would be a development priority.

THE GOVERNMENT WILL:[117]

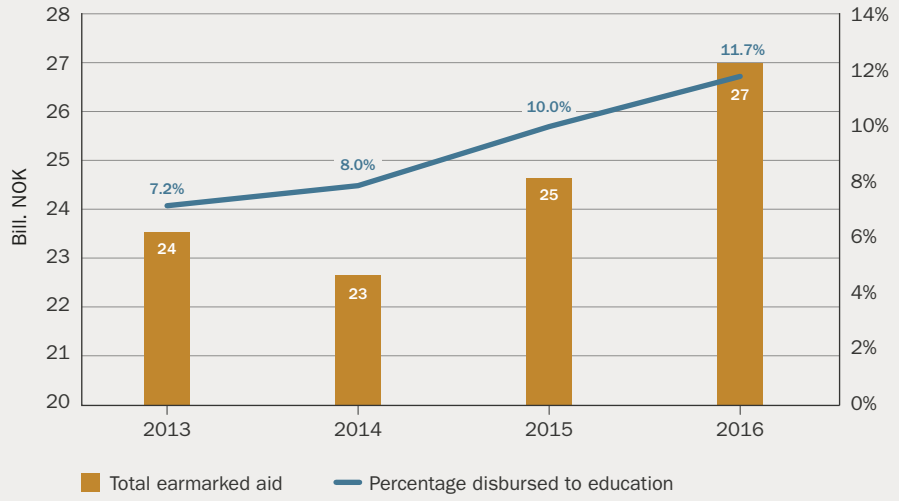
- reverse the trend of reducing the share of Norway's international development budget that is allocated to education to reach the 2005 level once more

In 2005 Norwegian aid to education stood at 13 per cent of all Norwegian aid. In 2016, this figure was 11.7 per cent[47] – well above the OECD Development Assistance Committee (DAC) average of seven per cent.[68] Between 2013 and 2016 Norwegian aid to education increased by almost five percentage points, representing an increase of 1.5 billion NOK (from 1.7 to 3.2 billion). The proposed education budget for 2017 is 3.4 billion NOK – a doubling of education spending since 2013.[118]

While 2006 saw the largest share of the budget going to education (13.5%), the largest disbursement in absolute terms was in 2016.

FIGURE 2.1 // NORWAY ON TRACK TO DOUBLING AID TO EDUCATION

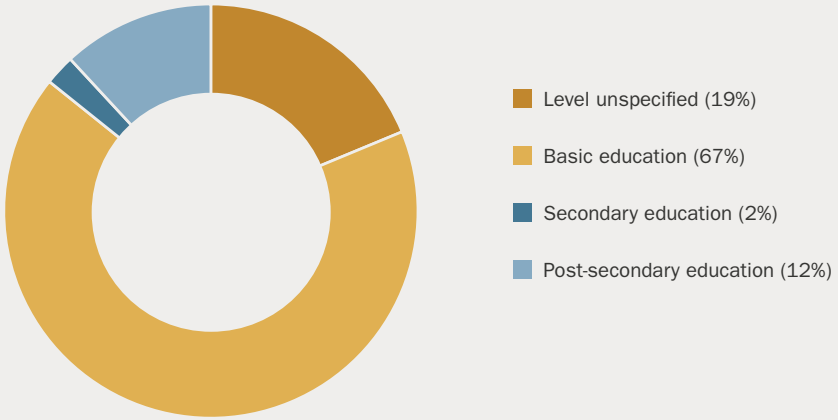
Norwegian aid to education as a proportion of total earmarked aid by year



There has also been an increase in support to education in situations of crises and conflict. In the period 2013-2016, funding under the humanitarian budget coded as education increased from two to nine per cent. READ MORE >

FIGURE 2.2 // LARGEST PROPORTION OF EDUCATION AID GOES TO BASIC EDUCATION

Norwegian aid to education by level of education, 2013-2016



In 2016, Norway spent two thirds of its education aid funding on projects supporting basic education. This consists of primary education, basic life skills for young people and adults, and early childhood education. The distribution among the sectors has changed little in the reporting period.

According to the most recently available international aid statistics (2015), Norway was the third largest bilateral donor to basic education,[5] with the US and the UK the leading donors. Among all OECD DAC donors, Norway gave the highest proportion of its earmarked development aid to basic education.

NORWEGIAN AID TO EDUCATION BY GEOGRAPHICAL LOCATION[22]

In the reporting period, 57 per cent (4.6 billion NOK) of the aid to education[22] was not earmarked for a specific country. 79 per cent of this funding was disbursed to the GPE and the UNICEF global education funds. On average during the period, 60 per cent of country-specific education funding (excluding higher education) was spent in the least developed countries.[134]

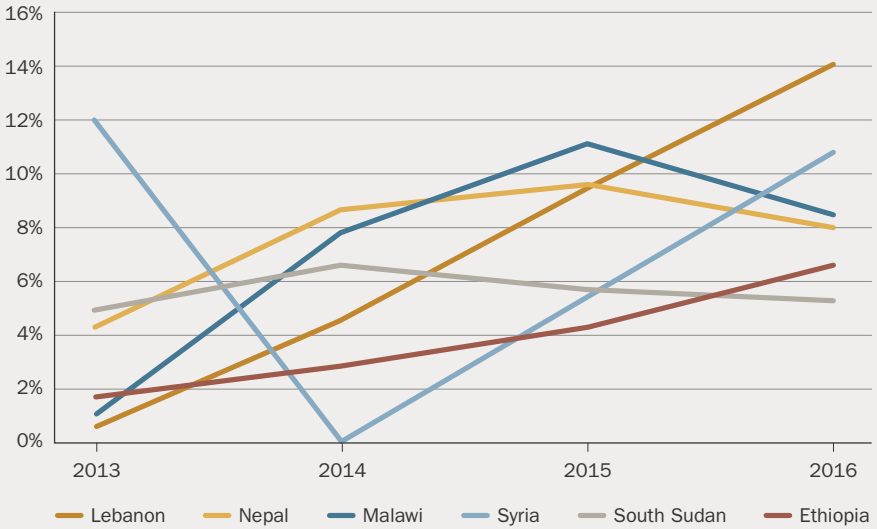
In response to the conflict in **Syria**, the Middle East region has seen an increase in its share of education assistance. In absolute terms, assistance to the region increased by 362 million NOK between 2013 and 2016; this represents an 18 per cent increase.[65] Africa is the region with the largest share of ODA for education.[65]

Lebanon received the largest share of country-specific disbursements to education (excluding higher education). **Nepal** was the second-largest overall recipient, receiving eight per cent of all country-specific funds. As well as being a focus country, **Nepal** received funding in response to the 2015 earthquake. In 2016, seven out of the ten largest recipients of education assistance were fragile and conflict-affected countries.[49]

The Solberg government selected **Malawi**, **Nepal**, **Ethiopia** and **South Sudan** as focal countries for Norwegian aid for education. With the exceptions of **Lebanon** and **Syria**, these countries received the highest levels of funding in 2016. As figure 2.3 shows, **Ethiopia**, **Malawi** and **Nepal** have seen large increases in funding in the reporting period; these have gone up by five, seven and four percentage points respectively. In addition to the four focal countries, **Afghanistan**, **Haiti**, **Madagascar**, **Mali**, **Niger** and **Palestine** are important countries for Norwegian education aid.

FIGURE 2.3 // LEBANON WAS THE LARGEST RECIPIENT IN 2016, AND IN REPORTING PERIOD

A) Largest recipients of Norwegian aid to education by country and year*



B) Largest recipients of Norwegian education aid by country, 2013-2016 *

Lebanon	308	9%
Nepal	276	8%
Malawi	272	8%
Syria	258	7%
Somalia	195	6%
Grand Total	**3 481**	**100%**

Million NOK

* Excluding higher education, regional and global unspecified

NORWEGIAN AID TO EDUCATION BY TYPE OF PARTNER [22]

In 2016, 65 per cent of the disbursement to education was channelled through multilateral institutions – a small increase from 62 per cent in 2013. The remainder was largely disbursed through Norwegian NGOs.[38]

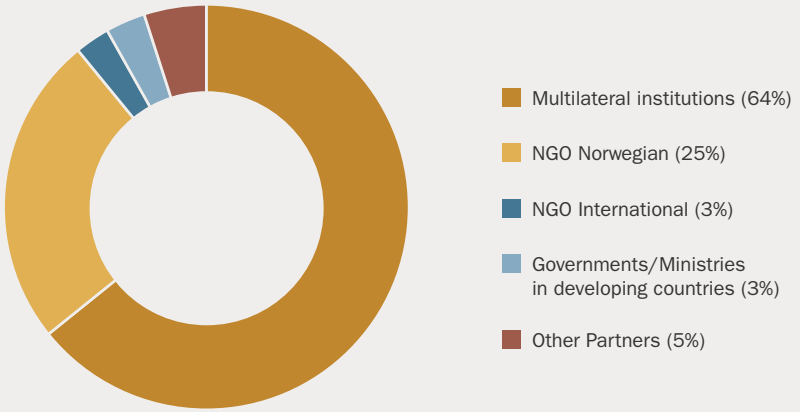
Only a small proportion of education aid was disbursed directly to governments and ministries in developing countries. Norway primarily supports ministries in developing countries indirectly through the GPE. READ MORE >

Figure 2.5 shows the five largest recipients of Norwegian education aid. Norway disburses more than half of its education funding through UNICEF and the GPE. Funding to these partners has almost doubled between 2013 and 2016, but as a percentage of the total funding to education it has remained at 38 per cent to UNICEF and 17 per cent to the GPE.

Save the Children Norway (SCN) was the largest recipient of Norwegian aid to education among Norwegian NGOs, and was the third largest partner overall. Support to SCN has more than doubled in the reporting period, from 142 million NOK in 2013 to 298 million in 2016.[2] In relative terms, SCN's share of the total funding to education has increased from nine to twelve per cent in the reporting period. READ MORE >

FIGURE 2.4 // MULTILATERALS RECEIVE ALMOST TWO THIRDS OF EDUCATION AID [2]

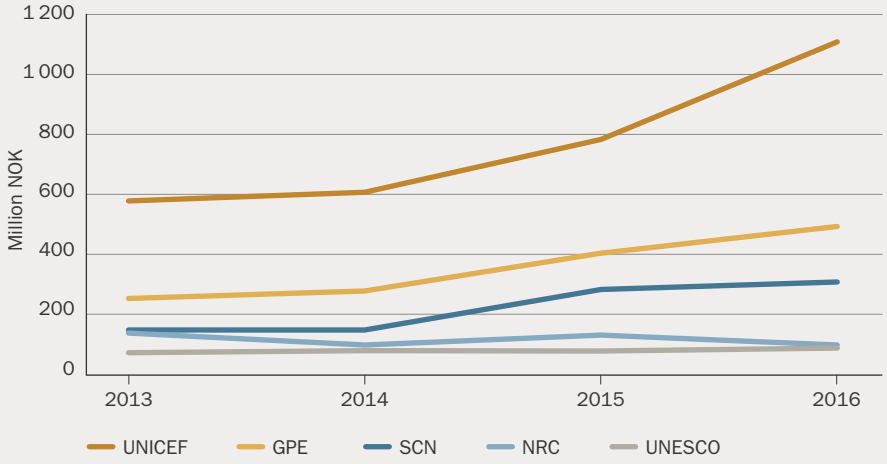
Norwegian aid to education by type of partner*, 2013-2016



* Excluding higher education

FIGURE 2.5 // SUBSTANTIAL INCREASE IN FUNDING TO UNICEF, GPE AND SCN

Largest recipients of Norwegian aid to education by partner and year* [2]



* Excluding higher education

Education projects are also indirectly supported by non-earmarked funding provided to multilateral organizations. UNICEF, UNHCR and UNESCO spend a significant share of their non-earmarked funding on education.

TABLE 2.1 // UNICEF RECEIVES THE MOST NON-EARMARKED FUNDING OUT OF KEY EDUCATION PARTNERS

Non-earmarked Norwegian aid to key education partners*, 2013-2016

Organization	2013	2014	2015	2016
UNICEF	450	450	450	435
UNHCR	300	300	300	350
UNESCO	4	5	5	6
Grand Total	**7 440**	**7 543**	**7 829**	**7 567**

Million NOK

* Non-earmarked support is disbursed as multilateral assistance and does not specify geographic location or sector

UNICEF was the sixth largest recipient of non-earmarked Norwegian aid in the reporting period, receiving almost 1.8 billion NOK between 2013 and 2016. UNICEF spent between 16 and 17 per cent of its non-earmarked government funding on education in the reporting period.[161; 168; 174] The UNHCR received more than 1.2 billion NOK in the same period but does not provide a thematic breakdown of how it uses its non-earmarked resources. UNESCO received between four and six million NOK in non-earmarked funding each year in the reporting period. 39 per cent of this was spent on education in 2016, compared to 37 per cent in 2015.[166; 177]

3 Thematic achievements

Norway's prime minister has promoted the equal right of girls to a quality education.

UNICEF-supported countries implementing inclusive education policies increased from 36 to 42 per cent. Norway provided 19 per cent of UNICEF's education revenue.

Norwegian NGOs funded by Norway have trained around 90,000 education staff and supplied learning materials to over two million students.

Norwegian aid supported 1.6 million children per year in emergency contexts. [49]

Beituna Secondary School, West Bank, Palestine. PHOTO: KEN OPPRANN

CHAPTER SUMMARY

Norway's prime minister Erna Solberg has actively promoted the equal right of girls to a quality education. Norway has supported **girls' education** by funding programming and advocacy work through its partners. READ MORE >

Children with disabilities (CwD) are one of the most educationally marginalized groups. Norway's partners work to build capacity to assess the educational needs of CwD, and to promote and support inclusive education policies and practices to meet these needs. READ MORE >

Norwegian NGO projects funded by Norway have trained around 90,000 education staff and supplied learning materials to over two million students.

UNESCO estimates that 250 million children have not learned foundational literacy and numeracy skills, despite half of them having spent four years in school. Norway supports global efforts to improve the monitoring of learning, the development and dissemination of teaching and learning materials including those in the mother tongue, and the training of teachers and other educational staff.

In addition to describing achievements within **teaching and learning**, this section includes examples of Norway's support to **technical and vocational education and training (TVET)**, and describes how Norway's funding of **higher education** supports teaching and learning in primary and secondary schools. READ MORE >

Over 36 million children are out of school across conflict-affected countries, yet education receives less than two per cent of global humanitarian funding. In 2016, Norway spent nine per cent of its humanitarian aid on education, an increase from two per cent in 2013. Norway has worked with its partners to make education funding in crisis-prone areas more predictable and adaptable. It has supported work in disaster risk reduction, protection of schools from attack, and improved access to quality education for **children affected by crisis and conflict**. This section also contains a regional analysis of educational support for Syrians affected by the conflict. READ MORE >

GIRLS' EDUCATION

THE GOVERNMENT WILL: [117]

- give particular priority to education for girls and seek to ensure that girls start and complete secondary education, especially in Sub-Saharan Africa (SSA)
- support development of innovative measures and incentives to encourage parents to send girls to school

Despite the huge benefits of educating girls, for example in terms of family and national income, better family health, reduced child mortality, and reduction in birth rates,[130] 61 million girls of primary and lower-secondary school age are out of school.[144] 56 per cent of these are living in SSA and 72 per cent are in countries affected by conflict or in other fragile states.[150]

> 21 per cent of countries in SSA have yet to achieve gender parity at primary level, and 60 per cent at lower-secondary level.

In SSA only 67 per cent of girls reach the last year of primary education and less than 40 per cent the last year of secondary education, compared with 72 per cent and 45 per cent respectively for boys. 21 per cent of countries in SSA have yet to achieve gender parity at primary level, and 60 per cent at lower-secondary level. Fragile and Conflict-Affected Countries (FCAC) tend to have the lowest levels of gender parity in education.[144]

There is a complex mix of social, economic and cultural reasons why girls drop out of school or never start. Common reasons include: the direct and opportunity costs of school; the distance they have to travel; adolescent pregnancy; early marriage; school-related gender-based violence (SRGBV); lack of adequate school facilities; low commitment to girls' education; low quality education; and a shortage of female teachers to act as role models.

There are no global figures for SRGBV, but evidence indicates that millions of children and adolescents are affected worldwide. Evidence from country studies and the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) shows that sexual harassment of pupils by teachers and other pupils is prevalent in the region. In a national survey in South Africa, eight per cent of secondary school girls reported experiencing severe sexual assault or rape in the previous year while at school. In the SACMEQ III survey (2007), 39 per cent of heads reported that teacher-to-pupil sexual harassment occurred in their schools. Sexual abuse is reported to be particularly high in regions experiencing conflict and in refugee camps. Parents in conflict-affected areas sometimes keep their daughters out of school to protect them from the risks of sexual abuse.[148]

SELECTED ACHIEVEMENTS TO WHICH NORWAY HAS CONTRIBUTED

To ensure that education for girls remains high on the global agenda, Norway's prime minister Erna Solberg has taken every opportunity to promote the equal right of girls to a quality education in her meetings with world leaders and heads of states.

During the reporting period, a third of Norway's aid to education went to projects where gender equity was the main component.[63] Funding to the Global Partnership for Education (GPE), UNESCO and UNICEF has contributed to work with a strong gender focus. UNICEF hosts the secretariat of the United Nations Girls' Education Initiative (UNGEI), a global partnership that promotes girls' education and equality.

Through its partners, Norway has contributed to the generation and coordination of knowledge on girls' education. Improved tracking of girls' access, participation and learning at global, country and school level, as well as identification of barriers, is important in ensuring that girls and boys obtain equal access to education. Norway has supported this work through funding to the UNESCO Institute for Statistics (UIS), which has produced a visual presentation 'Left Behind: Girls' Education in Africa' and a new 2017 edition of the eAtlas of Gender Inequality in Education.
READ MORE >

Other examples of evidence-building in the field of gender equality in education include the UNGEI's gathering of best practices and lessons learnt in gender-focused education initiatives[148] and the GPE's literature review of gender-based violence in schools.

Norway has also supported the UNGEI's Guidelines for Developing Gender-Responsive Education Sector Plans. These encourage the disaggregation of a wide range of data by gender, reporting by schools on female absences and their causes, and the identification of mechanisms to deal with girls falling pregnant while in school. Another example of successful advocacy on the part of UNGEI, was the inclusion of SRGBV in the Incheon Declaration, which was endorsed at the 2015 World Education Forum, and its inclusion in the Sustainable Development Goals (SDG) framework. UNGEI's establishment of a 40-agency Global Working Group on SRGBV advocated strongly for this inclusion.

Given the many reasons why girls drop out or do not even enter school, Norway has emphasized the need for integrated work across a range of sectors, and for the strengthening of systems that favour gender equity.

Given the many reasons why girls drop out or do not even enter school, Norway has emphasized the need for integrated work across a range of sectors, and for the strengthening of systems that favour gender equity. In **Malawi**, Norway has funded a joint programme in which UNICEF, the World Food Programme (WFP), the United Nations Population Fund (UNFPA) and the United Nations Development Programme (UNDP) are cooperating to address barriers to girls' access and to encourage completion of basic education.[137] The joint programme on girls' education in Malawi has been designed to be used as a model for similar joint programmes elsewhere. READ MORE >

The GPE's five-year strategic plan GPE 2020 has gender equality as one of its eight principles. In 2016, at least 33 of the 65 active GPE implementation grants, with a total value of US$1.5 billion, included the advancement of gender equality. Since the GPE's inception in 2002, the proportions of girls in GPE-supported countries entering the last grades of primary school and lower secondary school have risen from 57 to 71 per cent, and from 35 to 47 per cent respectively.[94]

A total of 5.5 million girls in 58 countries accessed formal or non-formal basic education in 2016 with support from UNICEF.

Gender equity underpinned UNICEF's 2014-2017 strategy and led to the development of a Gender Action Plan (GAP). This focuses on ending child marriage, advancing secondary education for girls, promoting gender-responsive adolescent health, and addressing SRGBV. UNICEF has provided support for these priorities to twelve countries; examples include training 27,000 teachers in **Bangladesh** to take action against child marriage and addressing SRGBV as part of education sector plans in **Ethiopia**.[166] In **Nepal**, where one in five women is married before age 15 and nearly half by age 18, UNICEF supported the government in hosting a 2016 Girl Summit to end Child, Early and Forced Marriage. Similarly, in Uganda it supported the government in developing and disseminating a five-year national strategy to end child marriage and teenage pregnancy, a national strategy for girls' education, and a national strategy to prevent violence against children in schools.[183] In Ethiopia, UNICEF worked to make schools more responsive to the needs of adolescent girls.

Nearly 24,000 disadvantaged girls were retained in secondary school as a result. A total of 5.5 million girls in 58 countries accessed formal or non-formal basic education in 2016 with UNICEF support.[178] Norway supports advocacy and grassroots action on gender equity in education through a number of NGOs. A prominent NGO network advocating for gender equity in 33 African countries is the Forum for African Women Educationalists (FAWE). Through an exchange programme funded by Fredskorpset Norway, FAWE has increased its ability to secure programme funding and to formalize management systems. Consequently, the FAWE national chapters can mobilize a larger number of their members to advocate for girls' right to education at grassroots level. In **Nepal**, Save the Children (SC) has supported the establishment of a Community-based Education Management Information System (CEMIS) to help School Management Committees (SMCs), Parent-Teacher Associations (PTAs), community members and children's clubs to work together to identify and address barriers to children accessing school.

One result has been an increase in net enrolment of girls in supported schools from 92 to 96 per cent between 2010 and 2014.

Between 2013 and 2015, Norwegian Church Aid (NCA) supported more than 22,000 girls to access primary education and nearly 750 to access secondary school in a remote area of **Somalia**; this represents a seven per cent increase in enrolment. Dropout was tackled by measures such as school feeding, improved quality of instruction, and water, sanitation and hygiene (WASH) facilities including sanitary kits.

CASE STUDY 3.1 // SOUTH SUDAN: NORWEGIAN REFUGEE COUNCIL

Accelerated Education: Providing adolescent girls with educational opportunities

LOCATION: Northern Bahr el Ghazal state
INSTITUTIONS: 32 Accelerated Learning Programme Centres
TIME: 2012-2016
FUNDING: 13.8 mill NOK from Norwegian aid, other sources: 5.5 mill NOK

In **South Sudan**, only 25 per cent of women are able to read and write [193] and only 44 per cent (F: 38%) of children of primary school age are in school. [89] The Accelerated Learning Programme (ALP), a government-recognized approach, allows those aged 14-24 to re-enter and complete primary education. The ALP comprises eight years of primary education condensed into four years.

The NRC has provided ALPs to communities in the state of Northern Bahr el Ghazal since 2012. In a five-year period more than 6,500 children (F: 52%) were enrolled. The percentage of students that attended more than 70 per cent of the classes increased from 60 to 78 per cent (F: 62 to 75%). Between 2012 and 2016 the overall number of females enrolled nearly doubled,[64] and the proportion of females enrolled increased from 33 to 52 per cent.

To enable this shift in female enrolment, NRC promoted girls' education through radio broadcasts and meetings with community members, and the targeting of key influential groups such as traditional leaders, local authorities and PTAs. Adolescent girls were provided with sanitary kits to improve attendance during menstruation, and sex-segregated latrines were constructed. ALP teachers were trained on improved teaching methodologies and life skills, with an emphasis on gender awareness. Despite progress in female participation, the proportion of females in Level 4 remains below 50 per cent. Future project designs will focus on supporting the transition to Level 4.

CASE STUDY 3.2 // NEPAL: GPE AND MINISTRY OF EDUCATION

Gender parity achieved in supported schools

LOCATION: Nepal
INSTITUTIONS: National basic education system (grades 1-8)
TIME: 2009-2016
FUNDING: US$120 mill from the GPE, additional pooled funding from donors including Norway

Nepal has a high level of commitment to education and social equity including gender equity. The gender parity index[30] for basic education (grades 1 to 8) had improved from 0.66 in 2003 to 0.95 in 2009, and 73 per cent of children in this age group were in school. This left around 34,000 girls who were not attending school, and more than half of those who did attend were leaving before their fifth year.

The government of **Nepal** developed a 2009-2014 School Sector Reform Plan (SSRP) with its development partners (DPs), with equitable access to education as a key objective. To increase attendance and reduce dropout among girls, 50 per cent of girls in grades 1 to 8 would receive scholarships annually on a needs-assessed basis, and 660,000 girls in the first two years of secondary school would also receive scholarships. Special provisions, including maternity leave and infant feeding breaks, were made to encourage and promote female teachers. Legislative provisions would enforce proportional representation of women on governance and management committees. Other incentives included the construction of girls' latrines and 'Welcome to School' enrolment campaigns. **Nepal** also appointed gender focal points at District Education Office level, and expanded non-formal education to allow out-of-school children (OOSC) to be mainstreamed into formal schools.

In 2009, the GPE agreed a US$120 million grant to supplement the existing pooled development partner funding. In 2015 it also agreed a programme development grant of US$0.48 million to help prepare for the post-2015 SSRP and a further US$59.3 million from the Education Sector Programme Implementation Grant (ESPIG) to help fund this next phase. Norway has also provided bilateral support to the SSRP. READ MORE >

As a result of the SSRP, supported by the Global and Economic Policy Centre (GEP), the net enrolment rate[28] in basic education increased from 73 per cent in 2009 to 89 per cent in 2016, those completing years 1 to 5 increased from 58 per cent to 91 per cent and there is now gender parity in both basic and secondary education.[125; 195]

CHILDREN WITH DISABILITIES

THE GOVERNMENT WILL: [117]

- support incentive schemes that make education more accessible for vulnerable groups
- help to ensure that the needs of children with disabilities are integrated into national education plans

In line with SDG4 to 'Ensure inclusive and quality education for all' and SDG4.5 that quality education should be extended to 'the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations', the White Paper states that particular consideration must be given to marginalized groups. This section focuses on children with disabilities (CwD).

Of the one billion people living with a disability, 80 per cent live in developing countries.[187] Children with disabilities are one of the most educationally marginalized groups, and are a diverse group with very different educational needs. Children with disabilities have lower primary school completion rates than others, especially in low-income countries (LICs). Table 3.1 shows how marginalization based on disability is compounded by gender and poverty and is most pronounced for girls in LICs.

TABLE 3.1

Education outcomes for disabled and non-disabled respondents

Individuals		All countries		Low-income Countries	
		Disabled	Not disabled	Disabled	Not disabled
Primary school completion	Male	51%	61%	46%	56%
	Female	42%	53%	33%	42%
Mean years of education	Male	5.96	7.03	5.63	6.43
	Female	4.98	6.26	4.17	5.14

Source: WHO. (2011). World Report on Disability.

Education support for other vulnerable groups includes:

- Minority language groups: **Ethiopia**: READ MORE > **Pakistan**: READ MORE > **Nicaragua**: READ MORE >
- Marginalized groups and castes in **Nepal**: READ MORE >
- Children affected by crisis and conflict. READ MORE >

SELECTED ACHIEVEMENTS TO WHICH NORWAY HAS CONTRIBUTED

In addition to economic status and location, the SDG brought an increased focus on reporting disaggregated data on disabilities. Global monitoring of this target is not straightforward, and national statistics are not readily available.[138] Through earmarked and non-earmarked funding, Norway has provided support to UNICEF who, together with the Washington Group, has developed a household survey module aiming to identify children at risk of having a disability. In addition, both UNICEF and UNESCO have worked to include data on disabled and other marginalized children in national Education Management Information Systems (EMIS). For example, in 2015 UNICEF piloted an EMIS guide to collecting data on inclusivity using the school census. Few school census instruments collect data on children with disabilities who are in school or on the accessibility of school buildings and availability of assistive devices. The percentage of UNICEF countries monitoring vulnerable children receiving an education through data collected in schools increased from 40 per cent in 2014 to 64 per cent in 2016.[166]

NGOs also support the strengthening of EMIS data collection on disabilities through various school pilots. In **Ethiopia**, the Adventist Development and Relief Agency (ADRA) has for three years in a row trained Ministry of Education (MoE) employees at zonal level on the inclusion of data in the annual EMIS reporting on children at risk of disability. These in turn have trained head teachers in all target schools, resulting in all target *woredas* (districts) reporting the information, with one using the information to support those children identified as having a disability.

The percentage of UNICEF countries monitoring vulnerable children in education through data collected in schools increased from 40 per cent in 2014 to 64 per cent in 2016.

The percentage of UNICEF-supported countries that implement policies on inclusive education for CwD has increased from 36 to 42 per cent[26] in the reporting period. UNICEF has been particularly successful in supporting changes in the law, policies and attitudes towards inclusive education. However, constrained budgets and stagnating global financing for education have contributed to limited progress in relation to the physical environment, adequate human resources and the availability of suitable learning materials.[177] For example, in **Bhutan**, UNICEF supported the MoE in drafting a policy on Special Needs Education. This included supporting pre-service teacher training and training on the Convention on the Rights of Persons with Disabilities. Subsequently, a plan to provide education for the deaf has been developed and approved for implementation, and rapid neurodevelopment and functional assessments have been integrated into the monitoring practices of education and health staff.[162]

To detect and support CwD, it is important to improve coordination between the ministries of education and health, and to implement school health and nutrition programmes. The GPE has supported collaboration between ministries of health and education in four countries in the planning of such programmes.

The GPE has also developed draft global guidance for vision screening, and has plans for a survey to estimate vision impairment and barriers to children's use of spectacles in 43 GPE partner countries.

In **Malawi**, Save the Children (SC) has improved coordination in the Mangochi district by training education staff as Inclusive Education leads in 120 schools. Leads support the identification of CwD and improve coordination with parents and communities, schools, referral agencies, and treatment institutions.

As demonstrated by UNICEF's indicator on the implementation of inclusive education policies, there is a great need for adapted materials, physical infrastructures and human resources to support CwD to learn. Much of the support from Norwegian aid has therefore focused on addressing these gaps. In 2016, 14 of the 54 active GPE implementation grants targeted inclusive education, whilst 18 targeted CwD.[97; 100] In **Zanzibar**, for example, the GPE has supported the MoE to train hundreds of teachers to detect special needs and to develop classroom skills for inclusion. Children in need have received glasses and hearing aids.

In 2016, 42 per cent of UNICEF's country offices reported implementing programmes in support of inclusive education. For example:[177]

- In **Egypt**, UNICEF reached 1,326 CwD who are now enrolled in 120 mainstream public schools. Schools received supplies and were equipped with resource rooms. 841 education staff, including social workers, were trained on diagnosis of disabilities, child-centred learning and examination specifications for disabled children.[179] UNICEF has previously supported the MoE to refine examination specifications for different disabilities, and has developed learning assessment tools for five subjects.
- In **Moldova**, CwD are often placed in special residential schools. UNICEF has supported the improvement of legal and regulatory frameworks, developed guidance notes and a methodology for individualization of the education process, and trained teachers. It also worked to address social norms and change the practices of parents, classmates and teachers. By the end of 2015, the number of children with special educational needs in regular education settings had reached 10,393, including 1,829 CwD. At the same time, the number of CwD in special schools decreased by 42 per cent from 2013.

The most marginalized children, including CwD, face a diversity of barriers to education that can only be addressed through similarly diverse provision, both formal and non-formal. Civil society is often best placed to support the government in providing this diversity. For example, Norwegian aid has supported the following:

- In 2016 SOS Children's Villages **Malawi** supported 160 (F: 80%) CwD to enter school. This was achieved by raising parental awareness, conducting a community-based screening of children and caregivers with disabilities, and providing a school-based resource centre with assistive devices.
- In the 2014-2016 period ADRA supported 631 (F: 45%) CwD, and 837 (F: 31%) teachers trained in special needs education in **Ethiopia**. 189 (F: 6%) head teachers now collect disaggregated data in their schools. Two schools, one preparatory and one secondary, were constructed with ramps to classrooms and disability-access-friendly latrines.

TEACHING AND LEARNING

The key focus of the Millennium Development Goals (MDG) was *access* to education. In the last 15 years the focus has shifted more and more to improving the *quality* of education, which is a pre-requisite for learning.[144]

> 250 million children have not learned foundational literacy and numeracy skills.[93]

SDG4 underlines the importance of ensuring that people can learn throughout life and that what is learned is useful in the labour market. For example, target 4.1 on learning outcomes under SDG4 measures achievements in literacy and mathematics at the end of both primary and secondary, whilst other indicators focus on digital literacy, ICT skills and teacher development.[144]

There is no internationally agreed definition of quality in education; this is understood differently across contexts. However, it is agreed that a holistic approach is needed to ensure learners' wellbeing and the achievement of learning outcomes. This includes a conducive home environment, sound educational systems (e.g. recruitment and incentives, finance etc.), quality teachers and teaching processes, and good or adequate school leadership, governance, structures and material inputs.[144] It has therefore been difficult to determine which key investments have the highest correlation to improved learning outcomes. Access and use of appropriate learning materials, and effective instruction time by qualified and well-prepared teachers, are cited as key factors in the Global Monitoring Report (GMR).[144]

One in five primary school teachers and one in four secondary school teachers in SSA are untrained,[144] and in many countries just supplying enough teachers to keep up with a growing student population is a challenge. In SSA alone, more than two million additional teachers are needed by 2030 to achieve universal primary education.[142] There are also wide variations between and within countries: seven countries in SSA have ratios of pupils to trained teachers exceeding 100, and in one district in **Malawi**, pupil-teacher ratios vary between 15:1 and 191:1.[108] This variation is often caused by poor teacher management. Another aspect of weak management is teacher absenteeism, which accounts for the loss of up to a quarter of primary school spending.[133]

Learning achievement is also severely constrained by a dearth of learning materials.[143] Where learning materials exist, they are often not in a language the students understand, and even where there are policies supporting the use of local languages, they may not be implemented at the local level due to inadequate teacher preparation and a lack of teaching and learning materials in these languages.[144]

The proportion of students gaining vocational skills is particularly low in low-income countries. For example, whilst twelve per cent of boys and ten per cent of girls in secondary education are involved in technical and vocational education, the numbers in SSA are just seven per cent of boys and six per cent of girls, and in South Asia, three per cent of boys and one per cent of girls. There are also problems in identifying the skills needed for sustainable employment, and establishing relevant qualifications frameworks for good TVET.[144]

SELECTED ACHIEVEMENTS TO WHICH NORWAY HAS CONTRIBUTED

CLASSROOMS CONSTRUCTED/REFURBISHED 2013-2016

Norwegian NGOs[52]	GPE
5,300	16,500

In the reporting period, Norwegian education aid enabled Norwegian NGOs to construct or refurbish over 5,300 classrooms,[52] two thirds of which are for primary school students. Classrooms are used for both formal (47%) and non-formal (35%) education. The GPE has supported the construction or refurbishment of over 16,500 classrooms. Norwegian aid represented eleven per cent of the GPE's total disbursements in the reporting period.[91; 97; 100].[13]

Improving data on teaching and learning

THE GOVERNMENT WILL:[117]

- take part in the effort to develop robust national systems that can provide good quality education
- support regional and global initiatives to draw up comparative studies of learning outcomes

As an important part of supporting better and more holistic learning, Norwegian aid has particularly sought to strengthen systems to provide sound data. Unlike with youth and adult literacy, there is no one globally agreed instrument to measure the literacy of children of primary school age. To enable the measurement of SDG target 4.1, for example, work has begun to harmonize assessments to allow for such global comparisons. The work on developing standards for this is led by the UIS, which Norway supported with US$3.6 million in the 2013-2016 period.[141]

> The UIS has also compiled a database of learning assessments featuring standardized information on assessments for up to 68 countries supported by the GPE.

This will eventually allow all countries to report national assessment data against the learning outcomes target in the SDG4. READ MORE >

For national assessments to reach international standards, continuous development and capacity building is needed. In line with its current strategy, the GPE provides grants to actively promote the strengthening of national learning assessment systems. In 2016, only 31 per cent of GPE countries had established systems that met quality standards.[100] This is likely to improve with the increased national focus on national assessment systems. In 2016, 67 per cent (36 of 54) of the GPE implementation grants supported improvements in assessment systems.[100]

While SDG4 will report data for children in school, a new household survey module developed by UNICEF will capture the literacy and numeracy skills of all children age 7-14, including those out of school.[166] In addition to supporting this initiative through UNICEF's global education funds, Norwegian aid also supports an extension of the Programme for International Student Assessment (PISA) to increase the use of their assessments in middle- and lower-income countries, beginning with eight LICs.

Provision of teaching and learning materials

THE GOVERNMENT WILL: [117]

- enter into partnerships with other bilateral donors for testing and improving technological solutions designed to enhance learning
- explore possibilities of applying innovative solutions for improving access to books and teaching materials

LEARNING MATERIALS:

2013-2016 Norwegian NGOs: Over 2 million students reached. [54]

2013-2016 GPE: Over 78 million textbooks produced and disseminated.

2014-2016 UNICEF: Nearly 47 million students provided with materials.

Over two million students have benefited from learning materials distributed through Norwegian-funded NGO projects,[54] the main beneficiaries being students in formal primary schools. A third of the agreements reported upon indicate that the learning materials distributed were in the mother tongue.

During the reporting period, GPE funding has supported the production and dissemination of over 78 million textbooks.[13; 91; 97; 100] In the 2014-2016 period, UNICEF provided nearly 47 million children[39] with individual education materials.[66] Norway provided 19 per cent of UNICEF's revenue to education,[177] and eleven percent of GPE's, for the 2013-2016 period.

Teaching and learning materials need to be developed based on a sound curriculum that reflects a society's shared vision of education while taking into account local, national and global needs. UNICEF has supported curriculum development in a wide range of contexts. In **Burundi**, where the curriculum had not been revised since the early 1990s, UNICEF provided technical support to revise the curriculum to better reflect the national and international context.[165] In addition to supporting this process through UNICEF, Norway also provided funding to support implementation of the sector plan. In **Bolivia**, UNICEF supported five new regionalized curricula to be drawn up and approved for indigenous peoples. These benefited 6,000 children from communities, mostly in the Amazon region, identified as highly vulnerable groups.[166] Over this period, the Net Enrolment Rate (NER) increased at primary level from 51 to 65 per cent, and at secondary level from 47 to 54 per cent.[165] In 2013 and 2014, via Norwegian education aid's support to UNICEF's global education funds, US$1.25 million was allocated to UNICEF's work in **Bolivia**.

Curriculum development and revision are often followed by the development and revision, printing and dissemination of teaching and learning materials. In **Togo**, through funds provided to the GPE, Norwegian aid supports the development of new curricula and the provision of textbooks and teacher guides in mathematics and reading for early grades across all primary schools. A training module on the effective use of books will be developed and the utilization of books in the classroom will be assessed. Finally, lessons learnt with regard to publishing, printing, distribution and usage of textbooks will inform the development of a national policy for textbooks.[101] Similarly, in the Ethiopian region of Benishangul-Gumuz, UNICEF supported the development of curriculum materials for Grade 3 in two local languages, reaching more than 16,000 children (F: 49%).[166]

Norwegian aid has also supported systems for the equitable dissemination and use of textbooks. In **Niger**, the GPE supports a tracking survey that will evaluate the effective delivery of books and a technical audit that will investigate the utilization of books in the classroom. In addition, the GPE supported the production and distribution of around seven million textbooks and around 125,000 teachers' guides. This represents a ratio of 1:1 books in primary and 3:1 in lower secondary schools.[101] The GPE has also supported **Rwanda** in developing a computerized textbook distribution system.[93]

To ensure that learning materials reach all schools, innovative distribution mechanisms have been supported. For example, in **South Africa**, the virtual school Ukufunda, with funding from UNICEF and the MoE, supports increased access to teaching and learning resources to both learners and educators.[166] In the reporting period, over US$3 million of funding from Norway was allocated to UNICEF's work in **South Africa** via global education funding.[181] In alliance with the Department for International Development (DFID) and the United States Agency for International Development (USAID), Norway has co-financed the Global Book Alliance's preparatory studies for a Global Reading Repository. This aims to transform the development, procurement and distribution of books.

In many countries, the government does not recognize the use of textbooks in the mother tongue, hence no public funds are dedicated to this. A clear example of evidence-based, impactful policy dialogue is Vietnam. Vietnamese mother-tongue-based bilingual education students, supported by UNICEF, outperformed other students in mathematics. This contributed to the government's decision to allow development of learning materials in selected subjects in both mother tongue and in Vietnamese.[166]

Improved management and supply of qualified teachers

THE GOVERNMENT WILL:[117]

- contribute to a major effort to boost teaching skills and the development of incentive schemes to recruit enough teachers where the needs are greatest, with particular focus on the recruitment of female teachers
- establish a platform for exchange of experience and competence-building for teachers

TRAINING OF EDUCATION STAFF, 2013-2016:

Norwegian NGOs:
89,000 education staff trained.[55]

GPE:
480,000 teachers.

With the support of Norwegian aid, Norwegian NGOs have trained more than 89,000 education staff in the reporting period.[55] The type of training provided ranged from government-standard teacher qualifications, which might take several years to complete (see **Ethiopia** case study below), to three-day courses on classroom management.

During the reporting period, GPE funding, of which Norway has contributed eleven per cent, has supported the training of over 480,000 teachers.[13; 91; 97; 100] The number of teachers trained with the GPE's support has more than doubled in recent years, from around 98,000 teachers in 2013 to 238,000 in 2016. In 2016, 93 per cent of GPE implementation grants included teacher training.[101]

In the reporting period Norwegian aid has co-chaired and contributed funding to the UNESCO-hosted International Task Force on Teachers, an international alliance of education and teaching stakeholders. In addition to advocacy, the task force disseminates knowledge and facilitates access to technical support for teacher policy development. It has produced several publications, including *Addressing the Teacher Gap through Efficient and Effective Policies and Practices* and a *Teacher Policy Development Guide*. The task force also contributed significantly to the inclusion of teachers as a way to implement SDG4.

> In Niger the GPE supported the upgrading of qualifications for more than 100,000 primary and 17,000 secondary teachers in accordance with the newly adopted regulations.

The teacher training supported can often be divided into two categories; 1) Pre-service: training/education that teachers receive to obtain teaching qualifications; and 2) In-service: training teachers to update and further develop their qualifications while working as teachers. Both are important to ensure that there is an adequate supply of qualified teachers.

In **Niger**, the GPE supports the expansion of pre-service training through the construction of three teacher training institutes, as well as training trainers and developing new training modules on reading. By the end of 2016 this had resulted in the training of 2,469 contract teachers (F: 70%).[196] In 2013 the MoE in Ethiopia decided to further professionalize its teaching force by upgrading teacher qualifications from a one-year certificate to a three-year diploma.[101] The partnership supported the upgrading of qualifications for more than 100,000 primary and 17,000 secondary teachers in accordance with the newly adopted regulations.

In **Sao Tome and Principe**, the GPE supports the establishment of a national system of in-service teacher training, which includes evaluating teacher competencies, defining a competency-based training framework, developing training plans and setting up a certification process.
In **Rwanda**, UNICEF and partners developed a schools-based mentoring programme, which was adopted nationwide from the end of 2006. This adoption means that each school will have a school-based mentor, on the government payroll, who is working with their colleagues to improve teaching and learning.[177]

It is important to children's learning that systems are in place to ensure the equitable and efficient distribution of teachers, and that teachers are present and teaching in schools. In 2016 around half (52%) of all GPE-funded implementation grants included a component to improve teacher management.[100]

In **Sierra Leone**, the GPE is building the capacity of the newly established Teachers Services Commission to develop policies and procedures. It also supports the development and maintenance of the teacher record management and payroll systems. Similarly, in **Zimbabwe**, the GPE supported the development and installation of a Teacher Development Information System (TDIS) database in every district and education office in 2014. This provides the MoE with information on the skills gaps in the teaching force, which will help to target professional development. The information will also be used to ensure a fair allocation of qualified teachers to schools. Other grants provide incentives for the equitable allocation of female teachers. For example, in **Afghanistan** the GPE supports female teachers working in challenging areas with low levels of female participation.[101]

CASE STUDY 3.3 // ETHIOPIA: SAVE THE CHILDREN

Upgrading facilitators to qualified teachers

LOCATION: Amhara Region
INSTITUTIONS: 2,670 Alternative Basic Education Centres
TIME: 2010-2014
FUNDING: 27.5 mill NOK from Norwegian aid, other sources: none

Qualified teachers are a prerequisite for learning, but in 2011, in the Amhara Region, only 12 per cent[77] of grade 1-4 teachers were qualified. The national average was 20 per cent (F: 23%).

In 2010, in response to the scarcity of state primary schools and the lack of teachers in the Amhara Region, SCN and Save the Children Ethiopia established Alternative Basic Education Centres (ABECs), and employed para-professionals as facilitators. To enhance their qualifications, SC collaborated with the MoE to design a teacher training curriculum to be taught over four summers. This was the equivalent to two years of teacher education.[111]

From 2010 to 2013, 1,865 facilitators earned their teaching certificates with the support of SC. This certificate is recognized by the national government and qualified them as primary school teachers.[111] In 2011, the MoE decided to scale up the programme, and between 2011 and 2014 it produced an additional 5,135 (F: 45%) facilitators with teacher qualifications. In total, 7,000 facilitators from 2,670 ABECs have received government-recognized primary teaching qualifications. This means that almost all facilitators in ABECs in the Amhara region are now qualified, allowing many ABECs to upgrade to primary schools.[119]

Provision of learning materials for mother tongue education

Instruction in the mother tongue is considered one of the most efficient ways of improving children's learning,[105] yet over 90 per cent of students in SSA do not learn in their native language.[105] Of the UNICEF-supported countries with available information, 52 per cent have an education policy or sector plan that includes multilingual education – a nine per cent increase since 2013.[162; 177] Despite some progress, the allocation of resources against these plans remains the most challenging aspect for countries.

To support the development of appropriate methodologies and tools for reading in a bilingual context, the GPE provided a grant to develop a teaching package. The first phase of piloting the package has provided evidence of the appropriateness of the selected methodologies. This evidence has informed policy dialogue on curriculum, teacher training and textbook development at country level.

Working closely with communities, civil society organizations often incorporate mother tongue education in their interventions, with a third of the Norwegian NGO funding reported upon using some of the funding to procure learning materials in the mother tongue. Digni, a Norwegian NGO, worked with the Parkari Literacy Project (PLP) in **Pakistan** to establish a five-year Mother-Tongue-Based Multilingual Education (MTBMLE) programme. The local community developed teaching and learning materials in Parkari, and local Parkari speakers were recruited and trained as teachers. Instruction in the first two years of the five-year programme is in Parkari. Male students who have graduated from PLP schools and gone on to attend middle school have consistently achieved the highest grades in their middle school classes.

SCN and SC Nicaragua developed new mother tongue reading materials with Mestizo and Miskutu communities in two districts in **Nicaragua**, established reading clubs and provided training for teachers. The average retention rate in the 28 supported primary schools increased from 84 per cent (F: 94%) in 2012 to 95 per cent (F: 100%) in 2014. Of more than 800 children identified as out of school in the two districts, 70 per cent had enrolled by 2014.

BOX 3.1 // IMPROVED LEARNING OUTCOMES AND ACCOUNTABILITY

Despite strong economic development, **Ghana** has significant equity issues and poor learning outcomes. Over 65 per cent of females age 15+ in the Northern region had received no formal education compared with the national average of 21 per cent.

With a GPE implementation grant of US$75.5 million administered by the World Bank and covering the period 2012-2015, marginalized districts were provided with support in particular to improve student proficiency in English and mathematics, and teacher performance.

Nearly 6,500 teachers were trained, with the percentage of teachers demonstrating satisfactory or higher teaching performance more than doubling from 36 to 76 per cent. By the end of the project, all of the more than 7,000 project-supported schools were being visited twice a year by supervisors, compared to zero in 2012.

The project achieved improvements in learning outcomes of 29 per cent in English and 44 per cent in mathematics between 2011 and 2013.[190]

Improved community involvement

Communities play an important role in supporting school construction, ensuring that OOSC enrol and stay in school, and generally holding schools to account in providing quality education. In countries where education systems are weak and government accountability mechanisms are few, the role of PTAs and SMCs becomes especially important.

TRAINING OF SMCs AND PTAs:[51]

UNICEF 2014-2016: 135,000

Norwegian NGOs 2013-2016: 13,000

In 2016, about a quarter of the GPE's implementation grants (28%) included components to protect instructional time, for example setting up school monitoring systems and training SMCs to monitor teacher absenteeism.[105]

Through support of the School Sector Development Plan (SSDP), Norwegian aid supports interventions in **Nepal** to encourage more parental involvement. For example, under the established National Early Grade Reading Programme (NEGRP), schools conduct reading assessments in the presence of parent representatives, who in turn share the results with parents. This helps parents to keep schools accountable for students' learning.[101]

Vocational training

STUDENTS SUPPORTED WITH VOCATIONAL TRAINING, 2013-2016 [57]

Norwegian NGOs:
Average of 14,000
students a year. [52]

The amount of focus on TVET programmes was limited in the reporting period. In 2013, Norwegian NGOs supported over 23,000 learners (F: 92%) in TVET programmes with Norwegian ODA, but this fell to 8,000 (F: 68%) in 2015. TVET students represent less than one per cent of all learners supported by Norwegian NGOs in the reporting period. Similarly, only seven per cent (336) of classrooms that were constructed or refurbished were used for TVET. [52]

In the reporting period, support for vocational training has mainly been provided through civil society and to the E4D/SOGA Employment and Skills for Eastern Africa project; this is co-financed by Germany, the UK and Shell and managed by the German Agency for International Development Cooperation (GiZ). The initiative is part of the wider E4D programme, which operates in seven African countries. E4D/SOGA is active in **Kenya**, **Mozambique**, **Tanzania** and **Uganda**. Its objective is to promote greater employment, higher incomes, better working conditions, enterprise development and skills development, and to match young people with available jobs. In 2016 E4D/SOGA provided TVET for 6,517 people (F: 47%), and trained 450 TVET teachers and trainers. The training development involved the establishment of eleven public-private partnerships, labour market analysis and the development of occupational standards. Employment and income effects for those trained in 2016 will be measured in 2017; however an early example of the programme's achievement is the high level of employment (97%) of those attending short courses for solar technicians.

An early example of the programme's achievement is the high level of employment (97%) of those attending short courses for solar technicians.

In line with the White Paper's promise to develop a grant-based scheme to support vocational training, the financing mechanism Building Skills for Jobs was launched in 2016. This aims to give young people in developing countries documented and relevant vocational training to support them into the labour market. To ensure relevance, all projects involve a partnership between the private and education sectors. Up to 500 million NOK will be made available for the Building Skills for Jobs programme in the 2016-2020 period. Norwegian aid to education has also supported the World Bank's Multi-Donor Education and Skills Fund (MESF). READ MORE >

More examples of results of TVET interventions supported by Norwegian education aid:

- Education in conflict and crisis READ MORE >
- **Somalia** READ MORE >

CASE STUDY 3.4 // MYANMAR: ADVENTIST DEVELOPMENT AND RELIEF AGENCY

Creating better life opportunities for youth in Kayin State

LOCATION: Kayin State
INSTITUTIONS: Government Technical High School in Hpa-An
TIME: April 2015-March 2019
FUNDING: 18.4 mill NOK from Norwegian aid, other sources: 1.9 mill NOK

The Kayin (Karen) State in south-east **Myanmar** is emerging from decades of armed conflict that has resulted in 400,000 internally displaced persons (IDPs)[103] and 103,000 refugees living across the border in **Thailand**.[157] The transition rate from primary to middle school is only 44 per cent for children in ethnic minority areas; this limits opportunities for income generation and employment. Women's participation in the labour force is low, at 41 per cent compared to 81 per cent of men.[132] ADRA **Myanmar** and ADRA Norway work to improve access to vocational training and income earning opportunities among the IDPs and refugees in these areas.

ADRA has promoted the mutual recognition of TVET certification in **Myanmar** and **Thailand**, enabling people to work on both sides of the border. Through a signed Memorandum of Understanding (MoU), the MoE Office of the Vocational Education Commission (OVEC) in **Thailand** and the MoE Department for Vocational and Technical Education (DTVET) in **Myanmar** have agreed that courses offered in Government Technical High School (GTHS) in Kayin State and TVET courses held in refugee camps in Thailand are recognized on both sides of the border. The MoU is in the process of being implemented; the DTVET in **Myanmar** endorses the certificates of refugees trained in the camps, but recognition of the training carried out in **Myanmar** is still in the process of being recognized by the OVEC in **Thailand**. The MoU, facilitated by ADRA, also provides a framework for collaboration and sharing of technical expertise.

In close collaboration with DTVET and GTHS in Hpa-An, ADRA provides basic and advanced short courses in sewing, house wiring, welding, agrimechanics and computer science. ADRA supports trainers, develops infrastructure, provides teaching and learning materials and equipment and tools, and links students to local businesses internship opportunities. Certificates recognized by employers are awarded by DTVET on graduation.

In 2016, 425 students (F: 48%) graduated from ADRA-supported vocational training courses. 98 per cent of these reported having no income prior to enrolment. Six months after completing the courses, all had some income and 26 per cent were earning more than 638 NOK a month.

Women have been encouraged to take courses that are not traditionally attended by women. For example, they constitute 50 per cent of students taking computer classes. Women also participate in non-traditional training such as electrical wiring and agrimechanics, although this is still on a limited scale.

Institutional collaboration in higher education

Norway's main investments in higher education are based on collaboration with institutions in developing countries. The programme has three components, focusing on oil and energy, academic cooperation and capacity building in higher education and research. The component that directly strengthens the education sector in partner countries is the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED).

BOX 3.2 // PURPOSE OF NORHED

- improve capacity of higher education institutions in low- and middle-income countries
- educate more and better candidates
- increase the quality and quantity of research in partner institutions

The programme aims to strengthen the capacity of higher education institutions in six areas, one of them being education. NORHED's education portfolio consists of twelve projects, with a total spend of 26.6 million NOK, in **Ethiopia**, **Malawi**, **Tanzania**, **Uganda** and **Nepal** between 2013 and 2016. Partners are often supported over a longer period of time and funding is given for five year periods.

The NORHED programme expects that the strengthening of higher education institutions will in turn strengthen primary and secondary education. Priority areas for the sub-programme are teacher education, policy and governance. For the eight projects implemented in 2014, results have started to emerge. Results are limited for the four projects that started implementation in 2016.

One area covered is the use of ICT in improving access to teaching materials and in enabling distance learning for students and teachers. Two projects, in **Uganda** and **Nepal**, are working to integrate ICT and online learning in teacher training. In **Nepal**, three programmes and 32 courses are now available online as a result of the project, and both teachers and students in remote areas can access them. More than 250 people had enrolled in the courses by end 2016.

By the end of 2016, 23 mathematics teacher educators had enrolled in the programme

NORHED also includes projects to strengthen both pre- and in-service teacher training. The University of **Malawi** is working to strengthen the quality of teaching for mathematics student teachers and educators, and a teacher educator professional development programme is being implemented to include all eight public teacher-training colleges in **Malawi**. By the end of 2016, 23 mathematics teacher educators had enrolled in the programme, with a target of 70 by the end of 2018. The eight colleges enrol around 4,000 teacher students a year.

NORHED has also supported minority language development in **Ethiopia**.

READ MORE >

For more NORHED achievements see the NORHED results reports.

EDUCATION IN CRISIS AND CONFLICT

Armed conflict is one of the greatest obstacles to progress in education. Across conflict-affected countries, around 36.5 million children of primary school age and adolescents of lower secondary school age are out of school.[144] Household survey data from low- and middle-income countries show that children in conflict-affected countries are more than twice as likely to be out of school compared with those in countries not affected by conflict.[140]

Conflict reinforces gender and other inequalities.[124] Girls are almost two and a half times more likely to be out of school if they live in a conflict-affected country.[144] In emergency contexts, schools can provide some degree of normality, hope, stability and security. However, protection of those in school is a major concern. Over the last five years there have been reported attacks on schools in 70 countries.[80]

Education is still among the least financed sectors in humanitarian response. In 2015, it received less than 1.9 per cent of humanitarian funding – less than half the UN Global Education First Initiative's (GEFI) minimum target of four per cent.[140] Only 31 per cent of requests for humanitarian aid to education were granted, compared with an average of 55 per cent across all sectors.[141]

Given these challenges, education in crisis and conflict is a key area of support for Norway. In the White Paper 25: Education for Development this support is divided up on into three areas:

1. Access to quality education during conflict and crises
2. Protection of schools during armed conflict
3. Disaster risk reduction (DRR) in the education sector

NORWEGIAN HUMANITARIAN AID TO EDUCATION

THE GOVERNMENT WILL:[117]

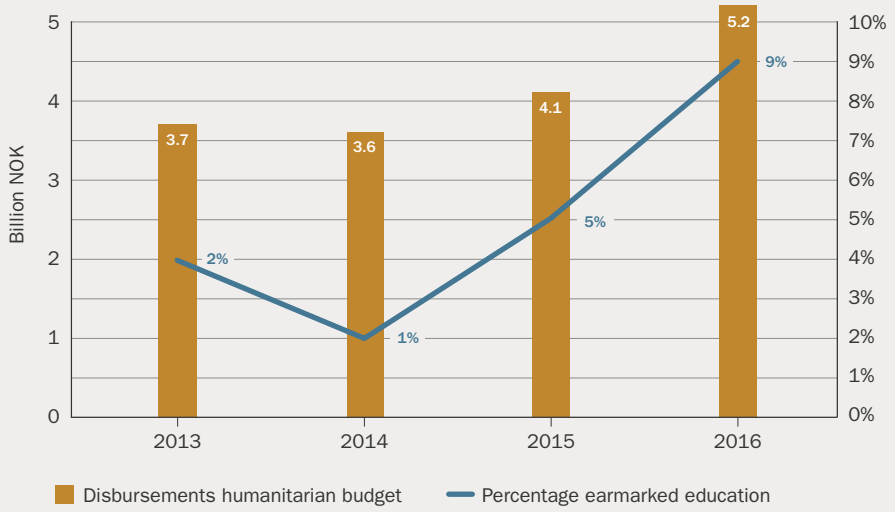
- increase the percentage of Norway's humanitarian assistance allocated to education, and increase the percentage of development assistance allocated to education in the early reconstruction phase
- play a leading role in the efforts to reach the UN target of four per cent of humanitarian aid being allocated to education

> Norway is one of only a handful of countries to include education in its humanitarian policy.

Norway is an important contributor to aid in humanitarian situations, and particularly to education, with significant agreements with multilateral actors such as UNICEF and UNHCR as well as with civil society organizations. It is one of only a handful of countries to include education in its humanitarian policy.[69]

FIGURE 3.1 // LARGE INCREASE IN SHARE OF HUMANITARIAN AID TO EDUCATION

Share of total humanitarian budget earmarked education by year*



* Excluding higher education

The proportion of the Norwegian earmarked aid allocated to humanitarian aid increased from 13 per cent in 2013 to 17 per cent in 2016. Meanwhile, Norway's humanitarian support earmarked to education increased both in absolute terms and as a share of all of Norway's humanitarian aid.

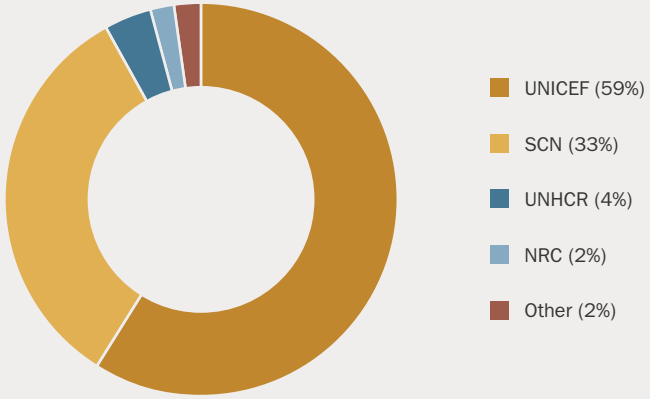
Between 2013 and 2016, the proportion of humanitarian aid disbursed to education interventions increased from two to nine per cent. If education projects coded as emergency response are included, it increased from five to ten per cent.[70] In 2015, Norway was one of only four donors (alongside Kuwait, Ireland and Sweden) that met a fair share[24] commitment to education funding of humanitarian and refugee response plans.

Norway has worked to influence other donors to meet the UN target of dedicating four per cent of humanitarian aid to education. READ MORE >

Most humanitarian funding to education went to basic education (75%) and was implemented by multilateral organizations or Norwegian NGOs. The percentage of funds channelled through multilateral institutions increased by 36 percentage points between 2013 and 2016, whilst support to Norwegian NGOs dropped significantly in 2016 compared to the previous two years. In addition, a small portion[31] of the support provided to the Central Emergency Relief Fund (CERF), Emergency Relief Fund (ERF) and Common Humanitarian Fund (CHF) was spent on education programmes.

FIGURE 3.2 // MOST OF THE HUMANITARIAN EDUCATION FUNDING GOES TO UNICEF

Norwegian aid to education disbursed over the humanitarian budget by partner*, 2013-2016[2]



* Excluding higher education

86 per cent of funding to education from the humanitarian budget was given to specific countries. 94 per cent of this funding was disbursed to **Syria** and its neighbours **Iraq**, **Jordan**, **Lebanon** and **Turkey**. **Syria** received the largest share – 38 per cent (254 million NOK) – of the humanitarian budget. If education projects categorized as emergency response were included, **South Sudan** and **Ethiopia** would be amongst the top five recipients.

In addition to support from the humanitarian budget, funding from other budgets was provided to countries in situations of fragility and conflict. Substantial parts of funding to the GPE and UNICEF global education funds went to such countries. In addition, UNHCR and UNICEF spent non-earmarked funding from Norway on Education in Emergencies (EIE) programmes. Norwegian aid provided 19 per cent of UNICEF's total education revenue in the reporting period. From 2014 to 2016 UNICEF spent 39 per cent[177] of its education resources on EIE programmes, up from 28 per cent in 2014.[165] In 2016 Norway was the seventh largest government donor to the UNHCR and the largest donor per capita.[154] During the reporting period, the UNHCR spent around four per cent of its total budget on education.

ENSURING PREDICTABLE, YET ADAPTABLE, AID FLOWS

An important challenge when supporting education in prolonged crisis and conflict is the short-term nature of much humanitarian funding. For partners involved in service delivery, short-term funding cycles make it difficult to:

- sustain education provision
- retain teachers
- align interventions with the school calendar
- track children's progress.

For example, in 2016 Education Cluster partners in **Somalia** reported that 28,000 children had dropped out of education programmes and 142 learning centres had closed down due to lack of continued financial support.[127] On the other hand, many donors are reluctant to provide long-term investments in education systems in conflict situations because of the high risks involved.

TABLE 3.2 // MOST FUNDING DISBURSED THROUGH SHORT-TERM AGREEMENTS

Norwegian humanitarian aid to education* by length of agreement and year[50]

	2013		2014		2015		2016		2013-2016	
Less than 2 years	67	100%	45	88%	184	97%	382	80%	678	87%
2 up to 3 years	0	0%	6	12%	6	3%	93	20%	105	13%

Million NOK

* Excluding higher education

Many donors are reluctant to provide long-term investments in education systems in conflict situations because of the high risks involved

Norwegian aid provided over the humanitarian budget mainly consists of agreements spanning less than twelve months. However, 2016 saw an increase in funding to longer-term agreements. Education development funding to countries affected by fragility and conflict tends to be longer-term, with most agreements covering two years or more. For example, in **South Sudan** 60 per cent of all education funding in 2016 went to agreements lasting two years or more, while the figure in **Somalia** was 58 per cent for agreements covering three years or more. The Royal Norwegian Embassy in **South Sudan** has provided 'transition' funding to education projects. READ MORE >

The GPE has made significant changes to its funding modalities, enabling it to provide predictable but flexible aid flows to support fragile and crisis-prone states.[42] READ MORE >

Norway took a leading role in the establishment of the Education Cannot Wait (ECW) fund, which was launched in 2016 to address the need for more sustained but responsive funding for education in emergencies. It provides both first response funding for education at the onset of an emergency, and sustained funding support over three to five years to bridge the gap between immediate and long-term response. READ MORE >

SELECTED ACHIEVEMENTS IN CRISIS AND CONFLICT TO WHICH NORWAY HAS CONTRIBUTED

THE GOVERNMENT WILL: [117]

- ensure that one million more children have access to good-quality education in crisis and conflict situations
- support the development of innovative and flexible solutions that give children access to education
- increase use of development funds to help countries receiving large numbers of refugees
- increase knowledge about EIE in national educational systems, humanitarian organizations and development actors

During the reporting period, Norwegian funding supported around 1.6 million children per year to access education in fragile and conflict-affected states.[33; 49]

In 2016 UNICEF supported 11.7 million children with access to education in humanitarian situations,[177] an increase from 3.6 million in 2013.[162] UNICEF also engages in extensive education development work in conflict-affected and fragile states, working closely with national governments.

Based on national government spending per child in education, the GPE's support to fragile and conflict-affected states in 2016 was equivalent to the cost of keeping 4.7 million children in school, up from 2.2 million in 2013.[20] The GPE's accelerated funding facility has enabled national governments to implement education emergency responses in a range of contexts. For example, following the crisis in the Central African Republic in 2013, accelerated funding enabled 113,500 children and 560 teachers to return to school.[95]

Based on national government spending per child in education, the GPE's support to fragile and conflict-affected states in 2016 was equivalent to the cost of keeping 4.7 million children in school, up from 2.2 million in 2013.[20]

Support to countries receiving large numbers of refugees

Norway supports education for refugees and host communities through funding to the GPE, NGOs and UN agencies, especially the UNHCR and UNICEF. Lebanon has been a particular focus of support due to the very high numbers of refugees being hosted relative to its population size.

READ MORE >

Considering that the average duration of exile for refugees is 20 years, the UNHCR's 2012-2016 Education Strategy[151] promotes the integration of refugees into host education systems. By 2016, the UNHCR had partnerships with MoEs in almost all of the countries they worked in; there had been no such formal partnerships in 2011.[126] In 2015 the primary enrolment rates for refugees in the 20 reporting countries (of 25 countries where education is a UNHCR priority) was only 36 per cent for girls and 46 per cent for boys. Although real gains have been made in absolute terms, increasing numbers of refugees mean that the enrolment rates for refugees covered by UNHCR's monitoring systems have decreased.[152]

BOX 3.3 // EDUCATION FOR REFUGEE CHILDREN

Chad, one of the world's poorest countries, hosted around 400,000 refugees as of early 2017. The GPE has supported Chad's efforts to improve a school system that was weak even before the masses of refugees arrived. This included building 86 classrooms and essential facilities, food and nutrition, 60,000 new culturally appropriate school books and training to expand the pool of qualified teachers. The GPE grant will benefit 8,500 children in the Lake Chad region.[99]

Improving effectiveness of education aid in emergencies

Effective coordination and implementation of programmes in emergencies are important to the optimal use of resources. Norad is a member of the steering group of the Interagency Network for Education in Emergencies (INEE) which MFA supported with 1.3 million NOK in the reporting period. The INEE is a network which shares knowledge and evidence and provides tools and guidance while acting as a global advocate for EIE.[81]

The Global Education Cluster was established in 2007 as a central coordination mechanism to deliver education support during humanitarian crises. It is co-led by UNICEF and Save the Children International, both of which receive funding from Norway. In 2016 there were 21 active country-level clusters, most of which were led by national governments, working together with humanitarian agencies to share resources, identify gaps and avoid duplication.

Protection of schools during armed conflict

THE GOVERNMENT WILL: [117]

- seek to ensure humanitarian access and protection in conflict and crisis situations with a view to maintaining continuity of learning and safeguarding schools
- support the development of teaching plans that take into account the need to reduce conflict
- be at the forefront of efforts to ensure that international humanitarian law is respected, and the militarisation of schools and universities and attacks on educational institutions stop
- play a leading role in promoting the Lucens Guidelines internationally.

Protecting schools during conflict requires political commitment from the parties involved to respect children's right to education, and to avoid using schools for military purposes. The Safe Schools Declaration,[81] developed through consultations in Geneva in 2005 led by Norway and Argentina, is a statement of political support to protect education during armed conflict. This is an instrument for states to endorse and commit to implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict,[82] also known as the Lucens Guidelines. It offers parties practical guidance on minimizing the direct impacts of armed conflict on education. Both documents were developed through consultations beginning in 2012, initiated by civil society before being led by Argentina and Norway.

In 2015, 37 states endorsed the Safe Schools Declaration at a conference organized by Norway. As of May 2017, 65 states had endorsed the declaration, including countries currently experiencing conflict such as Afghanistan, Somalia and South Sudan.[82]

BOX 3.4 // MONITORING AND RESPONDING TO ATTACKS ON EDUCATION

In 2014, 173 attacks against schools, affecting 24,352 students, were carried out in the West Bank, **Palestine**. Almost 8,000 students were affected by lost school time due to military areas and activities, delays at checkpoints and school entrances.[159]

Since, 2014 Save the Children and its partners, with support from Norwegian aid and European Civil Protection Humanitarian Aid Operations (ECHO), have been working in ten secondary schools in the West Bank to mitigate and monitor attacks on education. The programme was expanded to include a further 22 secondary schools in 2016. All schools now have School Disaster Management Committees (SDMC) and plans. They now also systematically report attacks on schools based on clear and identified criteria.

Promoting disaster risk reduction in the education sector

THE GOVERNMENT WILL: [117]

- support international initiatives to ensure that all schools throughout the world are built in accordance with DRR standards
- support efforts to provide pupils with training in DRR and emergency preparedness, and help to ensure that teachers receive training in psychosocial support

To reduce the impact of crises on education, DRR and preparedness for emergencies need to be integrated into education at the level of national systems. Through funding to the International Institute

for Education Planning (IIEP) and the GPE, Norway has supported capacity building on integrating these into national education planning processes. This involves building understanding on:

- the impacts of disasters and conflicts on education
- the role that education can have in mitigating these impacts
- ways to incorporate safety resilience and social cohesion into education sector plans, policies and curricula.

The IIEP has also worked with UNICEF and the GPE to integrate crisis analysis into education sector assessments, and has supported governments to conduct these analyses, for example in **South Sudan**.[95]

Norway has worked with partners to ensure that schools in disaster-prone areas are safe and disaster-resistant. For example, a recurrent problem in **Madagascar** is the destruction of schools by cyclones. The Norwegian-funded joint UN programme on Education for All (2011 to 2015) constructed 78 new classrooms designed to resist cyclones and winds up to 250 km/h.[171] In **Nepal**, UNICEF has supported the training of 380 school communities on mitigating disaster risk and developing evacuation routes.[166]

SCN worked in nine countries to promote a child-centred DRR approach. These interventions led to significant progress towards including DRR in the curriculum in seven countries, and six country programmes contributed to children's involvement in the preparation of school emergency response plans. For example, SCN worked with the MoE in **Laos** to mainstream DRR into the national curriculum and has developed an educational film on how to deal with fire, earthquake and floods. The film involved young people and included training on how to support children with disabilities during emergencies. In **Nicaragua**, over 49,000 children participated in the production of community or school response plans.

BOX 3.5 // INTEGRATION OF EDUCATION IN GOVERNMENT EMERGENCY PLAN [67]

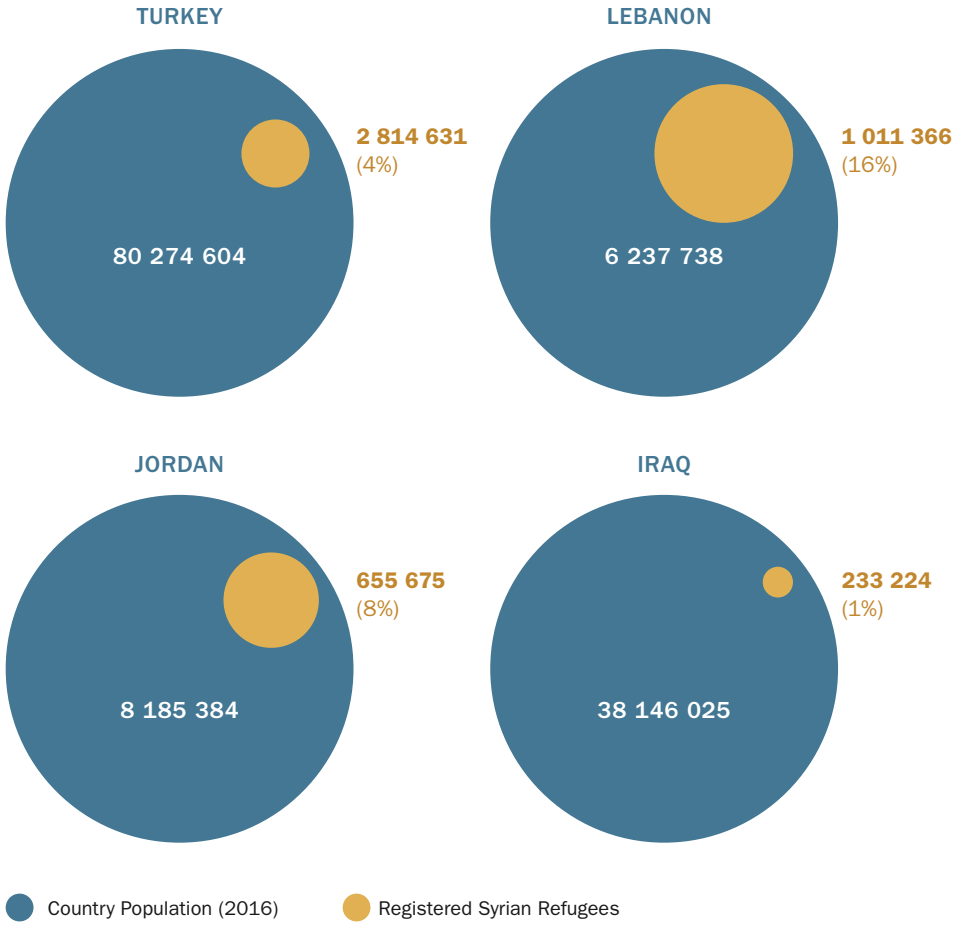
Flooding in **Cambodia** regularly causes schools to close for a month or more.[74] SCN and Save the Children Cambodia have worked with the government to integrate DRR in the education sector and to develop guidelines for Temporary Learning Spaces (TLS). The guidelines were adopted as official policy and rolled out nationally in 2014 together with the launch of the Emergency Preparedness and Response Plan for the Education sector.[111] In collaboration with local authorities, SC also trained education staff from nine provinces to establish TLS and develop school preparedness plans.

REGIONAL STUDY: EDUCATION FOR SYRIAN REFUGEES AND INTERNALLY DISPLACED PERSONS

In 2017 the Syrian crisis entered its seventh year. Prior to the conflict, 93 per cent of all eligible children were enrolled in primary education and 67 per cent in secondary education[150]. By 2013, school attendance rates in **Syria** had dropped to less than 50 per cent at both levels.[131] Changes in enrolment figures have been uneven across governorates: in some, enrolment has fallen by more than 70 per cent due to intense fighting (e.g. in Aleppo and Deir ez Zour), whilst in others it has increased due to the high influx of displaced children.[167] Around one in four schools have been damaged or destroyed, or are being used as shelter or for military purposes.[184] SC has documented 144 attacks against education institutions in Aleppo and Idleb alone since 2013; 120 of these were aerial bombardments. Both teachers and children are suffering trauma and distress triggered by new security incidents and impacts on communities and schools.

By the end of 2016 there were around five million Syrian refugees, 1.6 million of whom are of school age (5-17).[71] **Turkey** hosts the largest numbers, while **Lebanon** hosts the highest number of refugees per capita.

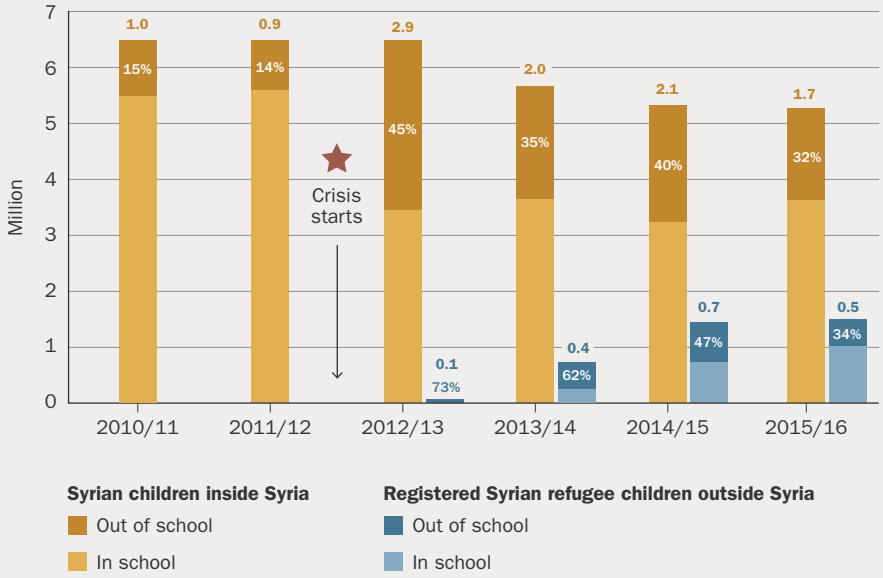
LEBANON HAS THE LARGEST PROPORTION OF SYRIAN REFUGEES RELATIVE TO POPULATION



Sources:
CIA. (2017). The World Factbook. Online database.
No Lost Generation. (2017). Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On.

FIGURE 3.3 // NUMBER OF OUT-OF-SCHOOL CHILDREN IN SYRIA CRISIS IS DECREASING

Number and percentage of Syrian children in school and out of school before and after crisis*



Out-of-School Children (OOSC) outside Syria:
The percentage of out-of-school refugee children has declined from 73 per cent in 2012/13 to 34 per cent in 2015/16. Despite a massive increase in the period overall, the total number of Syrian refugee children out of school has declined slightly between 2014/15 and 2015/16 (from 0.7 million to 0.53 million).

Sources:
UNICEF. (2016). Syria Crisis Education Factsheet.

No Lost Generation (2017) Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On.

By December 2016, although the number of refugees had grown massively, the out of school rate for Syrian refugees had dropped to 34 per cent (from 73 per cent at the start of the crisis). However, this left over half a million refugees out of school.[110] Most of those in education attend formal primary and secondary schools, but around eleven per cent of refugees attend non-formal education.[71]

There has been a coordinated United Nations Humanitarian Response Plan (HRP) and a Regional Refugee and Resilience Plan (3RP) in response to the **Syria** crisis. These are country-driven, regionally coherent and aligned with national-level plans in the five most affected countries neighbouring **Syria**.[72] In 2013, the UN, international NGOs and governments adopted the No Lost Generation (NLG) initiative[109] to focus attention on the plight of children affected by the Syrian crisis. This places education at the centre of the response. In February 2016, at the London Supporting Syria and the Region Conference, the NLG partners committed to the ambitious goal of education for all Syrians aged 5 to 17 inside and outside of Syria.

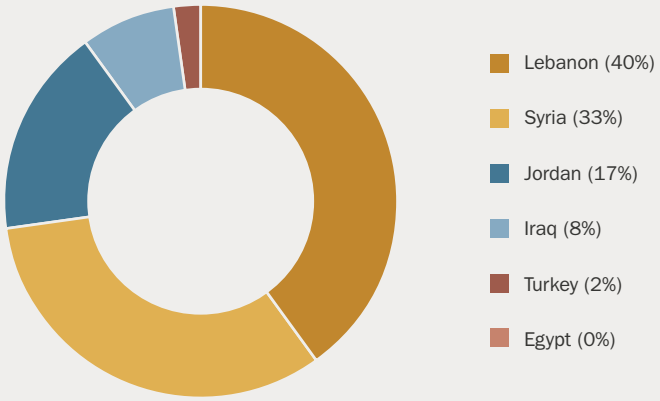
Norwegian education aid to Syria and neighbouring countries

Between 2011 and 2015 Norway was the third largest donor to education for the **Syria** crisis,[107] and in 2016 it provided six per cent of all funding to the 3RP and HRP. In the reporting period most Norwegian aid to education in the **Syria** crisis was channelled through multilateral organizations (61%) and Norwegian NGOs (29%).

Vocational and other non-formal training and education for youth is one of the most underfunded and underserved areas of education support for Syrian refugees, and this was identified as a priority area for the NLG initiative in 2016.[71]

FIGURE 3.4 // LEBANON RECEIVED LARGEST SHARE OF NORWEGIAN EDUCATION AID PROVIDED TO COUNTRIES AFFECTED BY SYRIA CRISIS

Norwegian education aid to Syria and neighbouring countries*, 2013-2016



* Excluding higher education

Selected achievements to which Norway has contributed in Syria and neighbouring countries

With funding from Norway in 2015 (US$3.18 million), UNICEF refurbished 14 schools in Lattakia city, providing an improved learning environment for 18,600 children. This included handrails and ramps to cater for children with physical disabilities. UNICEF also printed and distributed English textbooks for 900,000 children. The funding has supported the delivery of remedial classes for IDPs to enable them to catch up on schooling missed due to conflict and displacement. Funding from Norway has provided remedial education for 9,000 children in eight governorates. This included over 340 children with developmental disabilities who received adapted classes.

RESULTS OF NORWEGIAN AID ACHIEVED THROUGH NORWEGIAN NGOS IN SYRIA AND NEIGBORING COUNTRIES, 2013-2016.

- On average more than 36,000 students supported each year.[59]
- More than 650 classrooms constructed/ refurbished.[53]
- 115,000 students reached with learning materials.[58]
- 5,000 education staff trained.[56]

With the combined support of donors, including support coordinated through the NLG initiative, absolute enrolment and enrolment rates of school-age children in **Syria** has increased from 3.24 million (60%) in 2014/15 to 3.66 million (68%) in 2015/16.[180]

CASE STUDY 3.5 // SYRIA: SAVE THE CHILDREN

Adjusting education provision to the changing conflict environment

LOCATION: Idleb, Hama and Aleppo governorates
INSTITUTIONS: 53 learning spaces, basic education
TIME: 2016
FUNDING: 33.9 mill NOK from Norwegian aid, other sources: none

In 2016 Save the Children Norway, Save the Children Syria and four local partners provided learning opportunities for more than 17,950 students (F: 54%) in 53 learning spaces in northwest **Syria**. Enrolment reached a peak of 17,950 (F: 51%) in October of 2016 and stabilized in December at 16,974 (F: 48%). Despite the challenges, 86 per cent of the 12,461 students sitting for the final examination in 2016 passed.

In December 2016, after the fall of Aleppo city, access to 13 schools was lost. However, schools in Idleb and rural Aleppo have seen an increase in enrolment since the displacement from eastern Aleppo city. In December 2016 and January 2017, 1,258 new children (F: 45%) enrolled in 40 learning spaces where the majority of these newly enrolled children were part of the Aleppo evacuation.

A key achievement has been the continuation of educational activities despite the escalation of the fighting. While other schools suspend their operations for an average of five working days per month or more, SC and partners were able to ensure uninterrupted education.
By actively monitoring attacks on education as well as displacement flows, adjustments to the delivery of education were made. By shifting to home-based education, children's safety was ensured and disruption to their education was minimized.

During the reporting period, through the work of Norwegian NGOs working with refugee and host communities in **Iraq**, **Jordan**, **Lebanon** and **Turkey**, 9,500 students (F: 45%) each year enrolled in schools supported by Norwegian aid.[59] Through the same NGOs, Norway has funded the construction or refurbishment of over 211 classrooms, provided education materials for over 35,000 students, and trained around 2,000 teachers and other education staff.[60]

Between 2014 and 2016, UNICEF provided education materials to more than 1.5 million children in the four main refugee hosting countries (**Iraq**, **Jordan**, **Lebanon** and **Turkey**). Globally, Norwegian aid funds around 19 per cent of UNICEF's education programmes.[169]

Much of Norway's support to education for Syrian refugees has focused on **Lebanon**, since the very high number of refugees in relation to the population has put extensive strain on the national education system. Even before the Syrian crisis, the Lebanese public school system was unable to accommodate all school-aged children, and most Lebanese children are enrolled in semi-private or private primary schools.[83] The proportion of refugees rose from 13.5 per cent of the registered school age population in 2012/2013[191] to 36 per cent in 2014/2015.[84; 191] In 2014, 69 per cent of Syrian refugees in **Lebanon** were out of school. This decreased to 34 per cent in 2016,[180] though it remains one of the highest rates in the region.

The Ministry of Education and Higher Education (MEHE) in Lebanon responded quickly to the onset of the crisis, working with education sector partners to develop a response plan and opening Lebanese public schools to Syrian refugee children; these were accommodated initially in the first shift, and additional shifts were opened as numbers continued to increase. In 2014, the MEHE launched a three-year education programme called Reaching All Children with Education (RACE), with the aim of supporting 413,000 vulnerable school-age children through integration in formal and non-formal education. In February 2016, the Lebanese government laid out a plan to get all refugee children aged 3-18 into quality education through the second phase of RACE (RACE II).

Funding from Norway contributed to the education component of the Lebanon Crisis Response Plan (LCRP) 2015, the RACE plan and the NLG initiative in **Lebanon**. Norwegian funding, together with funding from the Multi-Donor Trust Fund managed by the World Bank, contributed to the enrolment of 6,967 children in the second shift of public basic education in the 2015-2016 school year. The strong engagement with the MEHE at every stage of the process of enrolling refugee children in formal public education – from planning to monitoring and oversight – was a critical factor in the successful implementation of the programme.

With the combined support of donors, including support coordinated through the NLG initiative, absolute enrolment and enrolment rates of school-age Syrian refugees in the five main host countries has increased from 781,000 (55%) in 2014/15 to 1.05 million (66%) in 2015/16.[180]

Norway funded the development of EduApp4Syria, a mobile learning tool that in early 2017 was made available for Syrian children who are out of school. The tool supports literacy skills development in Arabic.

CASE STUDY 3.6 // JORDAN: NORWEGIAN REFUGEE COUNCIL

Youth Centres for Syrian refugees: Building a future by adapting to the present

LOCATION: Zaatari and Azraq camps
INSTITUTIONS: Four youth centres
TIME: 2013-2016
FUNDING: 90 mill NOK from Norwegian aid, other sources: 10 mill NOK

Prior to the crisis, more than two in three Syrian adolescents attended secondary school, one in five young people were enrolled in universities, and many others, particularly from rural areas, were enrolled in vocational streams.[160] After seeking refuge in **Jordan**, Syrian youth lacked access to appropriate, certified and structured learning opportunities in the camps, and have even more limited opportunities in host communities.

The Norwegian Refugee Council (NRC) implemented a youth programme in the Zaatari camp in 2013 and in the Azraq camp in 2015,[153; 156] targeting young people aged between 16 and 26. The programmes focus on post-basic technical education and skills development to address camp community and infrastructure needs. However, there was room for improvement. An evaluation conducted in 2016[120] made two recommendations for the future of the programme:

1) Continue to experiment with online study, blended and distance learning
2) Develop partnerships with private firms to offer skills training.

The NRC began working with three organizations[44] with offices in **Jordan**, which used blended learning and offered access to certified courses in Arabic. In 2017, as part of an ongoing process, courses in electricity, heating, ventilation and air conditioning, and team leading were verified by London City and Guilds[10] as reaching international standards. In addition, the NRC Youth Center became an accredited City and Guilds subcentre.

International certification and verification led to increased uptake and retention, particularly with computer and online courses, among the stable camp population. By the end of 2016, 1,072 (F: 43%) Syrian refugees had received certification in the International Computer Driving License (ICDL).[35] In addition, in 2016, of the 353 students (F: 31%) completing a range of 3-month post-basic technical and skills courses, 42 per cent reported involvement in income-generating activity within the camp setting. None of them were involved in such activity before starting the course. With a system of online learning proven to work in camp contexts, the NRC has been able to apply lessons learned to new contexts in the host community. Building on these experiences in the camps, it has just begun its youth programme in the Irbid host community, to be followed by a further programme in Mafraq.

The NRC co-chairs the Youth Task Force in the camps, and has used this mechanism to keep abreast of changes in the labour market. Skills development includes solar panel maintenance (Azraq does not have electricity), wheelchair maintenance, supplying wooden beds etc. Establishing quality online courses with a degree of flexibility to meet students' needs, with recognized certification in place, has opened up opportunities to work with INGOs within the camp. NRC Youth Centres have become a 'go to' place for potential employers.

4 Results in key partner countries

Ethiopia: NGOs provided support to over 1,700 children with disabilities (CWD).

Malawi: The UN Joint Programme on Girls' Education supports over 50,000 girls.

Nepal: School Sector Reform Programme led to 16 per cent increase in basic education enrolment, with gender parity.

Somalia: Norwegian Church Aid supported over 22,000 girls to access education.

South Sudan: Support to UNICEF's Back to Learning programme gave 18,000 children access to education.

CHAPTER SUMMARY AND NOTE ON METHODOLOGY

This chapter includes country studies of spending and results in four countries identified as focal countries for Norway's support to education: **Ethiopia**, **Malawi**, **Nepal** and **South Sudan**. **Somalia** is also included due to the high volume of Norwegian aid to education that it received via Norwegian NGOs during the 2013-16 period. **Syria**, **Lebanon** and **Jordan** have also received large shares of Norwegian aid to education. Work in these countries is covered in the thematic achievements chapter, under 'Education in crisis and conflict'. READ MORE >

Each country study starts with a summary of the context and the state of education. Where available, the report uses national education statistics that are quality assured and published by the UNESCO Institute for Statistics (UIS), but where recent UIS data are not available, alternative sources are referenced. It then describes national plans and priorities in education and how Norway's funding supports these.

The number of children supported in education has been estimated based on data collected retrospectively from Norwegian NGOs (annex 4) and project documentation where available. For support to the Global Partnership for Education (GPE), UNICEF and pooled funding, estimates are based on Norway's financial contribution divided by the public cost per child in education. It is important to note that the level of support per child is not directly comparable between organizations.

Most of the results achieved through Norwegian NGO projects can be fully attributed to Norwegian funding and are presented in a table mapped against the objectives of the goal hierarchy.

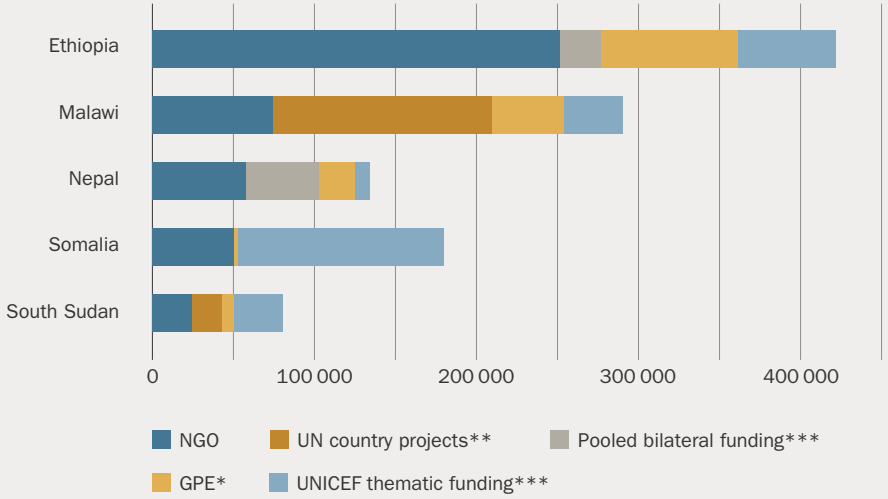
In many cases, GPE grants are one element of a multi-donor fund, with pooled funding from a range of bilateral donors that include Norway in some instances (**Ethiopia** and **Nepal**). Output level results are reported for the whole pooled fund. Results reported at the outcome level (e.g. enrolment, improvements in equity) represent what was achieved through national efforts, with GPE and pooled donor support.

As a rough indication of the proportion of the UNICEF country programme funded by Norway, this report compares the Norwegian portion of the global education funding *allocations* to UNICEF country programme interventions as a proportion of the total *spending* for the respective programme as reported by the UNICEF transparency portal. It should be noted that the global education funding allocations reported in the portal only include funding used for interventions and exclude administrative costs.

There is potential for double reporting, especially in the cases of **South Sudan** and **Somalia**, where UNICEF is the managing entity for the GPE. In these cases, aggregated quantitative results and spending reported under the GPE have been subtracted from those reported by UNICEF.

FIGURE 4.1

Number of children supported in education each year by country and type of funding, 2013-2016*



* Excluding higher education

** 'UN country projects' include education agreements with UNICEF and other UN bodies earmarked for use in listed countries

***Norwegian financial contributions converted into child equivalents based on UNICEF value of annual public costs of educating a child

Over 1.1 million children per year have been supported in education across the five countries.

Ethiopia: READ MORE > **Malawi**: READ MORE > **Nepal**: READ MORE >
Somalia: READ MORE > **South Sudan**: READ MORE >

PARTNER COUNTRY

Ethiopia

KEY EDUCATION INDICATORS	FEMALE	MALE	YEAR OF DATA / SOURCE
Net enrolment rate (primary grades 1-6) (NER)	83%	89%	2014 UIS
Gross intake rate to last grade of primary	53%	54%	2014 UIS
Out-of-school children (primary age)	1,276,000	847,000	2014 UIS
Proportion of grade 4 children achieving basic level[48] of reading or above	46% (no gender disaggregation available)		2012 NLA [79]
Public expenditure on education as percentage of total public expenditure	27%		2013 UIS

Country context

Ethiopia is the second most populous country in Africa, with a population of around 100 million, and it has huge cultural, linguistic, economic and geographic diversity. It is one of the world's poorest countries. In 2015 it ranked 14th from bottom in the Human Development Index (HDI). **Ethiopia** has suffered from drought and food insecurity. It hosts 740,000 refugees,[155] and over 600,000 Ethiopians were internally displaced in 2016 due to conflict and disaster.[104] The regions Afar, Somali, Gambella and Benishangul-Gumuz are termed 'emergening'. They are home to substantial pastoralist communities, whose scores are consistently worse on almost every education indicator.

Since 2010, the government has invested over 25 per cent of the national budget on education.[150] Higher education receives the largest share of the education budget, at 42 per cent in 2015.[79]

Under the government's fourth Education Sector Development Programme, the Net Enrolment Rate (NER) at primary level was nearly universal (100%) in 2015, from a baseline of 85 per cent for girls and 88 per cent for boys based on national government statistics.[79] Ethiopia's strategy of opening Alternative Basic Education (ABE) centres has helped to increase access to lower primary in the most disadvantaged areas. In the Somali region, the gross enrolment ratio (GER) (grades 1-8) increased from eleven per cent (F: 7%) in 2000/2001 to 135 per cent (F: 126%) in 2013/14.[139] A similar increase was seen in Afar.

In the 2012 National Learning Assessment (NLA), only 25 per cent of grade 4 and 7.5 per cent of grade 8 students achieved a score of 50 per cent or above in core subjects, against targets of 75 per cent and 70 per cent respectively. Based on 2014 school self-assessment data, only 21 per cent of primary schools met national performance standards. [79]

How Norway supports national priorities for education development

There is a long history of close cooperation in higher education between Norway and **Ethiopia**. Norway has also provided substantial humanitarian support to education for refugees and host communities, predominantly through the NRC. However, aside from some smaller-scale civil society projects, support to basic education in **Ethiopia** is relatively new. In January 2016, the two countries signed a strategic memorandum of understanding (MoU) for cooperation in basic education.

Together with other bilateral and multilateral donors, Norway supports the General Education Quality Improvement Project (GEQIP II), administered by the World Bank in close collaboration with the Ministry of Education (MoE). GEQIP supports the basic education elements of the national Education Sector Development Programme (ESDP): curriculum development, textbook production, teacher development, strengthening of education management, school grants, and ICT.

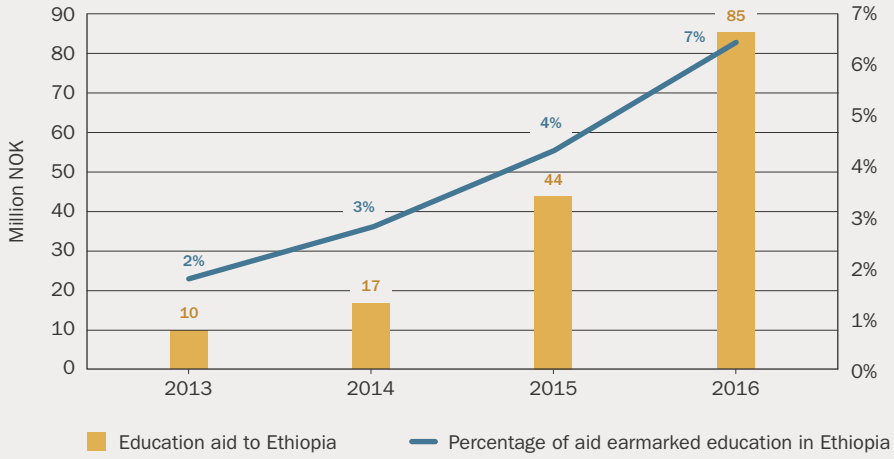
Other interventions implemented through civil society organizations (CSOs) include projects aimed at improving the resilience of the education system to emergencies including drought and forced migration. Examples are: vocational training for youth and basic education for children in and outside refugee camps; water and sanitation facilities in response to the drought; and a project to allow schools to feed and educate children in times of crisis. Additionally, in 2015 the embassy used experience from the collaboration with Energising Development (EnDev) to test the use of small-scale solar power systems in rural schools together with basic ICT equipment.

Distribution of Norwegian education to Ethiopia

A total of 156 million NOK (214 million including education projects coded as emergency response) was spent on basic, secondary and tertiary education in **Ethiopia** between 2013 and 2016. The investments increased substantially over the period, from 10 million in 2013 to 85 million in 2016, marking the decision to make **Ethiopia** a focus country. As a share of the total aid earmarked for education and country-level use, it increased from two per cent to seven per cent in the reporting period. In addition, 80 million NOK was disbursed to higher education programmes.

FIGURE 4.2 // LARGE INCREASE IN FUNDING AS ETHIOPIA BECAME A FOCUS COUNTRY

Share of Norwegian education aid* disbursed to Ethiopia by year

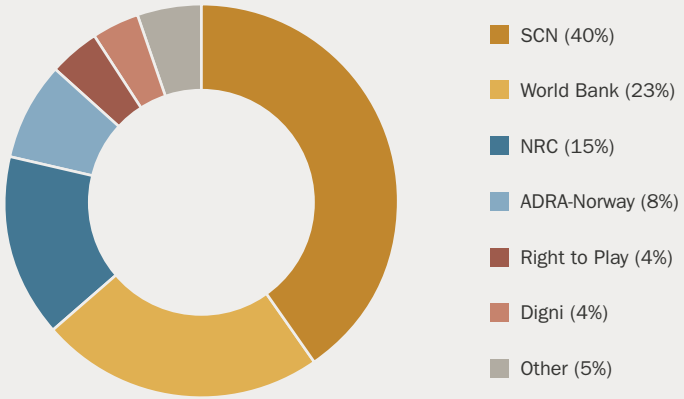


* Excluding higher education, global and regional unspecified

Despite the investments in GEQIP in 2016, Norwegian NGOs received the majority of the disbursements in the reporting period. The biggest partners in **Ethiopia** are Save the Children Norway (SCN) and the Norwegian Refugee Council (NRC). The World Bank became the second biggest partner when funding was given to GEQIP.

FIGURE 4.3 // SAVE THE CHILDREN NORWAY AND WORLD BANK RECEIVE ALMOST TWO THIRDS OF FUNDING

Norwegian education aid* to Ethiopia by partner, 2013-2016



* Excluding higher education

Only DRC received more GPE funding than **Ethiopia** in the reporting period. A total of US$93 million was disbursed to **Ethiopia** in support of the implementation of their education sector plan.[16] Norway provided eleven per cent of all GPE funding in the 2013-2016 period. GPE implementation grants have formed the foundation of a series of multi-donor trust funds: GEQIP I (2009-2013), followed by GEQIP II (2014-2018). Norway provided 36 million NOK directly to GEQIP II (equivalent to around one per cent of the total fund), with a further 16 million NOK committed for 2017. The GPE has committed US$100 million of the total US$550 million multi-donor trust fund to GEQIP II. Norway provided eleven per cent of all GPE funding in the 2013-2016 period.

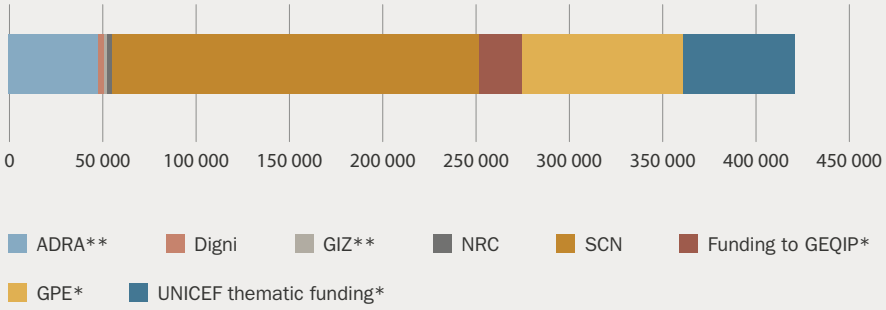
In the reporting period, a total of US$10 million from the UNICEF global education funds was allocated to **Ethiopia**.[25; 181] For 2014 to 2016, Norway's share of this allocation is estimated to represent around ten per cent of UNICEF's total spending on education in the country.[25; 181]

Norway's education portfolio in **Ethiopia** consists mainly of agreements that are longer than three years (67%) and is principally concentrated around long-term support to the education sector. Only four per cent of the portfolio consists of agreements shorter than two years.

Key achievements

FIGURE 4.4

Number of children in Ethiopia supported in education each year by partner, 2013-2016



421,000 children

(48% girls)

* Norwegian financial contributions converted into child equivalents based on UNICEF value of annual public costs of educating a child

** Based on 2016 project reporting

*** Excluding higher education

RESULTS FROM CIVIL SOCIETY PROJECTS[7]

OBJECTIVE 1:[113] All children start and complete basic education

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

164 classrooms constructed/refurbished

377 PTA/SMC groups trained

1,733 CwD (F: 46%) given education support

In districts supported by SC in the Southern Nations, Nationalities, and Peoples' region (SNNPR), the NER increased from 26 per cent in 2011 to 51 per cent in 2014; this is higher than the rate of increase at the national level for the same period (82 to 93%).[78] The retention rate for girls increased by six per cent.

SC's back to school campaign in drought-affected schools in Afar helped to increase girls' enrolment by 26 per cent and boys' by twelve per cent in the 45 target schools between 2015 and 2016.

ADRA introduced a Parent-Teacher Association (PTA) tracking approach for responding to dropout. In a sample of 436 students (F: 44%) who dropped out, 210 (F: 39%) returned and completed their academic year due to the support of the PTAs in the Oromiya region. In the same region, Digni has constructed classroom blocks in six schools, and two ABE centres. NRC has constructed a secondary school and two blocks of primary school classrooms for refugees and host communities in Shire.

OBJECTIVE 2:[113] All children and young people learn basic skills and are equipped to tackle adult life

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

Over 300,000 students reached with learning materials

Around 14,000 education staff trained

Training by SCN and SC Ethiopia includes training for 962 teachers and school directors on school codes of conduct, for 169 teachers on education for children with special needs, and for 2,486 school directors and supervisors on model classroom organization and management.

A training programme developed and delivered in collaboration with the Amhara Regional Education Bureau (REB) resulted in 7,000 ABE facilitators qualifying as certified teachers. READ HERE >

Working with the German Agency for International Development Cooperation (GiZ), 15 primary schools have been fitted with small-scale solar electric generating systems through the school electrification project.

OBJECTIVE 3:[113] Young people develop skills that enable them to find gainful employment

Through the NRC:

- 2,119 (F: 26%) refugee youth have received training on life, literacy and vocational skills. Of these, 964 (F: 24%) achieved the externally accredited Certificate of Competence. 86 per cent of youth joining the training courses completed them, and half of those trained found work.
- 307 (F: 36%) training graduates have been organized into self-help groups and provided with business startup packages.

Policy development and system strengthening

Through a partnership between Addis Ababa University, the University of Oslo, Hawassa University and the Norwegian University of Science and Technology, textbooks for teaching Ethiopian Sign Language in grades 3 and 4 have been produced, and a writing system for a minority language (Aari) is now being taught in 81 primary schools. READ MORE >

RESULTS FROM GPE

Building on the gains in primary access under GEQIP I, GEQIP II has enabled the MoE to develop systems to drive improvement in the quality of education. These include:

- School inspection and school grants: 60 per cent of all schools were inspected and 70 per cent received grants in 2015, both up from zero per cent in 2013
- A national learning assessment conducted in 2015
- A system to enable teachers to obtain appropriate qualifications, resulting in the proportion of primary teachers with appropriate qualifications increasing from 56 to 70 per cent
- Provision of textbooks and curricular materials, decreasing the student to textbook ratio from 3:2 to 1:1
- Establishment of quality standards of textbook content and the development of 220 new textbook titles, as well as textbooks and teacher guides in seven mother tongues.

These inputs are beginning to show results, and dropout in Grade 1 has reduced from 25 per cent in 2011 to 22 per cent in 2015.[194]

RESULTS FROM UNICEF

During 2015, UNICEF piloted an accelerated school readiness programme which benefited over 100,000 children in the Benishangul-Gumuz region. The MoE has since committed to expand the programme nationally. UNICEF also constructed 40 ABE centres and supported the integration of a Geographic Information System within the Education Management Information System (EMIS). The system has an online platform for open access.[170]

CASE STUDY 4.1 // MARGINALIZED GROUPS: NORWEGIAN AND ETHIOPIAN UNIVERSITIES

Education in mother tongue

LOCATION: Southern Nations, Nationalities, and Peoples' Region (SNNPR)
INSTITUTIONS: Universities, teacher training colleges and 81 primary schools
TIME: 2013-2018
FUNDING: 17.5 mill NOK from Norwegian aid, other sources: none

The advantages of mother-tongue education are well documented.[188] Ethiopia's education policy supports the use of mother-tongue instruction, and over twenty-five languages are used in primary schools.[186] However, many Ethiopian languages lack writing systems.

The Linguistic Capacity Building project was launched in **Ethiopia** in 2013. It is a collaboration between two Norwegian and two Ethiopian universities, and seeks to increase resources and opportunities for minority language speakers to use their mother tongue in school. Working with the REB, a standardised writing system and dictionary for the Aari language was developed, as well as a primary school curriculum and textbooks. Aari is now being taught in 81 primary schools in the South Omo zone, where it is the main language.

The project has also been developing Ethiopian Sign Language. Staff have been tasked by MoE to produce a dictionary, grammar guide, teachers' guide and textbooks for sign language.

Building on these outcomes, a new programme aiming to improve teachers' competence in early years reading instruction in the mother tongue is being supported.

PARTNER COUNTRY

MALAWI

KEY EDUCATION INDICATORS:	FEMALE	MALE	YEAR OF DATA / SOURCE
Gross enrolment rate (primary) (GER)	147%	144%	2015 UIS
Proportion of grade 4 passing literacy (ChiChewa) assessment	34% (no gender disaggregation available)		MLA 2012[173]
Proportion of grade 4 passing mathematics assessment	77% (no gender disaggregation available)		MLA 2012[173]
Survival rate to grade 6	55%	54%	2013 UIS
Public expenditure on education as percentage of total public expenditure	21.6%		2015 UIS

Country context

Malawi is one of the least developed countries and ranks 15th from bottom in the HDI. It was affected by severe flooding in 2015. This, coupled with unpredictable rains, led to acute food insecurity in 2015 and 2016. These events, combined with a high population growth rate (3.1% in 2015)[197] and economic downturn since 2011, present significant challenges to ensuring quality education for all. Revelations of mismanagement of funds by the government led to many bilateral donors withdrawing funding.

Primary school enrolment rates are high, but high levels of repetition (20% in 2014) and dropout mean that half of children do not complete primary school and less than a quarter complete lower secondary. Learning levels are very low. An Early Grade Reading Assessment (EGRA) conducted by the United States Agency for International Development (USAID) in 2012 found that 38 per cent of girls and 40 per cent of boys in grade 4 could not read a single word of connected text.[185]

There is gender parity in enrolment at primary school, but girls' learning outcomes fall behind boys' in upper primary, and fewer girls than boys complete secondary school.[158]

How Norway supports national priorities for education development

In 2008, the Ministry of Education, Science and Technology (MoEST) set out a National Education Sector Plan (NESP) for the decade up to the school year 2017. The main strategic priority was the improvement of quality, equity, relevance, access and efficiency in basic education.[14] The plan aimed to double enrolment in secondary and higher education and expand access to technical and vocational education, whilst ensuring a cross-cutting focus on special needs education, HIV/AIDS mitigation and gender equity.

Delivery of the first Education Sector Implementation Plan (ESIP I, 2008-2013) was supported through the Project to Improve Education Quality in Malawi (2010 to 2015), funded by the GPE (US$90 million), the UK's Department for International Development (DFID) (US$90 million) and other development partners (US$26 million), and managed by the World Bank.[192]

With support from the GPE, MoEST developed a second Implementation Plan (ESIP II, 2015-2018) which aimed to address the high levels of repetition and dropout, focusing on accountability. The GPE has approved a US$44.9 million grant (2016 to 2020) to support ESIP II. The grant aims to:

1. Improve equitable access for the most disadvantaged, especially girls
2. Improve retention and promotion rates at lower primary grades
3. Improve the efficacy of interventions at school, classroom and community level
4. Remove barriers to girls' education for improved retention in upper primary grades.

In 2014 the Royal Norwegian Embassy made a strategic decision to channel most education funding to **Malawi** through a Joint Programme for Girls' Education (JPGE), involving multiple UN agencies: UNICEF, United Nations Population Fund (UNFPA) and the World Food Programme (WFP) implement the programme, while UNDP is managing it. The joint programme addressed the need for a holistic, and hence multi-sectoral, approach to ensuring that girls complete a full cycle of education. It facilitated coordinated programming and maximized leverage with the Government of Malawi. In response to food insecurity in Malawi, JPGE includes take-home rations.

In 2015/16 Norway channelled twelve million NOK through UNICEF to support the implementation of ESIP II. This was a bridging arrangement to ensure support to the sector at systems level while education partners concluded the dialogue towards a common financing mechanism.

Norway recognizes the importance of the role of CSOs in the development and trialling of innovative approaches to improve education in an inclusive way. The embassy funds two large civil society projects:

- Voluntary Services Overseas's (VSO) Unlocking Talent Through Technology
- Save the Children Norway's Inclusive Education project

Funding from NORHED includes a 16.5 million NOK agreement to strengthen capacity in mathematics education. READ MORE >

Distribution of Norwegian education aid to Malawi

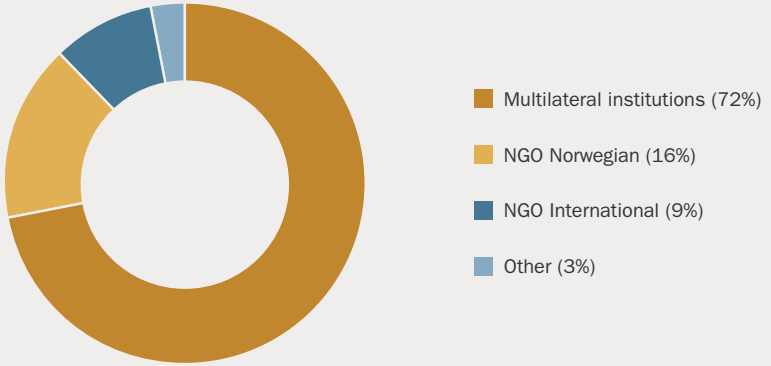
In the 2013-2016 period a total of 272 million NOK was disbursed to partners implementing basic, secondary and tertiary education programmes in **Malawi**. Disbursements increased from 5 million NOK in 2013 to 110 million NOK in 2016. In 2015, they represented eleven per cent of the total Norwegian aid to education earmarked for country support. Including higher education disbursements, the value of the portfolio would be 302 million NOK. In the reporting period a majority of the funding was spent on basic education and channelled through agreements longer than 3 years. The percentage of funding disbursed to multilateral institutions reflects investments in the JPGE. UNDP, the recipient of the JPGE funding, UNICEF and SCN are the largest partners in Malawi.[22]

Norwegian aid was also channelled to **Malawi** through the GPE, which dedicated US$52 million to Malawi funding in the 2013-2016 period.[16] Eleven per cent of the GPE's revenue came from Norway.

US$6 million of UNICEF's global education funds was allocated to **Malawi** during the reporting period. For 2014 to 2016, Norway's share of this allocation was estimated to represent around twelve per cent of UNICEF's total spending on education in Malawi.[25; 181] UNICEF's share of the JPGE agreement[173] was equivalent to a further nine per cent. In 2015 and 2016 an additional US$3.9 million was provided to the UNICEF Malawi education programme. These funding streams are estimated to represent almost 30 per cent of UNICEF's country education programme spending in **Malawi**[18; 181] for 2014 to 2016.

FIGURE 4.5 // ALMOST THREE QUARTERS OF FUNDING IS DISBURSED TO MULTILATERAL INSTITUTIONS

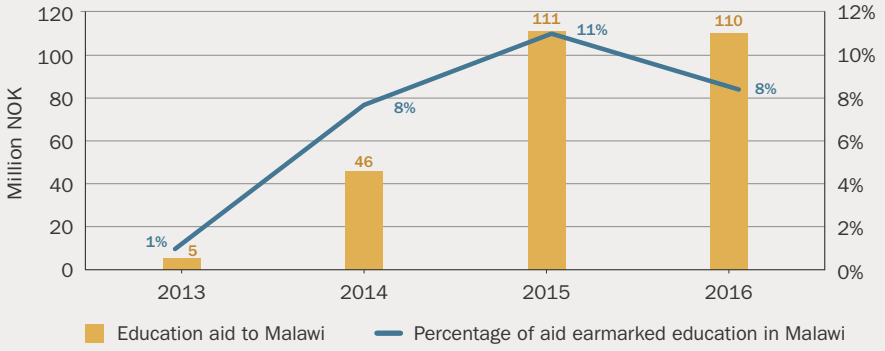
Norwegian education aid* to Malawi by type of partner, 2013-2016



* Excluding higher education

FIGURE 4.6 // LARGE INCREASE IN FUNDING TO MALAWI

Share of Norwegian education aid* disbursed to Malawi by year



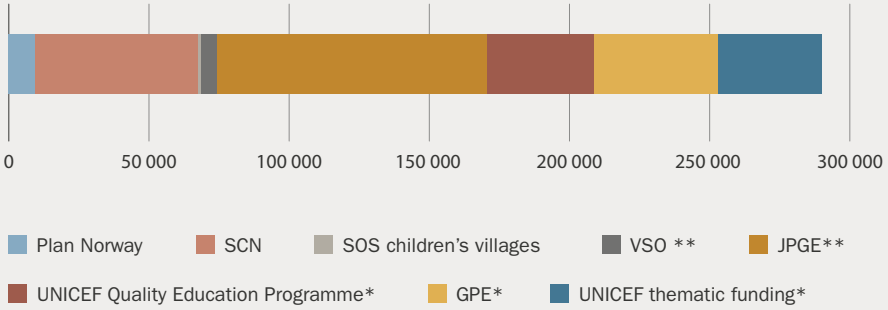
* Excluding higher education, global and regional unspecified

PREVIOUS VIEW

Key achievements

FIGURE 4.7

Number of children in Malawi supported in education each year by partner, 2013-2016***



290,000 children

(51% girls)

* Norwegian financial contributions converted into child equivalents based on UNICEF value of annual public costs of educating a child

** Based on 2016 project reporting

*** Excluding higher education

RESULTS FROM CIVIL SOCIETY[7]

OBJECTIVE 1:[113] All children start and complete basic education

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

370 PTA/SMC groups trained

In 2016, 1054 (F: 50%) CwD were provided with specialized support enabling them to enrol or remain in school. For example, enrolment in primary schools doubled in the 66 schools targeted by SOS Children's Villages.

Save the Children's Inclusive Education Project refurbished three disability resource centres and provided 1,488 education kits to children (F: 51%) from the poorest households. 1,247 learners (F: 51%) have been screened by specialists from referral agencies.

A total of 370 PTA or School Management Committee groups were given training during the reporting period.

OBJECTIVE 2:[113] All children and young people learn basic skills and are equipped to tackle adult life

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

Around 22,000 students reached with learning materials

Over 4,300 education staff trained

Through VSO's Unlocking Talent Through Technology project, which supports primary mathematics education through 56 digital learning centres and training of teachers, mathematics learning in grades 1 and 2 has improved significantly. After 14 months, learning gains in project schools were significantly greater than in control schools, dropout rates were significantly lower, and there was no gender gap in performance, whereas in control schools, girls performed significantly lower than boys.

Over 4,300 education staff (mainly teachers) have received a range of trainings. For example, SCN and SC Malawi's Inclusive Education project trained 1,277 teachers (F: 32%), from 253 schools, in inclusive education and case management.

OBJECTIVE 3:[113] Young people develop skills that enable them to find gainful employment

This objective has not been a priority for Norwegian aid to education in **Malawi**. However, a relatively small-scale partnership between Flora Secondary School in Norway and the Nkhotakota Youth Organisation, supported by a staff exchange through Fredskorpset Norway, has yielded significant results.

Nkhotakota Youth Organization has established a social enterprise offering mobile solar energy solutions. It provides lighting to around 5,000 households, employs 23 people (F: 30%), and in 2016 began drawing a profit, attracting private-sector investment and becoming self-sustaining.

Policy development and system strengthening

Through SCN and SC Malawi's Inclusive Education project:

- MoEST's Special Education assessment tools and referral forms have been improved and made more inclusive; they are now called Assessment Tools for Identification of Deprived Children
- A draft Inclusive Education Reference Manual has been developed with MoEST
- Directors and Senior Managers in all MoEST departments have been trained in Inclusive Education

RESULTS FROM GPE

The GPE has been instrumental in mobilizing resources towards improving the quality of basic education. At the initiation of the Project to Improve Education Quality in Malawi (2010-2015), the government committed to increasing, or at least maintaining, the real level of its own budget provision for education.[192] Government expenditure on education increased from 12.5 per cent of all expenditure in 2010 to 21.6 per cent in 2015, and spending per primary student more than doubled from US$51 (PPP) to US$115.[150] The GPE continued implementation even during the political crisis of 2011, when some bilateral donors suspended their aid programmes.

The project design focused on strengthening planning and budgetary management at district and central levels. A national human resource management system was also established. Inputs to improve the quality of education included a school grant system, with all schools receiving grants, an open and distance learning programme which delivered training to 23,550 teachers, school management training for 1,462 head teachers, and the procurement of 26 million text books.

Regarding access, the primary Net Enrolment Rate (NER) increased from 79 per cent to 88 per cent nationally. The project provided bursary packages to 70,052 students and cash transfers to an additional 10,325; 94 per cent of these students remained in school. In addition, 2,936 classrooms and 14 boarding facilities were constructed or refurbished.

In March 2017, the embassy facilitated a dialogue with partners and government, which concluded in the signing of a common mechanism to finance education in **Malawi** by the World Bank, UNICEF, Germany and Norway.

RESULTS FROM UNICEF

UNICEF has been a key partner in the delivery of the JPGE, implementing the functional literacy programme and working to make schools and teaching more gender-responsive. READ MORE >

The Norwegian-aid-funded Quality Education Programme: Improving the Education Sector has supported the piloting of performance-based financing (PBF) of school improvement grants, the development of a Continuous Professional Development framework, and the setting up of a web-based EMIS system. The initiative has led to improvements in 255 schools, with the enrolment of 255,000 students.

> The Performance-based financing pilot has demonstrated positive results, with 55 per cent of selected schools meeting minimum national school quality standards in June 2016, an increase from only 1.6 per cent in October 2015.

In addition to the results mentioned above, in 2015 UNICEF training on child-friendly school methods reached 942 teachers (F: 50%), 229 lecturers and 2,962 trainee teachers.[176] In 2016 UNICEF strengthened the education sector's capacity to respond effectively to an emergency situation and to conduct the effective monitoring and evaluation of Education in Emergencies (EIE) through a real-time monitoring system. UNICEF supported MoEST to implement a cost-effective community-based education programme model that has reached 18,850 learners (F: 58%), in 540 learning centres.[182]

CASE STUDY 4.2 // GIRLS EDUCATION: UNITED NATIONS

Girls complete primary and transition to secondary through joint programming

LOCATION: Districts of Salima, Mangochi and Dezda
INSTITUTIONS: 81 primary schools
TIME: 2014-2017
FUNDING: 131 mill NOK from Norwegian aid, other sources: none

Although more girls than boys enrol in primary school in **Malawi**, fewer complete and transition to secondary. The UN JPGE provides a holistic package of support to enable adolescent girls to successfully complete primary education. In line with the UN approach of Delivering as One, the JPGE is being implemented by three UN agencies, UNICEF, UNFPA and WFP, in partnership with MoEST and the Ministries of Health, Youth and Sports, Agriculture, and Gender, Children, Disability and Social Welfare.

To address barriers of poor nutrition, the programme provided a combination of 'home-grown school meals' and take-home rations. By the end of 2016, all schools were providing meals, mostly sourced from local farmers and with community involvement.

For girls who have dropped out, the programme established 168 functional literacy centres. In the first year, 3,175 of the 3,740 learners enrolled (85%) graduated. A fifth of these re-entered formal schooling. Demand for the courses has been high, and the Ministry of Labour, Youth and Manpower Development has adopted the functional literacy programme for implementation in a new district.

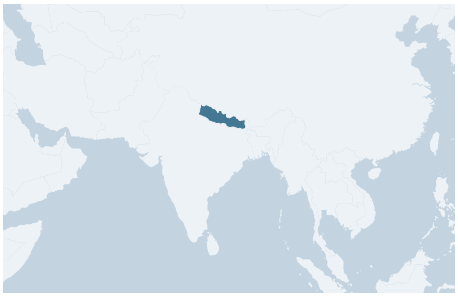
To address barriers related to girls' sexual reproductive health and rights, the programme linked schools with youth-friendly health services. By the end of 2016, 10,860 young people had been reached with information and counselling, and 22,300 girls had been provided with family planning methods. Over 1,000 young people (F: 42%) had been trained trained in Comprehensive Sexuality Education (CSE).

Interventions to reduce gender inequalities and violence in schools include school improvement plans to address these issues and to develop school codes of conduct. The proportion of girls surveyed reporting physical abuse reduced from 24 per cent at baseline to five per cent at midterm, and reporting of corporal punishment reduced from 61 to 26 per cent.[106]

Since 2014, enrolment in project schools has increased by 36 per cent for girls and 27 per cent for boys. By the end of 2016 96,446 students (F: 51%) were enrolled in project schools. Student attendance has increased and dropout has decreased in two of three districts. Girls' pass rates have increased from 37 per cent in 2014 to 41 per cent in 2016 in implementation districts. However, the results for boys are still higher than for girls, indicating that further work is needed.[106]

PARTNER COUNTRY

NEPAL



KEY EDUCATION INDICATORS	FEMALE	MALE	YEAR OF DATA / SOURCE
Net Enrolment Rate (primary grades 1-5) (NER)	96%	97%	2015 UIS
Survival rate to grade 5	79%	77%	2015 UIS
Out-of-school children (primary school age)	9%	8%	2015 UIS
Public expenditure on education as percentage of total public expenditure	17%		2015 UIS

Country context

Nepal's topography, climate, culture and population are very diverse, ranging from high mountain settlements to cultivated hillsides to densely populated tropical plains (*Terai*). The 2011 census recorded 125 ethnic groups and 123 languages.[85] **Nepal** is one of the least developed countries in the world and in 2015 ranked 145 from the top in the HDI.[136] The economy is based primarily on agriculture (70%). Remittances from overseas labour contribute significantly to the economy but the declining youth labour force at home presents a challenge to agricultural development.[87] The earthquakes of April and May 2015 killed 9,000 people and displaced 2.8 million. Economic growth decreased from six to three per cent.[86; 87; 135]

The 2009-2016 School Sector Reform Programme (SSRP)[125] aimed to extend universal free basic education from five to eight years. By 2016 the country had achieved almost universal access to grades 1-5, and most children were able to complete eight years of basic education, with grade 8 completion rates increasing from 41 per cent in 2009 to 70 per cent in 2016.[195]

There is gender parity in access at all levels (grades 1 to 12).[195] However, large inequalities based on other factors such as caste, ethnicity, mother tongue, disability status and geographical location remain. For example, Dalits, who make up around 13 per cent of the population, are underrepresented among secondary school students, especially at the higher levels.[112]

Evidence from the National Assessment of Student Achievement (NASA) indicates that the first five years of schooling are failing to equip many children with foundations in literacy and numeracy, with only 55 and 52 per cent of grade 5 students passing the Nepali and Mathematics assessments respectively. There are large disparities in learning outcomes based on region, language groups and socioeconomic status.[125]

How Norway supports national priorities for education development

Since 2009, Norway has given funding directly to the Nepalese government to support implementation of the SSRP 2009-2016. The funding is part of a pooled donor fund for education. Key programmes implemented under the SSRP included early grade reading (English and mother tongue); non-formal and literacy programmes; teacher training in content and methods; competence-based curriculum and textbooks; national assessments for students; and capacity-building and governance. The cost of implementing the SSRP was approximately US$4 billion over seven years. Most of the costs (78%) were met by the Government of Nepal. Development partners contributed US$700 million, of which the Norwegian Government contributed US$44 million (6.2%).[125]

Norway has committed 231 million NOK to support the plan for the 2016-2019 period, with a strong focus on equitable access to education and the inclusion of marginalized groups.

The SSRP has been followed by the School Sector Development Plan (SSDP) 2016-2023. Key priorities and focus are quality education, through, among others: curriculum revision; capacity building of teachers; improved efficiency of school administration; strengthening of student-teacher ratios in remote areas; and assessment of learning outcomes.

This will include following up on the development of a more targeted scholarship system and the implementation of an equity index. CwD are not included in the equity index, so Norway will maintain a special focus on their inclusion within this sector plan.

The design and implementation of both sector plans have been supported by the GPE, with the World Bank as managing entity. About one third of the 2016-2018 SSDP implementation grant is tied to the achievement of key targets in equity, efficiency and learning outcomes. For its equity target, the government is aiming to implement targeted interventions in the five most disadvantaged districts to reduce the number of out-of-school children by ten per cent by 2017/18. For the learning target, it plans to introduce Early Grade Reading Assessments (EGRA) with community participation.[100]

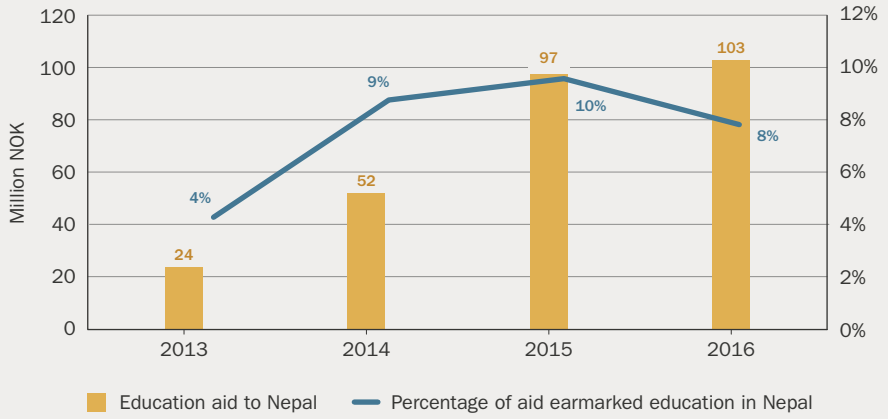
For the SSDP, the main emphasis is on improving quality of education. However, the main focus of Norway's support will remain on ensuring access to and inclusion of all children in basic education, as it was during the SSRP. Despite the SSRP's significant achievements to this end, access and inclusion are still salient issues that need continued targeting.

Further support to education was channelled through CSOs. These projects and programmes have focused particularly on marginalized groups, including CwD, and have worked with schools and communities to improve the quality of education and make schools more inclusive. About 230 million NOK, mainly channelled through NGOs, was provided in response to the 2015 earthquakes.

Distribution of Norwegian education aid to Nepal

FIGURE 4.8 // LARGE INCREASE IN FUNDING AS NEPAL BECAME A FOCUS COUNTRY

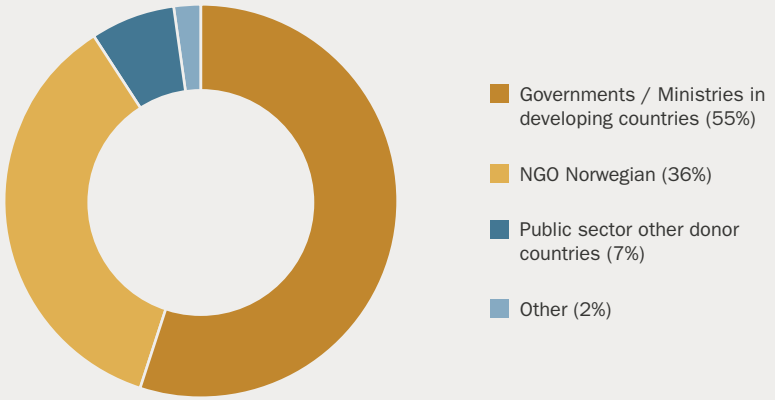
Share of Norwegian education aid* disbursed to Nepal by year



* Excluding higher education, regional and global unspecified

FIGURE 4.9 // THE MAJORITY OF FUNDING IS DISBURSED TO THE NEPALESE GOVERNMENT

Norwegian education aid* to Nepal by type of partner, 2013-2016



* Excluding higher education

Throughout the reporting period, the amount of funding to support basic, secondary and tertiary education in **Nepal** has increased from 24 million NOK in 2013 to 103 million in 2016. The share of total Norwegian aid to education earmarked for country support disbursed to **Nepal** has also increased, from four per cent to eight per cent. A total of 276 million NOK was disbursed in the 2013-2016 period. With the inclusion of higher education, the total disbursement increases to 328 million NOK. Higher education represents 16 per cent of Norwegian aid's education portfolio in **Nepal**.

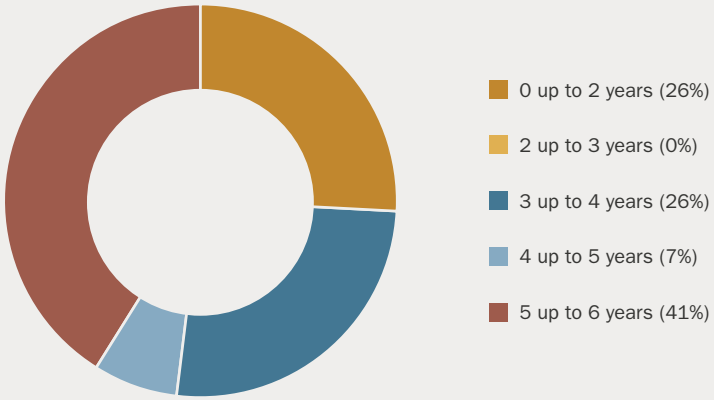
More than half of the funds disbursed in the reporting period were given as direct budget support to the MoE to assist the implementation of the SSRP; no funding was provided to multilateral agencies. In supporting the government to respond to the earthquake, funding was channelled through civil society. One can therefore see a relatively large increase in disbursements from 2014 to 2015 (19% to 45%), principally to Norwegian NGOs but also to local ones. Of the NGOs receiving funding, SCN received the most. It is also worth noting that 15 per cent of funding disbursed in 2015 came from the humanitarian budget; **Nepal** received no funding from this budget in the other years.

Substantial amounts of Norwegian education aid were channelled through global funds. **Nepal** is one of the largest recipients of GPE funding, with total grant disbursements of US$88 million in the reporting period. Norway contributed eleven per cent to the GPE's total funding in the reporting period. US$5 million of UNICEF's global education funds was allocated to **Nepal** during the reporting period. For 2014 to 2016, Norway's share of this allocation is estimated to represent around eight per cent of UNICEF's total spending on education in the country.[25; 181]

The **Nepal** portfolio mainly consists of long-term agreements, and it has a clear long-term development profile. The agreements provided for two years or less were in response to the earthquake in 2015.

FIGURE 4.10 // ALMOST HALF OF THE FUNDING SPENT THROUGH AGREEMENTS LONGER THAN FOUR YEARS

Norwegian aid to education in Nepal by length of agreement*, 2013-2016

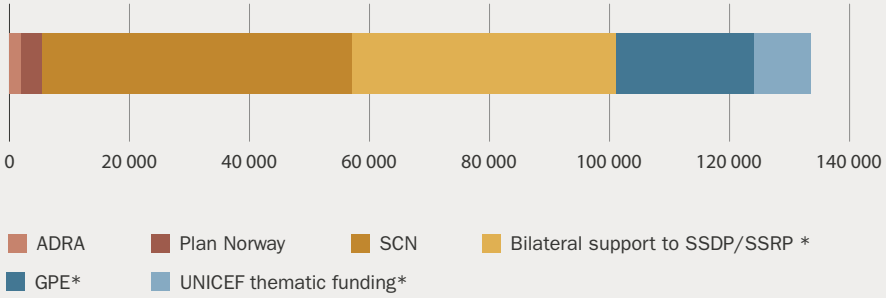


* Excluding higher education

Key achievements

FIGURE 4.11

Number of children in Nepal supported in education each year by partner, 2013-2016**



133,000 children

(52% girls)

* Norwegian financial contributions converted into child equivalents based on UNICEF value of annual public costs of educating a child

** Excluding higher education

RESULTS FROM CIVIL SOCIETY [7]

OBJECTIVE 1:[113] All children start and complete basic education

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

762 classrooms constructed/ refurbished

596 PTA/SMC groups trained

SCN and SC Nepal have established a Community-Based Education Management Information System (CEMIS) in target areas. In 2015, 163 out-of-school children (OOSC) identified by CEMIS were re-enrolled. Attendance rates increased from 62 to 69 per cent.

READ MORE >

In response to the 2015 earthquakes, ADRA, GiZ/BMZ, Plan and Forut together:

- Renovated or reconstructed over 300 classrooms. GIZ Schools were rebuilt as permanent, disaster resilient structures, with water and sanitation facilities.
- Provided 200 temporary learning spaces (TLS)
- Distributed learning materials to over 18,000 children
- Provided psycho-social counselling for 405 students, parents and teachers

OBJECTIVE 2:[113] **All children and young people learn basic skills and are equipped to tackle adult life**

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

Over 124,000 children reached with learning materials

Over 3,900 education staff trained

SCN and SC Nepal's teacher training, reading camps and provision of additional learning materials contributed to a 21 per cent increase in grade 5 literacy rates in target schools between 2010 and 2014.

RESULTS FROM BILATERAL AND GPE SUPPORT TO THE SCHOOL SECTOR REFORM PROGRAMME

Under the SSRP, **Nepal** made significant progress towards the goal of providing eight years of quality education to all children. Across the eight grades the NER increased from 73 per cent to 89 per cent between 2009 and 2016. Gender parity in access was achieved at all levels of education in 2016, against a baseline of 0.95 for grades 1-8 and 0.91 for grades 9-12 in 2009.[195] Survival rates and participation increased. A notable achievement of the SSRP was the progress made by Early Childhood Care and Development (ECCD), where the NER moved from a baseline of 63 per cent to 93 per cent, leading to an increased number of children with early grade reading experience. The indicators also show progress in literacy rate, student-teacher ratio and trained teacher numbers. 98 per cent of primary-level teachers have been trained and 58,000 teachers have received the Teacher Professional Development training. Given the difficult political context, progress on these indicators represents a significant achievement.

To drive improvements in learning environments, the government has introduced minimum standards – Priority Minimum Enabling Conditions (PMECs). These indicate that all learning spaces should have qualified teachers, access to schoolbooks, reading corners or libraries and separate toilets for boys and girls. The Local Education Group (LEG), which is made up of donors, UN and NGO partners, has focused strongly on good reading results from an early age. As part of this, the government has now introduced a system to test and measure reading results. It has implemented national assessments in grades 3, 5 and 8 to track learning outcomes.

To address equity, the government has developed an Equity Index that enables the identification and targeting of the most disadvantaged districts with regards to OOSC. Figures from the five target districts have been collected and, once analyzed, will form the basis of the government's intervention plan. This will contain targeted interventions addressing reasons for children being out of school.

The government has provided targeted scholarships to Dalits, Janajatis and girls.[100] Survival and participation rates increased among marginalized caste and ethnic groups.[125]

Over the SSRP period, domestic financing of education increased from 20 per cent of public expenditure in 2009 to 22 per cent in 2014, and reliance on development partners decreased from 22 per cent in 1999 to 13 per cent in 2014.[125]

Following the earthquakes in April 2015, schools began to reopen by the end of May – less than four weeks after the second earthquake. The MoE demonstrated strong leadership in coordinating the Education Cluster to provide TLSs and psychosocial support, and the Ministry instructed schools to accept children displaced by the earthquake.[97] The SSDP 2016-2023, which was under development at the time of the earthquake, supports 'building back better' and improving disaster risk reduction.[87]

Over the SSRP period, domestic financing of education increased from 20 per cent of public expenditure in 2009 to 22 per cent in 2014, and reliance on development partners decreased from 22 per cent in 1999 to 13 per cent in 2014.[125] However, in 2015 the GPE Committee raised a concern that the education budget had decreased in percentage terms. This has been addressed through the Government of Nepal's commitment to increase domestic financing to education over the SSDP implementation period.[100]

RESULTS FROM UNICEF

During 2015, much of UNICEF's work in education focused on the earthquake response, with 1,599 TLSs created, each catering for around 100 children. As a result of the ongoing country programme, 12,516 adolescents (F: 50%) received training in life skills and homework support through UNICEF's afterschool programme, supporting their transition to secondary education.[164]

Continuing education for all children after the earthquake

LOCATION: Districts of Kavrepalanchok and Sindhupalchowk
INSTITUTIONS: ADRA: Eight primary and eleven secondary schools. Plan: 38 primary schools
TIME: ADRA: May 2015 - Aug. 2016. Plan: June 2015 - Aug. 2016
FUNDING: From Norwegian aid: ADRA: 5 mill NOK. Plan: 0.5 mill NOK
Other sources: ADRA: 0.4 mill NOK, Plan: 0.2 mill NOK

In April-May 2015 a 7.8 magnitude earthquake and aftershocks caused massive damage in 14 districts in **Nepal**.

In its aftermath, Plan and Tuki Association Sunkoshi worked in the Sindhupalchowk district northwest of Kathmandu to enhance access to education, especially for CwD. In 2015 and 2016 the project benefited 13,885 students (F: 51%) in 38 schools. Support included the construction of 30 temporary learning spaces and 28 water, sanitation and hygiene (WASH) facilities. 97 children identified as having a disability were given assistive devices. The construction of five permanent buildings is currently ongoing; this will include the construction of ramps to improve access.

ADRA Norway and ADRA Nepal's work in the Kavrepalanchok district south-west of Kathmandu has increased access to safe learning spaces in 19 schools, reaching 3,904 students (F: 47%). ADRA provided TLS for the children to resume their education while they renovated or rebuilt 22 earthquake-resistant school buildings, at the same time offering all students psychosocial support. To mitigate trauma, students participated in extracurricular activities such as art workshops, singing and dancing. Attendance rates at the 19 supported schools increased by 14 per cent between June 2015 and June 2016.

The project budget was insufficient for all infrastructural needs due to rising prices and increased material damage caused by aftershocks, and school management was encouraged to find additional funding. Some schools managed to raise a surplus of funds, which were used for schools whose needs were still unmet. School management, community volunteers and ADRA Nepal engineers worked to renovate and reconstruct schools in compliance with government standards and Build Back Better principles. This, in combination with open community hearings, gave the community a chance to voice their opinions and concerns, as well as a strong sense of ownership of the school.

PARTNER COUNTRY

SOMALIA

KEY EDUCATION INDICATORS	SOUTH CENTRAL SOMALIA	PUNTLAND	SOMALILAND
Primary Gross Enrolment Rate (formal and non-formal) (GER)	22%	58%	44%
Gender Parity Index of GER	0.81	0.81	0.83
Survival rate to grade 5	n/a	56%	69%
Public expenditure on education as percentage of total public expenditure	4.2%	5.2%	8%

Sources: Puntland State of Somalia. (2017).Third Joint Reviews of the Education Sector 2015/2016 for FMoE and Puntland; Republic of Somaliland. (2016). Education Statistics Yearbook 2014/2015; Puntland State of Somalia. (2017). Education Statistics Yearbook 2015/2016.

Country context

For the two decades following the overthrow of the government in 1991, **Somalia** has been characterized by civil war, poverty, famine, drought and humanitarian crises. During this period, the more peaceful regions in the north, Puntland and Somaliland, established their own governments. A federal government was established in Mogadishu in 2012 but the two northern states remain semi-autonomous. In 2016 an estimated five million people were in need of humanitarian aid countrywide.[127]

Well under half of primary-school-age children attend school, with three million children and young people (aged 6 to 18) out of school.[127] Access varies across the three regions of the country. South Central **Somalia** lags behind the other regions, although primary enrolment here has increased dramatically in recent years, from around 77,000 in 2013/14 to over 210,000 in 2015/16.[73] Extensive gender inequality remains in all three regions, with only four girls in primary school for every five boys, and less than 15 per cent of primary teachers being female.

Schools are heavily reliant on funding from international donors and school fees to cover teachers' salaries and other recurrent costs.[73] Humanitarian actors are significant providers of education services in **Somalia**, but short-term and unpredictable humanitarian funding makes it difficult to maintain learning institutions.[127]

How Norway supports national priorities for education development

In 2012, the three MoEs developed education sector strategic plans (ESSPs). South Central Somalia's top priorities were to set up the necessary organizational and institutional infrastructure and to improve access, equity and literacy and numeracy levels of basic education. In Somaliland, priorities include, amongst other elements: a focus on quality education, particularly the setting up of a comprehensive teacher education development and utilization system; and the completion and approval of the new curriculum. In Puntland, the plan gave priority to the expansion of quality formal primary education, teacher education and non-formal education. All the three ESSPs (2012-16) outline specific strategies to improve girls' ability to access and complete their education.

Norway provides support to the three ministries of education through the GPE, which gives grants and technical support for the development and implementation of the sector plans. UNICEF is the managing entity for the GPE, and also provides additional support including including strengthening of formal education systems and provision of non-formal basic education for pastoralists, internally displaced people (IDPs) and other vulnerable groups.

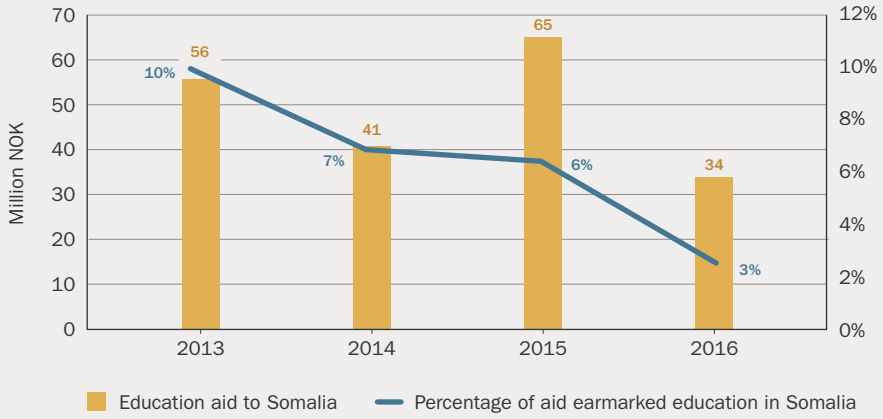
All Norwegian education aid earmarked for use in **Somalia** is channelled through NGOs. NGO partners work closely with the ministries of education and local education authorities and community education committees which, in the absence of state provision, have played an important role in sustaining education. Funded projects support formal primary education, ABE, girls' scholarships and vocational education and training.

Distribution of Norwegian education aid to Somalia

Funding is provided to Norwegian NGOs who often implement programmes together with local partners. No education aid earmarked for use in **Somalia** was channelled through multilateral organizations. In the reporting period, Somalia's share of the education aid earmarked for country support decreased substantially, from ten per cent to three per cent. Between 2013 and 2016 a total of 195 million NOK was channelled through NGOs working on basic, secondary and tertiary education programmes. If education projects coded as emergency response are included, this figure increases to 210 million NOK.

FIGURE 4.12 // SHARE OF NORWEGIAN EDUCATION AID TO SOMALIA HAS DECREASED

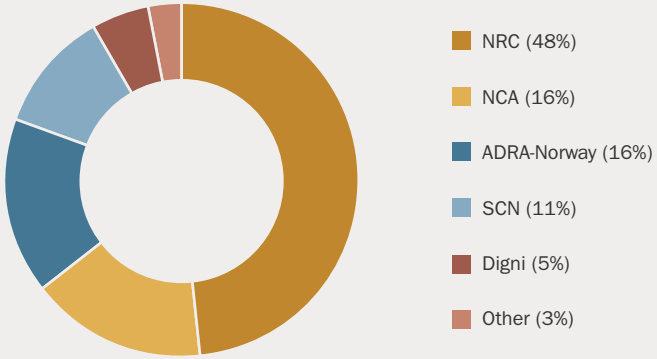
Share of Norwegian education aid* disbursed to Somalia by year



* Excluding higher education, regional and global unspecified

FIGURE 4.13 // ALMOST HALF OF FUNDING DISBURSED TO NORWEGIAN REFUGEE COUNCIL

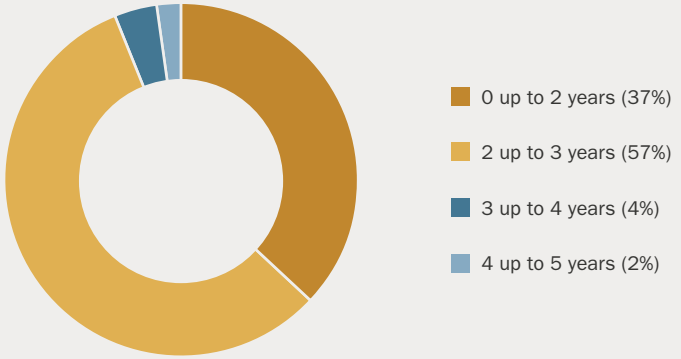
Norwegian education aid to Somalia by partner*, 2013-2016



* Excluding higher education

FIGURE 4.14 // FUNDS ARE USED EQUALLY FOR SHORT-TERM AND LONG-TERM PROGRAMMES

Norwegian aid to education in Somalia by length of agreement*, 2013-2016



* Excluding higher education

The partner receiving the most funding in the reporting period was NRC, which received almost three times as much as the second-largest NGOs, Norwegian Church Aid (NCA) and ADRA. This was in spite of NRC receiving no funding in 2016. SCN has seen an increase in funding in **Somalia**, from 2 million NOK in 2013 to 9 million NOK in 2016.

Figure 4.14 indicates that 94 per cent of the education funds to Somalia are channelled through agreements shorter than 3 years. Funding has shifted from being channelled through short-term agreements to longer ones. However, due to the decrease in funding to Somalia in 2015 and 2016 this has less of an impact on the overall distribution in the reporting period.

The GPE disbursed a total of US$12 million to **Somalia** in the reporting period, of which Norwegian contributions accounted for eleven per cent.

A total of US$10 million was allocated to **Somalia** through UNICEF's global education funds. Norwegian aid contributes more than 95 per cent of the funding going to these funds. For 2014 to 2016, Norway's share of this US$10 million allocation is estimated to represent around ten per cent of UNICEF's total spending on education in Somalia. [25; 181]

TABLE 4.1: NORWEGIAN AID TO SOMALIA THROUGH GLOBAL FUNDS

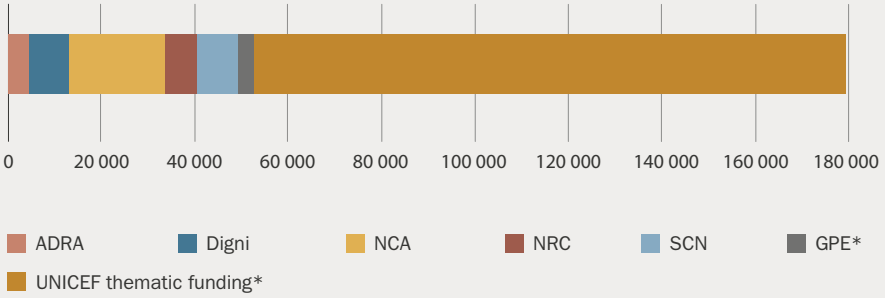
Type of funding	2013-2016	Norwegian aid contribution
GPE implementation and programme development grants [16]	US$12 million	11%
UNICEF global education funds [25; 181]	US$10 million	Above 95%

PREVIOUS VIEW

Key achievements

FIGURE 4.15

Number of children in Somalia supported in education each year by partner, 2013-2016**



180,000 children

(47% girls)

* Norwegian financial contributions converted into child equivalents based on UNICEF value of annual public costs of educating a child

** Excluding higher education

RESULTS ACHIEVED THROUGH CIVIL SOCIETY [7]

OBJECTIVE 1:[113] All children start and complete basic education

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

622 classrooms been constructed/refurbished

299 PTA/SMC groups trained

On enrolment and retention:

- From 2013 to 2015, over 10,000 learners per year were enrolled in the NRC's ABE programmes across the three regions. The majority completed and transitioned to formal primary school (84% transition rate to primary in 2015).

On gender and inclusion:

- The proportion of girls in all schools supported by Norwegian funded NGOs is generally greater than the national average (47% compared to 45%)
- 235 (F: 19%) CwD are attending schools supported by SC and ADRA

OBJECTIVE 2:[113] All children and young people learn basic skills and are equipped to tackle adult life

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

Around 117,000 students reached with learning materials

Over 3,800 teachers and other education staff trained

The training of education staff has included pedagogical upgrading for teachers, diploma-level training for 80 teachers (Digni), and training on school management for 225 head teachers (ADRA, NRC and Digni).

Of the 1,871 staff trained by NRC, 47 per cent were female. By comparison, in all three regions of **Somalia** less than 15 per cent of the primary school teachers are female. Monitoring visits to NRC sample schools indicates that about half of the trained teachers have been able to apply student-centred methodologies.

In the absence of salaries from the government, CSOs have paid incentives to 866 teachers. The NRC has provided teacher workspaces for 475 (F: 35%).

In 2015, the NRC's ABE programme for children affected by displacement in Somaliland and Puntland had an 84 per cent pass rate, with all those passing transitioning to formal school.

OBJECTIVE 3:[113] Young people develop skills that enable them to find gainful employment

Through NCA, ADRA and YME, 1,544 young people (F: 29%) have received vocational skills training. The NRC has constructed a Technical Vocational Education and Training (TVET) Centre in Kismanyo.

NCA runs vocational training courses in Eyl and Garowe aimed at youth at risk of recruitment into piracy. The project has benefited 160 young people, training them in fishing (including processing and marketing), auto-mechanics and solar energy. At the end of the courses, the graduates each received a set of tools. An independent evaluation covering 70 per cent of graduates from the three courses indicated that 80 per cent of graduates across the three fields were either employed or self-employed.

270 young people trained and equipped by NCA in Gedo between 2013 and 2015 have established their own income-generating activities and are now self-reliant. READ MORE >

Policy development and system strengthening

With the support of the NRC, in 2013 the Puntland Ministry of Education's ABE curriculum and strategy were revised, and the level III ABE curriculum developed.

ADRA is providing technical and financial support for the development of inclusive education policies/practices.

BOX 4.1 // EQUIPPING YOUTH WITH VOCATIONAL SKILLS IN GEDO

NCA runs a range of vocational training programmes in **Somalia**, benefiting over 1,000 young people (F: 21%) in 2015 alone. Between 2013 and 2015 its TVET Centre in Gedo provided training for 865 young people in a range of skills including carpentry, masonry, tailoring, computer skills, beauty and electrical skills.

In 2015, 310 young people (F: 40%) were enrolled in courses and 101 (F: 53%) graduated. Graduates are organized into groups of five and receive startup kits to establish businesses. An external evaluation concluded that the majority of graduates of these courses had entered formal or informal employment, with others pursuing further education to enhance their skills. For example, by the end of 2014, 15 active groups of female tailoring graduates were successfully making a living as a result of this support.

In 2014, nine computer skills graduates opened a local college, the Samayda School of Technology. This has in turn supported other young people through training in computer skills, languages and mathematics. The group running it has been able to cover business costs and living expenses from profits raised.

RESULTS FROM GPE

A major achievement of the GPE has been bringing partners together to produce Education Sector Plans agreed by Puntland, Somaliland and the Federal Government for the first time in over twenty years.

All three implementation grants focus strongly on teachers and gender equity. The teacher components include incentives and training, with a focus on female teachers and head teachers, as well as support for supervisory visits. In addition, there has been a focus on establishing secure and predictable systems for the payment of salaries.

By the end of 2015, 3,282 (F: 24%)[37] teachers and head teachers across the three regions had been paid monthly incentives, and 21 regional education office staff and supervisors had received similar incentives.[98] In 2016, 53 female teachers in Somaliland completed a diploma certificate in educational leadership and management;[46] it is expected that they will become head teachers.[172] Similarly, in Puntland, 52 females completed a diploma certificate in pedagogical skills. In Puntland, the number of female teachers registered on the government payroll rose from zero at the start of the GPE programme in 2013 to 159 in 2016.[98]

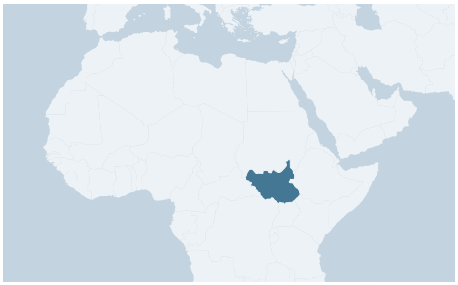
RESULTS FROM UNICEF

A critical area of UNICEF's work with the three MoEs has been the development of EMIS. The ministries managed the annual school census, collecting sex-disaggregated data for all regions of the country for the first time in 2015/16. UNICEF has also supported the completion of a curriculum framework in all three regions.

As a result of the Go-2-School initiative, launched in 2013, 76,142 additional children were enrolled in formal school during the 2013/14 academic year, and a further 64,000 in 2014/15. As well as providing teacher incentives, teaching and learning materials and school construction, UNICEF Somalia mobilized community education committees and children's clubs to support enrolment and retention. 25,000 students (F: 46%) were supported by UNICEF's EIE programming in 2015.[163; 175]

PARTNER COUNTRY

SOUTH SUDAN



KEY EDUCATION INDICATORS	FEMALE	MALE	YEAR OF DATA / SOURCE
Net enrolment rate (primary grades 1-6) (NER)	24%	32%	2015 UIS
Dropout rate*	10%	11%	Cluster, Nov 2016 [128]
Public expenditure on education as percentage of total public expenditure	4%		2017/18 budget**

* Based on a sample of 395 schools
** Government of South Sudan, Ministry of General Education and Instruction (2016). General Education Strategic Plan 2017-2021, Draft Chapters for Discussion.

Country context

South Sudan gained independence in July 2011, but decades of war had left the country with one of the most underdeveloped education systems in the world. Over half of children were out of school, there were large gender inequalities, less than half of the teachers were trained and there were 125 pupils per permanent classroom[198].

The outbreak of civil war in December 2013 led to further large-scale displacement and destruction, reversing gains made since the signing of the Comprehensive Peace Agreement in 2005. Over 400,000 children dropped out of school, and 331 schools were destroyed.[90] The primary GER fell from 84 per cent in 2011 to 64 per cent in 2015. A peace agreement led to the formation of a transitional government in April 2016, but the fragile peace soon collapsed, with a return to widespread violence in July 2016. The conflict has resulted in famine, declared in the Unity state in February 2017.

A survey of nearly 2,000 schools carried out between February and April 2016 in the six states[40] most affected by violence found that almost half (48%) of schools were closed and had not functioned since the beginning of the school year. Schools were closed due to insecurity and non-payment of teacher salaries.[129] A further assessment, in November 2016, found that almost a third (31%) of functioning schools had suffered one or more attack by armed groups or forces since December 2013.[128] It also found that 31 per cent of teachers registered with the schools at the start of the year were absent on the day of the school visit in November.

The country's economic situation is dire, with government revenues severely affected by the conflict and the fall in oil prices. Education has a very low priority in national budgeting, with less than three per cent of public spending going towards the sector in 2016 – the lowest proportion of all GPE member states.

How Norway supports national priorities for education development

In 2012 the Government of South Sudan (GoSS) released its General Education Strategic Plan (GESP) for the period 2012 to 2017, and this was endorsed by the GPE. The plan covers early childhood, primary and secondary education and the main objectives are to:

- increase access to the general education system and promote equity
- improve the quality of general education
- promote adult literacy
- strengthen the capacity of the ministry, state ministries of education, and county education departments
- increase funding for general education to support implementation of the GESP

The GPE allocated a programme implementation grant of US$36 million for the 2013-2017 period, with further support from USAID (US$30 million). The funding is intended to support the GESP and to strengthen national systems, improve school performance and attract additional support to the education sector. UNICEF is the managing entity. In response to the conflict, UNICEF launched its Back to Learning (B2L) initiative in Juba in early 2015 with the aim of reaching 400,000 children. B2L is almost entirely implemented through partners (six national and eight international NGOs and two ministries). The original budget for B2L was US$42 million, approximately US$100 per child reached. The Royal Norwegian Embassy contributed US$5.65 million (48 million NOK).

The different states in **South Sudan** have fluctuated in and out of conflict, sometimes needing humanitarian support and at other times needing longer-term development programming. There has been a great need for transitional support to bridge the humanitarian vs. development divide. Norway has provided support to learning institutions and local education authorities through a range of civil society actors. Partners work with the local government where possible; where government provision fails, they invest in community structures to ensure continuity and sustainability. This has enabled some education to continue in areas where government provision has failed.

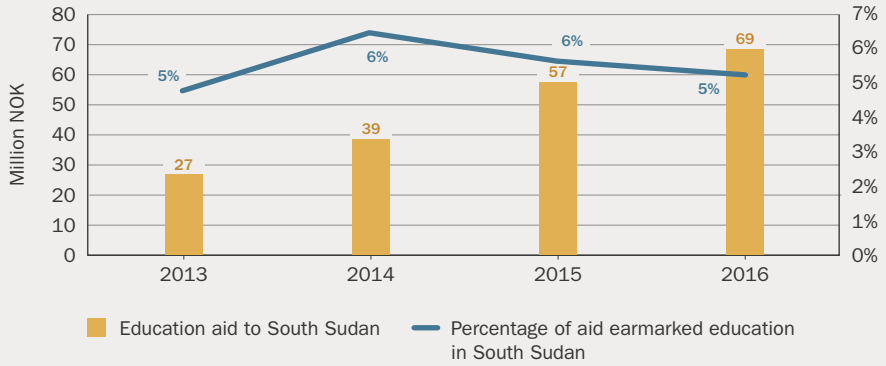
There has been a great need for transitional support to bridge the humanitarian vs. development divide. Norway has provided support to learning institutions and local education authorities through a range of civil society actors.

Some agreements with civil society partners are aimed at improving the quality of education in the formal school system. Others provide alternative education, including accelerated learning programmes and technical and vocational training courses, targeting children and young people who have missed out on formal education. Much of Norway's funding to education supports communities affected by forced displacement, and Norwegian aid is also supporting efforts to build the national capacity to train teachers.

Distribution of Norwegian education aid to South Sudan

FIGURE 4.16 // SHARE OF SUPPORT TO EDUCATION IN SOUTH SUDAN HAS REMAINED STABLE

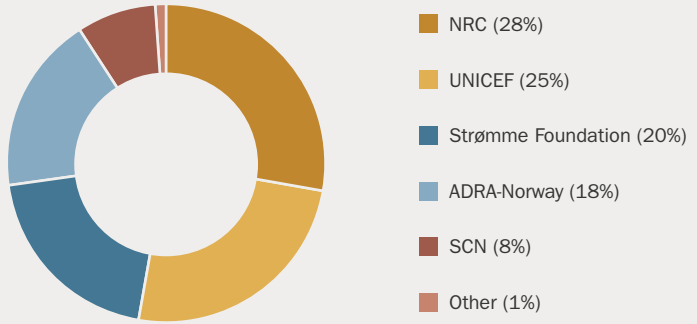
Share of Norwegian education aid* to South Sudan by year



* Excluding higher education, global and regional unspecified

FIGURE 4.17 // NORWEGIAN REFUGEE COUNCIL AND UNICEF RECEIVED MOST EDUCATION AID

Norwegian education aid to South Sudan by partner*, 2013-2016



* Excluding higher education

Funding to basic, secondary and tertiary education has increased from 27 million NOK in 2013 to 69 million NOK in in 2016. A total of 191 million NOK was disbursed to education projects earmarked for **South Sudan** in the reporting period, representing between five and six per cent of all education aid earmarked for country support. However, with the inclusion of education projects coded as emergency response, this figure increases significantly, to 298 million NOK.[29; 115]

In the reporting period, the GPE disbursed US$16 million[16] to support the implementation of the GESP. Norwegian aid contributed with eleven per cent of the GPE's funding from 2013-2016.

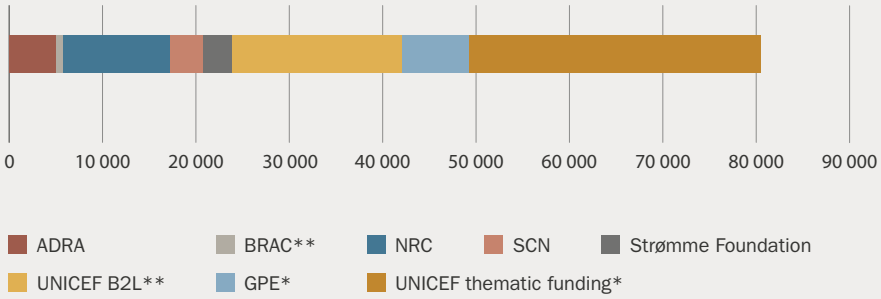
UNICEF allocated US$5 million to **South Sudan**[25; 181] through the global education funds; more than 95 per cent of this fund is Norwegian aid. In addition, Norway provided direct support to UNICEF's B2L (48 million NOK from 2015 to 2016). For 2014 to 2016, Norway's share of the global education funds' allocation is estimated to represent around one per cent of UNICEF's total spending on education in the country, and funding to B2L was equivalent to around eight per cent.[25; 181]

Almost half (44%) of all funding to education in **South Sudan** is given for two years or less, reflecting the grave humanitarian situation **South Sudan** is in. Almost two thirds of all funding is given for three years or less.

Key achievements

FIGURE 4.18

Number of children in South Sudan supported in education each year by partner, 2013-2016* [61]**



80,000 children

(43% girls)

* Norwegian financial contributions converted into child equivalents based on UNICEF value of annual public costs of educating a child

** Based on 2016 project reporting

*** Excluding higher education

RESULTS FROM CIVIL SOCIETY [7]

OBJECTIVE 1: [113] All children start and complete basic education

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

280 classrooms constructed/refurbished

366 PTA/SMC groups trained

As a result of the NRC's education project for children and young people affected by displacement (2014 to 2016), enrolment among the target populations in Warrap, Northern Bahr el Gazhal and Central Equatorial State increased by 74 per cent (F: 68%) with 6,488 (F: 50%) enrolled in alternative learning programmes. Almost all (27 of 30) learning spaces supported met the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards.

OBJECTIVE 2:[113] **All children and young people learn basic skills and are equipped to tackle adult life**

THROUGH NORWEGIAN FUNDING TO NGOS, 2013-2016:

Over 40,000 students reached with learning materials

Over 3,300 teachers and other education personnel trained

In Accelerated Learning Programmes (ALPs) supported by NRC, 84 per cent of learners sitting the final examination passed, against a target of 60 per cent, and 82 per cent of graduates transitioned into formal primary or secondary school. The NRC trained 360 ALP teachers. Of 127 teachers assessed, 58 per cent were observed to correctly apply child-centred techniques in the classroom.

The Strømme Foundation supported the training of 499 (F: 27%) trainee teachers studying for nationally recognized teacher qualifications at two teacher training colleges.

Through ADRA, 15 head teachers and 104 teachers (F: 25%) received training and mentoring. For teachers, this has included lesson observations and feedback.

OBJECTIVE 3: Young people develop skills that enable them to find gainful employment

Of the 3,913 girls who attended 'Bonga clubs' supported by the Strømme Foundation between 2013 and 2015, 71 per cent have an income-generating activity after participating. Only one third reported having one before the project started. 77 per cent are engaged in household decision-making – an increase from 48 per cent at the beginning of the project.

Policy development and system strengthening

The National Inclusive Education Policy was finalised in January 2016. The Strømme Foundation and Light for the World provided support to the government in the development process.

Alternative routes to learning for girls

LOCATION: Central Equatoria State
INSTITUTIONS: 25 Accelerated Learning Programmes
TIME: 2015-2017
FUNDING: 5.5 NOK from Norwegian aid, sources: none

The Bangladesh Rehabilitation Assistance Committee (BRAC) is primarily a development organization, but its mode of operation is well suited to 'transition' contexts, as in South Sudan. BRAC recruits teachers in partnership with the community and pays them, so its learning centres are not reliant on government teachers. Although these teachers are unqualified, they receive extensive support and mentoring from BRAC. At the same time BRAC works with local government education officials to conduct joint monitoring and facilitation of training.

Since 2015, with the support of Norwegian aid, BRAC has run ALPs for 750 girls aged from 10 to 19 in Central Equatoria State (CES). The ALPs deliver an accelerated curriculum that covers the primary syllabus in four years.

BRAC also operates Community Girls Schools in South Sudan. Most of these are funded by other donors, however funding from Norway supports 45 of these schools in CES through an agreement with the Strømme Foundation (2014 to 2018). Each school caters for 30 to 35 students and targets 8 to 11 year olds. The majority (60%) of students are girls. The schools deliver a three-year course covering grades 1 to 4, and students join mainstream schools in grade 5.

In 2015 the pass rate for schools funded by Norway was 81 per cent. Community Girls Schools are an officially recognized component of South Sudan's Alternative Education System and have a high level of support and demand from the government. Unfortunately, due to the outbreak of conflict, BRAC had to suspend its programmes in CES in the second half of 2016.

RESULTS FROM GPE

The GPE's largest support to the education sector in **South Sudan** in the reporting period is the 2013-2016 US$66 million implementation grant, of which US$30 million came from USAID. The conflict broke out during the first year of its implementation. The LEG had the option under the GPE grant to reallocate resources to emergency response, but decided that it was important to continue with its system-building activities. A thorough conflict analysis was conducted and the programme was reconstructed in the light of this.[95]

The LEG had the option under the GPE grant to reallocate resources to emergency response, but decided that it was important to continue with its system-building activities.

The grant has supported the development of national learning outcomes and assessment tools in literacy and numeracy for students in early grades, covering five local languages. Curricula have been developed for Alternative Education and TVET. The grant is covering the construction of 25 new primary schools, five in each of the five states with the largest numbers of OOSC; five of these were complete in early 2016. County and *payam* (sub-county) supervisors (41 in total) have been trained in school governance. On joining the GPE in 2012, the GoSS committed to increasing its budget allocation to education,[88] but the allocation has fallen during the period of conflict.

RESULTS FROM UNICEF

Special attention has been given to Protection of Civilians (PoC) sites, IDP camps and host communities with large numbers of OOSC. The funding covers 150 schools, all of which have received teaching and learning supplies. 184 teachers and ECCD caregivers (F: 31%) have received training in pedagogy. The head teachers of 186 schools received training on school management and data management. A further 67 teachers and head teachers (F: 31%) received training on life skills, peacebuilding education and schools as zones of peace.

As of May 2016, Norway's B2L support was reaching over 18,000 children and adolescents (F: 38%) in the states of Lakes, Unity, Jonglei, Upper Nile, Central and Eastern Equatoria.

UNICEF reached 84 communities with messages on girls' education and the responsibility of communities to maintain learning centres. A total of 102 PTA/SMC members were provided with training on school management and the promotion of girls' education. Adolescent girls have received dignity kits to enable them to attend school during menstruation.

5 Key partners

For 2013 to 2016, Norway was the top donor to UNICEF for education (19% of UNICEF's education revenue), the third largest donor to the GPE (11% of GPE's revenue) and the fifth largest donor to UNESCO in terms of voluntary contributions.

Norway is working with the World Bank to develop Results-Based Financing in education.

Over 1.2 million students are supported in education each year through funding to Norwegian NGOs.

Jabe1 Primary School, Bujumbura, Burundi. PHOTO: KEN OPPRANN

CHAPTER SUMMARY

This chapter describes the main channels of Norwegian development aid to education and how different partners contribute to education development. It gives an overview of the results achieved, although detailed results for each partner are included throughout the rest of the report. For the two largest partners, the Global Partnership for Education (GPE) and UNICEF, the sections also discusses how the partnerships have developed, with particular reference to responses to the Evaluation of Norwegian Multilateral Support to Education conducted in 2015.

Funding to the **GPE** has doubled in the reporting period, resulting in Norway providing eleven per cent of all **GPE** funding between 2013 and 2016. The GPE supports the development and implementation of national Education Sector Plans, with most of its grants going to low-income countries and Fragile and Conflict-Affected Countries (FCAC).[49] In 2016, the partnership supported an estimated 13.2 million children in education.[21] Overall, 745,000 more children completed primary school across the partnership in 2014 than in 2013.[100] READ MORE >

During the reporting period, Norway provided 19 per cent of **UNICEF's** revenue earmarked for education – the largest amount from any donor. Most of this support is provided through **UNICEF's** global education funds, which is used to finance its education work globally. **UNICEF's** work has a strong focus on equity. Across all UNICEF-supported countries, the percentage of girls and boys from the poorest quintile attending primary school increased from 73 per cent in 2013 to 78 per cent in 2016.[177] READ MORE >

During the reporting period, Norway was the fifth largest donor to **UNESCO** in terms of voluntary contributions.[147] Norway supports UNESCO's institutes, including the Institute for Statistics (UIS), the International Institute for Educational Planning (IIEP) and the Institute for Lifelong Learning (UIL). READ MORE >

Norway is working with the **World Bank** to develop and promote Results-Based Financing funding mechanisms in education aid through investment in the Results in Education for All Children (REACH) fund. It has also supported the establishment of and investment in the Multi-Donor Education and Skills Fund (MESF). READ MORE >

Almost a third of all Norwegian aid to education is channelled through **civil society organizations**. Over a million students are supported in education each year through Norwegian NGO projects funded by Norwegian development aid.[57] READ MORE >

GLOBAL PARTNERSHIP FOR EDUCATION

THE GOVERNMENT WILL: [117]

- take an active part in the further development of the GPE
- promote learning within the GPE in areas such as results-based financing and innovation
- increase Norway's contribution to the GPE on condition that it delivers results

The GPE is a partnership bringing together more than 60 developing country governments and 20 donors, as well as international organizations, civil society, teacher organizations, the private sector and philanthropists. Its aim is to strengthen education systems as a means of ensuring that more children are in school and learning. In 2002, Norway was a founding member of what was then the Fast Track Initiative (FTI), which evolved into the GPE in 2011. In the 2002-2016 period, the GPE has disbursed a total of US$3,468 billion,[100] of which Norway as the third largest donor has provided US$413 million.

The GPE works to strengthen education sector plans in developing countries, and to leverage greater international and national budgetary investments in the education sector. It does this by providing support for analysis of the education sector, and funding for the development and implementation of quality sector plans. At the core of the GPE's partnership approach is ensuring that developing country governments lead the process while being supported by all relevant education actors. At the national level this is done through the local education group (LEG), which is led by the government and brings together a wide range of education partners. The LEG selects the grant agent to administer GPE financing, and participates in the development, implementation, monitoring and evaluation of education sector plans and programmes. The grant agent is responsible for supporting the government in managing the grant. This approach leads to greater alignment of education actors.

BOX 5.1 // GPE GRANTS

Education sector plan grants:

- **Education Sector Plan Development Grants** (up to US$0.5 million) support countries to perform strategic, consultative and analytical work to develop or revise their sector plans.
- **Programme Development Grants** (up to US$0.4 million) for the design of education programmes that support sector strategies.
- **Education Sector Programme Implementation Grants (ESPIGs)** (up to US$100 million) finance programmes that support the implementation of education sector plans. It includes a results-based approach, which makes a payout of up to 30 per cent of the ESPIG based on results.

Grants Supporting Evidence-Based and Inclusive Policy Dialogue:

- Global and Regional Activities (GRA)
- Civil Society Education Fund (CSEF)

NORWEGIAN EDUCATION AID TO GPE

Between 2013 and 2016, the GPE disbursed a total of US$1,740 million, of which Norway contributed US$183 million, totalling eleven per cent of all funding provided. Only the European Commission and the UK provided more funding to the GPE in this period.

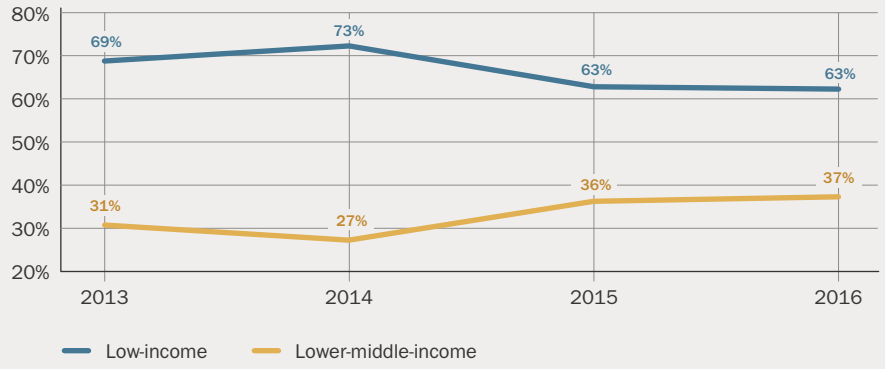
Implementation grants are at the core of the GPE's work: in the 2013-2016 period they made up nearly 98 per cent of the disbursements.[97] **DRC**, **Ethiopia**, **Mozambique** and **Nepal** received the most funding in the reporting period. All countries receiving implementation grants from the GPE should be classified as a low-income country (LIC), an IDA-eligible small island or landlocked developing state, or a lower-middle-income country with primary completion rate lower than 85 per cent. In addition, the government should show a commitment to either maintaining or increasing education budgets towards a 20 per cent target of total government expenditure.

In line with the criteria for implementation grants, two thirds of funding in the reporting period was disbursed to LICs and the remaining third to lower-middle-income countries. Provision of grants to countries experiencing situations of fragility and conflict has increased substantially in the reporting period. In 2013, 43 per cent of resources were disbursed to such countries, against 61 per cent in 2016.[36]

Norwegian aid to the GPE doubled between 2013 and 2016. The allocation planned for 2017 is 590 million NOK, a 110 million NOK increase as compared to 2016. However, as a percentage of the total funding to education, the GPE's share has remained at around 17 per cent.

FIGURE 5.1 // GPE ALLOCATES THE MAJORITY OF ITS GRANTS TO LOW-INCOME COUNTRIES

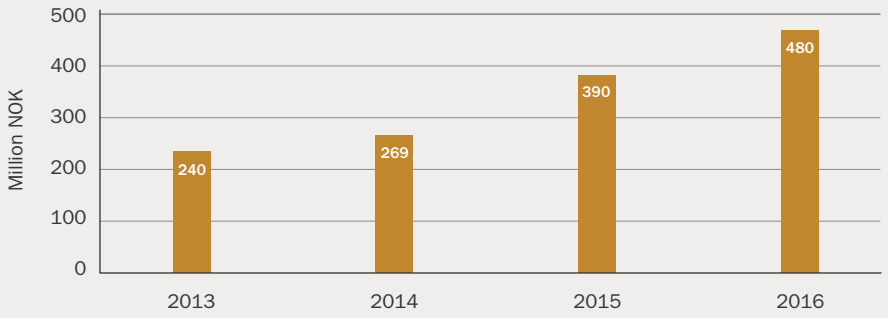
Disbursement of GPE grants* to countries by income category and year



* Programme development grants and Education Sector Programme Implementation Grants (ESPIG)

FIGURE 5.2 // DOUBLING OF SUPPORT TO GPE IN REPORTING PERIOD

Funding to the GPE provided by Norwegian aid to education by year



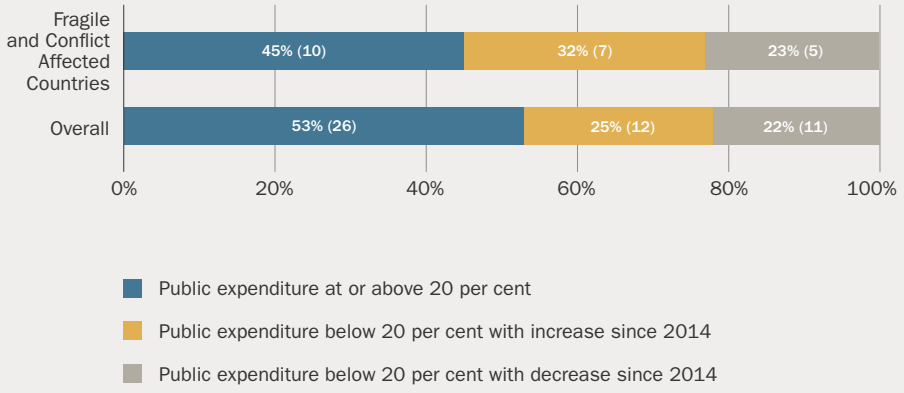
PREVIOUS VIEW

KEY ACHIEVEMENTS

During the reporting period, the partnership supported an estimated six million children per year.[21] Overall, 745,000 more children completed primary school across the partnership in 2014 than in 2013.

Some of the partnership's strongest initial results are in the areas of data and domestic resource mobilization. A total of 12 out of 49 GPE developing country partners with data available (24%) increased their public expenditure on education between 2014 and 2015, and 26 of 49 (53%) maintained it at 20 per cent or above in 2015.[32; 99]

FIGURE 5.3 // PROPORTION OF GPE DEVELOPING COUNTRY PARTNERS WITH PUBLIC EXPENDITURE ON EDUCATION AT OR ABOVE 20 PER CENT[32; 99]



Data for 49 developing country partners, of which 22 were FCACs. The secretariat estimates are currently being verified by in-country ministries. A few units in the sample include federal states counted as one developing country partner.

BOX 5.2 // MORE DOMESTIC FINANCING TO EDUCATION – MANY MORE CHILDREN IN SCHOOL[96]

As one of the first countries to join the GPE in 2002, **Niger** has sustained its commitment to improving access to education despite significant political instability, recurrent droughts and security issues from conflicts in neighbouring countries. Between 2002 and 2014, the Government of Niger increased education expenditure from 16.7 per cent of total public expenditure to 21.7 per cent. During this period, education expenditure as a proportion of GDP also increased from 3.1 per cent to 6.7 per cent.[150]

The GPE supported Niger's ten-year education plan following a renewed commitment in 2011 to increase education expenditure to 25 per cent of public expenditure. With increased financing, **Niger** lifted gross primary enrolment rates (GER) from 32.9 per cent in 2000 to 72.5 per cent by 2015.[150]

In the 2013-2016 period the GPE supported a total of 57 countries through one or more of its sector plan funding windows. 53 per cent of these were considered FCACs.[49] One of the benefits of GPE support is the predictability of its funding in these fragile situations. Given that many out-of-school children (OOSC) and refugee children live within the boundaries of GPE partner countries, long-term funding is key to ensuring an education for them. The GPE continues funding long-term sector reform during crises, when many bilateral donors pull out or divert efforts to emergency response through short-term agreements, making it difficult to plan longer-term programmes. READ MORE >

BOX 5.3 // GPE'S APPROACH TO SUPPORTING COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT

- Provide accelerated funding, which allows disbursement of up to 20 per cent of a GPE grant within eight weeks
- Assist countries to redirect resources to priority activities arising from an emergency
- Funding and technical support to develop transitional education plans

In Nepal the GPE grant continued its financing post-earthquake without diverting funds, whilst in South Sudan the GPE programme was restructured in the face of conflict, and ultimately managed to continue despite some delays. Since its introduction, four countries have benefited from accelerated funding totalling more than US$22 million.[95] READ MORE >

In addition to identifying girls and marginalized groups as an integral part of its strategy and tying disbursement of funding to delivery against equity-related targets, the GPE has worked to ensure that quality education for these groups is included in grants. In 2016, 52 per cent of implementation grants contained gender equality components, and 33 per cent had components targeting children with disabilities (CwD). Gender: READ MORE > Marginalized groups: READ MORE >

Progress against key access and quality indicators was documented in countries supported by the GPE. For example, the primary school completion rate in GPE partner developing countries increased from 63 per cent (F: 57%) in 2002 to 73 per cent (F: 71%) in 2014.[9] Improving teaching and learning outcomes for all children is at the heart of what GPE does, and 93 per cent of all implementation grants in 2016 contained components related to teacher training.[94] READ MORE >

DEVELOPMENT OF THE PARTNERSHIP

In the reporting period, the GPE has made important changes to the partnership in order to better deliver on its goals. For example, key recommendations from the 2015 evaluation of UNICEF and the GPE, Evaluation of Norwegian Multilateral Support to Education, have been followed up on. This report commented critically on the quality of in-country processes, the lack of a strong results framework and insufficient focus on the quality of learning.[112] These issues have been addressed with a reform of the operating and financial model, the introduction of robust results frameworks, and quality of learning becoming a strategic priority of the partnership. A critical element in the follow-up has been a strengthening of the secretariat's capacity to link operational activities to the results framework.

In 2016, the cumulative funding from non-traditional donors was US$6.4 million, and additional commitments of more than US$7 million have been pledged by private foundations for 2017-2018.[99; 100] In the coming years the GPE will continue to work on the diversification of funding, with more support from non-traditional donors.

The GPE has also contributed heavily to the setting up of the Education Cannot Wait (ECW) fund. A study is currently being undertaken to assess whether the fund, which is currently hosted by UNICEF, should be hosted by the GPE.

UNICEF

THE GOVERNMENT WILL: [117]

- maintain a high level of support for education through UNICEF, but expect improvements in results reporting
- through dialogue with UNICEF ensure greater efforts for education in early childhood, crisis situations, for girls and vulnerable groups
- through UNICEF, intensify efforts to promote ECD as a foundation for learning.

UNICEF works to protect the rights of children. Advocating and supporting the fulfilment of every child's right to education is an important part of this work. Its presence in all low-income and lower-middle-income countries enables UNICEF to work closely with MoEs to develop and strengthen national education policies, legislation and education systems, and to deliver quality education in an equitable manner. UNICEF's relatively unique position makes it one of Norway's most important partners.

Norwegian aid supported UNICEF's previous Medium-Term Strategic Plan (2009-2013) as well as the current one (2014-2017). The previous plan had a particular focus on gender equity and basic education, while the current plan focuses on equity through reaching children in the poorest quintile, especially girls and children with disabilities, and on improving learning through assessments, systems strengthening and mother tongue education.

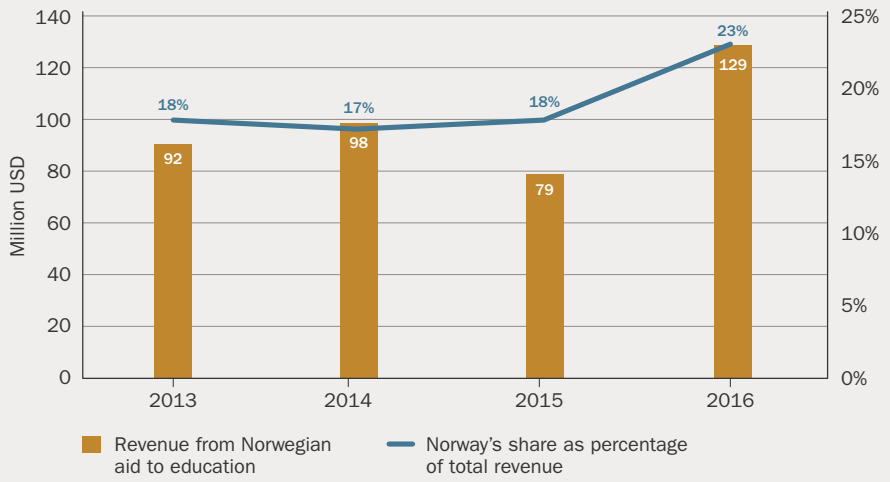
UNICEF's extensive presence makes it well placed to deliver and coordinate Education in Emergency (EIE) programmes. READ MORE >

NORWEGIAN EDUCATION AID TO UNICEF

Of all contributing countries in the 2013-2016 period, Norway provided the most revenue to UNICEF's education efforts, with Norwegian aid contributing on average 19 per cent of the total revenue earmarked to education. Norway's contribution increased over the period, reflecting the White Paper's commitment to support UNICEF. The GPE, Germany and the European Commission, the United States and the Netherlands also contributed significant amount of funding earmarked for education purposes in the reporting period.

FIGURE 5.4 // NORWAY TOP DONOR TO UNICEF EDUCATION

Norwegian share of UNICEF's revenue* earmarked for education [162; 165; 166; 177]



* Based on total 'Other resources'. Excludes non-earmarked funding (regular resources).

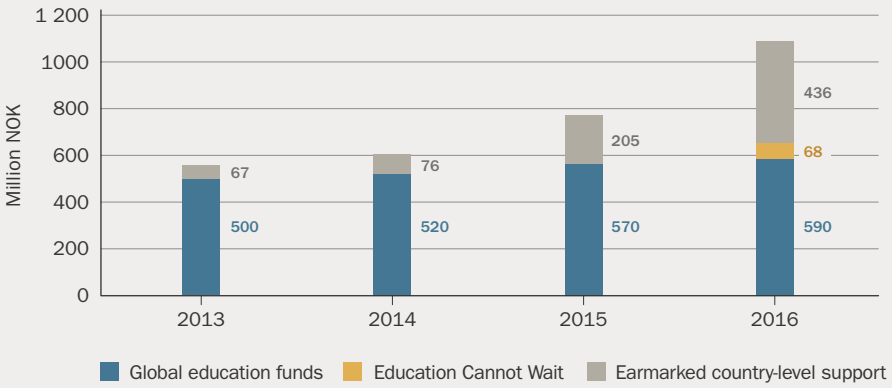
BOX 5.4 // TYPES OF FUNDING PROVIDED TO UNICEF BY NORWEGIAN AID

- **Non-earmarked funds:** Have no restrictions in their use and are not earmarked for any sector or country. However, 60 per cent of the funds have to go to the Least-Developed Countries (LDCs).
- **Thematic funding:** Can be earmarked to support specific thematic areas. Can be given for UNICEF to use in the countries where it is most needed, or earmarked for use in a specific region or country. Includes the Global Education Fund and the Basic Education and Gender Equality Fund. Norway's contribution made up more than 95 per cent of these funds in the reporting period.
- **Other resources:** Earmarked to specific projects in countries/regions.

The majority of the education funding provided to UNICEF was given through the global education funds. A much smaller percentage was provided at country level and earmarked for specific education projects. Despite the increase in education funding, UNICEF's share of the total Norwegian education aid has remained stable in the reporting period. The country receiving the most education funding from Norway was Lebanon (229 million NOK), followed by Madagascar and Syria. This reflects that around 53 per cent of resources provided by Norwegian aid and earmarked for response in specific countries were funded through the humanitarian budget. In 2016, UNICEF dedicated 36 per cent of its education expenses [23] to EIE, [166] indicating that more than a third of the resources provided by Norwegian aid to the global education funds also went to EIE programmes.

FIGURE 5.5 // LARGE INCREASE IN AID TO UNICEF EARMARKED EDUCATION AND COUNTRY-LEVEL SUPPORT

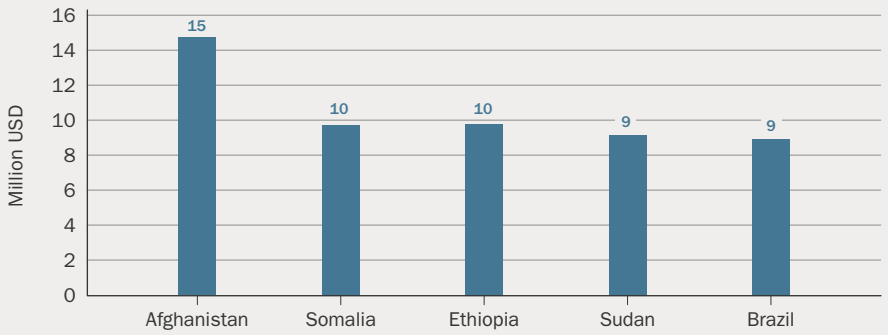
Norwegian aid to education* disbursed to UNICEF by type and year



* Excluding higher education

FIGURE 5.6 // LARGEST SHARE OF UNICEF'S GLOBAL EDUCATION FUNDS ALLOCATED TO AFGHANISTAN [4]

Allocation of UNICEF's global education funds by country*, 2013-2016 [25; 181]



* Includes only funding allocated to interventions at country level

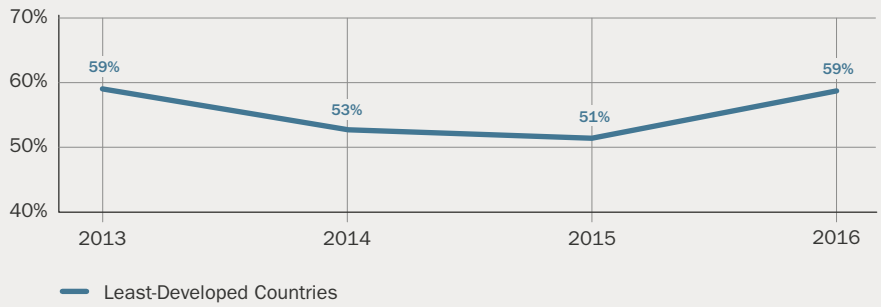
PREVIOUS VIEW

Since 2009, Norway has supported UNICEF's global education funds with a total of 4.2 billion NOK. Since its initiation, the thematic funds have been aligned with UNICEF's strategic plans.

In addition to contributing to programmes at regional and global levels, UNICEF's global education funding was channelled to interventions in a range of countries. On average, 122 countries have received funding each year. The top five recipient countries received an average of between three and four per cent of the total global education funding. Most of the countries allocated funding were among the least developed; however, countries in the Syria region that are not considered least developed, and upper-middle-income countries such as **Brazil**, **India**, **Romania** and **China** were also allocated funds. The amount of global education funding has decreased in the reporting period; part of the decline is due to the strengthening of the USD against the NOK.

FIGURE 5.7 // UNICEF ALLOCATES MORE THAN HALF OF ITS GLOBAL EDUCATION FUNDS TO LEAST-DEVELOPED COUNTRIES

Share of UNICEF global education funds allocated to Least-Developed Countries by year * [25; 181]

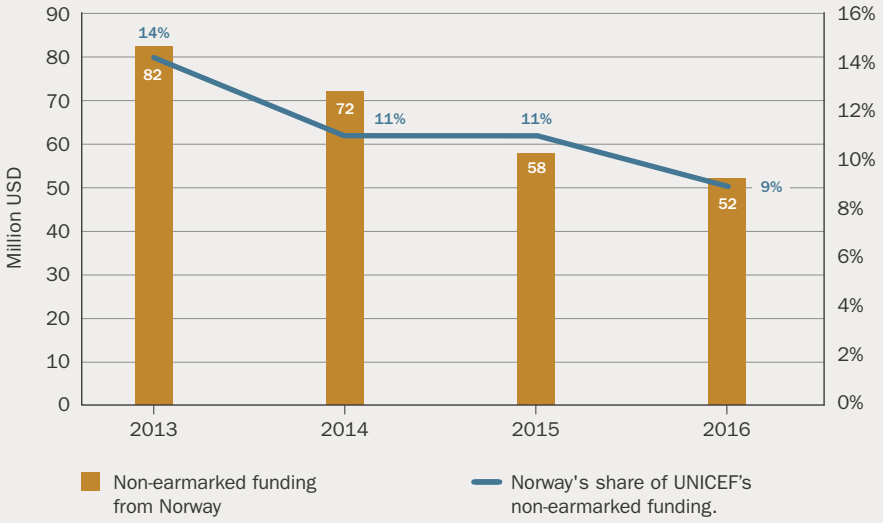


* Includes only funding allocated to interventions at country level

In addition to funding shown in figure 5.7, a total of US$264 million was provided from Norwegian aid as non-earmarked funding to UNICEF in the reporting period. This represents eleven per cent of all the non-earmarked funding the organization received from governments. The non-earmarked funds from Norwegian aid decreased from US$82 million to US$52 million between 2013 and 2016, due to the decision to earmark more funding for education and to the strengthening of the USD against the NOK. Despite this, only the United States, Sweden and the UK gave more non-earmarked funding to UNICEF in the period.[161; 168; 174] In 2016, UNICEF spent 16% of its non-earmarked funding on education.[174]

FIGURE 5.8 // NON-EARMARKED FUNDING TO UNICEF HAS DECREASED SUBSTANTIALLY

Share of UNICEF's revenue from non-earmarked funds provided by Norway by year * [161; 168; 174; 179]



* Excludes private contributions

PREVIOUS VIEW

KEY ACHIEVEMENTS

Across all UNICEF-supported countries, the percentage of girls and boys from the poorest quintile attending primary school increased from 73 per cent in 2013 to 78 per cent in 2016.[177]

Key achievements in specific countries and under different thematic areas are given throughout this report.

Girls' Education:
- Advocacy: READ MORE >
- Malawi: READ MORE >

Disabilities and marginalized groups:
- Disability data: READ MORE >
- Country programmes: READ MORE >

Teaching and learning:
- Teaching and learning materials: READ MORE >
- Mother tongue: READ MORE >

Education in crisis and conflict:
- Syria and surrounding countries: READ MORE >
- South Sudan: READ MORE >

DEVELOPMENT OF THE PARTNERSHIP

Norway works to shape the work and direction of UNICEF through participation in the Executive Board and through bilateral meetings. In 2013, concerns were raised about the quality of the 2012 Education Results Report. In 2014, the Norwegian government initiated an Evaluation of Norwegian Multilateral support to Basic Education, covering the time period 2009-2013, where the results of UNICEF and GPE programmes were evaluated. The evaluation pointed to shortcomings in the way in which UNICEF manages its project cycle related to design and measurement of outcomes. A key recommendation was to place higher priority on appropriately measuring and improving learning outcomes.

Steps to improve reporting were initiated in 2013 and continued in 2015, when a number of measures to improve global monitoring and results measurement were undertaken. Recommendations from the evaluation were articulated in a follow-up plan and are regularly discussed in meetings between UNICEF and Norway.

On the executive board, Norway has worked to improve the focus on education, and particularly on reaching the poorest children in the poorest countries. For example, given the size of Norway's contribution to non-earmarked funding, it has been important to ensure that these resources reach the poorest countries. In 2012, the Executive Board decided that 60 per cent of non-earmarked funding would go to the least-developed countries (LDCs).

UNESCO

THE GOVERNMENT WILL: [117]

- strengthen UNESCO's results reporting and cooperation with other relevant UN organizations, and promote a focus on UNESCO's comparative strengths
- support UNESCO in acquiring more knowledge on education for girls and children and young people in crisis situations
- strengthen UNESCO's efforts to improve educational quality through the adoption of new technology, capacity-building, compiling statistics and monitoring.

The main goal of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in education is to promote lifelong learning and the right to quality education for all. UNESCO is responsible for coordinating the work of government agencies, international organizations and civil society towards this goal, as well as for providing assistance to its member states. UNESCO's institutes are an integral part of its Education Sector programme. Norway supports the following institutes working in the field of education:

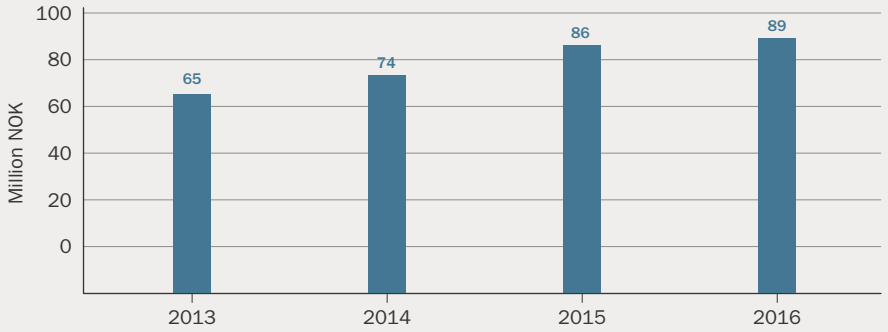
- The UNESCO Institute for Statistics (UIS)
- The UNESCO International Institute for Educational Planning (IIEP)
- The UNESCO Institute for Lifelong Learning (UIL)

NORWEGIAN EDUCATION AID TO UNESCO

Between 2013-2016, 314 million NOK earmarked for education programmes was provided to UNESCO. In 2016 Norway was the fifth biggest donor in terms of voluntary contributions, with Italy as the biggest contributor. Of the total UNESCO revenue earmarked to education in 2016, contributions from Norwegian aid accounted for nine per cent, an increase from six per cent in 2013.[147]

FIGURE 5.9 // MORE FUNDING EARMARKED EDUCATION TO UNESCO

Norwegian education aid to UNESCO by year



In addition to the funding earmarked for education, Norway provided 20 million NOK in non-earmarked funding to UNESCO in the period. In 2016, UNESCO dedicated 39 per cent of its non-earmarked funding to education initiatives – an increase from 37 per cent in 2015.[146]

KEY ACHIEVEMENTS

UNESCO Institute for Statistics (UIS) [41; 149]
UNESCO compiles, quality assures and disseminates the data for monitoring global progress in the education sector. Under the former Millennium Development Goals (MDGs) and current Sustainable Development Goals (SDGs), the UIS leads on tracking progress against the targets set. It works with international partners and member states to ensure that data collected and analyzed is comparable globally. This includes, for example, the development of guidelines and tools to ensure the better assessment of learning outcomes.[76] In 2016, the UIS produced the first report in a new series, entitled Sustainable Development Data Digest: Laying the Foundation to Measure Sustainable Development Goal 4. This new series of reports discusses priorities and challenges for member states in reporting on SDG4, as well as the UIS vision on solutions.

Working together with UNICEF, the UIS has provided the statistical expertise for the Out-of-School Children Initiative, analyzing the scope and causes for children being out of school and promoting related policy development.

Norway provided a total of US$3.6 million to the UIS in the 2013-2016 period, representing 12.4 per cent of all earmarked contributions given to the UIS.[1]

UNESCO Institute for Lifelong Learning (UIL)
The UIL advances the global literacy agenda by supporting countries to implement literacy and basic skills policies and programmes. The UIL provides technical advice and produces and disseminates relevant publications including policy briefs and the Global Report on Adult Learning and Education. Between 2014 and 2016 the UIL supported six member states to integrate literacy and basic skills into their national development strategies.

Over the last few years there has been a growing interest in UIL's online database of good-practice case studies, which was accessed by 11,250 unique visitors per month in 2016, compared to 7,500 in 2013.

UNESCO's International Institute for Educational Planning (IIEP)
The IIEP offers specialized training programmes for educational planners and managers in Paris, Dakar and Buenos Aires, as well as a range of distance courses. The distance courses offered expanded from 15 courses in 2012 to 26 in 2016. Between 2013 and 2016, the IIEP trained or professionally coached approximately 9,000 people. For greater scale and sustainability, support was expanded to national training centres in education policy and planning, from four institutions in 2012 to nine in 2016. In addition, support was provided to 22 countries with education sector diagnoses and/or the formulation of education sector plans.

BOX 5.5 // GLOBAL MONITORING REPORT

The Global Monitoring Report (GMR), produced by UNESCO, has also benefited from Norwegian aid. The GMR annually monitors countries and the international community's progress towards global education goals. Since it was first published in 2002, the report has generated considerable policy impact at national, regional and global levels. The 2016 report, focused on the role of education in sustainable development, has been downloaded over 50,000 times. An average of 466 media articles mentioning report findings and recommendations have been published per month.

WORLD BANK

The World Bank (WB) is one of the largest donors in the education field, with US$46 billion invested between 2000 and 2016. Over the period 2000-2015, the share of education in WB Group lending doubled from five per cent to around ten per cent. [189] The WB manages the majority of GPE grants and associated multi-donor trust funds.

The WB promotes the use of Results-Based Financing (RBF) in education. [102] In 2015, the WB announced that it would double results-based financing in education to US$5 billion by 2020.

Norway disbursed 195 million NOK earmarked for education to the WB in 2013 to 2016, and the main investments were through REACH and MESF.

Results in Education for All Children (REACH)

THE GOVERNMENT WILL: [117]

- promote results-based financing for projects and programmes
- play a leading role in establishing a World Bank fund for testing RBF in education

In 2015 Norway entered into an agreement with the WB to establish REACH, a multidonor trust fund. Its main objective is to test various RBF approaches with the potential to improve the quality of education and learning outcomes. REACH supports efforts toward more and better education services, by helping country systems focus more sharply on results. In the reporting period, Norway has invested 100 million NOK and USAID and Germany US$11.7 million and €2 million respectively.

To help build the global evidence base for RBF in education, in 2015 and 2016 REACH has funded two Country Programme Grants (CPGs) and 18 Knowledge, Learning and Innovation (KLI) grants. [34] Results are expected by the end of 2017.

Multi-Donor Education and Skills Fund (MESF)

THE GOVERNMENT WILL: [117]

- strengthen cooperation on vocational training for specific industries and local content development

Norway supported the establishment of the MESF in 2013. This is the only trust fund at the WB that is targeted specifically at the post-primary education sector in sub-Saharan Africa. Given the youth bulge and demand for this level of education, the catalytic role of the MESF is critical. Norway has disbursed 39 million NOK to the fund in the reporting period.

The MESF supports projects related to knowledge production and dissemination in fields such as policy and advocacy, innovations in project design, development of tools and financing and partnerships.

The MESF, for example, financed a review of scholarship funds for applied sciences existing in African countries. This helped inform the establishment of a new Regional Scholarship and Innovation Fund for Africa (RSIF). The new fund was launched in 2015 with seed funding from Ethiopia, Rwanda and Senegal. It focuses on Applied Sciences, Engineering and Technology. [189]

CIVIL SOCIETY

THE GOVERNMENT WILL: [117]

- strengthen innovation in the education field through Norwegian, international and local NGOs, especially in terms of quality and in the context of humanitarian crisis situations
- strengthen the work of NGOs in delivering education. Special priority will be given to girls, vulnerable groups, crisis-affected countries and other fragile states.

A strong civil society can advocate for, and hold the government to account on, the fulfilment of key human rights. This is both a goal in itself and a tool to achieve results.[114] Civil Society Organizations (CSOs) also have a role in service provision, trying out new approaches and providing for those people that governments are unable or unwilling to reach.

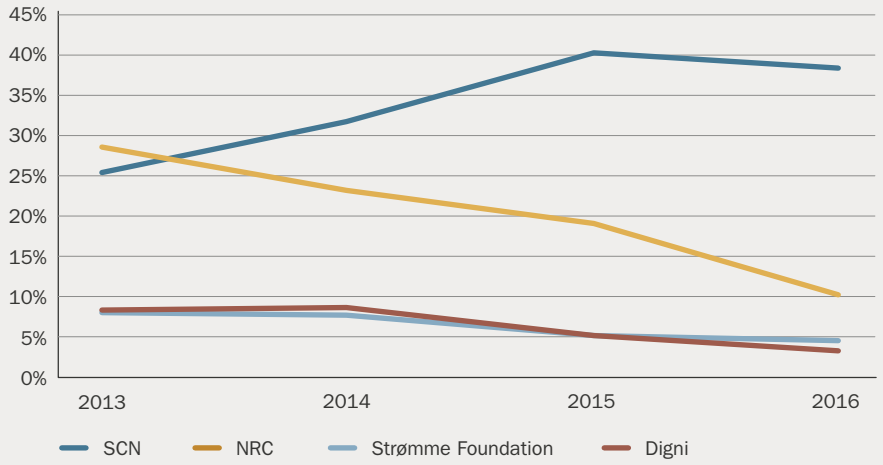
The service-delivery role can conflict with the holding-to-account role, and limit government capacity development, so a careful balance needs to be maintained. CSOs working in education are balanced between advocating for governments to provide a more equitable education, and working in partnership with governments to provide much-needed services.

NORWEGIAN EDUCATION AID TO CIVIL SOCIETY

Around a third (28%) of all Norwegian aid to education[22] was channelled through CSOs. This share is higher than the amount other bilateral donors on average channel through civil society. In 2015, the average level of bilateral donor support to education channelled through civil society was 19 per cent.[121] Most (88%) of the Norwegian government's support to civil society went through Norwegian NGOs, who often work with local NGOs to implement projects.

FIGURE 5.10 // EDUCATION FUNDING TO SAVE THE CHILDREN NORWAY INCREASED BY 13 PERCENTAGE POINTS

Norwegian aid to education* channeled through civil society by largest recipients and year** [2]



* Excluding higher education ** Includes international, local and Norwegian NGOs

TABLE 5.1 // MANY CIVIL SOCIETY PROGRAMMES ARE IMPLEMENTED IN EMERGENCY CONTEXTS

Largest recipients of Norwegian aid to education* through civil society, 2013-2016**

Country	Million NOK
Somalia	195
South Sudan	143
Syria	135
Ethiopia	120
Uganda	114
Afghanistan	114

* Excluding higher education
** Includes international, local and Norwegian NGOs

A total of 130 CSOs received Norwegian education aid in the reporting period. 12 per cent of the funding to these organizations was provided via the humanitarian budget. This is also reflected in the relatively large sums of funding disbursed to countries affected by conflict, such as **Somalia**, **South Sudan** and **Syria**.

KEY ACHIEVEMENTS

Norwegian aid to education disbursed to Norwegian NGOs supported between 1 and 1.3 million students in each reporting year, with gender equity among the learners supported (F: 50%).[57] Almost 90 per cent of the support was provided to students in primary schools, and approximately 80 per cent of the students supported were in fragile and conflict-affected[49] contexts (annex 4).

Norad's 2016 Results Report on Civil Society concluded that civil society partners have been particularly successful in reaching the most marginalized and vulnerable children with their support. Examples of this are included throughout this report:

- CwD READ MORE >
- Minority languages READ MORE >
- Refugee youth READ MORE >

Many of the NGOs do not provide enrolment data disaggregated on marginalization. However, the number of agreements upon which such disaggregation has been provided has increased in the reporting period. Those able to provide data have supported an average of 79,000 marginalized students per year. However, this is likely to be an underestimation as only 23 per cent of all allocated funding includes information on these groups (annex 4).

Advocacy by by CSOs has also yielded results. In **Nepal** the National Campaign for Education (NCE) was formed as a civil society watchdog to hold the government accountable for the right to education. Working closely with its 286 members and 19 district coalitions, it conducts grassroots-, district- and national-level consultations to inform education policy development such as the School Sector Development Plan.

ANNEX 1: List of abbreviations

3RP	Regional Refugee and Resilience Plan
ABE	Alternative Basic Education
ABEC	Alternative Basic Education Centre
ADRA	Adventist Development and Relief Agency
ALP	Accelerated Learning Programme
B2L	Back to Learning
BMZ	(GERMAN) Federal Ministry for Economic Cooperation and Development
BRAC	Bangladesh Rehabilitation Assistance Committee
CEMIS	Community Based Education Management Information System
CERF	Central Emergency Relief Fund
CES	Central Equatoria State
CHF	Common Humanitarian Fund
CPG	Country Programme Grant
CPIA	Country Policies and Institution Performance Assessment
CSE	Comprehensive Sexuality Education
CSO	Civil Society Organization
CwD	Children with Disabilities
DAC	Development Assistance Committee
DANIDA	Denmark's development cooperation
DFID	Department for International Development
DP	Development partner
DRR	Disaster Risk Reduction
DTVET	Department for Vocational and Technical Education
E4D/SOGA	Employment for Sustainable Development in Africa
ECCD	Early Childhood Care and Development
ECHO	European Civil Protection Humanitarian Aid Operations
ECW	Education Cannot Wait
EFA	Education for All
EGRA	Early Grade Reading Assessment
EIE	Education in Emergencies
EMIS	Education Management Information System
EnDev	Energising Development
ERF	Emergency Relief Fund
ESDP	Education Sector Development Programme
ESIP	Education Sector Implementation Plan
ESPIG	Education Sector Programme Implementation Grant
ESSP	Education Sector Strategic Plan
FAWE	Forum for African Women Educationalists
FCAC	Fragile and Conflict-Affected Country
FK	Fredskorpset
FTI	Fast Track Initiative
GAP	Gender Action Plan
GEFI	Global Education First Initiative
GEP	Global Economic Policy Centre
GEQIP	General Education Quality Improvement Project
GER	Gross Enrolment Rate
GESP	General Education Strategic Plan
GiZ	German Agency for International Development Cooperation
GMR	Global Monitoring Report
GNI	Gross National Income
GoSS	Government of South Sudan
GPE	Global Partnership for Education
GTHS	Government Technical High School
HDI	Human Development Index
HRP	Humanitarian Response Plan
ICDL	International Computer Driving License
IDP	Internally Displaced Person
IE	Inclusive Education
IFFEd	International Financing Facility for Education
IIEP	International Institute for Education Planning
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Governmental Organization

JPGE	Joint Programme on Girls' Education
KLI	Knowledge, Learning and Innovation
LCRP	Lebanon Crisis Response Plan
LDC	Least-Developed Country
LEG	Local Education Group
LIC	Low-Income Country
MDG	Millennium Development Goals
MEHE	Ministry of Education and Higher Education
MESF	Multi-Donor Education and Skills Fund
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
MTBMLE	Mother-Tongue-Based Multilingual Education
NASA	National Assessment of Student Achievement
NCA	Norwegian Church Aid
NCE	National Campaign for Education
NDA	Norwegian Development Assistance
NER	Net Enrolment Rate
NESP	National Education Sector Plan
NEGRP	National Early Grade Reading Programme
NGO	Non-Governmental Organization
NLA	National Learning Assessment
NLG	No Lost Generation
NORHED	Norwegian Programme for Capacity Development in Higher Education and Research for Development
NRC	Norwegian Refugee Council
NYO	Nkhotakota Youth Organisation
ODA	Official Development Assistance
OECD	Organization for Economic Cooperation and Development
OOSC	Out-of-School Children
OVEC	Office of the Vocational Education Commission
PBF	Performance Based Financing
PISA	Programme for International Student Assessment
PLP	Parkari Literacy Project
PMEC	Priority Minimum Enabling Conditions
PoC	Protection of Civilians
PTA	Parent-Teacher Association
RACE	Reaching All Children with Education
REACH	Results in Education for All Children
REB	Regional Education Bureau
RSIF	Regional Scholarship and Innovation Fund for Africa
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SC	Save the Children
SCI	Save the Children International
SCN	Save the Children Norway
SDG	Sustainable Development Goals
SDM	School Disaster Management
SDMC	School Disaster Management Committees
SMC	School Management Committee
SNNPR	Southern Nations, Nationalities and Peoples' Region
SRGBV	School-Related Gender-Based Violence
SSA	Sub-Saharan Africa
SSDP	School Sector Development Plan
SSRP	School Sector Reform Programme
TDIS	Teacher Development Information System
TLS	Temporary Learning Spaces
TVET	Technical and Vocational Education and Training
UIL	UNESCO Institute of Lifelong Learning
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNHCR	Office of the United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme

ANNEX 2: Notes and references

NOTES

1. 2016 numbers are estimations not based on final expenditure figures.

2. Agreements with SCI are included under Norwegian NGOs since these agreements are managed by SCN by default.

3. Based on (a) information provided to Norad by UNICEF on number of school communities supported from 2014 to 2016 and based pro-rata on Norway's share of UNICEF education revenue each year (see figure 5.8); (b) retrospective reporting by Norwegian NGOs funded by Norwegian aid for the 2013-16 period. Cumulative total for the reporting years. This covers 51 per cent of Norwegian aid's education portfolio from 2013 to 2016. The GPE do not report against this indicator.

4. Based on allocations.

5. Based on disbursements of agreements given in OECD DAC code 112 'Basic Education'.

6. Based on NGO retrospective reporting. See annex 4.

7. Based on retrospective reporting from Norwegian NGOs and review of available project documentation from other civil society partners relevant for the reporting period. See annex 4.

8. Based on: (a) estimates provided in GPE portfolio reviews for 2013, 2015 and 2016, pro-rata of eleven per cent applied; (b) retrospective reporting by Norwegian NGOs funded by Norwegian aid for the 2013-16 period. Cumulative total for the reporting years, hence individual teachers receiving training over more than one year are counted more than once. See Methodology annex 4. This reporting covers approxomately 37 per cent of the education portfolio between 2013 and 2016. UNICEF does not report against this indicator.

9. Calculations done by the GPE based on UIS data.

10. The City and Guilds of London Institute (City & Guilds) is a vocational education organization in the United Kingdom. City & Guilds is an awarding body offering a large number of accredited qualifications in vocational and technical education.

11. Classrooms constructed or renovated based on (a) estimates provided in the GPE portfolio review for 2013, 2015 and 2016, pro-rata of 11 per cent applied; (b) retrospective reporting by Norwegian NGOs for the period. This covers 33 per cent of Norwegian aid's education portfolio 2013-2016. UNICEF does not report global aggregates against this indicator.

12. The core indicators were as follows: 1 enrolment; 2 classrooms built/refurbished; 3 provision of learning materials; 4 PTA/SMCs supported; 5 education staff trained.

13. Data for 2014 were not available; this figure includes only 2013, 2015 and 2016.

14. Early Childhood Development, out-of-school youth, complementary basic education and adult literacy as non-formal education and primary education.

15. Earmarked aid refers to the sum of all bilateral and multibilateral aid. Multibilateral aid refers to funds that are channelled multilaterally and that are earmarked for a specific country or a specific sector.

16. Education sector implementation grants and programme development grants only. These grants represent more than 96 per cent of the total portfolio in the reporting period.

17. Egypt, Iraq, Jordan, Lebanon, Turkey.

18. Estimate of equivalence based on Norwegian aid disbursements and UNICEF education country programme spending data 2014 to 2016.

19. Estimated allocations based on Norwegian ODA agreement amount estimated year by year.

20. Estimated based on total GPE disbursements to fragile and conflict-affected countries 2013 to 2016, dividing each total by the estimated annual government spend per child in each country for the corresponding year. See GPE methodology here: http://www.globalpartnership.org/content/results-framework-indicators-methodological-briefs

21. Estimated based on total GPE disbursements, 2013 to 2016, dividing each total by the estimated annual government spend per child in each country for the corresponding year. See GPE methodology here: http://www.globalpartnership.org/content/results-framework-indicators-methodological-briefs

22. Excluding higher education.

23. Excluding regular resources.

24. 'Fair share' is calculated by apportioning total humanitarian funding requests to all countries according to national GDP as a share of global GDP.

25. For 2013 and 2014, based on UNICEF 'Basic Education and Gender Equality' fund, while for 2015 and 2016, on the 'Global-Education' fund. Data does not include transaction and administrative costs, only funds allocated to interventions.

26. For each qualitative indicator, country offices must assess the in-country situation using a 1-4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator.

27. For instance, the Norwegian Refugee Council does not report enrolment as a stock indicator; they report only new students.

28. Fraction of all children of school age who are enrolled in school.

29. From 2016 onwards the education policy marker will be part of the Norwegian ODA statistcs; setting the policy marker on agreements 2013-2015 was done retrospectively and will not be published.

30. Gender parity index is the fraction of female to male enrolment rate.

31. Given that only 1.9 per cent of global humanitarian aid goes to education, the share of core funding allocated by these multilaterals to education is likely to be relatively small. The three funds combined received 3.3 billion NOK over the 2013-16 period. A 1.9 per cent share of this represents around 60 million NOK.

32. GPE calculations based on official records from developing country partners, such as budget books and other financial reports.

33. GPE: Based on children equivalent supported estimates provided by the GPE applying a pro-rata of eleven per cent. See http://www.globalpartnership.org/content/results-framework-indicators-methodological-briefs for methdology. UNICEF: Children equivalent supported was calculated using UNICEF information on how much it costs to have a child in school for a year in each supported country. This was applied to allocations of UNICEF global thematic funds, with a pro-rata of 95 per cent, and all other funds provided to UNICEF earmarked for use in specific countries. Norwegian NGOs: Based on retrospective reporting on the number of children enrolled in in schools supported by Norwegian NGOs funded with Norwegian aid for the 2013-16 period. Mean for the four reporting years. See Methodology annex 4. This reporting covers approximately 78 per cent of the education portfolio in the reporting period.

34. Haiti, Indonesia, Mozambique, Niger, Rwanda, Tanzania, Vietnam, Cameroon, China, Colombia, Democratic Republic of Congo, India, Morocco, Republic of Congo.

35. The ICDL (International Computer Driving Licence) is a three-month face-to-face course leading to an internationally recognized certificate. It certifies practical skills in the most commonly used computer applications.

36. Include Education Sector Plan Implementation (ESPIG) and Programme Development Grants (PDG) only.

37. Includes 300 teachers paid for using additional funding from Denmark's development cooperation DANIDA.

38. Includes Norwegian member organizations/offices of global NGOs such as ADRA Norway, Save the Children Norway and Plan Norway.

39. Includes outputs produced with GPE grants managed by UNICEF. UNICEF managed eleven per cent of all GPE disbursement between 2013 and 2016. There is therefore a degree of double counting between GPE and UNICEF in numbers provided.

40. Jonglei, Northern Bahr el-Ghazal, Unity, Upper Nile, Western Bahr el-Ghazal and Western Equatoria.

41. Norway's funding earmarked to UIS: 2013: US$ 811,201 of a total of 6,373,000

42. Norwegian aid provided eleven per cent of the GPE's total revenue in the 2013-2016 period.

43. Norwegian aid through the humanitarian budget chapter earmarked to education increased from 190m NOK in 2015 to 474m NOK in 2016. Over the period it has increased from 67m NOK in 2013 (two per cent of the humanitarian budget) to 474m NOK in 2016 (nine per cent of the humanitarian budget).

44. NRC Jordan, with partners Edraak, Luminus, Jamiya and the British Council.

45. The numbers below are calulated based on countries defined as fragile and conflict-affected. See annex 3.

46. Part of this programme was funded by GTZ.

47. Projects marked DAC code 111 'Education, level unspecified', 112 'Basic Education', 113 'Secondary Education', or 114 'Post-Secondary Education'.

48. Reading with some fluency and comprehension, as defined according to the National Learning Assessment (NLA).

49. Refers to a combination of the list of conflict-affected countries in UNESCO's Education for All (EFA) Global Monitoring Report (GMR) and the World Bank's harmonized list of fragile situations (see annex 3).

50. Refers to budget chapter 163 'Emergency response, humanitarian aid and human rights' (sub-chapter 70, 71 and 72).

51. Reporting provided retrospectively based on 38 per cent of all allocated funding to Norwegian NGOs in the period. See annex 4.

52. Reporting provided retrospectively based on 50 per cent of all allocated funding to Norwegian NGOs in the period. See annex 4.

53. Reporting provided retrospectively based on 51 per cent of all allocated funding to Norwegian NGOs in the period implemented in Syria and neighbouring countries. See annex 4.

54. Reporting provided retrospectively based on 53 per cent of all allocated funding to Norwegian NGOs in the period. See annex 4.

55. Reporting provided retrospectively based on 67 per cent of all allocated funding to Norwegian NGOs in the period. See annex 4.

56. Reporting provided retrospectively based on 70 per cent of all allocated funding to Norwegian NGOs in the period implemented in Syria and neighbouring countries. See annex 4.

57. Reporting provided retrospectively based on 70 per cent of all allocated funding to Norwegian NGOs in the period. See annex 4.

58. Reporting provided retrospectively based on 82 per cent of all allocated funding to Norwegian NGOs in the period implemented in Syria and neighbouring countries. See annex 4.

59. Reporting provided retrospectively based on 83 per cent of all allocated funding to Norwegian NGOs in the period implemented in Syria and neighbouring countries. See annex 4.

60. Reporting provided retrospectively based on, on average, 66 per cent of all allocated funding to Norwegian NGOs in the period implemented in Syria and neighbouring countries. See annex 4.

61. SCN were not able to report for 2016, so this includes data reported for 2015, while other CSO data refers to 2016 as the reference year.

62. Textbooks based on estimates provided in GPE portfolio review for 2013, 2015 and 2016. Pro-rata of eleven per cent applied. Number of children provided with learning materials: For UNICEF as provided in Education Annual Results Reports 2014-2016. Pro-rata of Norway's contribution to UNICEF education revenue applied; see figure 5.8 in report. Retrospective reporting by Norwegian NGOs funded by Norwegian aid for the 2013-16 period. Cumulative total for the reporting years, hence individual students receiving material over more than one year are counted more than once (see annex 4). This reporting covers approximately 74 per cent of the education portfolio between 2013 and 2016.

63. These agreements were given OECD gender equality marker 'Principal'; see http://www.oecd.org/dac/gender-development/dac-gender-equality-marker.htm for more information.

64. This decline in male enrolment might be explained by the outbreak of civil war in 2014, in which adolescent and young men joined the fighting forces in large numbers. There has not been qualitative research to support this theory, only anecdotal evidence.

65. This only includes aid disbursed by country or region and thus excludes global unspecified.

66. UNICEF reporting includes outputs for the GPE grants that it manages (accounting for eleven per cent of all GPE disbursement between 2013 and 2016), so includes a portion of the textbooks reported through the GPE.

67. Value of agreement(s): 1,792,000 NOK. Funding from other sources: 1,048,000 NOK.

68. Based on 2015 data.

69. Other examples are Australia, Denmark, Finland and Switzerland. See NRC and Save the Children Norway (2015) *Walk the Talk: Review of donors' humanitarian policies on education.*

70. Refers to agreements under the humanitarian budget, with education as the main component of the project, regardless of OECD DAC coding.

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ANNEX 3: Definition of Fragile and Conflict-Affected Countries (FCAC)

Definition: Countries included on either UNESCO's Education for All (EFA) Global Monitoring Report (GMR) list of conflict-affected countries, or on the World Bank's harmonized list of fragile situations.

The **GMR list of conflict-affected countries** includes countries with 1,000 or more battle-related deaths cumulatively over the 10-year period preceding the reference year or more than 200 battle-related deaths in any one of the three years prior to the reference year. Data are compiled using the Peace Research Institute Oslo and Uppsala Conflict Data Programme data sets on armed conflict and battle deaths.* The GMR list suffers from time lags because data are not collected and collated regularly. The most recently published list (GMR 2015) is used for the whole reporting period.

The **World Bank list of fragile situations** includes countries with a combination of weak governance, weak policies and weak institutions, as indicated by a ranking of 3.2 or less on the Country Policies and Institution Performance Assessment (CPIA) index. Countries that have had the presence of a UN and/or regional peacekeeping or peace-building mission during the past three years are also included. The list is published in June every year for the upcoming fiscal year. Therefore, the 2014 list was used when analyzing agreements in 2013, the 2015 list when analyzing agreements in 2014, the 2016 list when analyzing agreements in 2015, and the 2017 list when analyzing agreements in 2016.

GMR list of Conflict-Affected Countries (2015)	
Afghanistan	Nepal
Algeria	Nigeria
Burundi	Pakistan
Central African Rep.	Palestine
Colombia	Philippines
Congo, Dem. Rep.	Rwanda
Cote D'Ivoire	Somalia
Ethiopia	South Sudan
India	Sri Lanka
Indonesia	Sudan
Iran	Syria
Iraq	Thailand
Liberia	Turkey
Mali	Uganda
Myanmar	Yemen

* UNESCO. (2011). The Hidden Crisis: Armed Conflict and Education.
Retrieved from http://unesdoc.unesco.org/images/0019/001907/190743e.pdf
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ANNEX 4: Methodology for retrospective data collection of NGO results

DEFINITIONS OF THE CORE INDICATORS PROVIDED TO NGOS

Core indicator 1: Number of students (female/male) enrolled in supported educational institutions (by type of facility, level of education, marginalized groups)

Definitions:

- Educational institutions are defined as entities that provide instructional services, for example schools, training centres, colleges and non-formal learning centres.
- Enrolment is based on the official registration of individuals in a given educational institution, regardless of age, in the reporting year.
- An institution is counted as 'supported' when goods (books, learning materials, infrastructure) and services (e.g. training, inspectors/supervisor visits, training of SMC/PTA members) have been provided directly to that institution.

Methodology: This is a 'stock' indicator. All students in target educational institutions are counted every school year. This means that students will be counted several times if the programme is supporting school across several school years. Results under this indicator should therefore not be cumulated.

Norad estimations and quality assurance:
Most partners provided data on enrolment, and little information was missing in general. When information was missing the following estimations were made:

- Where gender disaggregation was missing, it was assumed to be the same as for the country as a whole. UIS data for the latest available year were used to calculate distribution.
- Where enrolment data was missing but the number of schools was available, estimates were based on students per school for previous years if available.

Quality assurance:

- Ensuring that female and male enrolment added up to total enrolment.
- Checking for outliers through calculating student per school ratio.
- Note that NRC reported only new students each year and not the whole cohort as in the definition; including this would underestimate their achievements.

Core indicator 2: Number of classrooms constructed or rehabilitated/refurbished (by type of facility, level of education)

Definitions:

- Classroom: a space in an educational institution where students are provided with instruction. This can include permanent or temporary structures.
- Rehabilitation/refurbishment (of existing classrooms): (1) provision of furniture or (2) major repairs of classrooms (roof, windows, floor, walls etc.).

Norad estimations and quality assurance:
Few NGOs were able to disaggregate between construction and rehabilitation, and between permanent or temporary structures. Therefore, all types of construction and rehabilitation were combined into one output indicator.

In cases of missing information, the following estimations were made: Where information was provided on the number of schools constructed/rehabilitated, we estimated six classrooms constructed/rehabilitated per school. For TVET centres, we estimated one classroom per centre.

Core indicator 3: Number of target students provided with learning materials (level of education; mother tongue/non-mother tongue)

Definition: Learning materials can include books, notebooks, schoolbags and other educational materials that have been provided directly to students.

Methodology: A student is counted every year they receive learning materials. This means that a student will be counted several times if they receive learning materials in more than one year under the programme.

Norad estimations and quality assurance:
This indicator originally used the number of target educational institutions provided with learning material as the unit of analysis. Some large NGOs could only report on the number of students provided with learning materials. To improve coverage the unit of analysis was changed from educational institutions to students. For data provided with education institutions as the unit of analysis, the number of schools was multiplied by the average number of students enrolled per institution, based on data provided under Core Indicator One (Ci1). It should be noted that this may lead to an overestimate in a few cases where learning materials were not provided to all students enrolled in the education institutions reported.

Core indicator 4: Number of PTAs and/or SMCs that have been provided with training

Definition: All support and capacity-building of PTAs and/or SMCs that contributes towards them better fulfilling their mandates in supporting the effectiveness and functionality of the educational institution. To count a group as having received training, it is sufficient that one representative of the SMC/PTA has been trained.

Methodology: Groups receiving multiple training should only be counted once. If members attend several trainings in the intervention period, NGOs were instructed not to count the group twice.

Norad estimations and quality assurance:
Few partners had collected information against this indicator in the reporting period. To improve coverage, no disaggregation on PTAs and SMCs was provided. A check was conducted to ensure that the unit of analysis was correct.

If the number of groups was indicated in the comments field, data were checked against this.

All values above 20 were compared with the number of schools supported under that particular agreement. If the number of PTAs or SMCs was larger than the number of schools, we assumed this to be members, and based estimates for numbers of PTAs/SMCs on the assumption that (a) at least two members had been trained per PTA/SMC; and (b) no more than one PTA and one SMC per school had been provided with training.

Core indicator 5: Number of education staff/personnel trained (by type of education personnel)

Definition: Education staff/personnel: Any staff member that is working on improving the education system (both formal and non-formal) in a country, from community to national level. The purpose of this indicator is to measure the total number of education staff in target schools or working for the education authorities receiving training.

Methodology: NGOs were instructed to only count a person once, including those who had received several trainings throughout the intervention period of the programme/project.

Norad estimations and quality assurance:
In the effort to reduce double counting, the data was examined manually, and some of the rows were deleted.

LIMITATIONS OF RETROSPECTIVE DATA COLLECTION

NGOs were asked to report data only where data for the indicator had already been collected as part of the results reporting. Elements implemented by organizations not included in their standard monitoring and reporting systems are not captured in this database.

QUALIFYING CRITERIA FOR INCLUSION IN THE RETROSPECTIVE DATA COLLECTION:

1. Agreements were given OECD DAC code 111-113 or emergency response agreements with education as the main component.

2. The agreement partner was a Norwegian NGO. Relevant agreements with Save the Children International (SCI) were also included, as Save the Children Norway (SCN) received this funding and was the responsible entity.

3. Agreements received disbursements during the 2013 to 2016 period. Agreements signed in late 2016 that were not implemented before 2017 were excluded.

4. The value of agreement was above five million NOK.

5. Agreements included achievements relating to at least one of the core indicators.

413 relevant agreements from Norwegian NGOs were active in the 2013-2016 period. Of these, only 169 were above five million NOK, but they accounted for 86 per cent of the estimated allocations made to the NGOs. Therefore, to limit the reporting burden on NGOs, only agreements that were five million NOK or larger were requested.

The largest Norwegian NGOs were asked to provide Norad with the requested information. For the remaining NGOs, information on indicators was gathered from annual reports.

COVERAGE RATE

The estimated annual agreement amount was used to estimate the coverage rate of the data submitted by NGOs. The yearly estimated agreement amount for each agreement was multiplied by the number of years that the agreement was active in the reporting period.
Of the relevant agreements above five million NOK, results on at least one of the indicators were received for 95 per cent of the agreement value. The highest coverage was under Ci1 (81 per cent of the requested agreements, and 70 per cent of all relevant agreements), while Ci4 had the lowest coverage rate. The Norwegian Refugee Council (NRC), which accounts for the value of 31 per cent of the agreements, was not able to report on this indicator.

TABLE A4.1 // COVERAGE RATE BY CORE INDICATOR

	Percentage of relevant Norwegian NGOs	Percentage of relevant Norwegian NGOs above 5 million NOK
Ci1 – # of students enrolled (F/M)	70%	81%
Ci2 – # of classrooms constructed or refurbished	50%	59%
Ci3 – # of children provided with learning materials	53%	62%
Ci4 – # of PTAs/SMCs that have been provided with training	38%	44%
Ci5 – # of educational staff trained	67%	79%
At least one of Ci1-Ci5	84%	95%
Average	**56%**	**65%**

TABLE A4.2 // COVERAGE RATE BY CORE INDICATOR IN FRAGILE AND CONFLICT-AFFECTED COUNTRIES (FCACS)

	Percentage of relevant Norwegian NGOs in FCAC
Ci1 – # of students enrolled (F/M)	74%
Ci2 – # of classrooms constructed or refurbished	56%
Ci3 – # of children provided with learning materials	54%
Ci4 – # of PTAs/SMCs that have been provided with training	38%
Ci5 – # of educational staff trained	71%
Average	**59%**

TABLE A4.3 // COVERAGE RATE BY CORE INDICATOR IN SYRIA AND NEIGHBOURING COUNTRIES

	Percentage of relevant Norwegian NGOs in Syria and neighbouring countries
Ci1 – # of students enrolled (F/M)	83%
Ci2 – # of classrooms constructed or refurbished	51%
Ci3 – # of children provided with learning materials	82%
Ci4 – # of PTAs/SMCs that have been provided with training	43%
Ci5 – # of educational staff trained	70%
Average	**66%**

ANNEX 5: Method for estimating numbers of children supported and aggregated results

NUMBERS OF CHILDREN SUPPORTED IN EDUCATION

Where possible, this report gives the number of children enrolled in education institutions that have been directly supported by Norwegian aid. For organizations such as the GPE and UNICEF working on education-system-strengthening at the national level, most support to schools is indirect. These organizations report on the basis of the number of 'children equivalents' calculated by dividing the disbursed funding each year by the annual per-child cost of education borne by the public sector in that country. This unit cost of a year of schooling for a child is calculated by UNICEF. This report uses children equivalent data for the GPE, UNICEF and other system-level funding. See methology here.

Given that most children stay in school for several years, the number of children supported is reported as the annual mean for the 2013 to 2016 period. Other global results are reported as cumulative totals for the four years.

GLOBAL RESULTS

Global results on the number of children supported in education, learning materials supplied, teachers trained, classrooms constructed and PTAs/SMCs trained are based on results reported by the GPE, UNICEF and Norwegian NGOs. For the GPE's results, Norway's contribution is estimated as eleven per cent of the global total to reflect the level of funding by Norway. For UNICEF's results, the number of equivalent children supported through Norwegian aid was estimated based on allocations of UNICEF, with a pro-rata of 95 per cent, and all other funds provided to UNICEF global education funds which were earmarked for use in specific countries. For UNICEF's other results (learning materials supplied, PTAs/SMCs trained), a pro-rata based on Norway's contribution to UNICEF global education revenue has been applied. Data were not available for all years for all indicators (see table A5.1). Results from Norwegian NGOs are based on retrospective reporting for the 2013-16 period (annex 4).

TABLE A5.1 // SUMMARY OF DATA INCLUDED IN AGGREGATED GLOBAL RESULTS

Indicator	GPE	UNICEF	Norwegian NGOs
# of students supported	Children equivalents calculated from Norwegian funding 2013-2016	Children equivalents calculated from Norwegian funding 2013-2016	Reported enrolment in supported schools 2013-2016
# of classrooms built or refurbished	2013, 2015 and 2016	Not available	2013-2016
# of children provided with learning materials	Not available (# textbooks reported separately)	2014-2016	2013-2016
# of PTAs/SMCs trained	Not available	2014-2016	2013-2016
# of teachers trained	2013, 2015 and 2016	Not available	Includes other education staff 2013-2016

Results from bilateral funding agreements with governments, and funding to other multilateral organizations and NGOs not included in the retrospective database of results from Norwegian NGOs, have not been included in the global aggregated results.

RESULTS IN KEY PARTNER COUNTRIES

Reporting at the country level is more comprehensive than at the global level. As well as results reported by the GPE, UNICEF and those collected in the retrospective database for Norwegian NGOs, it includes results achieved through country-level funding of education sector plans (both direct support to Ministries of Education and pooled funding mechanisms), country-level agreements with UN organizations other than UNICEF, and NGO projects not included in the retrospective data collection (annex 4).

The number of children supported in education each year is estimated based on the following:

- NGOs:
  The annual mean (2013 to 2016) of children in supported learning institutions, taken from retrospective databases and other project-level reporting for 2016.

- GPE:
  Eleven per cent of the annual mean of GPE disbursements in 2013-2016, converted into children equivalents.

- UNICEF thematic:
  95 per cent of the annual mean of Basic Education and Gender Equality fund and Global Education Thematic fund allocations 2013-2016, converted into children equivalents.

- Bilateral pooled funding:
  The annual mean of disbursements (2013-2016) of Norwegian direct aid (not via the GPE) to the General Education Quality Improvement Project (GEQIP) II in Ethiopia and the School Sector Reform Programme (SSRP)/School Sector Development Plan (SSDP) in Nepal, converted into children equivalents.

- UN country programmes:
  Project reporting for 2016, where available, or children equivalent data for 2016 disbursements of Norwegian funding.

- % F:
  Based on all sex-disaggregated results available. Does not include children equivalent data.

It should be noted that numbers of children supported through different partners are not directly comparable, and should not be used to compare cost effectiveness, since the level of support received can vary considerably.

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