

Education Strategy Paper Spanish Development Cooperation

Executive summary



MINISTERIO
DE ASUNTOS EXTERIORES
Y DE COOPERACIÓN

SECRETARÍA DE ESTADO
DE COOPERACIÓN INTERNACIONAL

DIRECCIÓN GENERAL DE PLANIFICACIÓN
Y EVALUACIÓN DE POLÍTICAS PARA EL DESARROLLO

1. Presentation of the Strategy

The Education Strategy Paper is governed by and implemented in accordance with the International Cooperation for Development Act, No. 23/1998, of 7 July, together with the 2005-2008 Master Plan and the regional and international agreements and treaties signed by the Spanish Government. Fundamental points of reference in this respect are the goals of the “Education for All” programme established within the Dakar 2000 Framework for Action. The aim is to contribute in a progressively more effective way – in both bilateral and multilateral terms – to achieving significant, sustainable advances, qualitatively and quantitatively, in high-quality basic education for all. We understand the latter to be that education which meets the fundamental learning needs of the entire population, and which can count on the cooperation and alignment of all the relevant actors within the sphere of Spanish Cooperation, including public administrations, NGOs, universities, other educational institutions, and research agencies, among others.

With respect to Spanish Cooperation, two fundamental novelties are introduced – novelties which, at the same time, constitute the main challenges to be faced: giving priority to high-quality, basic education for all by strengthening public education systems, placing special emphasis on equal access for everybody and on quality teaching; and introducing new instruments such as the Education for All - Fast Track Initiative (EFA-FTI).

2. Justification

From the diagnosis of the situation of basic education in the world, we conclude that despite the advances that have been made, the education MDGs for 2015 are unlikely to be attained. Basic education in the world must respond to two principal challenges: equality of access and high-quality teaching. Achieving these goals will require a determined effort to advance the international agenda for bilateral and multilateral cooperation in education.

With respect to Spanish Cooperation, developments in the sector point to the necessity to maintain some activities and to refocus others. Thus, despite the importance of bilateral ODA in the sector, there is an evident need to increase and reorientate it to place greater emphasis on basic education, as well as on less favoured countries and populations, and those with most ground to cover regarding access to education.

3. Reference framework

The conceptual basis, the focus and the principles of the Strategy are derived by means of a reference framework comprising three aspects: the domestic and international reference framework, the institutional framework and the theoretical framework.

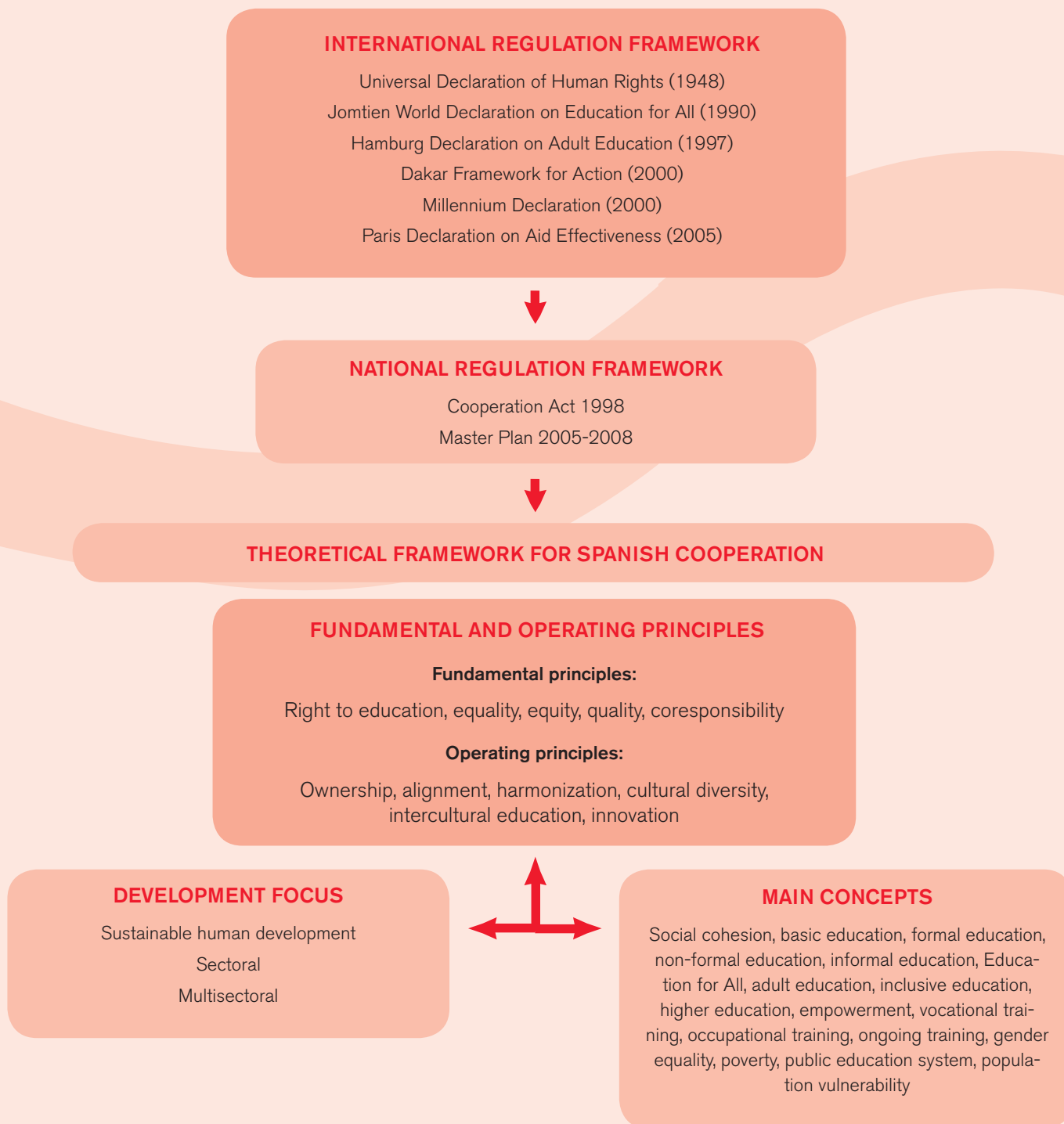
Institutional Framework

This defines the strategy actors and the principal institutions, both national (the Spanish Ministry of Foreign Affairs and Cooperation, the Ministry of Education and Science, the Ministry of Economy and Finance, the Carolina Foundation, the Autonomous Communities, Local Authorities, the Conference of Spanish University Rectors, NGOs, trade unions and employers' organizations, among others) and international (UNESCO, the World Bank, DAC-OECD, the Global Campaign for Education, together with the main networks involved in international education, among others), with whom actions must be coordinated. For further information on these actors and institutions, see Annexe 1 of the Strategy paper.

Regulation framework as a point of reference for the theoretical framework

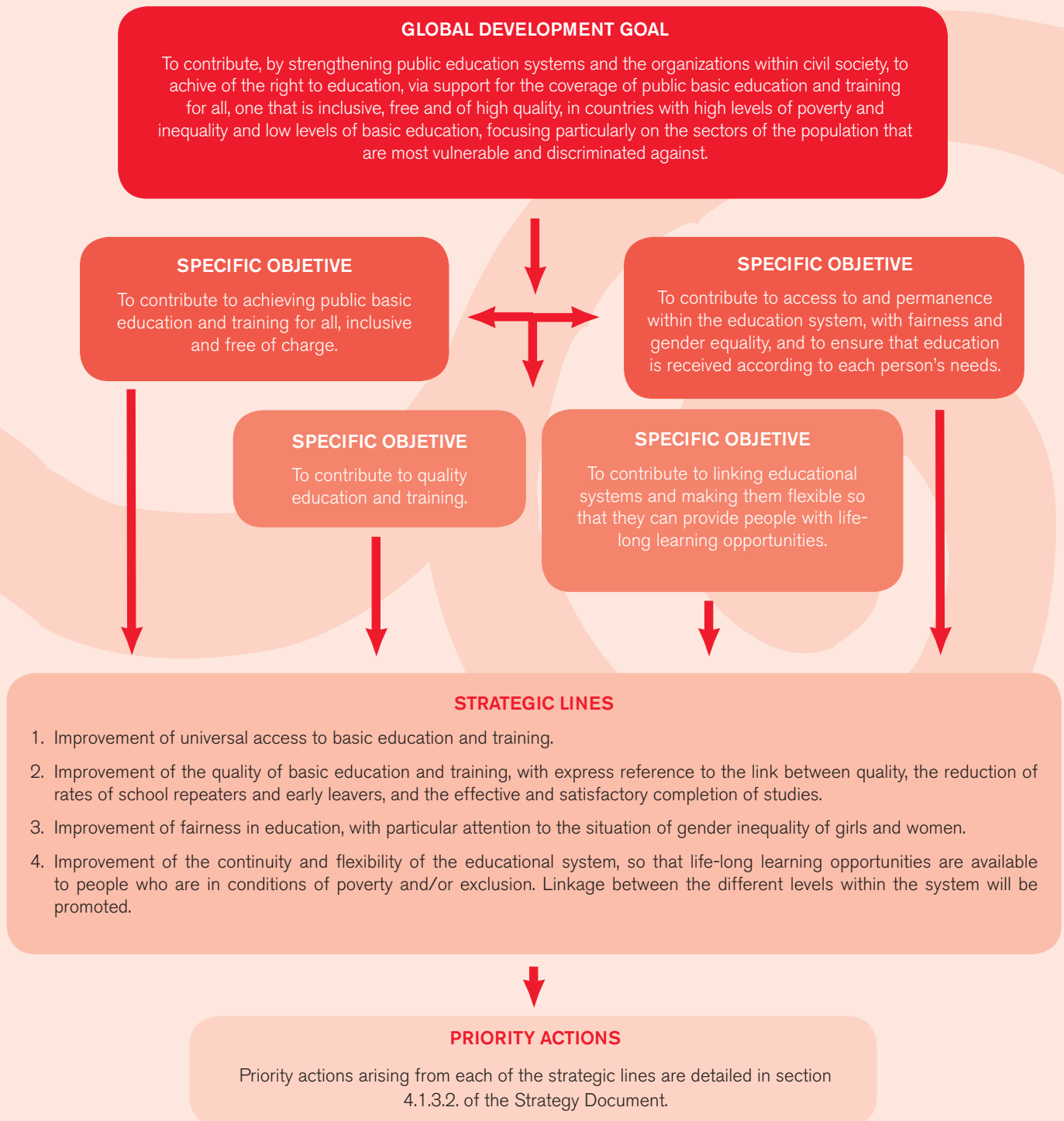
The legal framework for Spanish Development Cooperation as concerns education is comprised of Spain's obligations undertaken as a member of the donor community and of those established under the domestic legislative framework, both nation-wide and at the level of the Autonomous Communities. It constitutes an essential point of reference in establishing the doctrine underlying the theoretical framework of the Strategy and in the definition and strategic positioning of the framework for action, serving moreover as a reference guide and source of practical information for the diverse actors within Spanish Cooperation.

As shown in the following table, the international regulation framework for development cooperation inspires and categorizes the national one, and both of these, in turn, provide the basic principles for the content of the theoretical framework of the Education Strategy. The latter defines and determines the extension of the principles, the focus and the concepts of special relevance to Spanish Cooperation, which support the framework for strategic action and the priority lines of concern and activities of the Education Strategy.



4. Framework for action

Methodological framework



Instrumental framework

The instrumental framework within which the methodological framework of the Education Strategy is set out is based on the principles of ownership, alignment, harmonization and co-responsibility, as well as on the commitments made in the Paris Declaration (2005) to improve the effectiveness of ODA in education. With special attention to the combination and coordination of instruments that impact upon the EFA goals and poverty reduction, in line with the strategies of the Dakar Framework for Action, priority will be given to incorporating new instruments such as the Fast Track Initiative (EFA-FTI) and debt-for-education swaps.

INSTRUMENTAL FRAMEWORK FOR THE STRATEGY

Goals and guidelines agreed in the Monterrey Consensus (2002) and in the Paris Declaration on Development Aid Effectiveness (2005).

BILATERAL INSTRUMENTS

- Budgetary support (general and by sectors)
- Sectoral approach
- Projects and agreements
- Debt swapping and cancellation
- FAD credits
- Grants and assistantships



MULTILATERAL INSTRUMENTS

- Fast Track Initiative (EFA-FTI)
- Quick Win actions

Intersection with the horizontal priorities of the Master Plan

The horizontal priorities of Spanish Cooperation maintain a cross-cutting presence within the Education Strategy, orientating the sectors' guidelines, actions and instruments towards combating poverty, promoting and defending human rights, peace, democracy, gender equality, the environment and respect for cultural diversity. The following table sets out the minimum criteria for intervention in each case.

INTERSECTION WITH THE HORIZONTAL PRIORITIES OF THE MASTER PLAN	
Combating poverty	Supporting free, accessible education, eliminating direct and indirect costs and improving education conditions for schoolchildren
Defence of human rights	Supporting respect for universal human rights, giving priority to high-quality basic education for all, education for democratic citizenship, the prevention of child mistreatment and abuse, and education for development in the countries of the southern hemisphere.
Gender equality	Giving priority to the cross-cutting perspective of gender and education issues, concretized in three main areas: bringing national legislations into line with the international framework; actions conducive to increasing the effective demand by women and girls for education and their empowerment; and the promotion of coeducation and non-sexist education, together with mechanisms to favour parity of access to and finalization of basic education.
Environmental sustainability	Training teachers in environmental education; promoting the encouragement of respect for the environment and sustainable development within the different areas and systems of education; disseminating the international commitments adopted at a national level for the protection of the environment; promotion within both formal and informal education of democratic organization of and participation in plans for development; awareness and publicity campaigns on the prevention and control of risks and natural disasters.
Cultural diversity	The participation of indigenous peoples in all the phases of the educative project, respecting the criteria and schedules it sets out; studies on the environmental, social and cultural impact; heightening awareness of the surrounding society concerning respect for cultural diversity; promotion of the free expression of cultural identity, and of bilingual intercultural education.

Intervention criteria in directing the actions undertaken, adapted as necessary to the geographic framework, the following intervention criteria will be applied:

- 1 Strengthening public education systems, in line with the MDGs and the Dakar Framework goals.
- 2 Ensuring the elimination or compensation of all types of barriers in the levels of the educational system, in order to achieve full integration in the normalized educational and training process.
- 3 Reinforcement and participation of all the actors of the educational community in fulfilling the EFA goals.

- 4 Training for employment, bearing in mind the appropriate entry age, CV, combination of formal and non-formal education, and promoting qualifications that are recognized in the labour market, in order to offer an adequate response in the context of each country and of its educational plans.
- 5 Support for the complementarity and subsidiarity of actions between formal and non-formal education, and between the public sector and the non-profit-making private sector.
- 6 Integration of schools and other educational institutions in the socio-community environment, as development promoters.

Intersection with the sectoral priorities of the Master Plan

Education actions will respond to the sectoral priorities of Spanish Cooperation and will be aimed at a multisectoral approach of ODA in education. The most significant guidelines for intervention are the following:

INTERSECTION OF THE STRATEGY WITH SECTORAL PRIORITIES	
Democratic governance, citizen participation and institutional development	Education for democratic citizenship. Reinforcement of educational offer and of demand in education. Democratization of schools. Educational programmes in human rights including gender equality and respect for cultural diversity in all levels of education.
Food sovereignty and the fight against hunger	Support for food programmes in education and reinforcement of nutrition education within the educational system. Creation of school canteens and vegetable gardens. Schools for parents. Access by rural families to knowledge that can improve their quality of life.
Health	Given that education is crucial for health, it is worth noting: support for the introduction into the syllabus of Education for Health; programmes aimed at training human resources for the Health sector; treatment of the effects of HIV/AIDS on teachers and students; and the creation of sustainable school health services.
Protection of the most vulnerable groups	Preferential attention to the basic education of the most vulnerable groups, with a special focus on gender inequality.
Environment	Education in respect for the environment in the different educational systems. Teacher training and capacity-building of the higher education institutions. Creating the productive fabric in agricultural schools.
Sustainable economic development	Quality education advances human development, and therefore, sustainable economic development. Noteworthy are: basic training for employment; training of teachers and other relevant professionals; and reinforcement of R+D.
Gender	The three guidelines for formal and actual equality, which lead to the other specific actions, are as follows: adaptation of domestic legislation concerning education and gender to international legislation; promotion of non-sexist education; and coeducation, in addition to parity, as mechanisms for equality and non-discrimination in education.
Culture and development	Integration and respect for culture in the syllabus, in educational processes and in teacher training, and adoption of an outlook of respect for and dialogue among cultures.
Cooperation with indigenous peoples	Promotion of bilingual intercultural education in all its dimensions and in harmony with the national educational systems, with particular attention to girls, teacher training and the funding of basic education centres, and support for indigenous peoples in drawing up their educational programmes.
Conflict prevention and peace building	With particular attention to countries that are conflict-prone, in conflict or in post-conflict situations, and to the most vulnerable groups, noteworthy are education activities for peace building, the training of teachers and sociocultural mediators, and reinforcing the activity of public higher education institutions.

5. Communication and implementation process

The Education Strategy will be launched within an implementation framework which allows for sector specialists joining AECE, increasing ODA in education, and budget redistribution by sectors in line with international commitments and with the strategic lines envisaged in the strategy.

Within this framework, a Communication Plan will be drawn up to extend awareness of the strategy to all the Spanish Cooperation actors and their counterparts in developing countries, and to publicize the usefulness and practical implementation of its instruments and strategic activities.

Communication Plan – Phases



1. *Activities aimed at communicating*

- Ordinary communication through Spanish Cooperation bodies and committees
- Informative sessions for the various Spanish Cooperation actors
- Campaign aimed at the principal general and specialized media



2. *Activities aimed at awareness-raising and ownership of the various actors*

- Improving assessment in line with new instruments (agreements, programmes, sectoral approach...)
- Training and discussion activities aimed at the various actors:
 - ▶ Thematic forums and debates on defining activities and new instruments
 - ▶ Training workshops on the more technical aspects of cooperation
 - ▶ Drawing up and publicizing reports of cases and experiences, for training purposes
 - ▶ Drawing up monographic working documents in order to generate protocols for action (led by MAEC-AECE and the Administrations of the Autonomous Communities)

6. Follow-up and evaluation

Follow-up and evaluation system in the sphere of education activities is part of a comprehensive system of consideration and communication to support the implementation of the sectoral strategy, in order to provide information on the development and results of the activities and to learn lessons from experience in order to better plan future activities.

This is mainly based on criteria of internal cohesion and external cohesion. To measure such criteria, context indicators will be defined, by adapting and updating those already in place in the Geographic Strategy Paper to the needs of this Strategy.

The follow-up of implementation will be carried out through the assessments made in the Spanish Cooperation system.

The assessment will be made at a geographic level by intersection with the geographic strategies (Country Strategy Paper or Plans for Special Attention), analyzing the degree of integration of the educational cooperation priorities in the countries, and emphasizing the analysis of the effects of the Strategy. After the implementation of the Strategy, an assessment of the sector as a whole will be carried out.

Assessments made concerning the education sector will take into account the criteria set out in this Strategy.

Geographic framework

The geographic framework of the Education Strategy is determined by the Master plan and the geographic planning documents. It offers a diagnosis of the key variables of the education sector in each of the areas of activity, as well as key elements of analysis and technical considerations for the actors, for the determination of strategic lines and action priorities in the partner countries set out in the Master Plan.

Strategic lines by regions set out in the Master Plan:

CENTRAL AND EASTERN EUROPE

- Basic professional training for young people and adults
- Educational programmes adapted to the reality and culture of the region
- Support for educational system reform to facilitate full integration in the European Union

LATIN AMERICA

- Universal coverage in basic education
- Basic qualifications for young people and adults, paying particular attention to gender equality.
- Linking of education levels
- Guaranteeing fairness in all its dimensions
- Schooling of disadvantaged population
- Attention to diversity
- Intercultural bilingual education
- Prioritizing quality of education
- Favouring four types of population: early childhood in popular sectors; unschooled boys and girls; young illiterate population or in need of professional training; adult illiterate persons and/or without professional training
- Reinforcing the public education system in its basic levels
- Strengthening public higher education and research systems

ASIA AND THE PACIFIC

- Primary and secondary coverage, and quality of education (special attention to the Philippines)
- Basic professional training for young people and adults with a gender approach
- Adapting educational programmes to the reality and culture of the region
- Supporting the funding of basic education and the reconstruction of infrastructures in countries that require special attention due to natural disasters
- Capacity-building of educational institutions to implement the National Poverty Reduction Strategies (special attention to Viet Nam)

THE MAGHREB AND THE MIDDLE EAST

- Universal coverage of quality primary education (special attention to Morocco and Mauritania)
- Support for the eradication of young and adult illiteracy, especially among girls and women
- Promotion of secondary education and linking with coverage in primary education
- Professional or basic training for work
- Adapting educational programmes to the reality and culture of the region
- Teacher training
- Reinforcing capacity for ODA absorption in education
- Strengthening higher education for the equitable development of each country
- Special attention to girls and women for gender equality

SUB-SAHARAN AFRICA

- Universal coverage of quality primary education
- Special attention to girls and women, to bridge the gender inequality gap
- Effects of diseases (HIV/AIDS and malaria) on education; prevention through education
- Preschool education for educational and assistance purposes
- Support for the eradication of young and adult illiteracy, especially among girls and women
- Training and employment for women as teachers (rural areas)
- Promotion of professional training
- Higher education and research: teacher training, health, agronomy and veterinary science
- Adapting educational programmes to the reality and culture of each region
- Education programmes for peace, conflict negotiation and democratic citizenship (especially attention to countries in conflict or post-war situations)
- Reinforcing capacity for ODA absorption in education (programme management and planning human resources)

The educational guidelines in the following will also be taken into account:

- Joint committees
- Country Strategy Papers for Priority Countries
- Special Attention Plans for Special Attention and Preferential Countries

This document can be downloaded at:

<http://www.maec.es>

<http://www.aeci.es>

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