



GOBIERNO  
DE ESPAÑA

MINISTERIO  
DE ASUNTOS EXTERIORES  
Y DE COOPERACIÓN



sectoral  
action plan on  
**education**

linked to the III Master Plan



# sectoral action plan: prioritization of strategic lines

1. Distinguishing features \_\_\_\_\_ 03
2. Priority strategic lines \_\_\_\_\_ 05

# action plan

## 1. distinguishing features (I)

- ▶ Consolidation of the Spanish Cooperation leadership on Education (8th place in the global donors ranking)
- ▶ The Education sector is in second place by volume of resources from the Spanish ODA (15%)

# action plan

## 1. distinguishing features (II)

- ▶ Consolidation of an eclectic model of AECID for the Education sector, supporting interventions in the subsectors of Basic Education, Technical Education, Professional Training and Higher Education, with different tools and degrees of intensity, according to geographical priorities, mainly:
  - Basic Education - Africa and Asia - Budget support and FTI
  - Technical Education and Professional Training - Latin America and Africa - Programmes and projects, Budget support and NGDO Agreements
  - Higher Education - Latin America and Mediterranean - Programmes
  
- ▶ Permanent search of strengthening the educational, university and scientific systems, adapting to this objective all the necessary tools and actions

# action plan

## 2. priority strategic lines (I)

- ▶ 1. Promotion of a quality basic education
- ▶ 2. Technical Education and professional Training for employment
- ▶ 3. Higher education and scientific research
- ▶ 4. Institutional strengthening of AECID: Improvement of skills

# action plan

## 2. priority strategic lines (II)

STRATEGIC LINES	ACTION LINES
<p>1. Promotion of a quality basic education</p>	<ul style="list-style-type: none"> <li>▶ Technical support and provision of predictable financing in support to the extension and improvement of education systems</li> <li>▶ Fostering educational quality</li> <li>▶ Promotion of education and comprehensive care in early childhood</li> <li>▶ Support to the demand for education and to the improvement of the learning results of women, girls and the most vulnerable populations: population in rural areas, displaced persons and refugees, special needs</li> </ul>
<p>2. Technical Education and professional Training for employment</p>	<ul style="list-style-type: none"> <li>▶ Support to professional training and to developing skills related to the demands of the employment market, with special attention to vulnerable populations and to training women in jobs where they are underrepresented</li> </ul>
<p>3. Higher education and scientific research</p>	<ul style="list-style-type: none"> <li>▶ Strengthening of the higher education systems</li> <li>▶ Strengthening of the abilities in higher technical training and scientific research</li> </ul>
<p>4. Institutional strengthening of AECID: Improvement of skills</p>	<ul style="list-style-type: none"> <li>▶ Increase of technical abilities</li> <li>▶ Knowledge production and management</li> <li>▶ Larger internal articulation and increase of coordination with other actors</li> </ul>

# action plan

## 2. priority strategic lines (III)

### STRATEGIC LINES

1. **Promotion of a quality basic education**
  - *Support to the Departments of Education in partner countries for consolidating their education systems, along with other international actors*
  - *Using the tools (sectoral budget support; co-financing to NGDO; financing to international organizations, including FTI; technical assistance; bilateral projects) according to the objectives defined for the sector in dialogue with the instrumental units*
  - *Coordination with other units, Health and Gender areas, for designing the interventions (i.e. health and care in early childhood; appropriate gender and schooling)*

### ACTION LINES

- ▶ **Technical support and provision of predictable financing in support to the extension and improvement of education systems**
  - Technical support and training to the Departments of Education to reinforce policy-making, as well as financial planning and management
  - Financial contribution to civil society in support of the public policies on education
  - Preferential use of the programmatic aid: support to partner countries candidate to the FTI; reorientation of bilateral programmes of debt-for-education towards programmatic approaches; NGDO Agreements, Bilateral programmes, Multilateral contributions for technical assistance
  - PARTNERS: FTI, European Commission, UNESCO (IIEP), OEI, NGDO
- ▶ **Promoting educational quality**
  - Technical and financial support for the professional strengthening of teachers, with special attention to initial and permanent teacher training, including IT
  - Reinforcement of learning assessment systems
  - Support to inclusive curricular designs, with a gender approach
  - Special focus on programmatic aid, multilateral contributions, bilateral projects, NGDO Agreements
  - PARTNERS: Spanish Department of Education (ITE, Institute of Assessment, Teacher Training Institute), Education departments in the Autonomous Communities, UNESCO (TISSA in SSA, IBE in Latin America and the Caribbean, OREALC); OEI; Universities, ADEA in SSA, NGDO
- ▶ **Promotion of education and comprehensive care in early childhood**
  - Technical and financial support to interventions that promote the comprehensive development of the early childhood
  - Special focus on multilateral contributions and NGDO Agreements
  - PARTNERS: UNICEF (thematic funds for education and child survival), OEI, NGDO
- ▶ **Support to the demand for education and to the improvement of the learning results of women, girls and the most vulnerable populations: population in rural areas, displaced people and refugees, special needs**
  - Financing and technical support to interventions directed to the inclusive educational care of the vulnerable population (marginal rural and urban; ethnic or language minorities; people who are disabled, in emergency situations or in countries in fragile situations), with special attention to the education of girls and young women
  - Specially through multilateral contributions, NGDO Agreements, programmatic aid
  - PARTNERS: UNICEF, UNIFEM, Network of African Women, NGDO, UNESCO (IBE), INEE

# action plan

## 2. priority strategic lines (IV)

### STRATEGIC LINES

### ACTION LINES

#### 2. Technical Education and professional Training for employment (ETFP)

- *Diversity of modalities and instruments*
- *Larger articulation with other actors to increase the effectiveness of ETFP aid in partner countries*
- *Integration of AECID interventions in national systems*
- *Coordination with area of Economic Growth in employment policies*

#### ► Support to professional training and development of skills related to the employment market demands, with special attention to vulnerable populations

- Technical and/or financial support for revising, reforming and restructuring the ETFP regional and national systems, as part of the National Education Systems, including: Qualification systems, definition of professional categories catalogues, skills certificates, inclusion of non-formal learning, gateways between ETFP and formal education
  - Reorientation of bilateral programmes of debt-for-education towards programmatic approaches, NGDO Agreements, Bilateral programmes, Multilateral contributions (PIREP, etc.)
  - PARTNERS: European Commission, Spanish Department of Education, OEI, NGDO
- Technical and/or financial support for consolidating the national systems of ETFP, including training in human resources; building, restoration and equipment of centres and curricular development
  - Preferential use of the instruments: Budget support, Programmes and projects, technical assistance
  - PARTNERS: European Commission, Spanish Department of Education, NGDO
- Integration of the Workshop Schools present in the ETFP national systems
- Preferential use of: technical assistances, bilateral programmes and projects
- Technical and/or financial support to initiatives for entering the employment market: employment observatories, self-employment programmes, labour counselling and intermediation, work training and support to dialogue in public and private sectors, as well as in civil society, etc. (in coordination with the Action Plan on Economic Growth)
  - Preferential use of: Strategic Association Framework Spain-ILO, technical cooperation, budget support, multi-donor funds, company participation (PREJAL AND PREJAF), etc.
  - PARTNERS: ILO, European Commission, Spanish Department of Education, Work and Immigration, private companies



# action plan

## 2. priority strategic lines (V)

### STRATEGIC LINES

#### 3. Higher education and scientific research

- *Main instrument: Directly managed own general multilateral programmes*
- *Main impact, non-exclusive, in Latin American and Mediterranean countries (except Assistantship Programmes)*
- *Gearing the existing tools for direct management towards the institutional strengthening of the partner countries' systems*
- *Progressive reduction of the bilateral programmes with local partners and channeling resources to initiatives of international organisations and agencies (mainly UNESCO, OEI, CYTED, etc.)*

### ACTION LINES

#### ► Strengthening the higher education systems

- Technical and financial support to improve the planning, management and quality of higher education systems, including training, curricular development, teacher mobility programmes, new technologies and IT, infrastructures, etc.
- Orientation of the MAEC-AECID Scholarships Programme towards strengthening educational, university and scientific structures and introducing new IT-based distance learning options, opening up to company involvement and with new formulas of shared financing
- MAEC-AECID Assistantship Programme (ODA countries)
- Bilateral programmes and projects

#### ► Strengthening the abilities in technical higher training and scientific research

- Technical support to higher technical training and research areas linked to the development needs of partner countries
- Reformulation of the Latin American Specialized Technical Training Programme (PIFTE) towards a General AECID Programme
- Reorientation of the Inter-university Cooperation and Scientific Research Programme (PCI)
  - Main partners: Universities (CRUE-CEURI), Governments of partner countries, local sectoral departments, Departments of Education, Science and Innovation, Public Research Organizations (PROs), EC Training Centres, Spanish public organizations and institutions, Companies
  - Coordination with other institutions: CEDETT, CYTED Programme, multilateral international organizations, Agencies of international cooperation for development

# action plan

## 2. priority strategic lines (VI)

### STRATEGIC LINES

### ACTION LINES

#### 4. Strengthening

##### ► Increase of technical abilities

- Use of technical abilities available at the General Government Administration, autonomous communities and other private sector actors
- Defining and implementing a lifelong learning plan on education, coherent with the technical needs identified at headquarters and field withing the Agency´s Training Plan
- Fostering the participation of Spanish technicians in International Organizations of the education sector financed by AECID

##### ► Knowledge production and management

- Production of analytical work and orientations related to policies and interventions in the education area
- Identification and systematization of experiences and promotion of assessments whose lessons are disseminated among the actors of Spanish Cooperation
- Establishing a road map to convert the experts´ Network into a strategic dialogue forum

##### ► Better internal articulation and increasing coordination with other actors

- Articulation and leadership of the sectoral dialogue with NGDO with support from the NGDO Department
- Support to the Humanitarian Action Office in applying the INEE standards as criteria for selecting the interventions for education in emergency contexts
- Establishing a shared work agenda with the decentralized cooperation
- Fostering the technical participation of the Education Area in multilateral forums (UNESCO, EUROPEAN COMMISSION, UNICEF, OEI and FTI)