Nhamo, Godwell: University of South Africa
nhamog@unisa.ac.za

Authors:

Title: ODA and related education Sustainable Development Goal indicators: The emerging African picture

Official Development Assistance (ODA) in Africa remains a contested subject and Africa worries about conditionalities and dwindling ODA inflows. This has led to increased attention on domestic resource mobilisation to complement ODA. This paper attempts to follow trends in the volume of ODA for scholarships and further establish a baseline composite index drawing on data from the UNESCO Institute for Statistics and the available United Nations Sustainable Development Goals (SDGs) 2018 Tier indicators for SDG 4. The findings reveal huge gaps in the volume of ODA for scholarships, with the top five recipients out of the 54 countries being Morocco, Algeria, Egypt, Tunisia and South Africa. The bottom 5 countries were Somalia, Eritrea, South Sudan, Equatorial Guinea and Swaziland. The volume ranged from as low as US$1.37 million received by Eritrea between 2006 and 2015, to as high as US$94.29 million for Morocco. Due to the global financial meltdown, the annual continent wide ODA flow dropped drastically from US$133.03 million in 2009 to US$93.61 million in 2011. In addition to analysing ODA flows for the period 2006 to 2015, the following 2 additional indicators were used to compute the composite index: adjusted net enrolment rate one year before the official primary entry age; and percentage of trained teachers in primary education. Data for the three indicators allowed us to include 24 countries for further analysis using the composite index. From the composite index, only Morocco had a weighted score of 80+ points out of 100. Seventeen countries scored below 50 points and of these 17, eleven scored below 40 points. Overall, only six countries scored 50+ points. Although the sample was limited, it reveals that achieving SDG 4 targets is going to be an uphill task. We therefore recommend that, not only should ODA for scholarships be increased, but also the net enrolment rate a year before official primary entry age and the percentage of trained primary teachers. We also suggest additional data collection to populate missing data on indicators that include percentage of trained secondary school teachers. Otherwise, monitoring progress towards SDG 4 implementation will continue to be undermined.