

TOWARDS COLLABORATIVE SUPPORT TO GLOBAL EDUCATION:

**A REVIEW OF THE U.S. PLEDGE TO
THE GLOBAL PARTNERSHIP FOR EDUCATION**

ANNEX:

COUNTRY PROFILES

RESULTS
the power to end poverty

ANNEX: COUNTRY CONTEXTS

LIBERIA

Ellen Johnson Sirleaf was elected president of Liberia in 2005, marking the end of fourteen years brutal interethnic conflict, human rights violations on a massive scale, forced recruitment and use of child soldiers, and systematic forced displacement of the population (World Bank, 2004). More than 250,000 people were killed during two successive civil wars (1989-1996 and 1999-2003) and the rate of population growth fell by half (World Bank, 2013c). Public systems collapsed — criminal justice, health, and education, among others. Today, Liberia has a population of 4.1 million. It is one of the poorest countries in the world, with 84 percent of the population living on less than \$1.25 U.S. per day and poverty most heavily concentrated in rural areas (World Bank, 2013c). Currently the Government of Liberia is addressing the wide range of social and economic challenges with the support of international donors through Liberia's Poverty Reduction Strategy (PRS). The PRS has four pillars: (1) enhancing national security, (2) economic revitalization, (3) strengthening governance and the rule of law, and (4) rehabilitating infrastructure and delivering basic social services (World Bank, 2010b).

Substantial progress has been made in rebuilding the education sector. Since 1984, pre-primary school enrollment has increased more than five-fold, primary school enrollment has tripled, 75,000 displaced youth and adults have been enrolled in accelerated learning programs, and combined junior and senior secondary school enrollment has increased by nearly 300 percent. Government schools account for 60 percent of the total of primary schools. Eighteen percent of schools are private, 12 percent are mission schools, and 13 percent are managed by communities. While primary school fees were officially abolished in 2007, lack of implementation of this policy has many poor families still spending as much as 20 percent of their income on education (World Bank, 2010a¹).

Difficult challenges in basic education are being addressed. As of 2010, only 40 percent of schools were brick and mortar, and of the 4,214 schools, 2,174 (52 percent) were damaged and 583 (14 percent) were destroyed and not yet rebuilt. Latrines, drinking water, and school furniture are in short supply. Primary students are over age: fewer than six percent of six-year-olds were enrolled in 2008. Half of students do not have a textbook, fewer have learning materials, only half of the 25,000 primary teachers are trained, and only 14 percent of primary teachers are female. In 2008, 37 percent of primary teachers were volunteers, and, unusual for a young population, 60 percent of all teachers were in the age group 40-54. Sustained improvement of the teacher labor force is challenging, with only 40 students graduating from teacher education programs annually as of 2008.

There is a long way to go in achieving acceptable learning outcomes, with deficiencies being most marked in the lower grades. A USAID supported 2008 Early Grade Learning Assessment (EGRA) for students in grades two and three found that, on average, mission and private school students performed better than those in public schools. The overall performance of boys was slightly better than girls, while the average scores for both were less than 50 percent. Thirty-five percent of grade two and three students scored a "zero" in oral reading fluency, meaning they could not read even one word. This is better than the Gambia (54%), Mali (94%), and Uganda (70%), but lower than Kenya (14-19%), Senegal (18%), and Nicaragua (1%). Students who persist to grades six and nine, however, do much better with overall pass rates of 89.8 percent and 98 percent respectively on tests in mathematics, sciences, social sciences, and language.

¹ Unless otherwise noted, facts and figures in this section are derived from this source.

Liberia's education system is heavily dependent on donors that provide 49 percent of all education financing, the largest share of which is delivered outside of the government budget through UN agencies and NGOs. Government education financing has been growing in real terms at an average of 26 percent annually — the same rate at which overall government expenditures have grown, suggesting priorities for education have not been changing. The level of government allocation within the budget is about 13 percent, below the GPE benchmark of 20 percent, but Liberia's low GDP makes it difficult to spend more. Sixty-three percent of recurrent expenditures at the primary level go to salaries, yet Liberia pays its teachers less in terms of GDP than most neighboring countries.

Liberia and GPE

In 2007, Liberia developed the Liberian Primary Education Sector Recovery Program (LPERP), a three-year (2007-2010) action plan for transitioning out of emergency education and into comprehensive recovery of the primary education sub-sector. Appraised and endorsed by in-country donors and civil society representatives, LPERP was presented to GPE. Although it did not approve a GPE Fund allocation, GPE did approve the use of an Education Program Development Fund (EPDF) as transitional funding to assist in the preparation of a more comprehensive and longer-term education sector plan (Republic of Liberia, 2010).

Meanwhile, a pooled fund was established to expedite LPERP. UNICEF, using a grant from the Government of the Netherlands, provided \$12 million, while the Soros Foundations Network contributed an additional \$4.25 million, for a total of \$16.25 million.

In 2010, Liberia finalized its 2010-2020 Education Sector Plan and signed a \$40 million grant from GPE. Having been the administrator of the education pooled fund, UNICEF has retained its active role and is the Coordinating Agency of Liberia's Local Education Group, while the World Bank is the Supervising Entity. As of June 30th, 2012, \$7.3 million of the GPE Fund Program Implementation Grant had been utilized. Due to difficulties around project implementation, a nine-person project support team has been embedded in the Ministry of Education. The project support team is focusing on school construction, textbooks and learning materials, school grants, and capacity building of the Ministry of Education.

Liberia and USAID

Alongside programs in democracy and governance, economic growth, and health, USAID supports Liberia's education policy reforms through improvements in the teacher education system, programs for out of school youth, development of higher education programs in engineering and health, and initiatives to help close the gender gap in primary education. With an FY12 basic education budget of \$30 million and a requested FY13 budget of almost \$27 million, USAID/Liberia's basic education projects currently include:

Advancing Youth Project (AYP)

Prime implementing partner: Education Development Center (EDC)

Timeframe: 2012-2016

Cost: \$35,000,000

Targeting out-of-school youth, ages 13 to 35, the Advancing Youth Project (AYP) works through government schools — and potentially non-governmental and community schools — to provide increased access to alternative basic education focusing on literacy, numeracy, life skills, and work readiness. Providing evening classes in 120 schools in five counties, AYP uses a three-level curriculum to deliver a basic education, work skills, and entrepreneurship training (EDC, 2011a).

Girls' Opportunities to Access Learning (GOAL)

Prime implementing partner: American Institutes for Research (AIR)

Timeframe: 2011-2013

Cost: \$4,500,000

Co-funded by USAID and the Millennium Challenge Corporation (MCC), Girls' Opportunities to Access Learning (GOAL) undertakes research and interventions to increase girls' enrollment, attendance, and retention in primary schools. GOAL seeks to inform policy and decision making through analysis and advocacy, particularly around the 2006 National Policy on Girls' Education. GOAL combines scholarships to girls with broader interventions, such as grants to schools to implement school investment plans, to close the gender gap in primary schooling in Liberia (AIR, 2013).

Liberia Teacher Training Program (LTTP) (Phase II)

Prime implementing partner: FHI 360

Timeframe: 2010-2015

Cost: \$50,000,000

Phase I of the Liberia Teacher Training Program (LTTP), implemented from 2006 to 2010, focused on the emergency recovery of the Liberian basic education system. Among other things, it established pre-service and in-service "C" certificate program for primary school teachers at Liberia's Rural Teacher Training Institutes (RTTIs). Now in Phase II running from 2010 to 2015, LTTP seeks to improve the quality of teaching and learning in Liberia by (1) institutional system strengthening and capacity building, (2) improving teacher development policies and procedures, and (3) improving teacher training programs and early grade reading and math delivery systems. The largest of USAID/Liberia's education projects, LTTP will continue its previous work on pre-service and in-service teacher training, establish Centers for Educational Accreditation, work with the Ministry of Education, county offices, and RTTIs on planning and monitoring and evaluation, and enhance university capacity through graduate scholarships to supply future teacher trainers (FHI 360, 2013a).

SOUTH SUDAN

South Sudan is the youngest country on the planet. After two civil wars over five decades that cost the lives of millions, South Sudan officially broke away from Sudan in January 2011 with an overwhelming majority of citizens voting in favor of an independence referendum. The population of 8.3 million people is spread thinly across 644,000 landlocked square miles, resulting in a population density of 13 people per square kilometer, one tenth of that of neighboring Uganda. The population is very young: a third is under the age of ten, half are under the age of 18, and nearly three-quarters of the country is under the age of 30. Half of the citizens live below the poverty line, and more than 80 percent live in rural areas (World Bank, 2013a).

Only 37 percent of the population over the age of six has ever attended school. Three out of four people over the age of 15 are illiterate, with great variances in literacy by gender: the literacy rate of males is 40 percent while that of females is 16 percent (SSCCSE, 2010). An estimated 1.3 million children — 43 percent of the primary school age population — are out of school (Republic of South Sudan Ministry of General Education and Instruction, 2012). That is one in nine of the total population. By comparison, Nigeria's 10 million youth out of school are one in 14 of the total population.

A Comprehensive Peace Agreement (CPA) in 2005 enabled South Sudan to begin to develop a new, coordinated education system. The opening legacy was a set of schools operated by missionaries, communities, and NGOs, a variety of curricula (Kenyan, Ugandan, Ethiopian and Sudanese), and Arabic and English as languages of instruction. Limited access to schools during the conflict period led to a large number of over-age students in primary schools — often accounting for more than 40 percent of enrollment

— and high rates of grade repetition and dropout. Primary school gross enrollment rates vary from over 90 percent in more urban states to about 50 percent in rural areas. The net enrollment rate for girls is just 37 percent. Boys are nearly twice as likely as girls to complete the eight-year primary school cycle, but, even then, only 30 percent of boys in the age cohort do so (World Bank, 2012²).

Seventy-five percent of primary schools do not have permanent structures, and more than 80 percent do not offer the full eight-year curriculum. A third of classes operate in the open air and another third in semi-permanent mud and thatch structures. Surveys show that two-thirds of students did not have paper to write on, while the majority of classrooms lacked a functional chalkboard.

Half of all primary teachers have only a primary school education themselves, while just 43 percent are trained, resulting in only one qualified teacher for every 120 students. Forty percent of staff working in schools are volunteers (Republic of South Sudan Ministry of General Education and Instruction, 2012). Teacher attendance is irregular: in the most scarcely populated states, schools report that it is rare for all teachers to arrive on time and that 40-80 percent of teachers teach less than 20 hours a week.

In partnership with a range of organizations, an Alternative Education System (AES) offers a range of programs for out-of-school youth and adults, among them an Accelerated Learning Program (ALP), community-based girls schools, pastoralist and agro-forestry programs, and Interactive Radio Instruction (IRI). AES is the second largest part of the education system, with 200,000 students currently enrolled (equal to almost a fifth of enrollment in primary school). Of these, 75 percent are enrolled in ALP, which offers an accelerated four-year primary education.

Student learning achievement appears to be low, although data representative of the school population is not available. A learning test of mostly urban six grade students yielded 35 percent correct answers on language skills and 29 percent on mathematics, which is rather weak as random answers to the questions would yield a 25 percent correct figure. The same test was given to 160 teachers who achieved mean scores of 62 percent in language and 63 percent in mathematics.

Public education receives between five and eight percent of total government expenditure, and the primary cycle receives 55 percent of this spending — a figure comparable with other Sub-Saharan Africa countries. More than 77 percent of recurrent expenditures for primary education go to salaries. These resources are not equitably distributed, in part because teachers are not assigned across schools based on enrollment.

Public education resources are currently unable to meet the needs of developing the education system. In 2010, total donor support to South Sudan was \$1.2 billion, with 44 percent delivered bilaterally (the largest bilateral partners being the U.S., Denmark, Norway, Canada, Japan, the U.K., and Sweden) and 25 percent delivered through pooled funding mechanisms. A number of pooled funds exist in South Sudan, with the Multi-Donor Trust Fund (MDTF) and the Basic Services Fund (BSF) most greatly targeting the education sector.

The MDTF was established in 2005 and has managed about \$700 million. The Government of South Sudan is the largest single contributor to the MDTF (contributing nearly \$200 million) while other donors include the Netherlands, Norway, the European Union, the U.K., Canada, Sweden, Finland, Spain, Germany, Denmark, the World Bank, Italy, Egypt, and Iceland. The MDTF is chaired by the Minister of Finance and Economic Planning of South Sudan while funds are administered by the World Bank.

Much smaller by comparison, the BSF, also established in 2005, has overseen funds totaling \$40 million. The U.K. is the lead donor, with additional funding coming from the Netherlands, Norway, Sweden, Canada, and the European Union. Both the MDTF and the BSF were due to close operations at end of 2012.

² Unless otherwise noted, facts and figures in this section are derived from this source.

South Sudan and GPE

Spinning off from the MDTF, South Sudan's Education Donor Group is currently co-chaired by UNICEF and USAID and includes the U.K. Department for International Development (DFID), the European Union, the Japan International Cooperation Agency (JICA), and the World Bank. The Education Donor Group assisted the government in developing its 2012-2017 General Education Strategic Plan (GESP). Reviewed and appraised by South Sudan's Local Education Group, known as the National Education Forum (previously the Education Rehabilitation and Development Forum), GESP has been fully endorsed and was presented to GPE. In September 2012, South Sudan was officially welcomed as a GPE partner country and was allocated \$36 million over three years. UNICEF is the Managing Entity, a role similar to that of Supervising Entity, with the key difference being that a Supervising Entity transfers GPE grant funds to the developing country government, which then implements the program, whereas a Managing Entity directly implements program activities.

South Sudan and USAID

South Sudan has the largest USAID basic education program in the region, with \$30 million requested in the FY13 budget. With other education programs addressing higher education and workforce development, USAID/South Sudan's current basic education projects include:

Health, Education, and Reconciliation (HEAR)

Prime implementing partner: Creative Associates International

Timeframe: 2006-2009, extended to 2011, extended to 2013

Cost: \$11,509,098

With project sites in the border zones of Agok, Aweil, and the Blue Nile, the Health, Education, and Reconciliation (HEAR) program seeks to deliver general education services to some of the most disadvantaged populations in South Sudan. HEAR works with community leaders, parents, teachers, and school administrators, to create safe, healthy learning environments, promote education, strengthen school governance, and offer school-based health services to increase access to education for boys and girls (Creative Associates International, 2013a).

South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD)

Prime implementing partner: Indiana University

Timeframe: 2013-2015

Cost: \$4,266,722

Indiana University, in partnership with Virginia Tech, the University of Juba, Upper Nile University, and South Sudan's Ministry of Higher Education, Research, Science, and Technology, is working to promote gender equality and female empowerment through increased access to higher education for women. SSHIELD is in part facilitated by basic education funds as it focuses on the training of secondary school teachers with an emphasis on promoting the enrollment of girls (Higher Education for Development, 2013).

South Sudan Safer Schools Support Project (5S)

Prime implementing partner: Not yet awarded

Timeframe: 2013-2017

Cost: \$105,000,000

Announced in January 2013 and to operate in five states South Sudan, the South Sudan Safer Schools Support Project (5S) will increase access to relevant, inclusive, and safe formal and non-formal education services at the primary school

level so as to meet the population's needs and promote stability. It will aim to promote learner well-being, strengthen district-level capacity for the management of basic education, improve the equity of resource distribution for education, and respond to crises affecting the primary education sector.

South Sudan Teacher Education Program (SSTEP)

Prime implementing partner: Education Development Center (EDC) and Winrock International

Timeframe: 2011-2014

Cost: \$30,000,000

The South Sudan Teacher Education Program (SSTEP) is a three-year, nationwide program seeking to strengthen South Sudan's primary education system by improving the quality of pre-service and in-service teacher training. It supports the Ministry of General Education and Instruction in improving education policy frameworks and management systems, refining the training curriculum, and revising and increasing access to teaching and learning materials (SSTEP, 2012).

TANZANIA

The United Republic of Tanzania was formed in 1964 through the union of the former British colonies of Tanganyika and Zanzibar. About twice the size of California, Tanzania has a population of 46 million, of which three quarters live in rural areas. Democratic elections have been held since the 1970s and one-party rule ended in 1995. The economy has experienced substantial growth, averaging a rate of seven percent annually in recent years, but a third of the population still lives under the poverty line (World Bank, 2013b).

Tanzania is on track to achieve the Millennium Development Goal of universal primary education, with a net primary school enrollment rate of 98 percent in 2008. Primary school fees were abolished in 2001, and while families still provide about 25 percent of primary education costs, this has provided a major boost to school enrollment and retention (Pôle de Dakar et al, 2011). While there is room to improve the efficiency of primary schooling, priority is now being given to secondary and tertiary education.

Pupil learning achievements have been measured for nearly a decade by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). In the latest assessment (2007), Tanzania ranked highest in the region for reading and third in mathematics, below Mauritius and Kenya (SACMEQ, 2013). The pass rate on the Primary School Leaving Examination improved from 22 percent in 2000 to 65 percent in 2012 (United Republic of Tanzania Ministry of Education and Vocational Training, 2013).

Supported by steady economic growth, sustained and expanded funding by the government has been the cornerstone of educational progress. Expenditure on education as a share of GDP rose from 2.5 percent in 2001 to 4.3 percent in 2009. At 26.5 percent in 2009, education's share of government expenditure was above the average for low income countries in Africa (Pôle de Dakar et al, 2011).

The government's Primary Education Development Program (PEDP), launched in 2001, has been a major driver of improvements in primary education. PEDP was financed by the Government of Tanzania, the World Bank, and other development partners. The abolition of school fees in 2001 was expected to lead to a rapid expansion of enrollment, and accommodating this increase while improving education quality, building the capacity for the delivery of primary education, and strengthening institutions for the planning and management of education were the goals of the program. With the close of donor support, the government is sustaining the program. The World Bank has continued to provide budget support for primary education through Poverty Reduction Support Credits and is currently funding the second phase of Tanzania's Secondary Education Development Program.

Coordinated by the Ministry of Education and Vocational Training, Tanzania's Education Development Partners' Group is currently led by USAID and SIDA (Sweden). Other partners include the African Development Bank (AFDB), CIDA (Canada), DFID, France, UNESCO, UNICEF, the World Bank, and the World Food Programme (WFP).

Tanzania and GPE

Tanzania recently joined GPE and is now eligible to receive \$100 million — one of the highest amounts — from the GPE Fund to support the implementation of its education sector plan. Tanzania is in the process of finalizing its education sector plan for review by the GPE Board of Directors. Alongside the Ministry of Education and Vocational Training, the Ministry of Community Development, the Prime Minister's Office for Regional Administration and Local Government, and the Ministry of Finance, the Local Education Group working on the draft plan includes the African Development Bank, CIDA, DFID, SIDA, the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET), UNESCO, UNICEF, USAID, the World Bank, and the World Food Programme. The \$100 million allocation is to be split between mainland Tanzania (\$94.8 million) and Zanzibar (\$5.2 million), with DFID and UNESCO acting as the Coordinating Agencies, respectively.

Tanzania and USAID

USAID/Tanzania focuses its programming on governance, economic growth, health, and education. With a girls' scholarship initiative having recently closed, USAID/Tanzania's basic education portfolio currently consists of a relatively large project costing \$49 million:

Tanzania 21st Century Basic Education Program (TZ21)

Prime implementing partner: Creative Associates International

Timeframe: 2010-2014

Cost: \$49,000,000

Operating in the Mtwara region and Zanzibar (potentially 846 schools), the Tanzania 21st Century Basic Education Program (TZ21) seeks to improve instruction of reading, mathematics, and science in the early grade levels through introducing ICT in the classroom, training teachers, establishing a school-based Education Management Information System (EMIS), and strengthening policy frameworks around teacher training and ICT in education (Creative Associates International, 2013b).

ZAMBIA

A landlocked country with an estimated population of 13.8 million in 2012, Zambia was formed from the former British colony of Northern Rhodesia in 1964. Since independence the country has moved with difficulty toward democratic rule with the election of 2006 being considered free and fair. Economic growth averaging 5-6 percent a year since 2000 has been led by mining, construction, and the services sector. UNICEF reports that in 2009 HIV/AIDS prevalence among adults ages 15-49 was 13.5 percent and that an estimated 980,000 people were living with HIV (UNICEF, 2013).

Considerable progress has been made in developing basic education in recent years. The government's 1999-2003 Basic Education Sub-Sector Implementation Plan (BESSIP) set the framework for accelerated growth in primary education enrollments. After school fees were abolished in 2002, enrollment increased from 1.6 million to 2.7 million in 2007. Access improved rapidly for economically disadvantaged students. Investments in school construction and teacher training were instrumental in increasing access, and

increases in the number and quality of school facilities coupled with investments in textbooks helped maintain the quality of learning outcomes during the expansion period. While sustained alongside increased enrollment, education quality was nevertheless low. From 1999 to 2006, seven in ten Grade 5 students were not attaining minimum levels of English competency, and, while there was some improvement over the years, almost six in ten were still not achieving the minimum levels of competency in mathematics (Policy and Operations Evaluation Department of the Netherlands Ministry of Foreign Affairs, 2008).

Motivated in part by the 2005 Paris Declaration on Aid Effectiveness, under which donors agreed to move towards government ownership of development assistance, the Government of Zambia and donors raised their levels of collaboration in financing BESSIP. With the total cost of the three years of program implementation expected to be \$340 million, the Government of Zambia provided \$167 million, and 18 donors provided almost all of the remainder.

Government control over financing was strengthened during the implementation of BESSIP through a Sector Wide Approach (SWAp) to pooling external assistance for development. Under the framework, donors retained partial control through participation in program management and, most importantly, the opportunity to target and/or manage their own funding for specific components of BESSIP. SWAp offers four funding modalities: (1) pooled funding controlled by the ministry, (2) funds in separate accounts, controlled by the ministry, for all activities, (3) funds in separate accounts, controlled by the ministry, for earmarked activities, and (4) separate donor managed funds. In 2001, Zambia’s education SWAp was arranged as such:

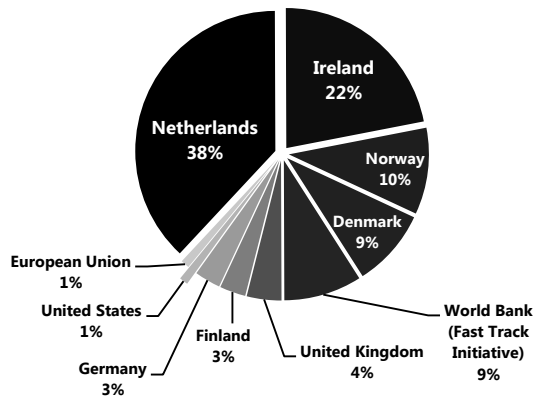
TABLE 1:
FUNDING ARRANGEMENTS UNDER BESSIP IN 2001

Pooled funding controlled by the ministry	34%	Denmark, Finland, Ireland, Netherlands, Norway, UK
Funds in separate accounts, controlled by the ministry, for all activities	66%	World Bank
Funds in separate accounts, controlled by the ministry, for earmarked activities		Ireland, Netherlands, African Development Bank
Separate donor managed funds		Denmark, Finland, Japan, U.K., U.S., UNICEF

Source: Watt, 2005

The Ministry of Education could allocate pooled funds to any part of the BESSIP program and had the same broad authority over a separate account financed by the World Bank. Ireland, the Netherlands, and the African Development Bank earmarked their financing for a specific part of BESSIP, and the Ministry had full authority to spend these funds for that part of the program (for example, school construction). Finally, six donors continued to manage their funds directly.

While much of the quality of primary education remained to be addressed, the government turned its attention in 2003 to expanding and improving secondary and tertiary education. The massive increase in primary enrollment was generating increasingly strong social demand for entrance into lower secondary education, which would in turn heighten the demand for upper secondary and tertiary education. With Zambia currently on its fourth education sector development plan, the government and donors continue to use the SWAp arrangement, as well as general budget support, to coordinate support to the education sector.



Source: Republic of Zambia Ministry of Education, Science, Vocational Training, and Early Education, n.d.

CHART 1:

COMPOSITION OF EDUCATION SWAP, 2006-2010

Zambia and GPE

Zambia was endorsed by GPE in 2008 with its Education Sector National Implementation Framework 2008-2010. A \$60 million agreement was made, with Irish Aid and the Netherlands sharing the role of Coordinating Agency and the Netherlands as the Supervising Entity. With its 2008 allocation having been fully utilized, Zambia was recently approved for a second grant from GPE. With DFID now acting as the Supervising Entity, the additional grant in the amount of \$35.2 million will contribute to the funding of Zambia's Education Sector National Implementation Framework III 2011-2015. Zambia's Local Education Group consists of the following:

Ministry of Education	Ministry of Education
Other Ministries	Ministry of Youth, Sport and Child Development, Ministry of Community Development and Social Services, Ministry of Science and Technology
Development Partners	Denmark, Ireland, ILO, Japan, the Netherlands, the U.K., UNESCO, UNICEF, the U.S.
International NGOs	African Revival, Camfed, ChildFund, iConnect, Oxfam, Peace Corps, Restless Development, Room to Read, Save the Children, Sightsavers, VVOB
CSOs, Private Sector	Development Aid from People to People in Zambia, Forum for African Women Educationalists in Zambia, Read Beyond Zambia, Reformed Open Community Schools, Zambia National Education Coalition, Zambia Open Community Schools

Source: GPE, 2012

TABLE 2:

MEMBERS OF ZAMBIA'S LOCAL EDUCATION GROUP

Zambia and USAID

USAID's mission in Zambia facilitates projects in the areas of governance, economic growth, health, and education. Its education portfolio completely transformed in 2012 with the launch of three new projects focused on early grade reading and now consists solely of projects targeting quality improvements in the basic education sub-sector:

Read to Succeed

Prime implementing partner: Creative Associates International

Timeframe: 2012-2017

Cost: \$24,000,000

Read to Succeed focuses on improving learning performance in six of ten provinces in Zambia using a whole school, whole teacher, whole learner approach. It promotes teacher effectiveness and accountability by working with school leadership and management to address the issues of time on task, teacher absenteeism, and pedagogy, especially literacy instruction. Through ongoing learning assessments, Read to Succeed informs the teaching/learning process by identifying the needs of learners and creating learner support and services packages. The project's comprehensive approach engages communities and parents to support teachers, mitigate the impact of HIV/AIDS, help orphans and vulnerable children, and promote girls' education (Creative Associates International, 2013c).

Strengthening Educational Performance (STEP-Up) Zambia

Prime implementing partner: Chemonics International

Timeframe: 2012-2016

Cost: \$24,000,000

The Strengthening Educational Performance project (STEP-Up) supports the Ministry of Education's progress towards decentralization by working on planning and implementation of education development at all levels, from the Ministry, to districts, to schools. STEP-Up Zambia strengthens capacities for education management by promoting policy research and informed decision-making and bolsters community support to improve student performance (Chemonics International, 2013).

Schools Promoting Learning Achievement through Sanitation and Hygiene (SPLASH)

Prime implementing partner: FHI 360

Timeframe: 2011-2016

Cost: \$20,000,000

Part of the multi-country WASHplus project, Zambia's Schools Promoting Learning Achievement through Sanitation and Hygiene (SPLASH) project targets improvements in health and learning performance by ensuring learning environments have safe water and adequate sanitation facilities. SPLASH operates in schools in Zambia's Eastern and Northwestern provinces and improves hygiene and learning by restoring and rehabilitating WASH structures in schools, training district WASH committees on best hygiene practices, and strengthening governance and coordination systems at the school and district levels (FHI 360, 2013b).

School Water, Sanitation, and Hygiene Education (WASH) and Quality Education Project

Prime implementing partner: Development Aid from People to People (DAPP) in Zambia

Timeframe: 2009-2015

Cost: \$8,200,000

The School Water, Sanitation, and Hygiene (WASH) and Quality Education Project seeks to improve student attendance and concentration through improved water and sanitation facilities in Zambian schools. The School WASH and Quality Education Project further promotes health and hygiene through teacher trainings in WASH and peer-to-peer hygiene education. The project has constructed over 700 latrine blocks and has provided water to over 600 schools in 12 districts in the Northern and Muchinga provinces (DAPP Zambia, 2011).

Time to Learn

Prime implementing partner: Education Development Center (EDC)

Timeframe: 2012-2016

Cost: \$30,000,000

Zambia's Time to Learn project focuses on enhancing the learning opportunities provided by community schools in particular. The project does so by training community school teachers, assisting head teachers in strengthening school management, and providing teaching and learning materials. As community schools often service orphans and vulnerable children who might otherwise not have the opportunity to go to school, Time to Learn also provides psycho-social educational support and scholarships to vulnerable children transitioning to government funded schools (EDC, 2011b).

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