

FINANCING FOR DEVELOPMENT

ABUJA COMMITMENT TO ACTION!

Summary of progress reports on
developing/extending Ten Year
Education plans

SIGNIFICANCE OF ABUJA

- Accelerating progress towards Education & Gender MDGs
- Priority actions and strategies
- Sound, LT plans for achieving growth & social sector targets
- **25** countries committed to 10 year planning

SIGNIFICANCE OF ABUJA

- In addition to Burkina Faso, Cameroon, Ethiopia, Gabon, Gambia, Ghana, Kenya, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Tanzania, Uganda – represented at Abuja – Burundi, Malawi & Zambia have joined us.

THIS BRIEF PRESENTATION

Summarises progress: -

15 countries now have 10 year plans
(or have refined existing plans)

+ 6 likely to have LT plans for getting all
children into school by 2015 by late
2007

This includes Nigeria where progress is at
state as well as federal level (eg Kano,
Kaduna, Kwara)

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PROGRESS SINCE ABUJA

- 13 FTI endorsed
- Including 4 in 2006 (Cameroon, Rwanda, Mali, Senegal)
- FTI's Ed Prog Dev Fund (EPDF) has helped Rwanda, Malawi, Sierra Leone, Burundi, Liberia in developing their plans
- Some countries hoping for endorsement next month!

PROGRESS SINCE ABUJA

Most 10 year plans respond to the need to be: -

- ✓ **Ambitious in scope & scale**
(regarding access, equity, & quality)
- ✓ **Innovative and creative** (regarding challenges
- ✓ **Credible nationally & internationally**
(FTI)

ACCESS & EQUITY – **AMBITIOUS SCALE**

Most Plans: -

- Cover 9 years' basic education (eg **MALI, NIGERIA**)
- Enhance effort to improve girls' ed (eg **ETHIOPIA, MAURITANIA, NIGERIA**)
- Address costs of ed for poor families (eg **SIERRA LEONE, TANZANIA**)
- Address regional enrolment disparities (eg **MOZAMBIQUE, ETHIOPIA**)

ACCESS & EQUITY – INNOVATIVE STRATEGIES

- Early childhood education centres in disadvantaged communities (eg **GAMBIA, GHANA**)
- Wider community involvement in school management/girls' participation in school (eg, **SENEGAL, MALI, LIBERIA**)
- More small local or mobile primary schools for remote rural communities (eg **ETHIOPIA, KENYA**)
- Policy & training on special ed needs (eg **GHANA, MOZAMBIQUE**)

QUALITY IMPROVEMENT – AMBITIOUS SCALE & SCOPE

Most Plans: -

- Provide textbooks for each individual child (eg **TANZANIA, MOZAMBIQUE**)
- Emphasise better assessment of learning (eg **GAMBIA, RWANDA, NAMIBIA**)
- Focus on universal completion of primary education (eg **GHANA, NIGERIA**)

QUALITY IMPROVEMENT – INNOVATIVE STRATEGIES

- Substantial expansion of number of teachers (eg **ETHIOPIA, ZAMBIA**)
- Promote learning of Science & Technology (eg **RWANDA, GHANA**)
- Direct grants to schools (eg **KENYA, MOZAMBIQUE, GHANA**)
- Setting and learning standards & national assessment systems (eg **UGANDA, GAMBIA**)

SECONDARY, VOCATIONAL AND HIGHER EDUCATION

Many plans: -

- Expand secondary education to address 'UPE bulge' (eg **UGANDA, GHANA**)
- Reform secondary curriculum to focus on core knowledge & skills (eg **RWANDA, GHANA**)
- Align vocational & higher education with economic development (eg **ETHIOPIA, TANZANIA**)

WHAT DO WE MEAN BY CREDIBILITY ?

- Long-term, but with incremental targets for results
- Prioritise Ed & Gender MDGs & Dakar goals
- Balance needs across **whole** education sector
- Alignment with PRSP, MTEF, FTI Indicative Framework and Benchmarks

FINANCING GAPS

PLANS indicate a substantial rise in projected expenditure due to: -

- Major increase in primary enrolment
- Increased transition to junior secondary
- Incentives to promote girls' enrolment
- Cost of reaching disadvantaged
- **QUALITY IMPROVEMENT**
- Investment in Tech, Voc & HE for economic growth

EFFICIENCY GAINS

PLANS show how **additional costs are being met/offset by**: -

- More efficient deployment of resources
- Reforms in system administration
- Decentralised management and funding
- Partnerships with the private sector

NEXT STEPS

- Early investment **NOW** to get ALL children into school
- Prompt disbursement from Development Partners, aligned with budget cycles
- Government commitment to increased domestic resources
- Given that LT Ed sector plans exist, need for LT predictable financial support has become **URGENT** !

THANK YOU!