



Australian Government
Department of Foreign Affairs and Trade

Education Learning and
Development Module



**Diplomatic
Academy.**



EDUCATION FOR DEVELOPMENT: PRIORITY SETTING

Foundation Level
2019



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ACRONYMS

APTC	Australia Pacific Training Coalition
AUD	Australian dollar
BEQUAL	Basic Education Quality and Access (Lao PDR)
DFAT	Australian Government Department of Foreign Affairs and Trade
ECD	early childhood development
ESSP	Education Sector Support Program (Samoa)
FEdMM	Forum Education Ministers Meeting
MDGs	Millennium Development Goals
NGO	non-government organisation
ODA	Official Development Assistance
PILNA	Pacific Literacy and Numeracy Assessment
PNG	Papua New Guinea
SDGs	Sustainable Development Goals
S4IG	Skills for Inclusive Economic Growth (Sri Lanka)
STEP	Skills Toward Employability and Productivity
SWAp	sector-wide approach
TA	technical assistance
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USD	United States dollar



1 INTRODUCTION

The purpose of this module is to provide introductory information about why donors should invest in education in developing countries. It also provides important information regarding the Australian aid program's education investment strategies and priorities. On successful completion you will have gained valuable knowledge to contribute to the field of priority setting for education for development.

2 WHY IS IT IMPORTANT FOR DONOR COUNTRIES TO INVEST IN DEVELOPING COUNTRIES' EDUCATION?

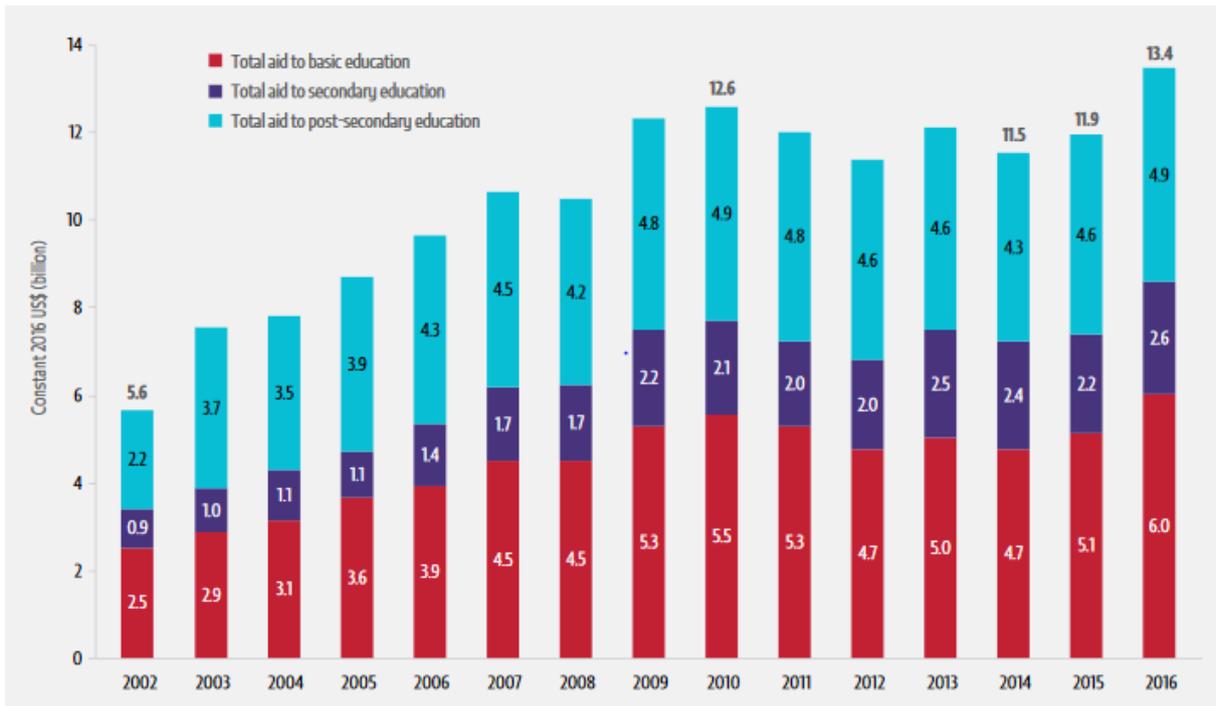
A quick global overview of aid to education

As set out in Australia's aid policy – [Australian aid: promoting prosperity, reducing poverty, enhancing stability](#), Australia gives priority to education for development.

Most development agencies invest in education. After years of stagnation, aid to education reached its highest level in 2016 at USD13.4 billion (refer to Figure 1). The share of education in total official development assistance (ODA), excluding debt relief, increased for the first time since 2009, from 6.9 per cent in 2015 to 7.6 per cent in 2016. An increase in aid to basic education accounted for two-thirds of this growth. Aid to secondary and post-secondary education also grew, but by a smaller amount. The share of basic education of total aid to education was 45 per cent in 2016. However, the share of basic education aid to low income countries (as classified by the World Bank or United Nations) fell from 35 per cent in 2002 to 22 per cent in 2016.

Australia's investments in education as a share of total ODA has dropped over the last few years from 23 per cent in 2014-15 to an estimated 15.9 per cent in 2019-20. Investment priorities of 'effective governance', 'infrastructure and trade' and 'building resilience' receive greater allocations of Australian ODA. In 2019-20, Australia's investment in education is approximately AUD619.1 million.

Sources: DFAT 2015; UNESCO 2018, Global Education Monitoring Report 2019: Migration, displacement and education; DFAT 2019a, Australian Aid Budget Summary, 2014-15 to 2019-20.

**Figure 1 – Total aid to education disbursements, by education level, 2002-2016**

Source: UNESCO 2018, Global Education Monitoring Report 2019: Migration, displacement and education.

An activity for you

Using Figure 1 answer the following questions before proceeding further into the module.



Question 1: How much did total aid disbursements to education rise from 2002 to 2016?

Question 2: Which sub-sector has consistently been the largest?

Question 3: During which years did total aid to post-secondary education meet or exceed allocations to basic education?

Check your answers.

Question 1: From approximately USD5.6 billion to USD13.4 billion.

Question 2: Basic education has generally received the largest allocation of total aid to education (10 out of 15 years).

Question 3: 2003, 2004, 2005, 2006 and 2007.



Some important reasons for investing in education

Assistance for education is provided for many reasons. Different agencies have different priorities. Most consider that education fulfils a human right.

United Nations (UN) agencies and international non-government organisations (NGOs) emphasise education as a human right, citing the [Universal Declaration of Human Rights \(1948\)](#), and the [UN Convention on the Rights of the Child \(1989\)](#). These commitments emphasise the early stages of education:

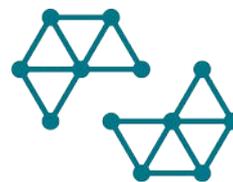
Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory (Declaration of Human Rights).

Sources: United Nations 1948; 1989

What is the Education 2030 Framework for Action?

In 2015, the international community signed the [Incheon Declaration](#), adopting [Sustainable Development Goal 4 \(SDG 4\)](#), which aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’.

Source: UNESCO 2016a; UN 2017.



The targets that underpin SDG 4

- **Target 4.1:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- **Target 4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- **Target 4.3:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- **Target 4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- **Target 4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- **Target 4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- **Target 4.7:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global



citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

- **Target 4.a:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- **Target 4.b:** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
- **Target 4.c:** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Source: UN 2017, Sustainable Development Goals.

Reducing poverty

Reducing poverty is at the heart of effective aid. The absence of education in people's lives is itself a form of poverty. Conversely, good quality learning opportunities help to create better life chances. This relationship is reflected in the SDGs which constitute a global action plan for poverty reduction by 2030. The 2030 Agenda is well aligned with the objectives of Australia's aid policy framework, [Australian aid: promoting prosperity, reducing poverty, enhancing stability](#), which promotes regional stability, security and economic prosperity. Australia is committed to the 2030 Agenda and works with international partners to advocate for a strong focus on economic growth and development in the Indo-Pacific region. [The Strategy for Australia's aid investments in education 2015-2020](#) makes clear that education is an enabler of development and crucial to helping people overcome poverty, enable sustainable economic growth and enhance stability in the Indo-Pacific region.

Source: DFAT 2014; DFAT 2015.

Education goal under SDG 4

The education goal as articulated under SDG 4, addresses the 'unfinished business' of the Education For All agenda and the education-related Millennium Development Goals (MDGs). It goes beyond basic education and includes a new focus on inclusion, equity, gender equality, lifelong learning, skills for work, citizenship education and quality learning outcomes for all. The first target of SDG 4 is to ensure that by 2030, children everywhere, boys and girls alike, will be able to access 12 years of free, equitable and quality primary and secondary education. To assess what progress is being made against SDG 4 and its targets, see the [Global Education Monitoring Reports](#).

Source: UNESCO 2019.





Contributing to economic growth

The exact relationship between education and economic growth is contested. But a growing body of evidence sets out a compelling case. No country has achieved rapid and continuous economic growth without first having at least 40 per cent of adults able to read and write. Levels of cognitive skills relate closely to levels of individual earnings, to the distribution of income, and to economic growth. Analysis shows that if the world were to achieve universal upper secondary completion by 2030, income per capita would likely increase by 75 per cent by 2050, thereby bringing poverty elimination forward by 10 years.

Most agencies place increasing emphasis on improving the quality of education. They recognise that low income countries require skilled work forces to help raise living standards and build competitive economies.

Source: UNESCO 2016b, Global Education Monitoring Report: Education for people and planet.

Achieving gender equality

Most agencies give high priority to education as a means of achieving greater gender equality. The Australian aid program sees gender equality as central to economic and human development. It emphasises the importance of advancing equal access to gender-responsive education services. This means promoting the SDGs but also thinking and working through the gender implications of all aspects of education policy and practice (e.g. in the classroom, in the school, in the community and in sector policies and programs).

Combating conflict

Children are extremely vulnerable in fragile and conflict-affected situations. Of Australia's 15 top aid partner countries, 11 are considered to be fragile or conflict affected, with the majority of these countries located within the Indo-Pacific region. Investing in education in our region is fundamental to Australia's own peace and prosperity. Extended conflict has seriously limited education opportunities. This has produced generations of young people with little or no education. Education can contribute to sustaining peace. It is critical to building better functioning states: both through short-term humanitarian assistance and longer-term support for education systems.

For more information view *Education in Conflict-Affected and/or Fragile States: Foundation and Practitioner level* modules.



An activity for you

Read the extract below from the [Australia-Vanuatu Aid Partnership Arrangement 2016-2019](#) and answer the questions that follow.



AUSTRALIA-VANUATU AID PARTNERSHIP ARRANGEMENT 2016-2019 – PRIORITY OUTCOME 2: IMPROVED EARLY EDUCATION

Joint Commitment: The Partnership will ensure development cooperation contributes as effectively and efficiently as possible to sustained and inclusive economic growth and reduced poverty in Vanuatu, under four strategic priorities and a number of crosscutting issues. Priority 2 focuses on improving early education through:

- improving literacy and numeracy for girls and boys in Year 4
- ensuring the Vanuatu Government central agencies and line ministries collaborate to improve the quality and management of public expenditure
- support youth, including in health and education, access to justice, post-school scholarships and vocational opportunities
- ensure women, girls and people with disability have access to essential services and vital economic opportunities
- a commitment by the Vanuatu Government to develop and implement a national school rationalisation policy.

Target Results: Achieve 70 per cent literacy and numeracy rates in Year 4 students by 2018-19.

What appears to be the main rationale for education – both for the Government of Vanuatu and the Australian aid program?

Check your answer.

There is a mix of reasons at work here. These include realising the right to a basic education of good quality; equal access and quality for girls, boys and people with disabilities; a concern for skills that contribute to employment; and the development of more effective education systems.

Source: DFAT 2016.



3 WHAT ARE THE AUSTRALIAN AID PROGRAM'S EDUCATION PRIORITIES?

Making choices

The Australian aid program makes choices for education program interventions at a number of different levels. Choices are informed by evidence and the local context. Options include whether to:

- Work holistically across the education sector (sector wide) or in support of particular sub-sectors such as technical and vocational education or early childhood care and development.
- Focus on broad themes such as equity, access, quality and/or governance (at sector or sub-sector levels).
- Accord priority to particular topics or issues such as teacher development, curriculum renewal or community engagement.
- Target particular geographical areas and/or specific groups of people (ethnic minorities, girls, children with disabilities, refugees and internally displaced people, child soldiers, isolated communities).

Usually, choices are made at more than one level. To help make these judgements and decisions in any one country requires open and regular dialogue with prospective partners. This, in turn, needs a good analytical knowledge of the priority that is accorded to education (and its various sub-components) within partner country governments. A careful mapping of the sector and its stakeholders helps in this process.

Addressing the four strategic priorities

There are four priorities identified in the [Strategy for Australia's aid investments in education 2015-2020](#):

1. **Getting the foundations right:** participating in early childhood development.
2. **Learning for all:** improving learning outcomes and improving the quality of education.
3. **Universal participation:** with a particular focus on including girls and children with disabilities.
4. **Skills for prosperity:** improving access to high quality, post-secondary education and training.

Each strategic priority is considered through the lens of a short case study below.

Source: DFAT 2015.



Priority 1: Getting the foundations right

Ensuring that all children receive a strong foundation through early childhood care and education has been shown to deliver high returns, particularly for the poorest and most marginalised children. Social and economic returns to investment in the early years are significant and include reduced inequality, increased productivity, and reduced public expenditure in health and welfare. Australia's investments in early childhood development (ECD) adopt an integrated approach, to ensure a strong foundation to meet children's learning needs as well as developmental outcomes. DFAT defines ECD as integrated health, education and social services working together to support the holistic development of a child from conception to age eight. It recognises that good practice ECD integrates various services including:

- maternal, child and family health, including nutrition and disability
- early childhood education and care, including cognitive stimulation
- support services for children and families, including parental education
- effective transitions from pre-school environments to child-centred primary schools.

Case study: health and education services for women and children in Afghanistan

As part of DFAT's Uruzgan Health and Education Program in Afghanistan, Save the Children provided health clinics, nutrition, vaccination programs and other services to support children in Uruzgan Province, to access education. Some of the program achievements in its first two years included 1,212 caregivers attended nutrition education and rehabilitation sessions, and 1,078 children with acute malnutrition were cured. Furthermore, 1,240 children enrolled in ECD classes and 2,775 children in community based education classes.

Source: Coffey 2014, Children of Uruzgan Mid-term review report.



Priority 2: Learning for all

The Australian aid program is committed to improving learning outcomes for children and youth, girls and boys equally. The Education Strategy recognises that Australian investments in quality education need to consider multiple interventions including clearly articulated learning standards, relevant curricula, engaging learning materials, and appropriately qualified teachers. A child-centred approach to learning, which caters to the needs and interests of all children (including those with disabilities), is best convened at the school level, making school-based management critical. These interventions will be supported by rigorous and benchmarked assessments of learning achievement to inform continuous improvement in policy, budgeting and service delivery.



Case study: learning assessments in the Pacific

Early achievement in literacy and numeracy is one of the key determinants of a student's future success in the later years of schooling. Therefore, the measurement and monitoring of learning achievement of Year 4 and 6 students through learning assessment tools such as the Pacific Islands Literacy and Numeracy Assessment (PILNA) provides important data for governments to make policy decisions and program interventions in the education sector.



The first PILNA survey conducted in 2012 was intended to provide a one-time snapshot of literacy and numeracy achievement. Based on insights from the results of the PILNA 2012 findings, the Forum Education Ministers Meeting requested a 2015 administration of PILNA, in addition to exploring the establishment of a long-term regional assessment to provide valid and reliable data over time.

The results of PILNA administrations have given education stakeholders evidence to develop interventions and policies to improve education quality. Growth has been noted in both literacy and numeracy, with a greater proportion of students reaching the highest proficiency levels in both literacy and numeracy over the three cycles (2012, 2015, 2018). The proportion of students not yet performing at the minimum expected levels in literacy at both year levels has reduced. However, there are still many students not achieving the expected levels. For example, 47 per cent of Year 4 and 37 per cent of Year 6 students did not meet the minimum proficiency levels for literacy in PILNA 2018. In numeracy, 17 per cent of student across both year levels did not meet minimum proficiency levels. Across the region, girls outperformed boys in both literacy and numeracy. Critical thinking and problem solving remain areas where students need further support.

Source: Educational Quality Assessment Program 2019, Pacific Islands Literacy and Numeracy Assessment (PILNA) 2018 Regional Report.

An activity for you

Have you visited a local primary school? See if you can arrange a visit with the local authority. Meet with teachers. Observe some teaching.



Is learning taking place? How would you judge?

For example, you can judge by observing the following:

- children are clearly interested in a task
- the teacher and individual children are interacting
- all of the lesson time is devoted to learning
- the learning activities are structured.



Priority 3: Universal participation

Since 2000, global efforts to improve access to education have seen 91 per cent of the world's children enrolled in school. However, it is estimated that 25 million children of primary school age have never attended school and are unlikely to start. In total, about 263 million children and youth are out of school. This figure is roughly equivalent to the entire population of Indonesia or the combined populations of Philippines, Vietnam and Thailand. When broken down, the numbers show that there are still 61 million children of primary school age (about six to 11 years) who are not in the classroom, 60 million adolescents of lower secondary school age (12 to 14 years) and 142 million of upper secondary age (15 to 17 years). Girls, children with disabilities, those living in remote areas and ethnic minority children are more likely to be out of school. Priority 3 interventions improve access and participation, particularly for marginalised groups.

Sources: UNESCO 2016b, Global Education Monitoring Report: Education for people and planet; UNESCO Institute for Statistics 2016, Leaving no one behind: How far on the way to universal primary and secondary education?

The case study example below from Bangladesh recognises the importance of constantly reviewing and revisiting access strategies to see if they are working.

Case study: increasing access to schooling for the poor in Bangladesh



In Bangladesh, the Primary Education Support Project was designed in part to provide cash payments to targeted families. Forty per cent of the poorest families with children enrolled in primary schools were to receive a monthly stipend if their children attended school regularly (over 80 per cent of school time and achieved 45 per cent or better in tests). Indicators of poverty were determined at the school level. In the event, targeting was weak, children from the poorest families found it very difficult to attend for 80 per cent of school time, and the stipend represented less than one third of the average cost per child in primary education per year.

A review concluded that more cost effective measures for increasing access were:

- to train teachers to identify children at risk
- design a curriculum that avoids the need for costly private tuition
- school health programs
- school feeding programs – midday meals
- provision of free learning materials.



Priority 4: Skills for prosperity

Increased levels of educational attainment have been shown to have a positive impact on economic growth. Advanced skills increase the opportunity for decent work, which ensures worker rights including safety, remuneration, physical and mental wellbeing. A study using the World Bank Skills Toward Employability and Productivity (STEP) survey found that workers who have complex reading skills are almost twice as likely to hold a decent job than those with basic reading skills

Source: UNESCO Institute for Statistics 2016, Leaving no one behind: How far on the way to universal primary and secondary education?

The Education Strategy emphasises flexible learning pathways to enable men and women to benefit from training that can improve their prospects for accessing decent work. This includes working with the post-secondary education system and the private sector to identify and resolve skills gaps and shortages. The [Australia Awards](#) program and [Australia Pacific Training Coalition \(APTC\)](#) are examples of how Australia is investing in future leaders in the Indo-Pacific region through higher education and skills development opportunities.

Sources: DFAT 2019b; APTC 2017.

Case study: improving Lao PDR's human resources through scholarships, training and organisational capacity building



The Government of Lao PDR has placed priority on building its human resource capacity to address existing skills gaps to sustain social development and economic growth and support new enterprise. Through the Laos-Australia Institute, Australia is assisting human resource development in Lao PDR to address existing shortages in skilled labour by providing scholarships and professional development training opportunities for government, civil society and the private sector.

The Institute manages a suite of scholarship programs. The Australia Awards scholarships and fellowships enhance leadership, knowledge and technical skills by providing study and professional development opportunities in Australia to future Lao leaders. Lao students have studied in Australia for more than 50 years, and there are over 1,200 Australian trained alumni in Laos, with many now working at senior levels of government, in teaching, research and in business. The Laos-Australia National Scholarships program complements the Australia Awards and supports students from disadvantaged backgrounds to complete a Bachelor's degree at a Lao public university.

Source: Laos Australia Institute 2014.



4 HOW THE AUSTRALIAN AID PROGRAM INVESTS

Ways of working: a basic glossary

Over the past 20 years development agencies have expanded the range of strategies and approaches for investing in education and other service delivery sectors. More effort has been made to work with and through partner government systems rather than via discrete bilateral projects with their own management arrangements and financing systems. This is considered as a more programmatic approach. But the degree to which agencies can confidently move funds through government systems requires careful assessment of fiduciary risk.

Note: For more information view the modules on *Education Financing and Modalities*.

A glossary of some of the more important ways of working is provided below. This shows a spectrum of ways of working from single individual projects to providing funds that go straight into a government's budget. Australia makes investment choices based on where its funding will likely have the greatest impact in bringing about transformational reform. This includes a clear understanding of context, an assessment of comparative advantage and capacity to make a difference. Australia also recognises the increasing role of the private sector in education and works with government and non-government partners to improve better education outcomes.

General budget support

Entirely un-earmarked budget assistance where the dialogue between donors and partner governments focuses on overall policy and budget priorities across sectors.

Earmarking

A requirement that all or some external funding is devoted to a certain area of public expenditure, which can be very specific (for a discrete set of activities), or broad (to an overall sector, e.g. education, or a sub-sector, e.g. primary).

Pooled funding

The co-mingling of development partner funds with partner government funds, in support of identified priorities.

Sector-wide approach (SWAp)

Support for a single sector policy and expenditure program, under government leadership, adopting common approaches, and progressing towards reliance on government procedures to disburse and account for all funds.

Technical assistance (TA)

Technical advisors and similar personnel provided to facilitate implementation of policy and programs.



Projects

Discrete, separately managed activities financed and managed by donor agencies in partnership with governments or other partners. Frequently involves delivery via managing contractors.

Results-based financing

A program that provides financial or other incentives on the delivery of agreed outputs or outcomes. It could be donor financing, government financing, private sector financing or combinations of these. Incentives may be directed to government agencies, other service providers such as publishers and printers (supply side), or program beneficiaries such as students and teachers (demand side), or all of these.

Scholarships

The Australia Awards program provides long and short-term study and professional development opportunities to citizens from developing countries, and for high-achieving Australians to do the same overseas. They are targeted to provide enhanced leadership, knowledge and technical skills to partner governments, tertiary institutions and strategic organisations, and promote people-to-people links between Australia and our partners.

Case studies: the Australian aid program's ways of working in four countries



The Australian Government works in the education sector in different ways. The examples, below, demonstrate the importance of selecting modalities appropriate to context.

1. Lao PDR

Australia supports basic education in Lao PDR through the Basic Education Quality and Access in Lao (BEQUAL) program. The key components of the program are: education policy, planning and coordination; increased participation; teacher education and support; teaching and learning resources; and school infrastructure.

It is being implemented via a program approach where resources are provided to the Ministry of Education and Sports to implement basic education priorities under the agreed Education Sector Development Plan.

Other partners including contractors, multilateral, international non-government organisations and local not-for-profit associations are engaged under a shared program framework that ensures more effective cooperation and coordination.

Australia is represented on the BEQUAL Steering Committee and Technical Working Group, where it has the opportunity to contribute to sector policy dialogue and aid coordination mechanisms.

Click here for more information about the [BEQUAL program](#).



2. Samoa

The Education Sector Support Program (ESSP) is a joint initiative of the Governments of Australia and New Zealand to strengthen Samoa's education system and quality of education from early childhood up to post school education and training level. The support is provided directly through the Government of Samoa's public financial management systems, and will help to implement its strategic priorities as set out in its Education Sector Plan (2013-18). The move is a strategy to ensure sustainable outcomes and strong government ownership, which aligns with Samoa's sector-wide approaches. The collective efforts of Australia and New Zealand are focused in critical areas that will help deliver quality outcomes and achieve long lasting gains.

Click here for more information about [ESSP](#).

3. Papua New Guinea (PNG)

A large component of Australian aid in PNG supports national government departments and agencies. The Australian aid program also works at the provincial and local levels, delivering services directly where needed. The aim is to target assistance to beneficiaries while supporting the government to strengthen its delivery of essential services.

Australia delivers the majority of its ODA via managing contractors, which provide technical assistance, infrastructure and other services. Funding is also provided through local and Australian NGOs.

The Australian aid program collaborates with NGOs, churches, civil society, other donors, regional organisations (e.g. Australia Pacific Technical College) and multilaterals (e.g. World Bank) to provide support in areas where they have expertise and local knowledge.

Click here for more information about [DFAT's education program in PNG](#).

4. Sri Lanka

Australia is supporting economic opportunities for the poor in Sri Lanka through the Skills for Inclusive Economic Growth (S4IG) program. The program identifies skills gaps based on market analysis and uses existing public and private tertiary providers to deliver targeted training. The program focuses on demonstrating models of flexible, work-based training delivery. Where training courses do not exist, or are not of sufficient standard, the program will draw on international providers to partner with local providers to build capacity. It is targeted in some of Sri Lanka's poorest districts along the east coast, focusing on the poor (especially women and people with disabilities) and helping them to gain quality jobs in the expanding tourism sector.

The program is delivered by a managing contractor and works in partnership with the Ministry of Skills Development and Vocational Training and private providers.

Click here for more information about [S4IG](#).



An activity for you

Answer the following questions about the four case studies.



Question 1: In which country/ies will teachers receive training and development?

Question 2: In which country does a project approach appear important?

Question 3: In which country is the focus shifting to promote the role of the private sector?

Question 4: In which country is Australian assistance provided directly through partner government systems?

Question 5: In your country program, or a country known to you, which modalities does the Australian aid program employ? Why has the Australian aid program decided to use these modalities?

Check your answers.

Question 1: Lao PDR and Samoa

Question 2: PNG

Question 3: Sri Lanka

Question 4: Samoa

Question 5: That's for you to answer!



5 TEST YOUR KNOWLEDGE

Assessment questions

Answer the following questions by ticking 'True' or 'False'. Once you have selected your answers to all the questions, turn the page to 'The correct answers are...' to check the accuracy of your answers.

Question 1

The UN and other international agencies believe that education is a fundamental human right.

Is this statement true or false?

True

False

Question 2

It is internationally recognised that good quality learning opportunities help to create better life chances and assists the reduction of poverty.

Is this statement true or false?

True

False

Question 3

Australia expends most of its annual overseas aid budget on education.

Is this statement true or false?

True

False

Question 4

Achieving gender equality in education is not an objective of donors' investments in developing countries.

Is this statement true or false?

True

False



Question 5

Identifying the drivers and champions for change within and outside of government helps to identify where it is possible for aid interventions to add significant value in the education sector.

Is this statement true or false?

True

False

Question 6

Infrastructure investment and national testing capacity building have been the Australian aid program's two top priorities for education aid funding and support.

Is this statement true or false?

True

False

Question 7

The Australian aid program uses a range of investment approaches in supporting the development of education.

Is this statement true or false?

True

False

Question 8

Internationally, aid to education has stagnated.

Is this statement true or false?

True

False



The correct answers are...



Question 1

The UN and international agencies believe that education is a fundamental human right.

This statement is true. The UN and international agencies believe that education is a fundamental human right.

Question 2

It is internationally recognised that good quality learning opportunities help to create better life chances and assists the reduction of poverty.

This statement is true. It is internationally recognised that good quality learning opportunities help to create better life chances and assists the reduction of poverty.

Question 3

Australia spends most of its annual overseas aid budget on education.

This statement is false. Australia's investments in education as a share of total ODA is an estimated 15.9 per cent in 2019-20. Investment priorities of 'effective governance', 'infrastructure and trade' and 'building resilience' receive greater allocations of Australian ODA.

Question 4

Achieving gender equality in education is not an objective of donors' investment in developing countries.

This statement is false. Achieving gender equality is an objective of donors' investment in developing countries education. Improving the education opportunities, access, inclusion and participation of females is a primary focus for donors' investment in education.



Question 5

Identifying the drivers and champions for change within and outside of government helps to identify where it is possible for aid interventions to add significant value in the education sector.

This statement is true. Identifying the drivers and champions for change within and outside of government helps to identify where it is possible for aid interventions to add significant value in the education sector.

Question 6

Infrastructure investment and national testing capacity building have been the Australian aid program's two top priorities for education aid funding and support.

This statement is false. Infrastructure investment and national testing capacity building have not been the Australian aid program's two top priorities for education aid funding and support. Improving access to early childhood development, access to education, the quality of learning outcomes, and skills development are the Australian Government's four priorities for aid investments in education.

Question 7

The Australian aid program uses a range of investment approaches in supporting the development of education.

This statement is true. The Australian aid program uses a range of investment approaches in supporting the development of education. These include scholarships, funding particular projects and programs and cooperating in sector-wide approaches.

Question 8

Internationally, aid to education has stagnated.

This statement is false. Internationally, aid to education reached a record high in 2016 to USD13.4 billion after a period of stagnation.



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