



Taormina

Progress Report

*Investing in Education for Mutual Prosperity,
Peace and Development*



G7 Accountability Working Group (AWG)

Accountability and transparency are core principles of the G7 and are essential in order to maintain the credibility of the decisions of the G7 Leaders.

At the G8 Summit in 2007 in Heiligendamm, Germany, members of the G8 introduced the idea of building a system of accountability for the G8.

In 2009, the Italian Presidency formally launched this mechanism in L'Aquila and approved the first, preliminary Accountability Report and the Terms of Reference for the G7 Accountability Working Group (AWG). Each of the subsequent Summits has adopted an Accountability Report (Progress Report since 2012) prepared by the AWG, which every three years presents a comprehensive review of the G7 commitments identified for monitoring purposes and develops sector-focused reports in interim years.

These reports aim at assessing the implementation of development and development-related commitments made at G7 Summits, using a methodology which is based on specific baselines, indicators and data sources.

The reports cover commitments relating to the previous 6 years or earlier commitments still considered to be relevant.

The AWG draws on the knowledge of relevant sectoral experts and provides both qualitative and quantitative information.

For 2017, the Italian Presidency of the G7 has chosen Education to be the theme for the Progress Report of the Accountability Working Group.



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Credits: cover photos



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DGCS El Salvador 2015



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Foreword

Education is key for economic, social and environmental progress. Education is key for peace. Education is key for the future. Our future and the one of our children at all latitudes. Ensuring universal equal access to inclusive and equitable quality education and learning is imperative if we want to address present and future global challenges and create more sustainable, peaceful and resilient societies.



Great progress has been achieved globally in accessing education but while universal primary school access still remains to be fully reached, we are already engaged in acting on an increased level of scope and ambition, which will require greater efforts by governments and all actors of change. We must ensure that all people can benefit from quality education in order to acquire the necessary life skills. With the world becoming more interconnected and competitive, quality education is essential to allow our societies to develop and to ensure social, economic and environmental sustainability.

Quality education can contribute to peace and security.

Bearing in mind the complexity and fragmentation of today's world, with violent extremism promoting fear and division, education is one of the most powerful weapons to respond to these challenges. Undermining prejudice, fighting ignorance and indifference by promoting a global citizenship education to all, especially to new generations, is the way forward to a peaceful and sustainable world.

Girls and young women deserve our efforts at all latitudes. Children with disabilities, children living in fragile and conflict-affected countries, refugees and IDPs, must all be the primary focus of our collective actions.

The G7 has a long-standing commitment to international development, and education has always been a key part of this commitment. In this report the G7 countries provide an account of what they have accomplished, including the presentation of specific domestic experiences and national development cooperation strategies. The thread running through this report is that, as the 2030 Agenda for Sustainable Development shows us, enabling countries to use education for sustainable and shared prosperity is critical for development in today's world.

A handwritten signature in dark ink.

Mario Giro
Deputy Minister for Foreign Affairs
and International Cooperation

Executive Summary¹

The 2030 Agenda for Sustainable Development signals a major shift in the sustainable development paradigm by underscoring the interdependent and universal nature of the goals. G7 members agreed to support the 2030 Agenda for Sustainable Development including the 17 Sustainable Development Goals (SDGs) and 169 targets in the Ise-Shima declaration, committing not only to undertake domestic action, but also to support developing countries' efforts to implement the 2030 Agenda.

The G7 has a long-standing commitment to international development representing the world's largest bilateral aid donors, education has always been a key part of this commitment. Education is an integral element of the 2030 Agenda for Sustainable Development, as both a stand-alone goal under SDG4 – to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – and helping to accelerate progress towards all of the Sustainable Development Goals. Between 2000 and 2015, G7 investments to achieve the MDG 2 goal of universal primary school access contributed to major increases in enrollment over the period. Despite millions more children in school, conflict and crisis continue to prevent children access to education and around the world, learning outcomes remain weak even for those who have made it into the classroom.

G7 members are therefore shifting the focus of their efforts, in line with the more holistic and outcome-oriented 2030 Agenda, towards addressing issues of conflict and crisis, and driving quality improvements to enable children to leave school with the skills and knowledge they need to live healthy, prosperous lives. The increased scope and ambition of SDG4 will require greater efforts by governments, donors and all stakeholders, but the return on investments in education are high in terms of lifting people out of poverty, stimulating resilience and fostering peace.

The G8 launched the Global Partnership for Education (GPE) in 2002, which has grown to become the world's largest multi-stakeholder partnership dedicated to helping all children access quality basic education in the world's poorest countries. In large part due to the contributions of its G7 members, the GPE has committed over US\$ 4.6 billion to help developing countries build and strengthen durable, resilient national education systems in more than 60 countries, including 28 fragile or conflict-affected states. G7 bilateral support for basic education in GPE partner countries has fluctuated between US\$ 700 million and US\$ 1 billion annually over the past decade, with a recent decrease in aid between 2014 and 2015. Whilst funding from national governments remains the most important financial flow for education, progress towards universal quality education in the poorest countries will also require sustained external support. Despite the historic commitment of the G7 to education, trenchant challenges continue to keep the most marginalized children out of school, particularly girls from poor families and refugee children especially in countries that are experiencing acute and protracted crises.

¹ The United States is still developing its positions regarding the commitments referenced herein. The United States accordingly reserves its position on those commitments.

By championing education now at the outset of 2030 Agenda, G7 members can help to accelerate the achievement of the agenda and bring its goals within reach by 2030. The next GPE replenishment provides an important opportunity for the global community to recommit to the promise of education and unleash the potential and talent of the next learning generation.

G7 members have made significant contributions to the areas of health, food security and nutrition, gender equality, peace and security, environmental sustainability and inclusive economic growth. Many of the G7 commitments for joint action in global development and security are mutually reinforcing, and progress across all of the goals together can be accelerated by improving education.

Several G7 examples demonstrate the important bidirectional impacts of education and other development goals, demonstrating how intersectoral approaches can be leveraged to make concrete progress in a number of areas. G7 investments in education can therefore act as a force multiplier to accelerate progress across a range of G7 priorities, where evidence shows that education has important positive effects.

To reduce inequalities and poverty while strengthening developing countries sustainable growth, G7 members have made significant contributions to advance access and quality education through specific policies and by promoting the right to education. In light of the 2030 Agenda for Sustainable Development, G7 has strengthened linkages between domestic and international policies for a greater effectiveness and coherence of its actions in developing countries. G7 efforts on basic, secondary and higher education went beyond GPE support with additional financial contributions being mobilized during 2007-2015. Considerable financial support to education is also provided by G7 engagement with multilateral organizations of the United Nations system.

At the World Humanitarian Summit, the UN Secretary-General and international community recognized that education is “not a luxury” but a human right, including for crisis-affected children. The role of education is becoming more and more recognized as a critical intervention both to reduce the vulnerability, contribute to stabilization and speed recovery of crisis-affected populations and to foster durable solutions and recovery for crises. We should stress that crises are longer and longer and more and more complex. However, funding for education in emergencies continues to be insufficient, making up less than 2% of total humanitarian spending. 2016 has been a key year of support to education in emergencies by the G7 and the international community. The World Humanitarian Summit and the UN Summit for Refugees and Migrants were pivotal processes in 2016 for bringing together humanitarian, development and peacebuilding efforts to better address crisis and forced displacement resulting in the launch of the Education Cannot Wait platform.

G7 leadership is crucial to addressing both the short and long-term education needs of refugees and Internally Displaced People (IDPs). By effectively focusing support not only on building strong education systems for the long term but also ensuring that crises do not disrupt access to quality, safe education, G7 members can help to address one of the most important barriers to achieving SDG4.

KEY MESSAGES

- The G7 has a long-standing commitment to international development, representing the world's largest bilateral aid donors, and education has always been a key part of this commitment.
- The 2030 Agenda for Sustainable Development signals a major shift in the sustainable development paradigm by underscoring the interdependent and universal nature of the goals.
- G7 members agreed to support the 2030 Agenda for Sustainable Development including the 17 Sustainable Development Goals (SDGs) and 169 targets in the Ise-Shima declaration, committing not only to undertake domestic action, but also to support developing countries' efforts to implement the 2030 Agenda.
- Education is an integral element of the 2030 Agenda for Sustainable Development, as both a stand-alone goal under SDG4 – *to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* -- and helping to accelerate progress towards all of the Sustainable Development Goals.
- Between 2000 and 2015, G7 investments to achieve the MDG2 goal of universal primary school access contributed to major increases in enrollment over the period. Despite millions more children in school, conflict and crisis continue to prevent children access to education and around the world, learning outcomes remain weak even for those who have made it into the classroom.
- G7 members are therefore shifting the focus of their efforts, in line with the more holistic and outcome-oriented 2030 Agenda, towards addressing issues of conflict and crisis, and driving quality improvements to enable children to leave school with the skills and knowledge they need to live healthy, prosperous lives.
- The increased scope and ambition of SDG4 will require greater efforts by governments, donors and all stakeholders, but the return on investments in education are high in terms of lifting people out of poverty, stimulating resilience and fostering peace.

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- By championing education now at the outset of 2030 Agenda, G7 members can help to accelerate the achievement of the Agenda and bring its goals within reach by 2030.
- The next GPE replenishment provides an important opportunity for the global community to recommit to the promise of education and unleash the potential and talent of the next learning generation.



Cambodia, March 2015. Credit: GPE/Livia Barton

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- G7 investments in education can therefore act as a force multiplier to accelerate progress across a range of G7 priorities, where evidence shows that education has important positive effects.



Tanzania, April 2017. Credit: GPE/Chantal Rigaud.

Chapter 4:

Policy Priorities and Funding for Development Education by G7

KEY MESSAGES

- To reduce inequalities and poverty while strengthening developing countries sustainable growth, G7 members have made significant contributions to advance access and quality education through specific policies and by promoting the right to education.
- In light of the 2030 Agenda for Sustainable Development, G7 has strengthened linkages between domestic and international policies for a greater effectiveness and coherence of its actions in developing countries.
- G7 efforts on basic, secondary and higher education went beyond GPE support with additional financial contributions being mobilized during 2007-2015.
- Considerable financial support to education is also provided by G7 engagement with multilateral organizations of the United Nations system.



Nepal, November 2014. Credit: GPE/ NayanTara Gurung Kakshapati

Chapter 5:

Education in Situations of Emergencies and Protracted Humanitarian Crises

KEY MESSAGES

- At the World Humanitarian Summit, the UN Secretary-General and international community recognized that education is “not a luxury” but a human right, including for crisis-affected children.
- The role of education is becoming more and more recognized as a critical intervention both to reduce the vulnerability, contribute to stabilization and speed recovery of crisis-affected populations and to foster durable solutions and recovery for crises. We should stress that crises are longer and longer and more and more complex. However, funding for education in emergencies continues to be insufficient, making up less than 2% of total humanitarian spending.
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- G7 leadership is crucial to addressing both the short and long-term education needs of refugees and Internally Displaced People (IDPs). By effectively focusing support not only on building strong education systems for the long term but also ensuring that crises do not disrupt access to quality, safe education, G7 members can help to address one of the most important barriers to achieving SDG4.



South Darfur, Sudan, August 2016. Credit: GPE/Kelley Lynch

Chapter 6:

Conclusions: 2017, A Pivotal Moment for Education

The G7 Progress Report is part of the G7 efforts to ensure accountability for its commitments. This year, the G7 Accountability Working Group has chosen the Heiligendamm commitment on education which provides an opportunity to build an in-depth understanding of a sector, which has not yet been the main thematic focus in past accountability reports. Through this extensive review, and in the context of the new Agenda 2030 for Sustainable Development, this report presents a more detailed analysis of the relevance of the sector.

With the adoption of SDG4, the global community has increased its focus on the importance of education as the foundation for sustainable development. The Education 2030 Steering Committee has developed a Roadmap for SDG4-Education 2030 activities from 2017 to 2019 to support countries, regional and global structures to implement and monitor Education 2030 and the President of the General Assembly's High-Level SDG Action Event on Education (SDG4). As the international communities' political attention turns to the requirements for success, several initiatives are converging into an unprecedented momentum to ensure that the resources are in place to achieve SDG4.

First, the GPE and its partners are undertaking an ambitious global resource mobilization campaign to be able to provide international assistance to the poorest countries and conflict-affected and fragile states. It calls for increased domestic commitments to education, and aims to mobilize resources for GPE's new financing and funding framework.

Secondly, Education Cannot Wait, a new fund for education in emergencies is mobilizing resources alongside the GPE replenishment in order to ensure that adequate resources are available to meet the educational needs of 1.5 million children over the next two years in countries affected by crises. The Education Cannot Wait Fund was launched in May 2016 at the World Humanitarian Summit with US\$ 113.4 million in initial investments (see chapter 5 for more information).

Finally, in its 2016 Report the International Commission on Financing for Global Education Opportunity aiming to find solutions to meet the financing needs in the education sector, provides recommendations to build the commitment of development banks, private sector, bilateral donors and philanthropists to fund education.

The sustained leadership and commitment of the G7 to development priorities in past Summits, as well as with the support of partners around the world, have transformed the lives of millions of people in developing countries. By championing education now at the outset of Agenda 2030, G7 members can help to accelerate the achievement of the agenda and bring its goals within reach by 2030.

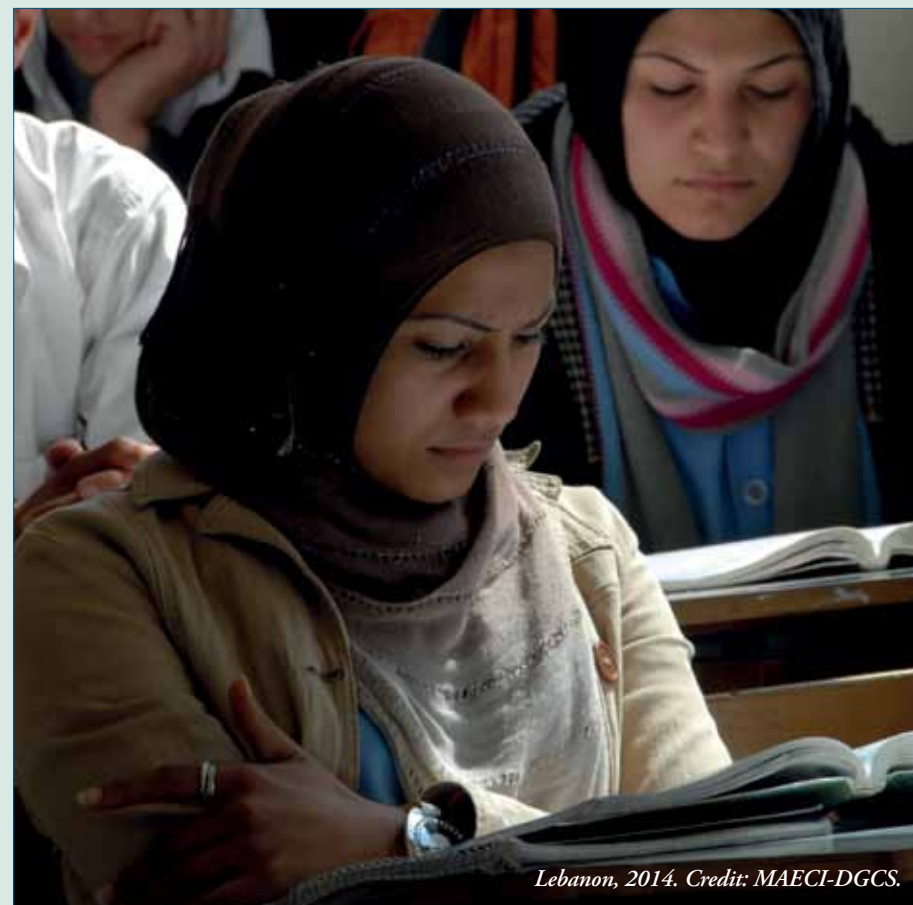
Continued attention of the G7 on education is one of the ways to harvest positive results in the G7's wider agenda for sustainable development. It is also a critical element to build and sustain peace into the future – it equips people to make better choices, develop critical thinking skills, and live in more cohesive and harmonious societies. Investing in children is an investment for them to become thoughtful leaders of their communities, help to resolve conflict, live sustainably, and conquer intergenerational cycles of poverty for future generations.

Acknowledgments

This report is the outcome of the fruitful work and collaboration between the Italian Presidency of the G7 and the Global Partnership for Education (GPE), whose expertise in the field of education was very helpful for the preparation of the report and thus extremely appreciated.

The Presidency wishes to thank the G7 Accountability Working Group (AWG) members for their contributions in preparing case studies and best practices as well as comments that greatly improved the manuscript.

Special thanks are also due to the International Organizations and UN Agencies that took time to provide information and data on their work on education and on G7 contributions to their activities and programs in this sector.



Lebanon, 2014. Credit: MAECI-DGCS.



Published by the

G7 Task Force for the Italian Presidency 2017

Edited by the

G7 Accountability Working Group

Chair: Ministry of Foreign Affairs and International Cooperation,
Directorate General for Development Cooperation (DGCS) - Unit for Strategy,
Global Processes and International Organizations

Design and layout

Rodorigo editor - Rome

October 2017

Web link

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