

achieving education for all




nzaid

SIR APIRANA NGATA'S ADVICE:

E tipu e rea,

Grow up my dear child

Mo nga ra o tou ao;

According to the norms and values of your time

Ko to ringa ki nga rakau a te Pakeha

Take advantage of opportunities offered by western civilisation

Hei ara mo to tinana,

For your very well-being;

Ko to ngakau ki nga taonga a o tipuna Maori

But hold fast to the treasures of your ancestors

Hei tikitiki mo to mahuna,

And wear these as a wreath upon your head

A, ko to wairua ki to Atua,

And dedicate your soul to God

Nana nei nga mea katoa.

The Creator of all things.

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ACHIEVING EDUCATION FOR ALL

This Policy outlines the approach of the New Zealand Agency for International Development (NZAID) to education and the Agency's role, particularly in the Pacific Islands region. It reflects the over-arching policy statement, *Towards a Safe and Just World Free of Poverty*, and is one of an integrated set of Agency policy statements. The purpose of this Education Policy is to guide NZAID's work in education within the framework of its commitment to eliminating poverty through development partnerships.

Education is of critical importance within NZAID's overarching policy framework and the Agency's aim of achieving a safe and just world free of poverty. Education has historically accounted for approximately one third of New Zealand's total annual bilateral Official Development Assistance (ODA). NZAID's education sector priorities are:

- **basic education**, with the aim of assisting core bilateral partner countries to achieve the Education For All (EFA) goals; and
- **post-basic and tertiary education** in our core bilateral partner countries and through selected regional programmes, with a particular emphasis on achieving gender equality at these levels of education by 2015.

NZAID supports these initiatives through approaches and aid delivery mechanisms that strengthen local leadership of education sector development and achieve a greater integration of funding agency and core bilateral partner government effort.



THE EDUCATION FOR ALL (EFA) GOALS ARE:

- expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Source: The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, adopted by the World Education Forum (Dakar, Senegal 26-28 April 2000), Paris, UNESCO, 2000, para. 7. Attended by Associate Minister of Foreign Affairs and Trade (ODA)



Section 1

EDUCATION AND ITS ROLE IN DEVELOPMENT

Access to basic education is a human right

“Basic education is the fundamental building block for society. If this foundation is weak, then livelihoods are more difficult to pursue or students struggle in the higher reaches of education.”

*Source: Pacific Islands Forum Basic Education Action Plan (FBEAP)
Vision for Education: para. 4 (2001)*

Despite the considerable benefits of education and the international commitments to EFA, the right to quality basic education is not enjoyed by all in NZAID's core bilateral partner countries. Although the situation in each of NZAID's core bilateral countries is different, there are some common challenges in regard to achieving the EFA Goals. These challenges include:

- the high economic costs of primary schooling for low income families;
- a lack of accountability in some countries and a weakened framework of service delivery relationships between students, providers and policymakers;
- weak capacity of government to plan and deliver quality education services, particularly in post-conflict areas;
- constrained education budgets, particularly on the recurrent side of expenditures and non-salary components (vital for ensuring quality);
- increasing populations that put added pressure on already overstretched education systems; and
- social, economic and geographical barriers to access.



In response to these challenges, the effective delivery of basic education services in our core bilateral partner countries is given a high priority in NZAID's education strategy. New Zealand also funds a number of multilateral and regional agencies, some of which have a key role in achieving EFA goals. Progress towards these goals in the core bilateral partner countries currently (2004) supported by NZAID is mixed, but generally good¹:

- most have a **strong chance** of achieving the goals by 2015 (Cook Islands, Fiji, Kiribati, Niue, Philippines, Samoa, Tokelau, Tonga, Tuvalu, Vanuatu, Viet Nam);
- some are making **good progress** but at least one goal is likely to be missed by 2015 (Cambodia, China, Indonesia, Lao PDR, South Africa); and
- a minority are at **serious risk** of not achieving any of the goals (Papua New Guinea, Solomon Islands and Timor Leste).

NZAID's main aims in education are therefore:

- to ensure that our core bilateral partner countries currently on track to achieve and sustain the EFA goals are not thwarted in their aims by a lack of resources or technical support;
- to assist core bilateral partner countries that currently may miss at least one EFA goal with increased efforts aimed at getting on track for full achievement;
- to strengthen assistance to core bilateral partner countries that are furthest away from achieving the EFA goals, helping to ensure that they have every chance to get on track for full achievement; and
- to influence and learn from the international debates on EFA, on alternative aid delivery mechanisms and on the harmonisation of donor activities in the education sector.

“The basic learning needs of all can and must be met as a matter of urgency.”

Source: The Dakar Framework for Action, April 2000: para. 6, p. 8

¹ As reported in the UNESCO EFA Global Monitoring Report, 2003



Support for post-basic and tertiary education

“While the benefits of higher education continue to rise, the costs of being left behind are also growing. Higher education is no longer a luxury; it is essential to national social and economic development.”

Source: Higher Education in Developing Countries, Peril and Promise: Report of the Task Force on Higher Education and Society convened by the World Bank and UNESCO (2000): p. 14

NZAID supports post-basic education and tertiary education within the framework of the principles set out below. Post-basic education includes distance learning, technical/vocational education and training.

NZAID’s support includes financial and technical assistance to strengthen existing higher education institutions and systems and the provision of scholarships for study in home country, regional and New Zealand institutions. Support for study in New Zealand will be agreed in consultation with partner governments after consideration of the home country or regional options available. NZAID harmonises with partner donors and partner governments to support relevant, appropriate, gender balanced, disability inclusive and cost effective secondary and tertiary education programmes. These programmes deliver key learning outcomes and impacts within the context of national development and poverty elimination strategies.

NZAID’s approach

NZAID consistently applies a set of operating principles for education that clearly reflect the worldwide experience that educational development strategies and projects imposed from outside risk being inappropriate, not implemented or sustained. These principles may be summarised as follows:

- **Partner country-driven:** partner governments are in charge of education sector development and NZAID supports planning processes that are inclusive, well-linked to partner country needs, well informed and gender aware involving broad-based participation by key stakeholders in all operational steps and ensuring that quality education services are delivered on the ground.



- **Results-oriented:** NZAID's financial and technical support is directed towards achieving and monitoring learning outcomes and impacts, as opposed to inputs and outputs, that have been identified by partner governments and which benefit all learners including those in difficult circumstances; learners with disabilities; and learners from ethnic minorities.
- **Comprehensive:** NZAID's technical, financial and training support is provided within comprehensive and partner government-led sector policy frameworks that are effectively implemented and well monitored.
- **Prioritised:** NZAID's contributions (financial support, technical assistance and training) are designed so that implementation of education programmes by partner countries, using and strengthening local capacity, is feasible and sustainable, in both fiscal and institutional terms.
- **Partnership-oriented:** NZAID supports partner government-led donor coordination involving the full participation of development partners (bilateral, multilateral, whole of government and non-governmental) with an emphasis on using partner governments' own systems for service delivery, reducing transaction costs and maximising the effectiveness of external support for education.
- NZAID's approach to educational development is based on a **long-term perspective** for sustainability and, ultimately, poverty elimination in partner countries that fully recognises the interdependence of education on broader development.

In line with these principles, NZAID's support for all levels of education (basic education, post-basic education and tertiary education) incorporates approaches and aid delivery mechanisms designed to increase and strengthen local leadership, strengthen local accountability relationships and achieve a greater integration of funding agency and partner government effort. NZAID applies these principles in its core bilateral partner countries and advocates for their wider application through support for multilateral agencies and in international and regional education arenas. NZAID appreciates that its assistance to educational development in its core bilateral partner countries is a two way process and that educational benefits flow in both directions.



NZAID recognises that the globalisation of education and education policy has far-reaching implications for the development of education in partner countries. NZAID respects, and is sensitive to diversity in educational development and differences of local tradition, convention and politics within the framework of its commitments to EFA.

Section 2

RATIONALE FOR NZAID'S SUPPORT FOR EDUCATION

Education is about “making sure the next generation does better than us. Making sure they have better opportunities, more life choices and greater chances of leading meaningful, successful lives. In this sense, education is at the root of social progress. If we want to build stronger wealthier communities, if we want to combat illness and poverty, if we want fairer and more equal societies, then education is the only way forward.”

*Source: Rt Hon Don McKinnon,
15th Conference of Commonwealth Education Ministers, Edinburgh, October 2003.*

NZAID's rationale for giving the highest priority to education is centred on four main factors:

- **education is a human right;**
- **education is an end in itself;**
- **the international community has a collective commitment to ensuring human rights and achieving EFA; and**
- **education contributes to poverty elimination, effective governance and leadership and the achievement of other development goals.**



Education is a human right

The right to elementary education is enshrined within Article 26 of the Universal Declaration of Human Rights (1948). The vision of the child's right to education was broadened to include post-primary education and technical and vocational education in the Convention on the Rights of the Child (1989) and gender equality in education is an aim within the Convention on the Elimination of All Forms of Discrimination Against Women (1981). Where the right to education is guaranteed, people's access to and enjoyment of other rights is enhanced and the imbalances of life chances are lessened².

Education is an end in itself

“A person may benefit from education – in reading, communicating, arguing, in being able to choose in a more informed way, in being taken more seriously by others and so on. The benefits of education, thus, exceed its role as human capital in commodity production.”

Source: Amartya Sen: Development as Freedom (1999): p. 294

Education is a means to an end, but it is also an end in itself. Education helps to enhance learners' capacities and capabilities and widen their choices so that they are able to enjoy the freedoms that make life meaningful and worthwhile.

International Commitments

In adopting The World Declaration on Education For All (EFA) and the education related Millennium Development Goals (MDG)³ national governments agreed to dedicate themselves to achieving these goals. At the same time, international and national agencies, including NZAID, pledged that no country committed to these goals would be prevented from achieving them by a lack of resources.

² UNESCO EFA Global Monitoring Report 2002: p.30.

³ MDG were adopted by the United Nations general assembly in September 2000 – see the Glossary of Terms at the end of this Policy for details..



QUALITY EDUCATION INCLUDES:

- Learners who are healthy, well nourished and ready to participate and learn, and supported in learning by their families and communities.
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

*Source: Sadig Rasheed, Director Programme Division,
UNICEF Headquarters, New York*

– preface to UNICEF Working Paper on Defining Quality in Education, October 2000.



Education contributes to poverty elimination and other development goals

“There is ample evidence that shows that knowledge is the key to growth. Knowledge, when combined with resources, gives the individual capacity to seek out and utilise opportunities. In the absence of knowledge, it is hard for even resource rich societies to reach their potential.”

*Source: Poverty, Is it an issue in the Pacific?
Asian Development Bank (March 2001): p. 21.*

Almost universally, good quality education is found to lift people out of poverty. International research and experience has established that households with more education are less likely to be poor. Good quality basic education establishes foundation skills i.e. literacy, speaking skills (vitaly important in societies with an oral tradition, as in the Pacific), numeracy, reasoning and social skills.

These learning outcomes contribute significantly to other development goals such as improved health, better nutrition, improved productivity, improved governance and lower fertility rates. There are also strong links between literacy and life expectancy – parents, particularly women, with greater amounts of schooling have healthier, longer living children.

It is generally acknowledged that the single most important key to development and to poverty elimination is the education of girls.

Education is also essential if a country is to address poverty at a systemic level. The technical, analytical and strategic capability that emerges from higher education is a prerequisite to understanding poverty and poverty related issues, delivering basic services, developing and maintaining infrastructure, attaining economic growth, attaining and maintaining international competitiveness, achieving and maintaining social cohesion, protecting the environment and delivering transparent and accountable governance. In particular, high rates of participation in post-basic education contribute greatly to export-led growth, increased trade and the capability of countries to respond effectively to the demands of an ever-changing world and new policy priorities, such as the HIV/AIDS pandemic.



Section 3

STRATEGY

Globally, NZAID is a relatively small donor, but it maximises its contribution by giving education the highest sectoral priority across all programmes and by focusing efforts on key areas to make a positive difference. This contribution is made in the following ways:

- working with and responding to education ministries and associated agencies through **bilateral education programmes** (in coordination with other donors);
- contributing to **Pacific education** at a regional level;
- facilitating **knowledge generation, exchange and management**;
- participating effectively in **international education** arenas and supporting multilateral agencies.

Bilateral education programmes

The bulk of NZAID's support for education is provided through bilateral programmes with core bilateral partner countries. NZAID has historically allocated at least one third of total annual bilateral ODA (Official Development Assistance) to the education sector. In response to partner country priorities, NZAID works towards ensuring that the share of its education expenditures devoted to basic education is not less than 50 per cent.



WHAT ARE THE FEATURES OF A SWAp?

It is a comprehensive sector strategy that is:

- owned, coordinated and led by partner government;
- aligned with a sound national macro economic framework;
- linked to a well-managed sector expenditure programme
- supported by significant donor funding to the sector;
- managed through existing partner government systems;
- participated in by all key stakeholders.

Where a core bilateral partner country has a strong and credible education strategy aimed at increasing access and improving quality, but lacks the resources to implement this, NZAID moves towards direct support for the plan through providing financial support, technical assistance, scholarships and training, preferably within the framework of a Sector Wide Approach (SWAp).

In establishing mechanisms for sector support, particular emphasis is placed on strengthening local public expenditure management in the education sector and across the whole government of the partner country. NZAID also works with other donors to develop harmonised, simplified, results-based approaches for financial support, based on the partner government's own education plan targets for which it is held to account domestically.

In this way the local framework of accountability relationships affecting education service delivery (citizens, policymakers and providers) is strengthened. The emphasis of NZAID support is on using and strengthening local institutions and capacity, in particular local accountability relationships, for effective education service delivery.

Where a core bilateral partner government does not yet have a fully developed education plan in place, NZAID provides technical assistance, training, encouragement and support to and for national planning and budgeting processes, with a particular emphasis on gender sensitive and disability inclusive measures for increasing equitable access and improving quality. As credible strategic plans are developed through these processes and capacity is built NZAID will move towards directly supporting the implementation of these plans.



Education in the Pacific region

NZAID is well placed as an education donor in the Pacific. New Zealand is part of the Pacific Islands region and has strongly developed Pacific traditions within its own society and culture. New Zealand has historical education ties to most Pacific Island countries (PIC), some of which participate in elements of New Zealand's education system. In addition to bilateral country programmes in 11 PIC, NZAID:

- supports regional agencies, such as the University of the South Pacific (USP) and the South Pacific Board of Educational Assessment (SPBEA);
- participates in the Pacific Islands Forum Ministers of Education Meetings and associated events in partnership with New Zealand's Ministry of Education;
- supports a range of programmes delivered by regional and international agencies and NGO.

FORUM BASIC EDUCATION ACTION PLAN (FBEAP)

At the first Pacific Islands Forum Education Ministers' meeting (Auckland, May 2001) the Ministers reaffirmed their commitment to the Dakar 2000 Education For All (EFA) goals, agreed on a Pacific Vision for Basic Education and drafted a Forum Basic Education Action Plan (FBEAP). The Vision aims to achieve universal and equitable educational participation and achievement, to ensure universal access and equity and to improve the quality and outcomes of basic education by 2015. The strategy for implementing this vision is outlined in FBEAP and was endorsed by the 32nd Pacific Islands Forum (Nauru, August, 2001).

PIC have differing education needs and priorities related to issues around equity, access and quality. These are specifically addressed in NZAID's support for country strategies and approaches that are led by core bilateral partner countries. In addition to support for the design and delivery of education services, NZAID supports broad and diverse participation in education debates in the region.



The primary purpose is to promote leadership by Pacific educators for the educational development of their own communities. In line with support for local leadership of education sector development, NZAID recognises the value of indigenous education initiatives at all levels.

PACIFIC REGIONAL INITIATIVE FOR DELIVERY OF BASIC EDUCATION (PRIDE)

At the regional and bilateral level, NZAID's support for basic education in the Pacific is provided within the complementary frameworks of EFA and the FBEAP. The Pacific Regional Initiative for the Delivery of Basic Education (PRIDE), funded by NZAID and the European Union (EU), is designed to spearhead the implementation of the FBEAP through:

- strengthening PIC capacity for data collection and analysis;
- strategic planning and implementation; and
- strengthening the capacity of the Institute of Education (IOE) of the USP to provide technical support for basic education in the Pacific.

PRIDE has been designed to address common problems affecting the successful implementation of the FBEAP, leading to the achievement of EFA goals in the Pacific. This project was designed in consultation with 14 PIC departments of education, all the recognised Pacific regional agencies and the main donors supporting education.



Knowledge generation, exchange and management

KNOWLEDGE GENERATION

Education and its context are constantly changing and keeping abreast of these changes and contributing to the development and management of knowledge is a key focus of NZAID's work in education.

NZAID's technical and operational knowledge about education and its context in core bilateral partner countries, most particularly in the Pacific, is central to its aim of making a positive difference in the sector. Therefore NZAID gives priority to developing the Agency's expertise and capacity in education policy discussions, education sector analysis and education programme development together with cultural competency skills.

NZAID uses its relationship with international specialists, key New Zealand/partner country/donor agencies and institutions to identify, share, internalise and utilise the lessons of experience and analysis. NZAID supports collaborative analytical work to increase understanding of what works and what doesn't in education service delivery.

KNOWLEDGE EXCHANGE

NZAID facilitates contact between ministries of education in core bilateral partner countries and regional agencies, such as the South Pacific Board of Educational Assessment, and the New Zealand Ministry of Education and education agencies in New Zealand, such as the New Zealand Qualifications Authority (NZQA) and the Education Review Office (ERO).

The aim of this contact is to share skills and experience in areas such as the development of education policy, meeting the educational needs of the disabled, financial planning for education systems, the implementation of national reform programmes, improving the quality of teachers, raising student attainment, whole school development, school improvement, inspection, professional development, education indicators, assessment, information communication technology, accreditation and indigenous education.



GLOBAL EDUCATION

NZAID contributes to the education of New Zealand citizens on factors surrounding development issues in the global context primarily through supporting NGO providers (e.g. Dev-Zone) to carry out the majority of the activities in this area. NZAID engages closely with NGO providers in the direction of this work, ensuring that education benefits flow in both directions between New Zealand and its partner countries.

Global education has a legitimate role in both the formal and informal sectors of New Zealand education and encompasses seven areas of learning that are also found in the New Zealand curriculum: development, environmental studies, peace, citizenship, human rights, futures and bi-cultural and multi-cultural education.

In a world that is becoming increasingly interdependent, young people and educators need the skills to view issues with a global perspective, critical thought, analysis and the disposition to take responsible and critical action.

BUILDING RELATIONSHIPS IN NEW ZEALAND

NZAID promotes policy coherence regarding educational development through strong and constructive relationships with New Zealand agencies, with Ministers of the Crown, with the diverse stakeholder groups in the education and development communities, NGOs and the voluntary sector, the business and consultancy sector, the academic community, and the general public.

The educational development needs and the role of New Zealand through NZAID is publicised among the general public, to build support for continuing and increasing ODA for education in the future.



NZAID's contribution to multilateral agencies and international education development processes

In the context of the principles and aims outlined in this document, NZAID supports activities carried out by the following multilateral and regional agencies that are directly related to the achievement of EFA: the World Bank, Regional Development Banks, United Nations (UN) agencies and Commonwealth agencies.

NZAID contributes directly to international debate and policy dialogue regarding educational development. NZAID also supports partner countries' (governments, civil society and private sector) participation in relevant international and regional educational development processes and events so that they can gain the benefits of association and take a leadership role in developing and sustaining those benefits.

New Zealand Agency for International Development
Nga Hoe Tuputupu-mai-tawhiti
Wellington, March 2004



GLOSSARY OF TERMS

Access to education: the extent to which children of school age are enrolled in, remain in and complete full cycles of primary and secondary education. For non-formal and early childhood education programmes, the term 'access' normally refers to the possibility of effectively participating in appropriate learning activities.

Basic education: encompasses the first 10 years of education (early childhood through to junior secondary education) including literacy programmes, indigenous education initiatives, technical/vocational education and training and distance learning.

Core-bilateral partner country: a country with which NZAID maintains a three-year forward aid commitment of at least NZ\$1 million annually and with which NZAID holds periodic bilateral ODA consultations.

Cultural competency: encompasses the priority recognition of Te Ao Maori (the Maori World-view) and Te Tiriti o Waitangi training enriching the work outcomes of Nga Hoe Tuputupu-mai-tawhiti (NZAID). From this unique knowledge base, due recognition is given towards the cross-cultural competencies of NZAID staff living and working within other cultures throughout the Pacific and Asia.

Donor: aid donors are for the most part the governments of the industrial countries (members of the Organisation for Economic Cooperation and Development); but members of the Organisation of Petroleum Exporting Countries (OPEC) and some other countries also give aid. Most of the governments give their aid directly – bilateral aid – and indirectly, via multilateral or other channels.

Education: a process through which communities and societies pass on shared stories, values and knowledge to enable learners to participate as knowledgeable, responsible and productive members of that society. Education can take place inside or outside schools or other formal institutions.



Education For All (EFA): expresses the international community's collective commitment (re-confirmed at the World Education Forum in Dakar, Senegal in April 2000) to pursue a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.

Education sector: encompasses all the public and private institutions and organisations that have a stake in education.

Equity: the extent of disparities or differences in the education system, for example in regard to access or quality, in terms of gender, social groups, income level, ethnic groups, urban/rural, main island/outer island, etc. The smaller the disparities, the higher the degree of equity.

Global education: is an approach to learning which encourages an understanding of the underlying causes of poverty, injustice, conflict, health and environmental degradation both at home and abroad. In addition, global education is a process, which enables people to understand the links between their own lives and those of people throughout the world. It aims to develop skills, attitudes and values to bring about a more just and sustainable world.

Harmonisation: Harmonisation means aligning donor support more closely to partner countries' national development priorities, systems and budgets, programme and planning cycles and public expenditure and financial systems. Harmonisation also means effective coordination of donors' contributions to development and a reduction in the proliferation of donor's operational policies, procedures and practices to reduce the transaction costs of aid delivery and enhance its effectiveness.

Impacts: the medium- to long-term consequences of the outcomes of education (i.e., learners' academic achievement; learners' social skills; learners' participation in society; economic success).

Inputs: the financial, administrative and regulatory resources provided by a government and/or donors.



Key stakeholders: Stakeholders are all those with a significant interest, involvement or concern in an issue. In the context of an education sector, this includes national/provincial/district governments and institutions, religious institutions and bodies, education officials, communities, educators, families, students.

Millennium Development Goals (MDGs): were adopted by the United Nations General Assembly in September 2000. The second and third MDGs are that by 2015 all 189 United Nations Member States have pledged to:

- Achieve universal primary education, ensuring that all boys and girls complete a full course of primary schooling; and
- Promote gender equality and empower women, eliminating gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.

Multilateral aid: One of the main channels of multilateral aid is the International Development Association (IDA), the World Bank's soft loan window. The other main multilateral channels are the Regional Banks, such as the Asian Development Bank and the UN 'family' of specialised agencies. The latter include UNICEF and UNESCO technical assistance agencies working in education. Finally there is the EEC's aid programme and its main instrument, the European Development Fund (EDF) – this is a multinational rather than a fully multilateral programme.

Non-formal education: every kind of learning that happens outside the traditional school setting.

Outcomes: the short-term results of achieving outputs, usually measured at the level of beneficiaries (i.e., school enrolment; school attendance; positive school climate; enabling conditions for learning; effective teaching/learning process).

Outputs: the immediate and concrete consequences of the measures taken and resources used (i.e., number of schools/classrooms built, furnished or repaired; number of teachers trained; number of textbooks distributed).



Post-basic education: refers to education provided beyond the first 10 years of learning. This usually includes senior secondary, technical/vocational education and training and distance learning provided by institutions, training centres, colleges etc.

Poverty: the Development Assistance Committee (DAC) of the Organisation for Economic Cooperation and Development (OECD) defines poverty as the condition of people who are unable to meet minimum standards of human well-being as these are perceived in different societies around the world. NZAID's working definitions of poverty are **extreme poverty** (an inability to meet basic needs – frequently inter-generational); **poverty of opportunity** (where opportunities to participate in economic, social, civil and political life are seriously limited); and **vulnerability to poverty** (where individuals, communities and countries are particularly vulnerable to circumstances likely to damage their livelihoods, ability to meet basic needs and ability to participate actively in economic, social, civil and political life).

Sector Wide Approaches (SWAp): are a way of providing development assistance that strengthens national ownership and helps build nationally managed systems with the support of donors and lenders.

Technical vocational education and training: refers to the development of generic, vocational and job-specific skills and knowledge within education institutions and also in the workplace.

Tertiary education: refers to education at such institutions as universities, teachers colleges and higher level professional schools – requiring as a minimum condition of admission the successful completion of education at the secondary level, or evidence of the attainment of an equivalent level of knowledge.



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