



Taormina Progress Report

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





Taormina

Progress Report

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

Contents

| | |
|---|------------|
| Foreword..... | 5 |
| Executive summary..... | 6 |
| Chapter 1: G7, Education and the 2030 Agenda for Sustainable Development | 11 |
| 1.1 - Introduction | 11 |
| 1.2 - The Sustainable Development Goals, the New Era in Global Development and the G7 | 12 |
| 1.3 - Financing the 2030 Agenda for Sustainable Development | 13 |
| 1.4 - Sustainable Development Goal 4 and the New Agenda for Education..... | 13 |
| 1.5 - Financing Implementation of the SDG4 Agenda | 18 |
| Chapter 2: The G7, Education, and the Global Partnership for Education | 23 |
| 2.1 - Introduction..... | 23 |
| 2.2 - The G7 and the Heiligendamm Education Commitment: A Decade of Support..... | 24 |
| 2.3 - The G7 and the Global Partnership for Education | 26 |
| 2.4 - GPE Support for Education in Fragile and Conflict-Affected Countries | 28 |
| 2.5 - GPE Results | 30 |
| Chapter 3: Interlinkages with other G7 commitments..... | 35 |
| 3.1 - Introduction..... | 35 |
| 3.2 - Education and Health..... | 35 |
| 3.3 - Education, Food Security and Nutrition..... | 40 |
| 3.4 - Education and Gender Equality..... | 42 |
| 3.5 - Education and the Environment..... | 46 |
| 3.6 - Education, Peace and Security..... | 47 |
| 3.7 - Education and Inclusive Economic Growth | 49 |
| Chapter 4: Policy Priorities and Funding for Development Education by G7 | 55 |
| 4.1 - Introduction | 55 |
| 4.2 - CANADA..... | 56 |
| 4.3 - FRANCE..... | 58 |
| 4.4 - GERMANY | 60 |
| 4.5 - ITALY | 62 |
| 4.6 - JAPAN | 64 |
| 4.7 - UNITED KINGDOM | 66 |
| 4.8 - UNITED STATES | 68 |
| 4.9 - EUROPEAN UNION | 70 |
| Chapter 5: Education in Situations of Emergencies and Protracted Humanitarian Crises..... | 75 |
| 5.1 - Introduction..... | 75 |
| 5.2 - Education in crisis, crisis of education | 76 |
| 5.3 - Overview of the Role of Education in Conflict and Stability | 79 |
| 5.4 - Global Action for Education in Emergencies and Protracted Humanitarian Crises..... | 81 |
| 5.5 - G7 Support for Humanitarian Response and Education in Emergencies | 82 |
| 5.6 - G7 Engagement with International Organizations Working in Humanitarian and Protracted Crisis..... | 90 |
| Chapter 6: Conclusions: 2017, A Pivotal Moment for Education | 97 |
| References..... | 99 |
| Annexes..... | 107 |
| Annex A: List of G7 Active commitments..... | 107 |
| Annex B: List of Abbreviations | 116 |
| Annex C: List of tables, figures and boxes..... | 117 |
| Annex D: List of the G7 members of the Accountability Working Group | 119 |

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 gen-



erations, 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 black ink, appearing to read 'Mario Giro'.

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 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.

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.

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 recog-

nized 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.

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



Afghanistan, March 2014. Credit: GPE/Jawad Jalali



Ethiopia, November 2013. Credit: GPE/Alexandra Humme

Chapter 1:

G7, Education and the 2030 Agenda for Sustainable Development

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.

1.1 - Introduction

The G7 has a long-standing commitment to international development, and education has always been a key part of this commitment. The international community adopted the Millennium Development Goals (MDGs) in 2000, and this has provided an important framework for G7 cooperation to end poverty and expand educational opportunity over the past 15 years. Since then, the G7 have launched several pivotal MDG initiatives, including support for the establishment of its flagship Education for All Fast Track Initiative (now the Global Partnership of Education) to fund education in the poorest countries.

Significant progress has been achieved on the MDGs and according to the World Bank, extreme poverty has decreased by more than half since 1990, falling from 35 percent of the world's population to just 10.7 percent in 2013 living on less than US\$ 1.90 a day (World Bank, 2016). Regarding education, the number of out-of-school children has been halved, real progress on gender equality has been achieved, and access to lower secondary education has been steadily extended. Despite this posi-

tive trend, progress has been uneven and pockets of deep deprivation continue to endure especially in the poorest and the most vulnerable countries. Countries experiencing conflict and protracted crises are among the poorest. Violence is becoming a primary cause of poverty while disruptions due to climate change and natural disasters are further compounding the challenge to ensure sustainable development for all (World Bank, 2011). With these challenges in mind, the G7 development agenda is more relevant than ever and within that, education has the potential to act as an accelerator of progress and an antidote to the causes of extreme poverty.

The Sustainable Development Goals (SDGs), set out in 2015 to succeed the MDGs, offer an important scaffold for the G7's leadership to achieve a world of prosperity, peace and sustainability. As the international community turns to the new education goal, SDG4 provides an ambitious set of targets to drive accelerated progress to achieve universal quality education. This chapter therefore examines the current context of the G7 development agenda, and situates the role of education in the global framework of the 2030 Agenda.

1.2 - The Sustainable Development Goals, the New Era in Global Development and the G7

The 2030 Agenda for Sustainable Development adopted in 2015 calls on all countries to work both internationally and domestically for the achievement of 17 SDGs and 169 targets (United Nations, 2015a). The 2030 Agenda for Sustainable Development is a transformative global roadmap for national and international efforts aimed at eradicating extreme poverty while protecting planetary boundaries and promoting prosperity, peace and justice. It includes an expanded vision for development, with a focus on the social, environmental and economic dimensions.

At the forefront of the 2030 Agenda are five main themes: People, Planet, Prosperity, Peace and Partnership. The SDG vision of a **people**-centered agenda calls for the elimination of poverty and the promotion of equal individual opportunities to live to full potential in a sustainable environment. The focus on **planet** refers to the collective commitment to keep the world's natural resources from deteriorating for future generations, and the focus on **prosperity** puts an emphasis on ensuring equal opportunities for all to live fulfilling and prosperous lives. In relation to **peace**, the Agenda strives for more just and inclusive societies and notes the interdependent nature of peace and sustainable development. Finally, **partnership** puts the focus on global solidarity of all countries and all stakeholders for successfully achieving the means of implementation for the 2030 Agenda.

Members of the G7 have endorsed the 2030 Agenda for Sustainable Development, and underscore in the Ise-Shima Leaders' Declaration (G7, 2016) the importance of the interdependent nature of the goals whose comprehensive achievement will lead to a more peaceful, stable, inclusive and prosperous world. Recognizing their special responsibility to tackle global challenges by driving progress in economic, security and development policy issues, the G7 committed to implementing the 2030 Agenda both at home and abroad and through the promotion of global public goods.

Box 1.1 G7 Support for the 2030 Agenda

"Reflecting the international community's unwavering resolve to end poverty and transform the world into a sustainable one by 2030, leaving no one behind, the 2030 Agenda lays the foundation for a more peaceful, stable, inclusive and prosperous international community. To this end, we emphasize the integrated and indivisible nature of the 17 SDGs, being well aware that peace and security, development and respect for human rights are interlinked and mutually reinforcing, and commit to advance the implementation of the 2030 Agenda, domestically and internationally, in a people-centered and planet-sensitive manner. We urge all countries and stakeholders to engage in this joint endeavor under a revitalized and enhanced global partnership to ensure a multi-stakeholder approach. We are determined to take ambitious domestic action in order to contribute substantially to the global transition to sustainable economies. In addition to our domestic actions, we commit to support developing countries' efforts to implement the 2030 Agenda, with a particular emphasis on the dignity of individuals in vulnerable groups and promoting human security."

Source: G7 Ise-Shima Leaders' Declaration, paragraphs nos.1 and 2, May 2016

The successful achievement of the 2030 Agenda will require a step-change in efforts, with an increased emphasis on the inter-dependence of all dimensions of development and a holistic approach to the achievement of the 2030 Agenda goals and targets. At the national level, this requires increased collaboration among ministries of different sectors and the strengthening of national coordination mechanisms that are cross-sectoral in nature. The world is also changing rapidly, with increasing inequality putting greater pressure on the poorest citizens and the poorest countries. The achievement of the SDGs remains far out of reach in countries facing conflict and fragility, and will require an increased focus on strengthening peace and stability as a basis for sustainable development. Natural disasters, increasing transmission of diseases and violent conflict all require increased and more effective responses. In short, the G7 agenda has been focused on some of the most pressing dimensions of the sustainable development agenda and will not only build on the successes of the MDGs to address the unfinished agenda, but also step up to a new level of ambition in terms of the scope of the 2030 Agenda.

1.3 - Financing the 2030 Agenda for Sustainable Development

To set the stage for sufficient financing to implement the 2030 Agenda, the international community adopted the Addis Ababa Action Agenda (United Nations, 2015b) at the Third International Conference on Financing for Development in July 2015. This agenda defines a global financing framework for the implementation of the 2030 Agenda, which commits all countries to overhaul global finance practices and orientate investments for a range of economic, social and environmental challenges. The Development Committee, comprised of the world's major development banks, has indicated that the global community will need to start thinking in terms of trillions rather than billions as the means of implementation of this broader agenda required a higher level of funding for successfully achieving the 17 goals. Traditional development flows will therefore need to be complemented by

leveraged private capitals, enhanced innovative financing and strong domestic resource mobilization (African Development Bank et al., 2015).

At the Ise-Shima Summit, the G7 reaffirmed its commitment to the Addis Ababa Action Agenda on financing for development as a means of implementation of the 2030 Agenda and resolved to pursue innovative partnerships and financing arrangements. In order to finance the 17 SDGs, the G7 noted that governments will need to put a focus on increasing domestic resources mobilization to help creating a favorable climate to stimulate domestic and private investment (G7, 2016a). G7 members will also continue to support the achievement of the SDGs with official development assistance (ODA), reiterating in the Ise-Shima Declaration each member's respective ODA commitments such as the 0.7 percent ODA/GNI target, and the commitment to reverse the decline in ODA for LDCs.

Box 1.2 Education and the Addis Ababa Action Agenda

Recognizing its importance for development, the international community also committed to scale up spending on essential public services for all, such as education. In addition to increased domestic investments, the Addis Ababa Agenda for Action also called for increased international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education.

"We will scale up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education, including through scaling-up and strengthening initiatives, such as the Global Partnership for Education. We commit to upgrading education facilities that are child, disability and gender sensitive and increasing the percentage of qualified teachers in developing countries, including through international cooperation, especially in least developed countries and small island developing States."

Source: Addis Ababa Action Agenda, paragraph no. 78, July 2015

1.4 - Sustainable Development Goal 4 and the New Agenda for Education

Education is a key driver for successfully achieving all SDGs within the 2030 Agenda for Sustainable Development. Sustainable Development Goal 4 commits the international community to ensure that everyone has access to good quality education and lifelong learning opportunities to fulfill their whole potential and collectively build a more peace-

ful and prosperous world. In addition to a stand-alone goal (SDG4), the 2030 Agenda also includes targets related to education in several other SDGs such as health, economic growth and decent work, sustainable consumption and production, and climate change. SDG4 targets on education are accompanied by a framework for action – the Education 2030 Framework for Action -- which sets out the strategies required to achieve the ambitious vision of SDG4.

Figure 1.1
Education is an important foundation for accelerating progress in the Sustainable Development Goals



Source: Global Partnership for Education, 2017.

Unlike the Millennium Development Goal 2 (MDG2), adopted in 2000 to achieve universal primary education, SDG4 focuses on increasing educational opportunities in the whole continuum of education: pre-primary, primary, secondary education, higher education, technical and vocational education and training (TVET) and lifelong learning opportunities. Simultaneously, it moves beyond an exclusive focus on ‘access to education’ to also put an emphasis on the ‘quality of education’. In low- and middle-income countries, it is estimated that only half of primary school children and little more than a quarter of secondary school children are learning basic skills (The International Commission on Financing Global Education Opportunity, 2016). The new goal for education also places a strong emphasis on quality, equity, inclusion eliminating gender disparities in education and ensuring access to educa-

tion for all, seeking strategies to expand educational opportunities for poor, marginalized and vulnerable groups. The SDG4 includes a clear understanding of the importance of developing relevant and effective abilities and skills to enable future generations to achieve their full potential, successfully transition to the world of work, and become responsible citizens sensitive to sustainable development. SDG4 also addresses the unfinished challenge of MDG2.

Since the 1990 World Declaration on Education for All (EFA) in Jomtien, Thailand, there has been significant progress in increasing access to quality primary education – this progress was notable between 2000 – 2015 with the MDG2 focus’ on access to primary education. The number of out-of-school children of primary school age dropped by half from 100 million in 2000 to 57 million in

2015 and primary net enrollment rate in developing regions increased from 83 percent in 2000 to 91 percent in 2015. For instance, between 1990 and 2012, the number of children enrolled in primary school in sub-Saharan Africa more than doubled, from 62 to 149 million. The literacy rate among youth aged 15 to 24 has increased globally from 83 percent to 91 percent between 1990 and 2015 (United Nations, 2015c). Enrollment in pre-primary also increased rapidly – in 2012, 184 million children were enrolled in pre-primary education worldwide, an increase of nearly two-thirds since 1999 (UNESCO, 2015a).

While great progress has been made in expanding access to education thanks to the concerted efforts to support MDG2, there are still some pending challenges. UNESCO estimates that if everything remains constant, only 70 percent of children in low-income countries will complete primary education by 2030 (UNESCO, 2016a). The number of children out of school is becoming increasingly concentrated in countries affected by conflict and fragility: the percentage of out-of-school primary aged children who live in conflict-affected countries increased from 29 percent in 2000 to 35 percent in 2014 (21.5 million children). The number of out-of-school adolescents of lower-secondary school age increased 25 percent and 18 percent for upper-secondary school age, resulting in 41 million out-of-school in conflict-affected countries for all levels of secondary education in 2014 (UNESCO, 2016a). Girls and young women continued to face challenges to access education. Fifty four percent of countries failed to achieve gender parity in lower secondary education and 77 percent in upper secondary in 2014. In sub-Saharan Africa, 50 percent of out-of-school girls will never enter a classroom, in contrast with 41 percent of out-of-school boys (UNESCO, 2016b).

Worse still, even those children who are in school are often not acquiring the basic skills, including literacy and numeracy, required for lifelong learning. UNESCO estimates that around 250 million children either fail to make it to grade 4 or do not reach the minimum level of learning once there (UNESCO, 2014). These figures underline the need to build on G7 leadership in education and re-double

efforts to support education for those children and youth who are most vulnerable.

With the adoption of SDG4, United Nations Member States reaffirmed their support for ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. In the Incheon Declaration, United Nations Member States declared: “We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights” (UNESCO, 2015b, iii). United Nations Member States reiterated this principle in the Education 2030 Framework for Action, which was adopted in November 2015 under the auspices of UNESCO to guide the means of implementation to achieve the goal: “Education is a fundamental human right and an enabling right. To fulfil this right, countries must ensure universal equal access to inclusive and equitable quality education and learning, which should be free and compulsory, leaving no one behind” (UNESCO, 2015b, 8).

United Nations Member States will be the main drivers and custodians ensuring the implementation of the Education 2030 Agenda to achieve SDG4, and UNESCO will play a key role in coordinating the global efforts of Member States and implementing partners. Under UNESCO, the global coordination structure of SDG4 includes the SDG Education 2030 Steering Committee composed of 38 members representing a majority from Member States, as well as co-convening agencies (UNICEF, UNDP, UNFPA, UNHCR, UN Women, ILO, World Bank), the Organization for Economic Cooperation and Development and the Global Partnership for Education, regional organizations, teacher organizations and civil society networks. The SDG Education 2030 Steering Committee plays an important advisory role for implementation, monitoring and reporting on SDG, supporting Member States and implementing partners in their efforts to achieve those SDGs and targets related to education.

In addition to the Steering Committee, Global Education Meetings (GEMs), regional meetings and the Collective Consultation of NGOs on Education

for All (CCNGO) make up regional coordination networks and mechanisms of the Education 2030 Action Agenda. The Global Education Monitoring (GEM) Report will also play a key role to promote informed dialogue, and increase awareness about

progress and challenges in education. The GEM Report is instrumental in the follow-up and review of education progress in the Sustainable Development Goals.

Box 1.3
SUSTAINABLE DEVELOPMENT GOAL 4:
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG4 Targets

| | |
|------------|---|
| 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 |
| 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 |
| 4.3 | By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university |
| 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 |
| 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 |
| 4.6 | By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy |
| 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 |
| 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 |
| 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 |
| 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: Transforming our world: the 2030 Agenda for Sustainable Development, paragraph 59, September 2015

The SDG4 agenda resonates strongly with the education agenda of the G7, as reflected in the declaration of the Kurashiki G7 Education Ministers' Meeting on 14 and 15 May 2016. The Kurashiki Declaration cites the important role of education in fostering social inclusion and harmonious coexistence. G7 ministers called for education to become a policy priority, and shared their support for the

implementation of the Education 2030 Framework for Action. International education cooperation was also identified as a priority as expressed in the Kurashiki Declaration: "We recognize the need to strengthen international education cooperation to support capacity-building in developing countries, which is essential to the resilience and sustainability of peaceful and prosperous societies" (G7b, 2016).

Table 1.2 How Education is linked to other Sustainable Development Goals

| | |
|---------|---|
| Goal 1 | Education is critical to lifting people out of poverty |
| Goal 2 | Education plays a key role in helping people move towards more sustainable farming methods, and understanding nutrition. |
| Goal 3 | Education can make critical difference to a range of health issues, including early mortality, reproductive health, spread of disease, healthy lifestyles and wellbeing. |
| Goal 5 | Education for women and girls is particularly important to achieve basic literacy, improve participative skills and abilities, and improve life chances. |
| Goal 6 | Education and training increases skills and capacity to use natural resources more sustainably and can promote hygiene. |
| Goal 7 | Educational programs, particularly in non-formal and informal sectors can promote better energy conservation and uptake of renewables. |
| Goal 8 | There is a direct link between such areas as economic vitality, entrepreneurship, job market skills and levels of education. |
| Goal 9 | Education is necessary to develop the skills required to build more resilient infrastructures and more sustainable industrialization. |
| Goal 10 | Where equally accessible, education makes a proven difference to social and economic inequality. |
| Goal 11 | Education can give people the skills to be participants in shaping and maintaining more sustainable cities, and achieve resilience in disaster situations. |
| Goal 12 | Education can make a critical difference both to production patterns (e.g. with regard to the circular economy) and to consumer understanding of more sustainably produced goods and prevention of waste. |
| Goal 13 | Education is key to mass understanding of the impacts of climate change and to adaptation and mitigation, particularly at the local level. |
| Goal 14 | Education is important to developing awareness of the marine environment and building pro-active consensus regarding wise and sustainable use. |
| Goal 15 | Education and training increases skills and capacity to underpin sustainable livelihoods and conserve natural resources and biodiversity particularly in threatened environments. |
| Goal 16 | Social learning is vital to facilitate and ensure participative, inclusive and just societies, as well as social coherence. |
| Goal 17 | Life-long learning builds capacity to understand and promote sustainable development policies and practices |

Source: : ICSU and ISSC (2015) in UNESCO, 2016a, p.10.

1.5 - Financing Implementation of the SDG4 Agenda

Although the adoption of the SDG4 agenda marks a turning point in the international vision for education globally, its achievement by 2030 is far from certain. According to the UNESCO's Global Education Monitoring Report (2016a) based on current trends, universal primary completion will only be achieved in 2042, universal lower secondary completion in 2059 and universal upper secondary completion in 2084. Lack of well-trained teachers and textbooks, poor quality curricula, and insufficient time spent in the classroom learning have led to a widespread learning crisis in many countries. The cost of failing to educate children includes increased unemployment, poverty, inequality and instability – depriving the world of talent and skills

needed to build a prosperous global economy, peaceful societies and sustainable lifestyles.

Yet bending the curve on education to achieve the goals sooner can have a huge impact on the trajectory of global sustainable development by amplifying progress in other important areas. The International Commission on Financing Global Education Opportunity reports that each dollar invested in education, particularly for girls, will result in estimated earnings and health benefits of US\$ 10 in low-income countries and nearly US\$ 4 in lower middle-income countries (The International Commission on Financing Global Education Opportunity, 2016). Achieving universal upper secondary education in low income countries by 2030 could lift 60 million people out of poverty (UNESCO, 2016a) and lead to major progress in terms of ma-

Box 1.4 The International Commission on Financing Global Opportunity Report: The Learning Generation

The International Commission on Financing Global Education Opportunity, comprised of eminent world leaders, was established in 2015 to chart a pathway for increased investment in order to develop the potential of all of the world's young people. In its flagship report, released in 2016, the Commission concludes that it is possible to ensure every child is learning within a generation. It sets out four transformations which are needed to ensure quality preschool education for all children, that all girls and boys are completing primary school, and that all 10 year-olds have functional literacy and numeracy.

To achieve the Learning Generation, the Commission calls for a Financing Compact between developing countries and the international community, realized through transformations in performance, innovation, inclusion and finance. First, leaders must strengthen the performance of education systems by designing in a focus on results at every level, learning from the best results-driven systems in education and across sectors. Secondly, Leaders must foster innovation across education systems by creating an environment in which innovation can emerge and scale. Thirdly, leaders should prioritize inclusion by expanding provision of education in a progressive way and mobilizing every sector to address the multitude of factors that determine whether a child starts school, stays in school, and learns in school.

Finally, the Education Commission calls for a transformation in financing by increasing domestic and international resources to achieve a learning generation by 2030.

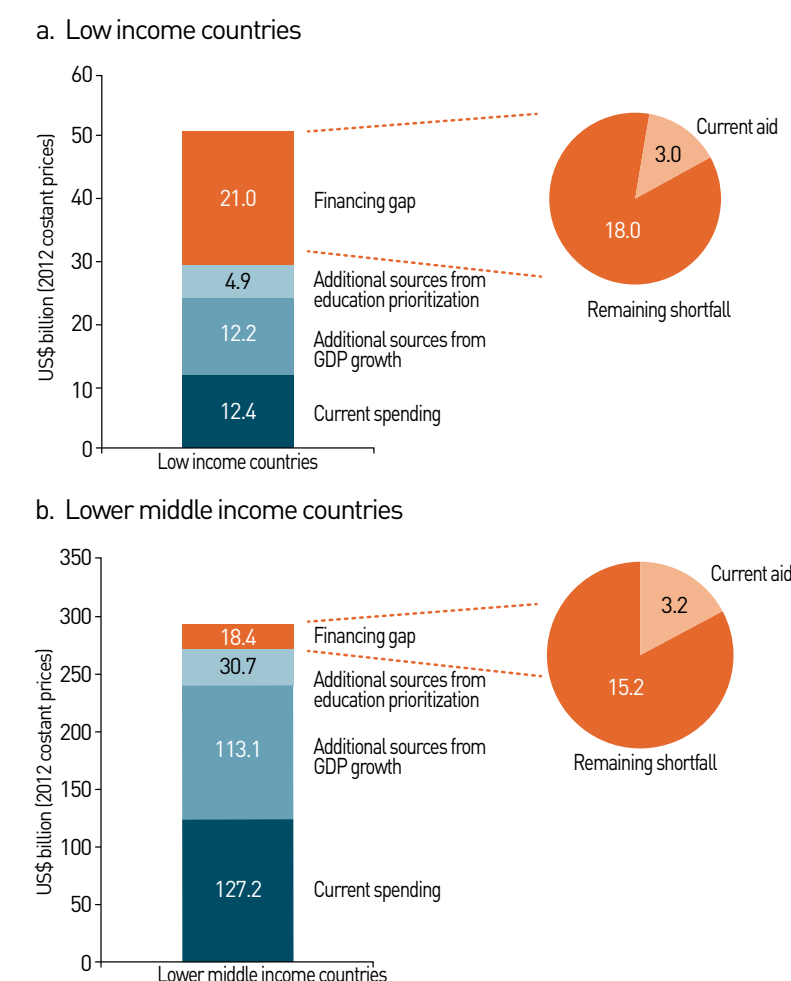
Source: The International Commission on Financing Global Education Opportunity, 2016.

ternal and child health. Achieving SDG4 therefore requires an up-front investment of capital for much greater longer-term returns.

Governments have the responsibility to deliver on the right to education, and will lead on contextualizing SDG4 within national contexts and ensuring budgets are commensurate. In order to achieve SDG4, UNESCO (2015c, 8) estimates that “low income countries will need to augment spending in terms of GDP on pre-primary, primary and second-

ary education by 50%”. In addition to increases in the quantity of financing for education, UNESCO recommends that governments also improve three dimensions of education expenditure: efficiency, effectiveness and equity. Across both low and lower middle income countries, the total cost of providing universal pre-primary, primary and secondary education will total US\$ 340 billion, on average, between 2015 and 2030 (UNESCO, 2015c). National Education Accounts could have a key role in helping improve education finance statistics to

Figure 1.2
Breakdown of Annual Resource Needs to Achieve Universal Pre-primary, Primary and Lower Secondary Education, 2015–2030



Source: UNESCO, 2015c, p.7

produce reliable and transparent data on education spending from all sources, including government, household and external funding across all education levels (Grant Lewis & Montoya, 2016).

Nevertheless, even with these improvements in domestic spending, major financing gaps estimated at US\$ 39 billion annually between 2015 and 2030 will need to be filled in order to reach the SDG4 targets in low and lower middle income countries.² In order to achieve this level of financing, UNESCO (2015c) recommends that all bilateral donors dedicate 0.7 percent of gross

² Complete details on the financing gap estimated by UNESCO over 2015–2030 for reaching universal pre-primary, primary and secondary education of good quality in low and lower middle income countries can be found: <http://unesdoc.unesco.org/images/0023/002321/232197E.pdf>

national income to aid and allocate 10 percent of their aid to education (from pre-primary through upper secondary level), with a particular emphasis on targeting the countries in greatest need and especially conflict-affected and fragile states. In addition, external investments in education can be made more effective by increasing the harmonization and coordination of aid to strengthen country ownership and accountability (Paris Declaration on Aid Effectiveness, 2005 and Addis Ababa Action Agenda, 2015). With these efforts, UNESCO estimates that it is possible to scale up financing to ensure successful achievement of SDG4 around the world based on increases in domestic resource mobilization and international aid for education, as well as through identification of innovative financing for education.



Cambodia, March 2015. Credit: GPE/Livia Barton



DRC, April 2015. Credit: GPE /Federico Scoppa

Chapter 2:

The G7, Education, and the Global Partnership for Education

KEY MESSAGES

- 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\$4.5 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 \$700 million and \$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.
- 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.

2.1 - Introduction

In 2001, the G8 mandated a taskforce to consult with developing countries on how to best support the achievement of Education for All. The concluding report was submitted and published at the 2002 summit in Kananaskis. In the report the G8 reiterated its commitment to support dedicated developing countries and committed to establish the Education for All Fast Track Initiative (now the Global Partnership for Education or GPE) to drive education progress in the poorest countries (G8, 2002). Since then, G8 members have collectively increased their efforts to achieve universal quality basic education around the world.

During the 2000s, G8 presidencies acknowledged the role of education as a tool for democratization, women's empowerment, global innovation, and as a driver of the global economy and G8 members increased support for the Education for All Agenda. At the G8 Summit in 2007 in Heiligendamm, Germany, members of the G8 met to re-confirm their commitment to a stable, democratic and prosperous African continent and stressed their resolve to deliver on the commitments made at the 2005 G8 Summit in Gleneagles (G8, 2007). Building on these commit-

ments, the G8 also set out further measures to be taken in the Heiligendamm Summit Declaration "Growth and Responsibility in Africa", underscoring the importance of education for economic growth development, health and gender equality (Heiligendamm Summit Declaration on Growth and Responsibility in Africa, paragraphs 37-38, June 2007).

The G8 also introduced the idea of building a system of accountability for the G8, including education as one of the main commitments to be monitored regularly. In 2009, the Italian Presidency formally launched this mechanism in L'Aquila, convening an ad hoc working group composed of senior experts that identified the G8 commitments to be monitored and developed a robust methodology to harmonize reporting and enhance transparency on implementation of commitments. The Italian Presidency also put education on its agenda in 2009 by convening an experts' working group for education as part of the first accountability exercise and by including education as one of the four development priorities, in alignment with previous Summits since 2000. The L'Aquila G8 Education Experts Report noted that "G8 will continue efforts to mobilize bilateral and multilateral resources to meet the needs of Fast Track Initiative [GPE] endorsed education

sector plans and to close gaps in education data, policy and capacity to accelerate action on EFA” (G8, 2009, p.11).

The evolution of G7 aid for education, basic education and for the Global Partnership for Education is presented while the historic place of education in G7 commitments is reviewed. This chapter also provides the context for con-

tinued G7 support for education as a critical dimension of both the 2030 Agenda for Sustainable Development Agenda and the G7 agenda for economic and social development. Drawing from G7 statements, declarations and reports, it is also reviewed the role of education in the G7’s global cooperation to advance solutions to major challenges facing the world.

Box 2.1 G7 Support for Education: 1970s to 2002

Education has played an important role in the G7 agenda and has been seen historically as a means to achieve the G7’s goals of economic prosperity, democratic governance, and peace and security. Commitments to invest in education both at home and abroad have been included in G7 communiqués since 1973. Education has been supported by the G7 since then as a means of strengthening G7 economies through investments in labor force skills and human resources, including technical and managerial skills.

Education’s role as a fundamental driver of the development of a **healthy citizenry** also emerged. By the 1990s, the G8 acknowledged the importance of education not just within G8 countries, but globally, as an important driver of development for the poorest countries. The G8 strongly supported for the first time, in 1994, the World Bank programs for education.

In 1999 the concept of a ‘**learning society**’ where all people are equipped for lifelong learning, including through maximizing the potential of technology was acknowledged. Education has also been acknowledged as important for other development aims, improving agricultural productivity, developing a health professional workforce and improving health outcomes such as prevention of HIV/AIDS and malaria, strengthening entrepreneurship, providing more efficient public services and natural resource management, reducing corruption, and promoting (FRA) sustainable development. The G8 countries, alongside other OECD DAC donor governments, pledged in the Dakar Framework for Action on Education for All that no developing country government committed to achieving Education for All would struggle from a lack of resources.

In Kananaskis in 2002, the G8 Education Task Force report called for a “New Focus on Education for All” and a sea-change in the strategy to achieve the goals: first, countries must commit themselves to provide adequate domestic financing for education – estimated by the World Bank to be approximately 20 percent of the recurrent budget -- alongside education strategies that address access, equity, and quality. This political commitment would then be rewarded with “effective delivery of assistance on the ground, increased and predictable financial support for countries with sound policies, and coherent processes for organizing the international community.” By the end of 2002, this commitment to ensure that all countries with a strong plan of action had the support they needed to achieve EFA was embodied in the establishment of the **Education for All Fast Track Initiative (EFA-FTI)**, hosted as a trust fund for the World Bank.

2.2 - The G7 and the Heiligendamm Education Commitment: A Decade of Support

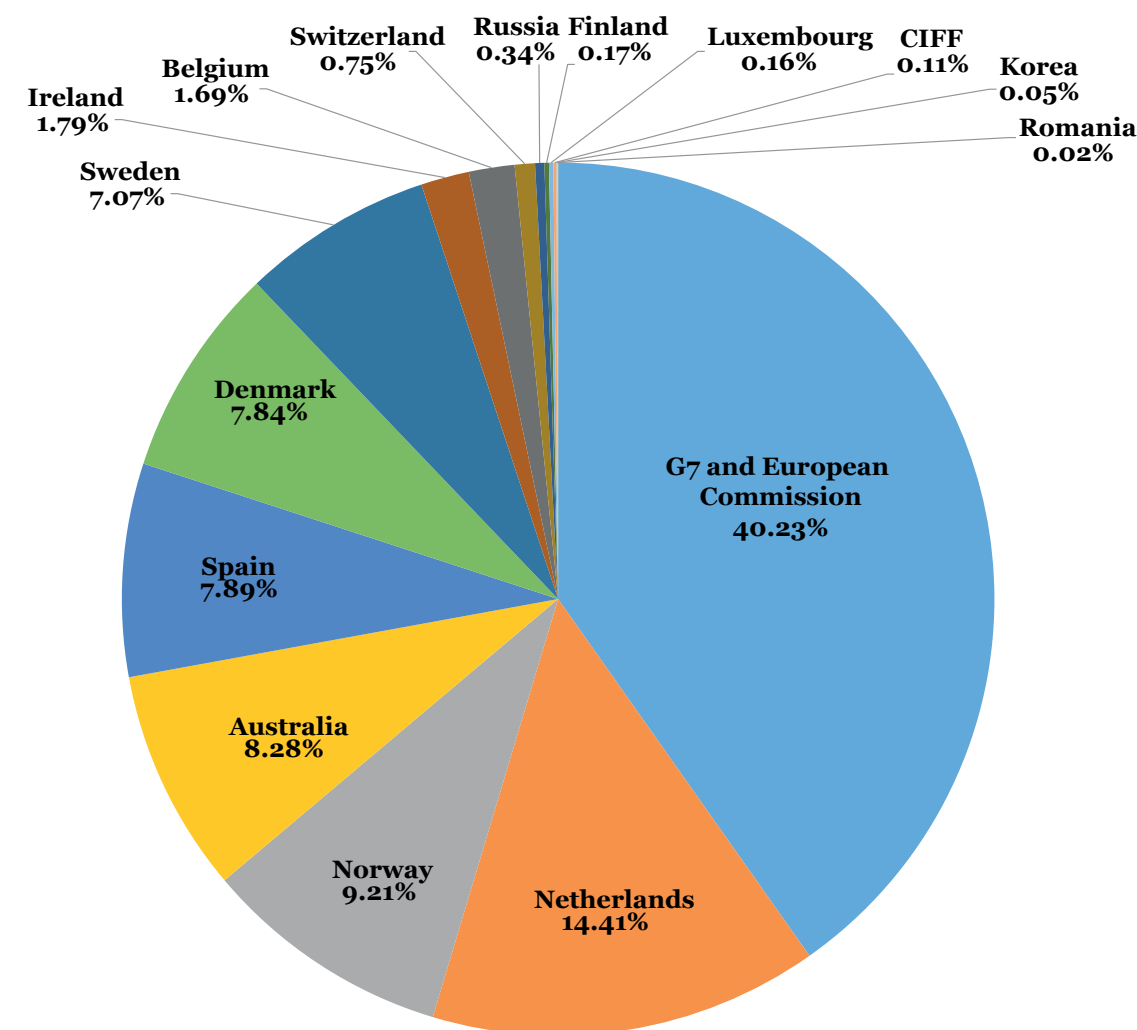
Thanks to the 2009 L’Aquila mechanism, the G7 Accountability Working Group (AWG) is regularly monitoring the implementation of Heiligendamm commitment on education:

The G8 will continue to work with partners and other donors to meet shortfalls in all FTI (now the Global Partnership for Education – GPE) endorsed countries (Heiligendamm Commitment, Growth and Responsibility in Africa, paragraph no. 38).

G7 Support to the GPE Fund

G7 members and the European Union have provided a cumulative contribution of US\$ 1.8 billion to the GPE Fund during the period from its first contribution received in December 2004 to December 2016. G7 members and the EU therefore comprise 40 percent of total contributions to the GPE Fund to date.

Figure 2.1
Share of Cumulative Contributions to the Global Partnership for Education
(December 2004 - December 2016) ³



Source: GPE Secretariat

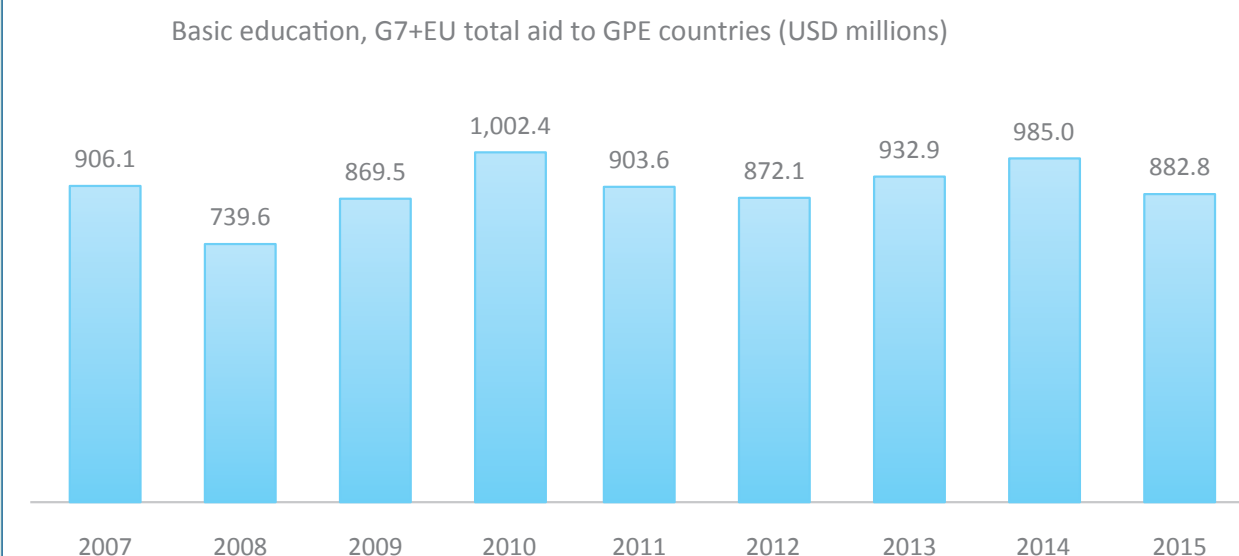
G7 Support for Education in GPE Partner Countries

In 2016, the Ise-Shima Progress Report (G7, 2016c) showed considerable progress on the G7 education commitment, with a collective score of 5 out of 5. These results reflect the increase bilateral support from G7 members to education since 2007, having climbed to US\$ 7.2 billion in 2014 and its strong support for GPE partner countries over that period. However, since 2014, pressure on ODA budgets in several G7 countries has led to decreasing overall

ODA between 2014 and 2015 from US\$ 98.5 billion down to US\$ 94 billion. Education aid from the G7 and EU has therefore also decreased from US\$ 7.2 billion down to US\$ 6.4 billion in 2015 (OECD-DAC, 2017). Between 2014 and 2015, GPE partner countries have also experienced a decline in bilateral basic education aid disbursements from G7 and the EU between 2014 and 2015 of approximately US\$ 100 million from US\$ 985 million down to US\$ 882 million. Given the important role that G7 members play supporting education in the poorest countries around the world, it is critical that it continues to provide vital education aid for the most marginalized children as a matter of priority.

³ The chart reflects all payments made to the GPE Fund as of December 31, 2016. It is only counting receipts and does not take into consideration outstanding pledges.

Figure 2.2
G7 and EU disbursements to basic education



Note: US constant 2014 dollars. Figures only include disbursements to basic education in GPE's 65 partner developing countries in the period 2007-2015, and does not account for any type of budget support or debt relief. However, budget support is a particularly relevant modality for the EU, which provided an estimated total of US\$ 515 million for basic education in GPE partner countries in the period of 2007 to 2014 through General Budget Support.

Source: OECD DAC CRS Database. Retrieved on February 2017.

2.3 - The G7 and the Global Partnership for Education

Since 2002, the EFA-FTI has become the most significant partnership in support of education for the most marginalized children in low and lower middle-income countries, including those affected by fragility and conflict. As the EFA-FTI has grown from 7 countries in 2002 to 65 countries today, it has increasingly focused on not only the development and implementation of credible country-owned national education plans, but also in the coordination of development partners of donors, developing country governments, international organizations, civil society, teacher organizations, the private sector and philanthropy through more harmonized and aligned aid. By 2011, the EFA-FTI was re-launched as the Global Partnership for Education with an independent board of directors and a multi-billion dollar fund for education in the world's poorest countries.

In 2015, the GPE went through a major process to revise and update its strategic plan. The new strategic plan for GPE aligns its work with the new 2030 Agenda for Sustainable Development and squarely orients its ef-

Box 2.2 GPE's Donor Partners

Australia
Belgium
Canada
Denmark
European Union
Finland
France
Germany
Ireland
Italy
Japan
Luxembourg
Netherlands
Norway
Republic of Korea
Romania
Russia
Spain
Sweden
Switzerland
United Kingdom
United States of America
Children's Investment Fund Foundation

forts towards the realization of SDG4. As a member of the convening group for the SDG4 agenda and key implementation partner for the Incheon Declaration, GPE's vision is fully aligned with the 2030 Agenda to

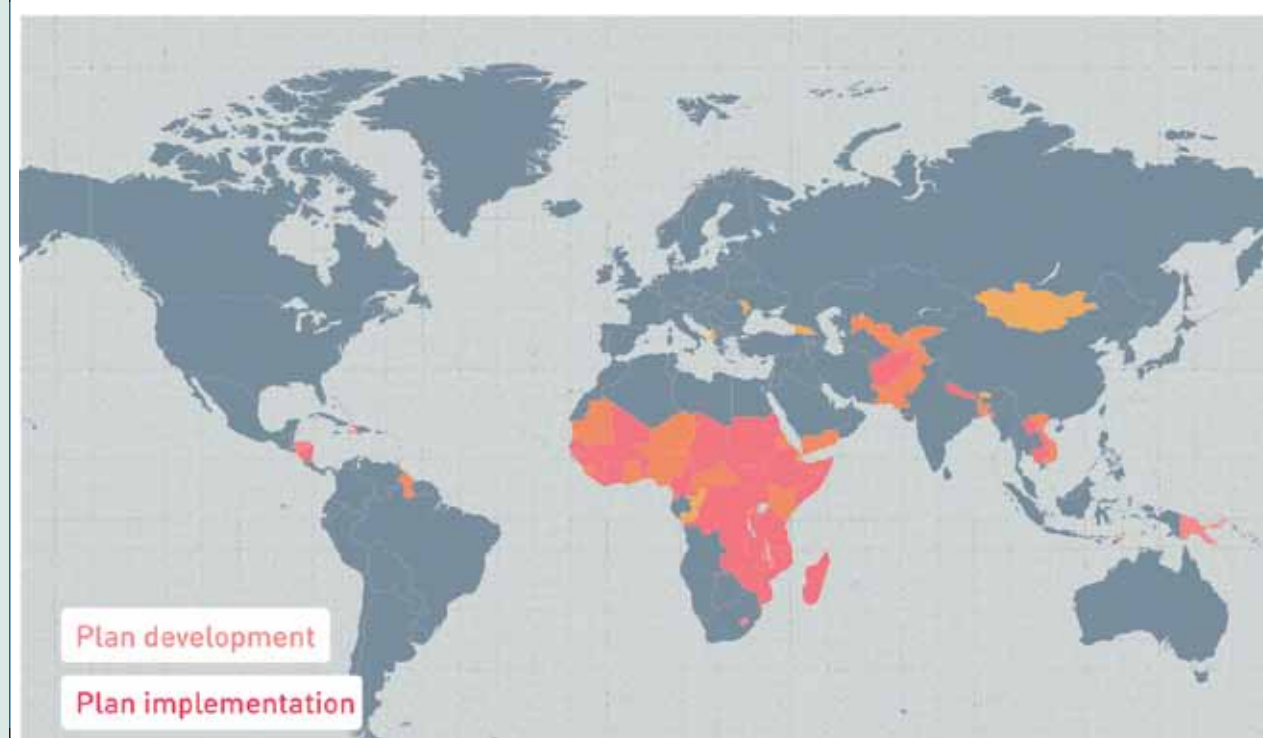
ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. GPE's mission is to mobilize global and national efforts to contribute to the achievement of equality, quality education and learning for all, through inclusive partnership, a focus on effective and efficient education systems and increased financing. GPE aims to achieve the following goals: (1) improved and more equitable student learning outcomes through quality teaching and learning; (2) increased equity, gender equality and inclusion for all; and (3) effective and efficient educational systems (Global Partnership, 2016a).

The Global Partnership provides financing for the implementation of sector plans that are designed to leverage results in terms of both stronger national education systems and in terms of equity, quality and efficiency of education. First, GPE allocates its grants based on poverty and educational need – and partner countries are required to make significant investments in their own systems: to receive a GPE grant they should mobilize 20 percent of national budgets for education (with significant concentration on basic education) and commit

to improving their data systems to be able to monitor and support mutual accountability for improving key elements of their education systems in the areas of learning outcomes, equity, and efficiency. In addition, GPE grants leverage a national focus on results, offering one third of each grant allocation as payment for nationally selected targets in the areas of equity, learning and efficiency.

GPE's donors contribute to GPE to increase the effectiveness of education aid because of GPE's technical support to an evidence-based inclusive policy planning process at country level that promotes ownership and national accountability. GPE brings all donors and developing country partners to the same table and promotes the inclusion of a wider range of national stakeholders including civil society and the teaching profession. To do so, GPE requires governments and their partners to establish inclusive country-owned policy dialogue processes to steward the development and implementation of education plans and their joint monitoring by the members of these "Local Education Groups" (LEGs). GPE is also the largest funder of national civil society

Figure 2.3
GPE Support for Education Sector Plans



Note: GPE support for its developing partner countries. Orange represents countries which have received an Education Sector Plan Development Grant, and red represents countries which have received grants to support the implementation of their education sector plan.

Source: GPE Secretariat, 2017.

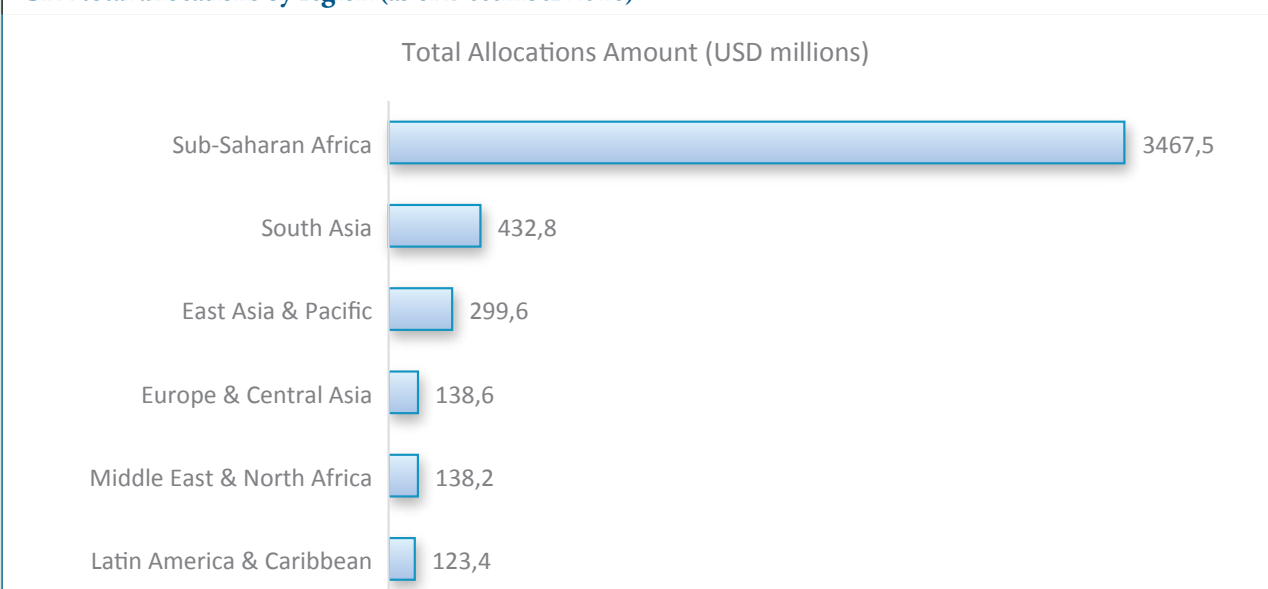
coalitions whose work provides essential oversight of service delivery, through budget and policy tracking; and it has invested in improving the capacity of teachers' organizations to play stronger roles.

In 2017, GPE's Board adopted a new financing and funding framework which will help countries to build an education sector investment case and bring investors together to secure new and increased commitments, encouraging more co-financing and actively using grants leverage financing from other sources. It will also estab-

lish new funding windows to better support knowledge and innovation in the sector, and promote transparency and accountability in education.

G7 members are actively engaged and providing guidance to GPE work through their participation in the GPE Board Constituencies and Committees. The GPE Board of Directors is the supreme governing body of the partnership and sets its policies and strategies. The Group is also engaged at the country level through Local Education Groups (LEGs).

Figure 2.4
GPE total allocations by region (as of December 2016)



Source: GPE Secretariat data, 2017.

2.4 - GPE Support for Education in Fragile and Conflict-Affected Countries

G7 support for GPE has enabled it to become one of the largest supporters of education in countries facing emergencies and protracted crises, providing US\$ 2.3 billion to support education in conflict-affected and fragile countries over the past 14 years (GPE Secretariat, 2017). Furthermore, GPE's support for long term system building has provided an entry point for stronger coordination of humanitarian and development responses in education which is critical – particularly given that a majority of the world's refugees and internally displaced people are currently living in GPE partner countries.

First, the Global Partnership supports education sector plans that reinforce emergency readiness, preparedness, and planning building education systems during and after a crisis to ensure the right of children to access a quality education. Furthermore, the Global Partnership for Education provides emergency financing through its accelerated funding window. To enable rapid response and provide immediate assistance in GPE partner countries with an active grant, the Global Partnership has adopted a mechanism for accelerated financing to respond to partner countries in times of crisis which allows it to disburse emergencies funds within 8 weeks. Four GPE developing country partners⁴ have benefited

⁴ Central African Republic, Chad, Somalia (Federal Government) and Yemen.

from accelerated funding totaling more than US\$ 22 million. Accelerated support has to be implemented within one year, by which time the country should have applied for the remaining 80 percent allocation for longer-term development programming. This promotes a link between shorter-term emergency response and longer-term development

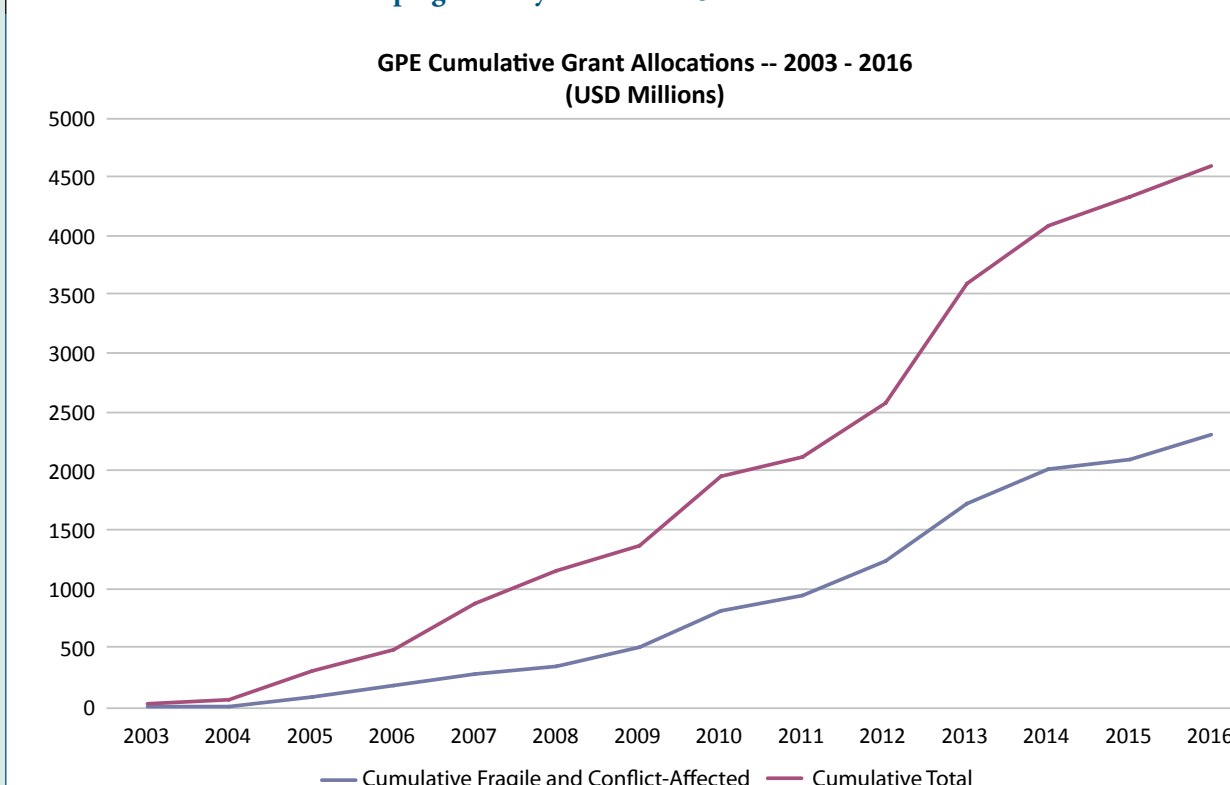
needs. GPE also allows grants to be restructured to provide support for urgent needs. The Global Partnership has developed an Operational Framework for Effective Support in Fragile and Conflict-affected States that helps provide support when emergencies occur during the implementation of Education Sector Plans.

Box 2.3 Central African Republic (CAR): Early Recovery and Restoring of Educational Services

In 2012, several rebellion movements in the North united to form the Séléka movement. Despite the signature of a peace agreement in January 2013, the Séléka seized the capital Bangui and overturned the president. Since early 2013, the armed rebellion, the coup d'état of 24 March 2013 and ethnic and religious violence have considerably worsened the country's precarious situation. In January 2014, the United Nations High Commissioner for Refugees (UNHCR) enumerated 935,000 displaced persons since the 2013 coup d'état. Despite the democratic election of the President in 2015, the situation remains extremely tense.

After the 2013 crisis, over one-third of schools were damaged and non-functioning. Currently almost 1 in 5 children is a refugee or internally displaced in CAR. The Global Partnership's efforts focused on supporting an early recovery intervention. Thanks to GPE's accelerated funding (totaling US\$3.6 million) and support for the development of a Transitional Education Plan, 113,500 students and 560 teachers were able to return to class. GPE funding helped restore educational services, rehabilitated 241 affected schools, supported remedial classes and provided school materials and daily meals in partnership with the World Food Programme to children in the areas most affected by the conflict. An additional grant of US\$15.5 million was approved by the Board in December 2014 to contribute to the implementation of the Transitional Education Plan for the period 2015 to 2017, which aims to improve access to primary school for all school-aged children with particular focus on vulnerable groups, improve the quality of teaching and the learning and restore the Ministry of Education's essential services and governance capacities.

Figure 2.5
GPE Grant allocations to Developing Country Partners 2003-2016.



Source: GPE Secretariat, 2017

2.5 - GPE Results

Since its establishment, GPE has allocated US\$ 4.6 billion to support education in developing countries. GPE’s total active portfolio at any given time during 2016 was comprised of 59 grants to 52 countries worth US\$ 2.39 billion, with US\$ 503 million in grants disbursed in 2016. Sub-Saharan African is the region with the majority of GPE grants, 39 out of 54 grants to sub-Saharan Africa, and 64 percent in fragile and conflict-affected countries. GPE grants support country-defined priorities; ensuring prioritization based on agreement of ministries of education with all development partners working at the national level. GPE’s grants include support for teacher training, recruitment, learning assessment systems, teaching and learning materials, construction of schools

and classrooms, cash transfers to students and families, investments in gender equality, inclusive education, adult learning, nutrition and health programs, non-formal education and education for children with special needs. GPE grants support education system strengthening by building education management capacity, education management information systems, communication and sector policy, planning and research (Global Partnership for Education, 2016d). Overall, 72 percent of developing country partners increased public expenditure on education or maintained spending above 20 percent and 22 of them spent more than 20 percent in 2015, showing the impact of strong mutual accountability brought through partnership approaches (Global Partnership for Education, 2016e; GPE Secretariat calculations based on UIS Data).

Box 2.4
GPE Progress on Key Strategic Goals and Objectives from 2002 to 2014

GPE has supported developing country partners to make strong progress in primary and lower secondary school enrollment and completion rates, gender parity has improved and domestic financing.

- 64 million more children were in primary school in 2014 and 14 million fewer primary-aged children were out of school in 2014 across all GPE partner countries compared to 2002;
- 73 percent of children were completing primary school compared to 63 percent in 2002;
- Improvement in primary completion rates for girls was even greater, up from 56 percent to 71 percent;
- The number of out-of-school girls in GPE partner countries was reduced by 9.3 million;
- 36 GPE developing country partners have achieved gender parity in primary school completion or have more girls completing primary school than boys;
- Lower-secondary school completion rates also climbed from 38 percent to almost 50 percent (for girls 36 percent to 47 percent).

Source: Global Partnership for Education, 2016c

Chapter 3





Senegal, Credit: MAECI/Borgarello

Chapter 3:

Interlinkages with other G7 commitments

KEY MESSAGES

- 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.

3.1 - Introduction

The G7 commitment to education also reinforces the achievement of other G7 commitments in health, food security and nutrition, gender equality, peace and security, environmental sustainability and inclusive economic growth. Education is key to sustainable development as a pillar for economic, social and environmental progress. There is a wide body of evidence that shows the positive linkages observed when investing in additional years of schooling and the effects in terms of economic growth and other central aspects of human development, especially in the light of demographic, economic, technological and environmental transitions.

This chapter discusses the interlinkages between education and other G7 development commitments and the

reinforcing connections among them. By exploring the benefits of education and other sectors, this chapter underlines the importance of an integral approach to sustainable development. The 2030 Agenda calls for a more integrated and cross-sectoral approach to achieving the new global goals, and G7 support to education can play an accelerating role as a force multiplier for efforts in a range of other sectors.

3.2 - Education and Health

Education and health have a mutually reinforcing relationship: education can help to rapidly accelerate G7 goals in global health, and healthier people are better able to learn. The G7 have taken concrete action - lastly at the 2016 Ise-Shima Summit - to advance global health in a range of areas and in support of Sustainable

Box 3.1

G7 Ise-Shima Leaders' Declaration - Health

We highlight that health is the foundation of prosperity and security not only for individuals but also for nations. At the juncture of the first G7 summit after the historic adoption of the 2030 Agenda, we are fully committed to implementing the health-related Sustainable Development Goals (SDGs) therein that ensure well-being at all stages and health security for all individuals, and foster inclusive economic growth for nations. Our leadership is needed more than ever in this regard. UHC provides a comprehensive framework that underpins all of the health targets. To achieve UHC, health systems need to be strong, resilient, sustainable and responsive to the current and future needs of the populations they serve. This includes, but is not limited to, promoting women's, children's, and adolescents' mental and physical health, ensuring sexual and reproductive health and rights without discrimination of any kind, and addressing malnutrition as well as communicable and non-communicable diseases, including those due to environmental factors and ageing. Learning lessons from the Ebola outbreak, especially through the wisdom offered by a wide-range of experts across the globe, including the work of the UN High-Level Panel on the Global Response to Health Crises, we recognize that health systems need to be resilient and have the capacity to respond to, better prepare for and prevent global public health threats such as pandemics and other severe events. Prompt and effective responses to public health emergencies will also require World Health Organization (WHO) reforms, funding mechanisms that enable speedy disbursement for prompt response, coordinated implementation of action among relevant stakeholders and systems, and better implementation of the International Health Regulations (IHR). We note that the efforts and achievements toward UHC, health system strengthening (HSS) and preparing and responding to public health emergencies are further jeopardized by the significant threat posed by AMR. We also acknowledge the importance and contribution of R&D and innovation to preserve and deploy existing remedies, and to discover new remedies for these and other health areas, such as neglected tropical diseases and poverty related infectious diseases as well as conditions related to ageing. With these in mind, we particularly commit to take concrete actions in the following areas as elaborated in the G7 Ise-Shima Vision for Global Health, as set out in the Annex. We also instruct our Health Ministers to further elaborate necessary actions on these areas at their Meeting in Kobe in September.

Source: Ise-Shima Leaders' Declaration, 2016

Development Goal 3 that calls the international community to ensure healthy lives and promote well-being for all. G7 has also contributed to provide transformative, high-quality education and life-long learning to the health workforce to achieve at least 2.3 health workers per 1000 people in partnership with African countries that have shortages in their health workforce.

Reproductive, maternal, newborn, adolescent and child health: through the Muskoka Initiative on Maternal, Newborn and Child Health G7 members met and exceeded their collective commitments to allocate US\$ 5 billion in the period 2010–2015 (G7, 2016c). In Ise-Shima, the G7 reaffirmed its support to reproductive, maternal, newborn, child and adolescent health and welcomed the Global Financing Facility for Every Woman Every Child and Global Strategy for Women's, Children's and Adolescents' Health (G7, 2016a). Further progress in this area is therefore necessary, and child and maternal mortality can be decreased significantly through investments in education. Research shows that educated mothers are 23 percent more likely to give birth with the help of a skilled birth attendant which decreases the risks to the mother of pregnancy and delivery as well as the risk of under-5 mortality. Studies have showed that education can help young people postpone sexual debut and negotiate safer sex (Boonstra, 2015). Analysis on the sexual behavior outcomes showed that the impact of education on sexual behavior was broadly similar for men and women (Kirby, 2005). In developing countries, the social benefits of women's schooling are significant. These gains are reflected in reduced female fertility rates, improved nutrition for pregnant and lactating mothers and infants, improving infant mortality rates, and in containing early child marriages, among others (UNGEI, 2014). All the studies on the impact of girls' education on condom use showed strikingly similar findings and provided by far the most conclusive and powerful message: more girls' education increases the chances that young women use condoms (Aikman, 2008).

Additional years of schooling for mothers can also help to reduce threat of preventable illnesses which are some of the main causes of under-five mortality. For example, access to education for mothers leads to a 14 percent decrease in the pneumonia death rate that is equivalent to 170,000 child lives saved every year, are more likely

Box 3.2 Early Childhood Care and Education Linkages to Health

Early childhood care and education (ECCE) programs promote holistic healthy child development, covering children from birth to the transition to primary school. ECCE is a critical investment in the foundational years of childhood. The building blocks within the first five years include adequate healthcare and nutrition, nurturing and protective home environments, and positive stimulations through positive play (Pia R. Britto, et al. 2016). Evidence from both developed and developing countries suggests that an additional dollar invested in high quality pre-school programs will yield a return of anywhere between US\$ 6 and US\$ 17.

Source: World Bank, 2015

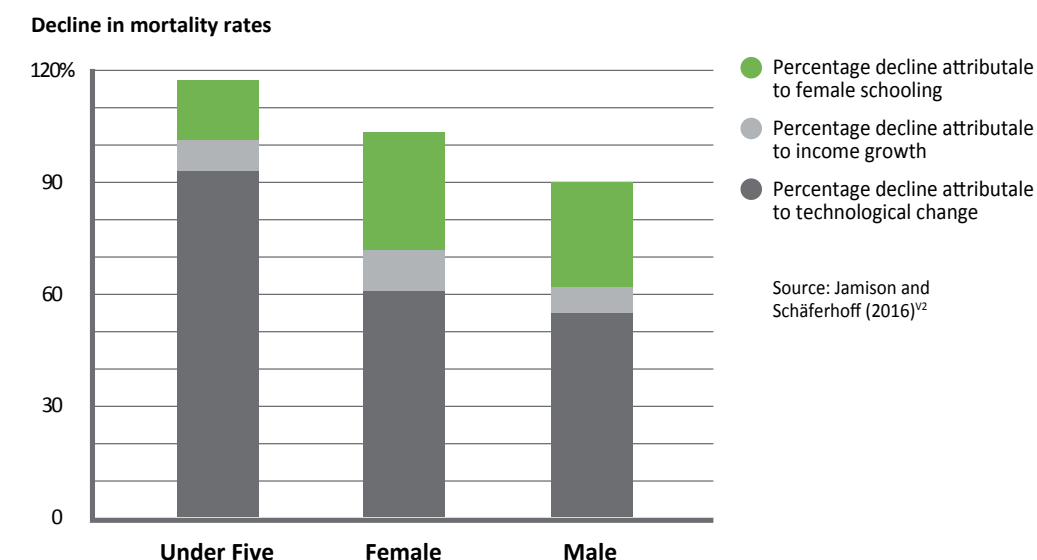
As the Education Commission Report notes, coordinated approaches to early childhood care and education across education, health, nutrition and social protection sectors have the potential to improve child development outcomes, ensure access to resources and facilitate better use of resources.

Source: The International Commission on Financing Global Education Opportunity, 2016

to vaccinate their children. According to UNESCO estimates if all women in low and lower middle income countries had completed secondary education, the probability of a child receiving immunization against diphtheria, tetanus and whooping cough, would have increased by 43 percent and education can help mothers to prevent and treat childhood diarrhea reducing the incidence by 30 percent in low and lower middle income countries (UNESCO, 2014).

HIV/AIDS, tuberculosis and Malaria: The G7 actions to reduce HIV/AIDS, malaria and tuberculosis include support for the Global Fund, joint efforts to promote access to prevention and treatment of HIV/AIDS, and to reduce discrimination against HIV positive patients. More than 20 million lives have already been saved by Global Fund-supported programs in the fight against AIDS, TB and malaria largely due to the political and financial support of G7 countries. Even though the worldwide rate of HIV infection decreased to 0.5 new infections per 1,000 uninfected people, 2 million people were still infected in 2014 (World Health Organization, 2016). HIV/AIDS' global eradication by 2030 will not be reached unless global leaders reinforce joint actions towards this goal. HIV is particularly prevalent among girls living in Eastern and Southern Africa, totaling 80 percent of all new HIV infections for adoles-

Figure 3.1
Educating Girls Saved over 130 million Lives - Declines in Mortality Rates (per 1,000) in low- and middle-income countries (1970-2010).⁵



Source: The International Commission on Financing Global Education Opportunity, 2016, p.35

cents, and accounting for the greatest number of deaths in girls aged 15 to 19 (The Global Fund, 2016).

Education has been called a social vaccine for HIV/AIDS: it is a key contributor to help stop the spread of diseases like HIV/AIDS, tuberculosis and malaria. Research shows that providing access to education is one of the best responses to fight HIV: for instance, it was observed that out of school girls are three times more likely to be infected with HIV than girls who remain at school. (The Global Fund, 2016). A Lancet study conducted in Botswana concluded that every additional year of secondary education reduced the chances of contracting HIV by at least eight percentage points (Grépin et al., 2015). Furthermore, youth attending secondary school tend to be less likely to express intolerance towards people that contracted HIV/AIDS (UNESCO, 2014), reducing intolerance and stigma associated with this illness. Education has also been found to be critical for large-scale implementation and increased coverage of programs of Tuberculosis, especially when education targets families, peers and communities (UNAIDS, 2006). Tuberculosis continues to be prevalent: in 2014, 9.6 million new cases of tuber-

culosis were recorded worldwide, with almost half of the cases found in South-Eastern Asia and the Western Pacific (World Health Organization, 2016).

Ninety percent of worldwide malaria cases are located in Sub Saharan Africa. The total number of cases was 214 million in 2015 (World Health Organization, 2016). Children and families who received an education are more likely to be aware of the preventative measures against malaria and adhere to treatment of malaria. A study in 11 sub-Saharan African countries concluded that access to primary and secondary education for mothers resulted in 22 percent lower likelihood of malaria parasites in children and 36 percent respectively (UNESCO, 2014). Moreover, the reduction of malaria prevalence can positively affect education outcomes: a study conducted in 22 sub-Saharan African countries observed primary education improvements in 14 countries accounted by malaria interventions (Kueken, Thuilliez & Valfort, 2013).

Non-communicable diseases: The G7 has undertaken actions to improve malnutrition as well as non-communicable diseases. In 2012, an estimated 68 percent of all deaths were caused by non-communicable diseases, which are linked to four risk factors: smoking, lack of physical inactivity, alcoholism and unhealthy diets (World Health Organization 2015).

⁵ Technical progress includes changes in the sophistication of drugs, devices and techniques of medicine, improvements in public health provision and private health practices which affect the adoption of the best techniques.

Education and the development of critical thinking and decision-making skills can help raise awareness to ensure a varied diet and choices that promote health and wellbeing that can help prevent obesity, cardiovascular diseases and diabetes (UNESCO, 2016a). In addition, schools have a fundamental role to play in children's health and wellbeing. They can help disadvantaged groups' access basic health screenings in school facilities making them more accessible and affordable. For example, early screening for hearing or vision problems and annual deworming campaigns can have a very posi-

tive impact in children's health, which in turn helps improve their performance at school (Albright, 2015).

A study on school-based deworming of students in Kenya, observed that this type of health intervention can have a positive significant impact in health and school attendance (Innovation for Poverty Action, n.d.). Another study concluded that deworming campaigns augmented the number girls who successfully passed their primary school exam and attended secondary school, and positive outcomes for the labor market, with increased hours

worked for men who were in treatment schools as children. Another study, also conducted in Kenya on the effect of deworming treatment found that cost-effective and inexpensive interventions – which cost US\$ 0.59 per pupil – can have positive impact on cognitive performance in early childhood (Ozier, 2014). Thus, joint efforts by the health and education sectors at school are a very valuable partnership, reducing transaction costs in benefit of children's overall development.

Health Workforce: Investments in human resources for health ensures a strong health system and a work force

equipped to deal with the health challenges of today - and tomorrow. G7 members assist many countries to train and educate public health and health care workers. These educational mechanisms range from short-term trainings to address specific competencies, to longer-term offerings with more detailed curricula. Investing in health workforce promotes employment, especially for women as roughly two thirds of the global health workforce is female, improves labor market trends and contributes to economic growth.

Example 3.1 The Regional Fit for School Program - Germany

Germany implements the Regional Fit for School Program in the Philippines, Indonesia, Cambodia and Lao PDR. The program is implemented in partnership with the SEAMEO Regional Centre for Educational Innovation and Technology. The Fit for School Approach focuses on evidence-based and cost-effective interventions and the improvement of schools as healthy and enabling learning environments. The approach applies school-based management to support the implementation of daily handwashing and tooth-brushing and regular deworming to address high-impact diseases. Combined with improved access to clean water, washing facilities and appropriate sanitation, key determinants of health are addressed in a single intervention package. GER: The programme supports Ministries of Education in adapting their regulations to include Menstruation Hygiene Management and improve sanitation facilities in schools to ensure that girls attend schools during menstruation. A longitudinal health outcome study measured the impact of the interventions in the Philippines and has shown very positive health effects after just one year: 20 percent less underweight children, 30 percent less absenteeism, 40 percent less infections from decayed teeth and 50 percent less heavy worm infections compared to schools employing traditional health education. In 2016 the piloting of Fit for School began in Tanzania and situation analyses were conducted in South Sudan and Guinea.

The Regional Fit for School program has won several international awards such as the Award for "Innovation in Global Health" (from the World Bank, the United Nations Development Program and the World Health Organization in 2009) and the "Poverty Reduction, Equity and Growth Network (PEGNet)" Award (in 2011) for effectively linking research and practice.

Impressions from the Fit for School Program /Philippines. Credit: GIZ / Ivan Sarenas



Example 3.2 Support to Education and Psycho-social Wellbeing of Syrian Children and Young People - European Union

The EU Regional Trust Fund in response to the Syrian crisis (Madad Fund) in collaboration with UNICEF is reaching tens of thousands of children and young people with learning and education, psycho-social support and youth engagement through life skills to empower lives of refugees from Syria and vulnerable host communities in Jordan, Lebanon and Turkey. These children and young people are also provided with training on developing healthy habits, including teaching children, youth and mothers about good nutrition, the importance of hygiene for themselves and their families, and protection against harmful practices, such as early marriage. Early marriage leaves girls especially vulnerable to health risks and violence and sexual abuse. Children and youth in schools and learning centers, such as the Makani centers in Jordan, are also taught about healthy habits and hygiene practices to stay safe especially for those in very basic living conditions. Tens of thousands of children and young people are reached with individualized and group counselling, including mental health services. Special support is provided for children with disabilities. Peer to peer influence has proven very useful, as children encourage their peers to participate in learning activities of very vulnerable children. Mothers and fathers are also taught about child health and nutrition. Extensive support is also provided around gender based violence, both in terms of prevention but also through clinical management of sexual violence.

Credit: UNICEF



3.3 - Education, Food Security and Nutrition

Ending hunger and malnutrition will require an increase in food production. If it is to safeguard existing ecological and economic systems, this will require sustainable food production systems and more resilient agricultural practices. Greater levels of education, particularly in rural areas and in developing countries, can play a substantive role in this respect. While education is necessary to achieving SDG2, improved nutrition is, in turn, necessary to achieve SDG4. In developing countries 66 million children go to school with an empty stomach impacting their abilities to concentrate and learn (World Food Programme, 2013a). An educated workforce is necessary to sustainably increase agricultural productivity. At the same time, education is important to addressing all forms of malnutrition, including obesity, stunting, wasting, low birth weight, anemia, and regarding the importance of breastfeeding. As enshrined in the Elmau Leaders' Declaration and Ise-Shima Leaders' Declaration (G7, 2015a & G7, 2016a), G7 Member States are working together to help reduce hunger and malnutrition in developing countries, aiming to lift 500 million people – especially women and children – out of hunger and malnutrition. Through the *G7 Broad Food Security and Nutrition Development Approach* (G7, 2015b), Member States are also promoting a people-centered approach towards the achievement of more sustainable food systems. G7 actions target food security interventions in its four dimensions of availability, access, use and utilization, and stability, including through value chain development and market expansion as well as multi-sectoral approaches and nutrition-sensitive interventions in agriculture, social protection, water, sanitation and hygiene, health and education. This commitment is further included in Sustainable Development Goal 2, which calls for the international community to end hunger and all forms of malnutrition over the next fifteen years and to support universal access to safe nutritious and sufficient food.

Progress on food security has been made since 2000: the prevalence of hunger worldwide has declined from 15 percent in the period 2000 to 2002, down to 11 percent for period of 2014 to 2016. Nevertheless, about 800 million people are still unable to access regular amounts of dietary energy and nearly 1 in 4 children under the age of 5 had stunted growth. Some of these problems are also caused (or aggravated) not by a lack of calories per se, but by deficiencies in key micronutrients. At the same time, the percentage of children under the age of 5 who were overweight worldwide grew from 5.1 percent to 6.1 percent (ECOSOC, 2016) reflecting yet another challenge

with food production and consumption systems. Malnutrition, in particular during the first 1,000 days, has a long-term impact on cognitive development of children.

Education can help increase agricultural productivity by catalyzing more sustainable and innovative farming methods. It is estimated that field schools and extension education that equip farmers with tools to improve their practices in areas such as, cultivation practices and appropriate use of agro-chemicals, can help them increase productivity by 12 percent and net revenue by 19 percent - an important factor considering that 70 percent of people in extreme poverty depend on farming for some of their income. Access to basic education also provides farmers with tools for developing knowledge on sustainability. Additionally, technical and vocational education and training can help farmers introduce new technologies to their practices. Through access to education, farmers can develop critical skills to interpret and respond to new information that will help them make better use of fertilizers, adopt soil conservation and erosion-control measures, and cultivate cash crops or use different seeds (UNESCO, 2014; UNESCO, 2016a) and improve their managing and marketing skills.

Rural youth, who are often dependent on farming or connected to farming communities, are disproportionately affected by underemployment and poverty. Access to primary and secondary education strengthen their basic numeracy and literacy, leading to improved managerial and business skills, that can then be applied to jobs related to agriculture. At the same time, non-formal education can provide specialized training in agricultural practices and project management that will be valuable for future economic opportunities. This is particularly the case for young women that can face challenges in terms of mobility, risk of early pregnancies and limited access to schooling (FAO, CTA and IFAD, 2014).

Tertiary education can also play a key role in supporting food security. For example, through applied research on new and more productive sustainable agricultural techniques to enhance food security or strengthening the necessary skills to develop a modern agro-food sector Universities can engage in scaling-up of intensive pulse crop-based farming systems, agri-food processing and marketing, and nutrition interventions. Working with and training graduate students from the global south can contribute to increasing engagement and the resources available. Increased education can also lead parents to apply more appropriate nutritional health, hygiene and caring practices in their households and when preparing meals.

Access to education for women in low income countries decreases the number of children suffering stunting through better caring practices such as exclusive breastfeeding, hygiene behavior and knowledge about nutritious foods. It is estimated that 1.7 million fewer children would be stunted if their mothers had access to primary education and 12.2 million fewer children would be stunted if their mothers had completed secondary education. On the other hand, education helps promote healthy eating and weight control (UNESCO, 2014) thereby contributing to addressing another aspect of malnutrition, obesity, that is increasingly prevalent in middle and high-income countries.

Schools have a central role in providing nutritious meals and promoting overall health. The Global Nutrition Report notes that education can play a key role as a platform for nutrition-specific programs including nutrition education, promotion of hygiene and handwashing and provision of iron supple-

ments (International Food Policy Research Institute, 2016). Nearly all countries around the world have a school meals program and about 368 million children from kindergarten to secondary school receive food at school every day in 2013. School feeding programs help ensure that all children have access to meals in key stages for their development, contributing to their mental and physical well-being. School feeding programs are particularly important for disadvantaged children as school meals are sometimes the only meal they receive on a regular basis, and can serve as a strong incentive for attendance and at the same time are an important incentive for school attendance, in particular for girls. Combined with improved learning outcomes, school feeding can help them break “intergenerational cycles of hunger and poverty”. School meals programs, supported by local farmers, can also contribute positively to the development of local economies, through the purchase of local produce (World Food Programme, 2013b).

Example 3.3 Improving Young People's Integration in the Agricultural Sector in Cameroon - AFOP Programme - France

Since 2006, France is financing the Government of Cameroon program for reforming and developing agricultural and rural vocational training (AFOP). The program particularly targets young people and aims at improving their professional qualifications in agriculture and other related activities and at facilitating their integration in the rural sector. This approach relies first on reforming existing courses to adapt them to each local context and existing economic opportunities. Work-based training in which young people alternate classes with training on farms or rural Small and Medium Enterprises has been developed. Since the beginning, 116 training centers have benefited from AFOP Program and saw their resources both human and financial, increased and strengthened. The program also supports the integration of these trained young people into their regions, by helping to build their project and financing part of it.

Ever since 2006, 25 000 young people were trained and helped to start their activities. An evaluation showed that they are able to generate an annual income 2 to 3 times bigger than the general average.

In 2016, it was decided to expand the training program beyond agricultural activities to other rural activities and all regions of Cameroon. The training centers also provide lifelong training to older farmers in order to help them improve their agricultural practices and increase their income.



Credit: AFD

Example 3.4 Improvement of Rice Productivity in the Valley of Senegal (Technical Cooperation Project: November 2009 – March 2014) - Japan

Senegal's staple food is rice, and with an annual consumption of 74 kg per person, the country is among the largest rice consumers in West Africa. However, as most of the domestic rice consumption is met by imports from abroad, the Government of Senegal is taking steps to increase its self-sufficiency ratio in rice in order to enhancing food security.

In order to support Senegal's efforts, Japan launched the "Project on Improvement of Rice Productivity for Irrigation Schemes in the Valley of Senegal" which covers the Saint-Louis Region in the northern valley of the Senegal River, a region that has the largest grain production in the country. The project was designed to expand domestic rice production and increase the revenue of rice producers through providing opportunities of farming education and training by Japanese experts to officials of the Societe d'Amenagement et d'Exploitation des Terres du Delta du Fleuve (SAED), rice producers of the regions, rice millers and suppliers. It has made a significant contribution to improving farmers' livelihoods through a series of initiatives aimed at: (i) improving rice growing techniques; (ii) acquiring mechanical engineering skills for the repair and renewal of irrigation facilities; and (iii) enhancing the management of the finances and loan schemes of producers. Consequently, the production of unshelled rice has increased by 23% and profits by 95%. In addition, through the introduction of rice milling and processing techniques that have been tailored to consumer needs, the project has contributed to improving the quality of domestically produced rice, and is expected to contribute to enhancing food security in the country.



Project on Improvement of Rice Productivity for Irrigation Schemes in the Valley of Senegal. Credit: JICA

3.4 - Education and Gender Equality

With Sustainable Development Goal 4 and 5 on gender equality, women and girls empowerment are complementary and have reinforcing effects on other development goals, from decent work and economic growth to poverty reduction, or health and well-being. Nevertheless, girls continue to face multiple barriers to access a good quality education (Global Partnership for Education, 2016b). G7 Member States are committed to promoting women and girls' empowerment and advancing their sexual and reproductive health and reproductive

rights given that gender equality is a human rights issue and is closely linked to more sustainable, inclusive and equitable development for all. G7 Member States' share the vision of creating societies where all women and girls are empowered to equally participate as agents of change in the economic, social and political spheres of our societies and where their human rights are universally upheld. The *G7 Guiding Principles for Capacity Building of Women and Girls* (G7, 2016d) adopted in Ise-Shima support the elimination of gender disparities and stereotypes at school and the workplace. They also promote job-related education and vocational training

to increase women's participation in the job market, entrepreneurship and leadership development. The *Guiding Principles* supported education and advocacy programs for women's and girls' health, inclusive school environments and quality education for girls. In addition, the principles support efforts towards building capacities of women and advancing their involvement in international peace and security efforts. G7 activities in education and gender equality also contribute to the elimination of child, early and forced marriage, female genital mutilation and other harmful practices. In El-mau (2015) the G7 committed to increase the number of women and girls in developing countries who have been professionally qualified by one third by 2030. With this commitment the G7 support the development of professional qualifications of women and girls and promote entrepreneurial activity of women.

Further, the Global Partnership for Education adopted a Gender Equality Policy, Strategy and Action Plan in 2016, recognizing the key role that education plays in making progress toward gender equality, girls' empowerment, and providing girls and boys with foundational skills, knowledge and skills for work, leadership capacities, improved livelihood opportunities, and autonomy.

Girls and women still lack equal access to good paying jobs. It is estimated that the gender pay gap is 24 percent in the world (UN Women, 2016b) and that it will take close to 70 years to achieve equal pay (UN Women, 2016a). Education can be a driver of improved gender equality, providing the equalizing force for men and women to live on equal footing. Access to education can help women access jobs and increase their incomes, including by giving them the chance to access high skills jobs (UNESCO, 2016a).

It is encouraging that 26 governments have recently introduced changes that strengthen the national laws to address violence against women worldwide. It has the potential to affect one billion women and girls that are now protected by the introduction of new legislation (UN Women, 2016a). Nevertheless, women and girls continue to be exposed to violence. A study conducted in 52 countries shows that 21 percent of girls and women were subject to physical and/or sexual violence by their partners. Women and girls make up seven out of ten victims of human trafficking (ECOSOC, 2016)

and although worldwide early marriage rates have decreased, it is estimated that more than 15 million girls marry before the age of 18 yearly (UNICEF, 2016). School-related gender-based violence is also a crucial issue, preventing the achievement of quality education for all, as it affects millions of children and adolescents worldwide.

Education can help promote sexual and reproductive health and reproductive rights. Educated women are more empowered and have a voice in their life choices, including who they will marry, whether to have children and ending harmful practices like female genital mutilation. Educated mothers are also more likely to send their children to school, with the benefits associated to breaking the cycle of poverty for them and their children (UNICEF, 2004). Access to secondary education helps reduce child marriage by 64 percent in sub-Saharan Africa and South and West Asia.

Education also improves the chance for girls and women to decide when they want to start a family and to decide how many children to have (UNESCO, 2014). Additional years of schooling for girls results in later marriages and births (UNFPA, 2016a). For example, girls that are out-of-school in sub-Saharan Africa have over four times higher birth rates (207 per 1,000) than those with secondary education (48 per 1,000) (United Nations, 2010). When youth, including girls and young women, are able to make choices in family planning and have the security to balance work and family life, it can result in a demographic dividend. Demographic dividends, can potentially contribute to the economic growth when the working-age population has good health, quality education, decent employment and a lower proportion of young dependents (UNFPA, 2016b).

Furthermore, school-based comprehensive sexuality education can help increase awareness of young girls' condom use and voluntary HIV testing among young women, can decrease the number of adolescent pregnancy, and increase understanding of consent and abuse within relationships (UNAIDS, 2015). Access to sexual and reproductive health services for girls and young women which can be provided through school-based interventions could raise awareness of STIs, including human papillomavirus (HPV) and HPV vaccines can be offered at school.

Education settings should be safe environments where girls and boys are able to gain valuable knowledge, skills and self-confidence free from all forms or threats of violence. Furthermore, education also plays a critical role in preventing and responding to multiple forms of violence against women and girls – including intimate partner violence and domestic violence, Female Genital Mutilation (FGM) and child, early and forced marriage. Schools policies, reporting and referral mechanisms, curricula and

teaching practices can all help to challenge the acceptability of violence. Literacy and education helps girls and women access key information linked to their social and legal rights and provides agency to defy unfair traditions and harmful practices, including FGM. Demographic and Health Surveys observed that in most participating countries access to secondary and tertiary education by women made them less likely to have undergone FGM (UNESCO, 2016a).

Example 3.5 Supporting primary education in Senegal - Italy

Education is a key factor to sustainable economic growth and to eliminating gender discrimination and social inequalities. The Italian Development Cooperation (IDC) has been supporting several initiatives in Western Africa following this approach. One of the best examples of this strategy is the “Follow-up to Bamako: Supporting girls in primary education in Senegal” (PAEF).

In Senegal, many schooling facilities are inadequate, the number of teachers is low and the quality of their training is poor. To address this situation, in the period 2010-2012, the IDC funded with the PAEF EUR 2,870,000 to support activities in the regions of Dakar, Fatick, Diourbel and Louga. This initiative focused on coordinating activities in favor of girls’ education, supporting quality teaching and women’s education and advocated for policies aimed at improving women’s human rights. The project reached 20,000 girls in 80 primary schools, where “Mothers’ Associations” received assistance for their contribution to school activities. The initiative resulted with an increase in the percentage of girls and boys attendance in schools: from 0.93% in 2005 to 1.7% in 2011. The PAEF actions also strengthened the Senegalese National Program of Education and Training (PAQUET). In light of the fundamental importance of gender equality in the field of education, especially in rural areas where a higher percentage of children are out of school, in 2014, the IDC provided an additional EUR 4 million to the PAEF Plus fund so as to strengthen and consolidate the results previously achieved. The on-going project reaches 149 schools (122 primary, 24 secondary for a total of 50,000 students) in 6 regions of Senegal (Diourbel, Fatick, Kaolack, Kaffrine, Kolda, Sedhiou). An estimated 30,000 girls, 3,800 women members of the “Mothers’ Associations”, 500 staff members of schools, officials of the Ministry of Education, and students and families of selected schools are expected to benefit from this ongoing initiative.

Senegal. Credit: Magnum – Stuart Franklin



Education must be gender-sensitive for these gains to be achieved. In 2015 a UN resolution was passed on School-Related Gender Based Violence under the theme of “Learning without Fear”, recommending UNESCO and its Member States to condemn gender-based violence and promoting the design and implementation of national policies to promote the creation of safe, non-violent, inclusive and effective learning environments for all boys and girls (UNESCO, the EFA Global Monitoring Report & UNGEI, 2014).

Research shows that promoting access to quality education for girls in schools free of violence and awareness of negative gender stereotypes results in remarkable gains for themselves, their children and their commu-

nities. Female teachers can provide strong role models for girls, and women in positions of power in school administration and leadership can improve the gender-sensitivity of education policies, plans and curricula. Access to bathrooms, safe transport to and from school, and scholarships to off-set the direct and indirect costs of school can all ensure that education does indeed become a driver of equality rather than a hindrance.

While girls are the most affected by gender discrimination in education, vulnerable boys also face barriers to education including child labor, poverty, and recruitment into armed groups, armed forces, and criminal gangs. There is regional variation in boys’ participation and achievement in education.

Example 3.6 United Kingdom Leadership on Girls’ Education

In 2015, the UK committed to help 6.5 million girls access quality education by 2020. The Girls’ Education Challenge (GEC) is the UK’s flagship program to get marginalized girls into primary or secondary school. GEC projects remove gender-specific barriers to education, aim to enhance gender equality, and are focused on ensuring that girls stay in school and learn. Specific interventions range from improving teaching, to developing gender sensitive teaching techniques and ensuring child centered learning.

Phase 1 (£355m, 2012-17) directly targeted 1 million marginalized girls to improve their learning. Over half of these girls are living in conflict affected countries. Most started off with extremely low levels of learning relative to their age and grade, struggled to progress at the expected pace and faced the risk of dropping out of school, particularly during adolescence. So far, through the GEC, around 800,000 girls have improved their learning levels. Of these, over 500,000 have achieved significantly higher learning outcomes than their peers outside the program. A longitudinal study is following a cohort of these girls to assess how this quality education has transformed their lives.

In July 2016, the UK hosted the Girls Education Forum, where Secretary of State Greening announced a £100m extension to the GEC. A new “Leave No Girl Behind” funding window will provide literacy, numeracy and life-skills to highly marginalized, adolescent girls who have never attended school or have already dropped out. This includes girls living in conflict and crisis, girls living with disabilities and those surviving modern day slavery.

Credit: WUSC/ Kenya



In order to reduce gender inequalities in access to education and control over the resources and benefits of development, GPE's Gender Equality Policy, Strategy, and Action Plan go beyond a narrow focus on gender parity to encompass gender-responsive education sector plans and systems.

3.5 - Education and the Environment

Education can have a very important reinforcing role for G7 efforts linked to the protection of the environment. G7 activities in the environment have focused on a number of areas including reducing the loss of biodiversity, and the development of energy infrastructure, renewable energy and climate risk insurance in developing countries. G7 Member States have also supported the reduction of marine litter, including through the use of education. Moreover, G7 Member States welcomed in the Ise-Shima Declaration joint efforts to combat climate change, including through the Paris Agreement. The G7 agreed to the importance of promoting innovation in energy technologies. G7 actions in environment contribute to the achievement of various Sustainable Development Goals including Goal 6 on clean water and sanitation, Goal 7 on affordable, reliable, sustainable and modern energy for all and Goal 12 that promotes sustainable consumption and production patterns. G7 leadership also helped support Goal 13 on actions to combat climate change, Goal 14 on sustainable use of the oceans, seas and marine resources and Goal 15 on the sustainable use of terrestrial ecosystems forests and combatting against desertification, land degradation and the halt of biodiversity loss.

The G7 environmental commitments are important in order to transition the world to a more sustainable economy, on a planet able to sustain the rich diversity of life. Biodiversity protection is essential given that many terrestrial and maritime species are at risk of extinction. For example, biologically sustainable world marine fish stocks have decreased from 90 percent to 69 percent in the period between 1974 and 2013. It is estimated that ecosystem services coastal and marine resources contribute US\$ 28 trillion to the world economy every year. Some encouraging signs on a global scale have been seen in terms of the percentage of key terrestrial, water and mountain biodiversity areas that are now considered protected, with a rise from 16.5 percent to 19.3 per cent, 13.8 percent to 16.6 percent and 18.1 percent to 20.1 percent respectively over

the period 2000-2016. Progress on sustainable energy is increasing, although in small increments: renewable energy accounted for 18.1 percent of the world's total final energy consumption in 2012 representing a small increase compared to 17.4 percent in 2000 (ECOSOC, 2016).

The knowledge, attitudes and awareness required for behavior change to shift global demand away from resource and energy-intensive lifestyles that can be fostered through strong education systems – particularly those that are able to include relevant content knowledge like environmental and climate change education, disaster risk reduction and preparedness, sustainable consumption and lifestyles and green technical and vocational education and training. Education can reduce the vulnerability of individuals and communities to climate-related disasters by enabling them to increase their adaptive capacity and by integrating disaster risk reduction and climate change education into curricula (Anderson and Strecker, 2012).

Education also has an important link with environment protection and the efficient use of resources to generate more sustainable societies. Education, particularly school achievement in science, is strongly correlated with awareness of global environmental problems and a greater sense of responsibility in supporting sustainable environmental management (PISA, 2006). Studies show that in countries with advanced economies, higher levels of education resulted in more efficient use of energy and water. A study conducted in 10 OECD countries observed that participants with higher levels of education tended to save more water (UNESCO, 2014). In addition, education, including climate change education and training, can lead to more participatory citizenship as individuals with higher levels of education tend to be actively engaged in promoting political decisions that help environmental sustainability, including actions such as signing petitions, offering donations, or joining demonstrations. The 2005–2008 World Values Survey, conducted in 47 countries observed that higher levels of education were linked with expressions of concern for the environment. Through target 4.7 within SDG4 on Global Citizenship Education, children are equipped and empowered to address global sets of challenges including those related with sustainable development and the environment (UNESCO, 2016a).

Example 3.7 Canada

Global Affairs Canada is partnering with the École polytechnique de Montréal to roll-out the innovative Applied Solar Energy Initiative for member countries of the West African Economic and Monetary Union (WAEMU). Launched in 2013, the five year, \$ 2.1 million initiative will establish a regional center of excellence in advanced solar technologies – the Institute for Training in Applied Solar Technology (IFTSA) – at the University of Ouagadougou in Burkina Faso, and train 500 advanced technicians and 100 engineers from Burkina Faso, Mali and Senegal, of which at least 20% are women, in new solar technologies. By partnering with local private sector firms to develop curriculum and teacher training, the project will enable students to graduate with labour-force relevant skills and training.

To date, 5 partner institutions have been strengthened to deliver solar technologies training, and 1500 community members (50% women) have been trained in solar technologies in targeted countries. Real-life training opportunities are being provided through pilot projects in each of the target countries. These include electrifying schools, health centres and cottage industries as well as supporting small-scale irrigation and potable water supply systems. Ultimately, the project's goal is to help reduce poverty and improve the quality of life of people living in the poorest rural and peri-urban communities in the eight WAEMU member states by demonstrating the potential of renewable energy technologies to expedite economic growth, support livelihoods, including non-traditional employment opportunities for women and support key social development sectors such as education and health.



Solar pumping in the village of Kokolé, Houet province, Burkina Faso.
Credit: Oumarou Savadogo, Professor, Polytechnique Montréal

3.6 - Education, Peace and Security

Education can be a fundamental driver of social cohesion, positively impacting the development of more peaceful and stable societies. G7 Member States joined forces under common values and principles to work together towards a more peaceful and stable world. Maintaining a rule-based international order and addressing global challenges is a priority for the G7, including responding to geo-political conflicts, terrorism and refugee flows that have an impact in the global economy. G7 efforts were geared towards the reduction of violent extremism and terrorist attacks that undermine security and sustainable

development. G7 members supported counterterrorism efforts and promoted peaceful co-existence and dialogue to deter violence, as well as promoted the fight against corruption and women's role as key actors to ensure peace and security. As highlighted by the United Nations Security Council Resolution 1325, (and subsequent resolutions), the role of women is fundamental in the prevention and resolution of conflicts and in peace-building. These efforts, led by the G7 Member States are closely linked with the achievement of Sustainable Development Goal 16 that promotes peaceful and inclusive societies for sustainable development.

G7 Member States backed the United Nations Secretary

General Plan of Action to Prevent Violent Extremism (United Nations, 2015d) that includes key actions in the area of education such as the development of critical thinking skills, media and digital literacy and behavioral and socioemotional skills, human rights education, among other activities can help deter extremism, depending on the nature of the education initiative.

The G7 also reaffirms its commitment to provide support to meet immediate and long-term needs of refugees and other displaced persons and their host communities. G7 undertook efforts to promote the socio-economic development of affected regions, with a special emphasis in supporting African, Middle East and neighboring countries of origin and transit. G7 aid includes support to access education, health services, jobs and basic infrastructure, and will uphold the promotion of human rights. Education improves the resilience of countries to corruption or further conflict. Children in school are less likely to become involved in conflict themselves and are more likely to develop democratic attitudes including tolerance and mutual acceptance (Hanf & Bauerle, 2009). Across society, every year of schooling decreases the chance of youth engaging in violent conflict by 20 percent (Wedge, 2008). On the other hand, another study show that youth without education has nine times higher chance to be recruited by rebel groups (UNESCO, 2016a) and unequal access to education can double the possibilities of conflict (The International Commission on Financing Global Education Opportunity, 2016). Lack of education may fuel conflict by making out of school children and youth targets for recruitment into combat or forced labor or by stimulating resentment regarding social inequalities and other grievances.

When designed to promote critical thinking and citizenship, education can be a powerful force to address the recruitment and radicalization to violent extremism of youth through media, in their communities and in schools. At the same time it can help promote racial and religious tolerance, and prevent crimes against humanity. Education, when equitable available and contributing to social cohesion, can also be a driver for stability and sustainable peace, human rights, social justice, diversity, gender equality and environmental sustainability, as well as to promote in youth to become responsible citizens within their communities, countries and globally. Initiatives to build tolerance through education should be

Box 3.3 Education for Global Citizenship and Sustainable Development

Target 4.7 of the Sustainable Development Goals (United Nations, 2015a) calls on countries to “ensure that all learners are provided with the knowledge and skills 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”. The achievement of this target is fundamental to cultivating the attitudes, values, skills and behaviors that can propel a sustainable future for all.

UNESCO (2016a, p. 494) defines Global Citizenship Education (GCED) as education that aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. Complementary and mutually reinforcing, education for sustainable development which emphasizes the knowledge and skills needed to address challenges such as climate change, biodiversity, disaster risk reduction, water, cultural diversity, sustainable urbanization and sustainable lifestyles – as a means of ensuring that all people take responsible action to live together in green inclusive economies and societies. Together these concepts help to frame the content of education which is needed to build global competencies that all countries should integrate and adapt into the curricula of their national school systems. Global citizenship education has become a key area of work in UNESCO’s Medium-Term Strategy 2014-2021 and in national policies of G7 countries.

available to all ages and both at school and outside school (UNESCO, 2015d).

Access to quality education can help forced displaced populations to improve their skills and make a better living when education is available to them along with policies for job creation. Schools are often centers of reconciliation and recovery from trauma. Access to school helps children recover from trauma, rebuild social relations, and helps them in their path to return to normalcy (Harild, Christensen & Zetter, 2015). When a school is child-friendly, children who attend the school are better protected against violence, discrimination and abuse. Schooling provides stability and a safe place for children to be cared for, which allows parents to focus on reconstruction and recovery efforts (UNESCO, 2010). At the same time, schools can also be subject of attack and should be protected to prevent the use of education facilities as recruitment places for armed forces.

Example 3.8 United States

The U.S. government promotes education and workforce development in Central America to increase economic productivity in regions of high risk for violence and insecurity. In El Salvador, a Department of Labor project is helping 2,510 at-risk youth in high-crime areas gain skills and education directly linked to labor market needs. USAID education projects in El Salvador help increase access to quality, relevant education for approximately 370,000 children and youth in high-crime communities. These programs create safe learning environments and provide non-formal educational opportunities for out-of-school youth, helping participants return to school and providing alternatives to violence and gang involvement. Activities focus on the education needs at the lower secondary level, when children are most prone to drop out of school and are vulnerable to gang recruitment. USAID programs also support school sponsorship by private-sector partners, as well as local education organizations to help out-of-school youth to return to formal classes or earn an equivalent diploma. Projects also provide technical and vocational training to prepare participants for the labor market, as well as supporting youth entrepreneur initiatives and the hiring of marginalized young people. USAID works to improve the quality of Higher Education Institutions (HEIs) and increase the opportunities for students to attend colleges and universities, while providing advanced certification courses for teachers to improve the quality of education in public schools. Through these and other programs, the U.S. government builds on broader crime prevention and community policing efforts to help reduce insecurity in El Salvador through the development of a better-educated, more competitive workforce.



Credit: Kate Maloney/USAID

3.7 - Education and Inclusive Economic Growth

Quality education has a crucial role to support G7 efforts towards inclusive economic growth. The G7 supports inclusive economic growth that leads to higher income and job creation, in order to see gains’ distribution among all segments of society fairly. As expressed in the G8 Summit Communique of Camp David (2012), the G8 advocated for inclusive economic growth as the basis for democratic and participatory societies, where basic freedoms are protected, including the rights of women and girls and religious freedom. G8 Member States have also promoted a

strong private sector, the growth of small- and medium-sized enterprises and governance reforms to create jobs and lead to inclusive economic growth (G8, 2012).

More recently at the Ise-Shima Summit, the Leaders’ Communique recognized the links between inclusive economic growth and the Sustainable Development Goals. They also underscored the importance of addressing the root causes of large movements of people as a multi-faceted issue which is affected by economic trends linked to inclusive economic growth. Moreover, as part of the Deauville Partnership to advance the MENA’s

region strategic economic and governance reforms, stability, democratization and inclusive economic growth, G7 Member States noted the relevance of structural economic reforms, improved governance, the empowerment of women and robust civil society participation (G7, 2016a).

This prioritization of inclusive economic growth is embodied in the 2030 Agenda. Sustainable Development Goal 8 focuses on inclusive and sustainable economic growth, full and productive employment and decent work for all. The UN Secretary General observed in the Report on Progress towards the Sustainable Development Goals that the global annual growth rate of real GDP per capita has slowed from 1.3 percent growth in 2014 from 3.0 percent growth in 2000. On the other hand, growth in labor productivity in developing regions increased considerably but remains far higher in the developed regions. While global unemployment continues to decline, mostly owing to a decline in unemployment in the developed regions, unemployment affects groups differently, and women and youth are particularly affected by lack of job opportunities (ECOSOC, 2016).

In this context, access to quality education, has a central role in ensuring the equitable distribution of benefits from economic growth and individual income. The return for each dollar invested in additional years of education generates more than US\$ 5 in additional gross earnings in low-income countries and US\$ 2.5 in lower-middle-income countries (The International Commission on Financing Global Education Opportunity, 2016). Initial education levels account for half the variances in pace of growth for different regions such as East Asia and the Pacific and Sub-Saharan Africa (UNESCO, 2014). Additional years of schooling are linked to lower levels of chronic poverty and reduce the poverty traps and intergenerational transmission of poverty (UNESCO, 2016a).

The relationship between education and economic growth is even stronger when studies focus on the quality of education. The development of cognitive skills is positively related to individual earnings, income distribution and economic growth. Enhancing school quality and educational outcomes can improve the distribution of income within societies show a positive effect on growth, including in countries that do not have a strong institutional environment (Hanushek, E. & Wößmann, 2012).

Moreover, education has a fundamental role in the development of the future workforce and to address skills gaps, as human capital is closely linked to the long-term economic growth for countries. Recent technological changes have impacted low- and medium-skill jobs and the demand for higher level skills is expected to increase. Forty percent of employers worldwide have a demands for skillsets that they cannot find in the pool of candidates available in the job market (The International Commission on Financing Global Education Opportunity, 2016). For this reason, it will be important to maintain an emphasis on skills for employment such as technical and vocational training that can be closely linked to market demands for labor.

Education can equip future generations for changing demands and prevent the negative effects of unmatched human resources in economic growth. The International Commission on Financing Global Education Opportunity estimated a US\$ 1.8 trillion loss for low-income countries by 2050 unless all children are provided with a quality education (The International Commission on Financing Global Education Opportunity, 2016). In addition, education contributes to social and institutional capital, strengthening the rule of law, democracy, governance, which in turns generates a favorable investment climate (UNESCO, 2016a).

As the international community addresses the challenges of prosperity linked to Sustainable Development Goal 8, the role of education, accessible to all, becomes fundamental in terms of the benefits in long-term inclusive economic growth, individual incomes and preparing the future workforce to address the demands of a fast-paced changing global economy.

Children with disabilities remain one of the most excluded marginalized groups. Denying children with disabilities their right to education has a lifelong impact on learning, achievement and employment opportunities, hence hindering their potential economic, social and human development (Global Partnership, n.d.-a). Furthermore, the economic and social costs of exclusion among children with disabilities is high – many low and middle-income economies incur significant losses by having large out of school populations. Increased public spending to achieve universal primary enrolment of all children would offset some of the costs of exclusion.

The enrollment of children with disabilities in basic education is a smart investment and carries high returns (Sæbønes et al., 2015).

The economic arguments for including children with disabilities are compelling. The estimated costs of exclusion vary across countries, reaching up to 7 percent of GDP. Exclusion from education – and the economic

opportunities that schooling creates for individuals – often leads to poverty. Educating children with disabilities reduces welfare costs and future dependence; releases other household members from caring responsibilities, allowing them to engage in employment and other productive activities; and increases children's potential productivity and wealth creation which in turn helps to alleviate poverty (Sæbønes et al., 2015).

Example 3.9 Education played an Enabling Role for Vietnam and Rwanda's Progress in Economic Growth and Poverty Reduction

Education had an important role in Vietnam's success story in the last two decades. When Vietnam's economy began to industrialize and modernize, education had an enabling role to help develop a well educated workforce to accompany the economic transformations (Bodewig, et al). Vietnam is one of the first developing country partners to join GPE before the transition from EFA-FTI. The country's steady economic growth coupled with rising primary completion rates and subsequent focus on secondary education has led to poverty reduction. Its growth in the past three decades has been rapid: economic reforms initiated in the 1980s have led to a drastic reduction in the percentage of people living in poverty (60% in the 1990s to under 10% by 2013) and the attainment of five of the ten Millennium Development Goals. Primary and lower secondary school (grades 1-9) is compulsory in Vietnam, with remarkable progress seen in enrollment rates in the past few decades. The net enrolment rate in primary education was 98.1% in 2012, up from 90.3% in 2005. The transition rate from primary to secondary school was 93.1% in 2012, although there was variation by gender (87.1% for females versus 100% for males). In 2012, Vietnam also participated for the first time in the Programme for International Student Assessment (PISA) test, scoring better than the OECD average. Since 2008, the government of Vietnam has been spending 20% of its budget on education – this commitment to education and long standing cultural and social support for education have led to significant progress in the sector (Results for Development and Universalis, 2015; Global Partnership for Education, 2016f).

Rwanda joined the Global Partnership for Education in 2006. The country has made significant progress since the civil war and genocide of 1994 and achieved most of the MDG targets, including near-universal primary school enrolment. According to the World Bank, strong economic growth was accompanied by substantial improvements in living standards. Between 2001 and 2014, real GDP growth averaged 9% per year. This impressive economic growth was also accompanied by rapid poverty reduction and reduced inequality. Rwanda's long-term development strategy, Vision 2020 emphasizes the link between education policies, sector development and labor policies as crucial elements for achieving economic growth (Republic of Rwanda, 2012). The country has also maintained a steady investment in education with the public expenditure in education consistently around 18% since 2010 with a projected increase to 22% in 2017/18 (Global Partnership for Education, 2016g; Results for Development and Universalis, 2015). Improvements in the education sector for Rwanda include a reduction in overall student dropout rate from 10.3% in 2014 to 5.7% in 2015 and an increase in pre-primary gross enrollment rate from 10% in 2010 to 20.2% in 2015 (Global Partnership for Education, 2016h).



Vietnam, November 2013. Credit: GPE/Koli Banik



Zimbabwe, November 2016. Credits: GPE/Carine Durand



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

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.

4.1 - Introduction

G7 countries consider education a priority area for sustainable development and have implemented national policies and development cooperation strategies in order to promote and ensure equitable access and inclusive quality education both at the domestic and international levels. G7 Member States policy priorities, funding and best practices in the field of education in developing countries as well as sectoral domestic strategies that directly or indirectly address development needs are well-illustrated. Further to the adoption of the Heiligendamm commitment no. 28 of the Annex 1, G7 countries have also provided additional financial contributions to basic, secondary and higher education in favor of developing countries and have showed firm commitment to take collaborative actions to promote educational practices within the educational systems as well as across different sectors.

G7 Member States also promote policies and strategies enhancing gender equality along with (ITA) inclusive education, both internally and externally, in

order to ensure social inclusion of categories of people with special needs such as persons with disabilities, on one side, and vulnerable migrants and refugees on the other. Particular attention is given to initiatives that aim at strengthening national education policies and institutions in partner countries as well as to programs and activities combining humanitarian and development assistance. In this perspective, partnerships with civil society organizations and the private sector remain fundamental for the effectiveness of G7 actions in the field.

Information on financial disbursement to education by G7 countries and the EU are also presented. These data, which countries reported to the Organization for Economic Cooperation and Development/Development Assistant Committee (OECD-DAC) CRS Aid Activities, comprise the years from 2007 to 2015 and show the overall trend of G7 financial contribution to education while providing indications on the disbursed contributions to education, including unspecified level, to basic, secondary education and post-secondary education.



4.2 - CANADA

Canada's development assistance has contributed to global education efforts by increasing access to quality basic education (the first ten years of schooling plus literacy and life skills for youth) and skills for employment to help people enter the workforce, especially youth and women. This support included capacity building at the Ministry level, pre-service and in-service teacher training, support for relevant teaching and learning materials, mother tongue education, and efforts to address the learning needs of the most marginalized.

The majority of this assistance was to bilateral programs, including Afghanistan, Bangladesh, Burkina Faso, Jordan, Haiti, Kenya, Peru, Senegal, Tanzania, Mali and Mozambique. This work was complemented by Canada's broad range of multilateral partners and Canadian civil society partners including Colleges and Institutes Canada, CODE, World University Service of Canada, Right to Play, Aga Khan Foundation Canada, UNESCO, UNICEF, the Global Partnership for Education, and the Montreal based UNESCO Institute for Statistics.

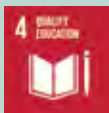
Central to Canada's efforts has been a focus on education systems strengthening in support of the principles of aid effectiveness. Through in-country stakeholder coordination groups, Canada has supported education ministries in developing and implementing education sector plans to enhance coherence and coordinate efforts.

Canada's work in Tanzania provides one such example. As Chair of the Education Development Partner's Group and Coordinating Agency for the Global Partnership for Education in Tanzania, Canada works in close collaboration with other donors, the Tanzania Ministry of Education Science and Technology, and other stakeholders to improve harmonization of education initiatives and alignment with government priorities. For example, Canada called for additional stakeholder meetings to bring the relevant partners together to discuss the establishment of a common framework for in-service teacher training programs. The framework is now in its final draft stage, and once finalized, will provide the model around which all stakeholders who are working in that area can align.

Canada is a strong advocate for the empowerment of women and girls, including through policy dialogue with partners to advance gender equality and girls' empowerment through education. Canada integrates attention to gender equality issues throughout its education programming, as with its entire development assistance portfolio. Canada also prioritizes gender equality through targeted programming to address specific barriers girls face in accessing quality education, including girls-only community based schooling; the increase of water and sanitation facilities for girls at school; and actions to address school related gender based violence. For example, Canada has provided \$ 7.5 million to UNICEF to support the "Water, Sanitation and Hygiene in Schools for Girls" (WinS) program in order to reduce barriers to menstrual hygiene management in schools, so that girls can learn in safe, stigma-free environments. Canada also advocates for increasing access to high quality and safe schooling as a critical strategy in ending child, early and forced marriage and ensuring married girls have the opportunity to complete their education.

Canada has also long supported education for refugees and other emergency-affected populations. We were one of the first donors to recognize the Interagency Network for Education in Emergencies, and have continued to support the education efforts of the UNHCR. Canada has also supported innovative programming models including the Borderless Higher Education for Refugees project in partnership with York University. This project aims to enhance access to quality education for girls and boys living in the Dadaab refugee camp in Kenya by providing on-line and on-site teacher education programs to uncertified refugee and local Kenyan teachers.

Table 4.1 Canada Bilateral Funding to Education

|  | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|---|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % |
| Total Education* | 261.08 | 11.5 | 298.68 | 9.1 | 350.48 | 11.0 | 470.97 | 11.9 | 327.19 | 7.9 | 312.89 | 7.7 | 268.47 | 7.6 | 241.59 | 7.3 | 247.17 | 8.2 |
| Basic Education** | 130.89 | 50.1 | 151.28 | 50.6 | 106.96 | 30.5 | 150.27 | 31.9 | 136.80 | 41.8 | 126.98 | 40.6 | 96.60 | 36.0 | 95.09 | 39.4 | 92.54 | 37.4 |
| Secondary Education** | 10.69 | 4.1 | 15.32 | 5.1 | 31.12 | 8.9 | 40.39 | 8.6 | 27.03 | 8.3 | 40.21 | 12.8 | 55.61 | 20.7 | 33.78 | 14.0 | 29.77 | 12.0 |
| Post-Secondary Education** | 14.23 | 5.5 | 19.54 | 6.5 | 57.94 | 16.5 | 118.98 | 25.3 | 45.85 | 14.0 | 28.42 | 9.1 | 27.92 | 10.4 | 26.38 | 10.9 | 17.01 | 6.9 |
| Education, level unspecified** | 105.27 | 40.3 | 112.55 | 37.7 | 154.46 | 44.1 | 161.34 | 34.3 | 117.52 | 35.9 | 117.29 | 37.5 | 88.33 | 32.9 | 86.34 | 35.7 | 107.84 | 43.6 |

Data source: OECD DAC-CRS Aid Activities Database <http://stats.oecd.org/>

* Basic Education (purpose code 112) includes Primary education (11220), Basic life skills for youth and adults (11230), Early childhood education (11240).

** Secondary Education (purpose code 113) includes Secondary education (11320) and Vocational training (11330).

*** Post-secondary Education (purpose code 114) includes Higher education (11420) and Advanced technical and managerial training (11430).

Education, level unspecified (purpose code 111) includes Education policy and administrative management (11110), Education facilities and training (11120), Teacher training (11130), Educational research (11182).

*Percentage over bilateral ODA: Total education 110/bilateral ODA.

**Percentage over Total Education.

The Data included in this table is expressed in current prices.



A UNICEF staff handing out a hygiene kit to a school girl in Dogo in Zinder region, February 2017.
Credit: UNICEF/Niger 2017



4.3 - FRANCE

France promotes education as a fundamental human right and its guiding principles include education as a driver for reducing inequalities, including gender inequalities, mitigating vulnerabilities and strengthening resilience capacity, as well as developing new economic opportunities in particular in rural areas.

France is particularly involved in French-speaking Sub-Saharan African countries, which are facing critical educational challenges, exacerbated by fast-growing population, such as low school enrolment and achievement rates, poor quality education and lack of efficiency. In Sub-Saharan Africa, almost 400 million young people will be entering the job market by 2030. Therefore, enhancing access, quality and relevance of education in a holistic approach based on the continuum between basic education, Technical Vocational Education and Training (TVET) and youth inclusion into the labor market, is crucial and at the heart of France's development policy.

Bilateral aid for education represents in average 16% of France's total ODA per year, over the 2007-2015 period (almost EUR 1,2 billion in 2015) and was mainly channeled through the French Development Agency (AFD) for its bilateral part. France is also involved in regional and multilateral actions, mainly through the European Union, UNESCO and the Global Partnership Education (GPE). France promotes strong connection between its bilateral aid and GPE. This close collaboration, especially with the AFD which is Grant Agent for GPE's funds in some countries since 2013 generates leverage effects and strong coherence between France's multilateral and bilateral commitments.

Through these channels, France mainly promotes, in coherence with national sector plans and dialogues:

- i) access to education, including girls' education. For example, projects to end school-related gender based violence and to improve girl's school attendance have been implemented by the French Ministry of Foreign Affairs in 2012-2013 in Mali, Niger, Burki-

na-Faso and Côte d'Ivoire, in cooperation with UNICEF. Eliminating gender stereotypes in curricula and text books is also encouraged by France, which has done so domestically in the wake of an inter-ministerial agreement for gender equality in Education, adopted for the period 2013 – 2018.

- ii) quality education, by supporting in particular teachers training and management, curricula improvements, learning assessments and learning in mother tongue. These actions aiming at ensuring effective learning outcomes are mainly focused on basic education. In the Democratic Republic of Congo, for example, AFD works on improving primary teachers' salary system. France is also financing regional activities like the ELAN project (bilingualism in French-speaking African countries' schools); and the PASEC (regional learning assessment mechanism) to ensure quality education.
- iii) governance and capacity building for system management, as well as enhancing resilience of the systems, especially in fragile countries. As ownership and alignment are crucial to ensure long-term effects and efficiency, France has strongly supported the Pôle de Dakar (IIPE), contributing to empower African authorities in designing and implementing sectorial plans. As well, France is a founding member of the CONFEMEN (Conference of the Ministers of Education of French-speaking countries). France advocates for concrete and effective ownership and alignment with national policies, through GPE programs, sectoral dialogues in countries where French experts and/or AFD are presents and within international bodies like SDG4 steering Committee.
- iv) youth employability, professional and social integration, mainly by reinforcing technical and vocational training (better financing and more opportunities, especially in rural areas) in cooperation with the private sector. Indeed, AFD dedicated EUR 513 million to TVET between 2010 and 2015.

In addition, France has also been developing strong expertise in providing access to quality education for migrant and refugee children in its development policy as well as domestically. Since 2013, the principle of inclusive school is in French legislation, thus all children between 6 and 16 have equal access to education as long as they are in France. In 2015,

52,500 allophone students from primary to secondary school were hosted and 90% of them were included in specific pedagogical classrooms or benefited from a linguistic support, before integrating traditional classrooms. These domestic policies are contributing to the achievement of SDG4 as well as

a growing number of policies and programs related to sustainable development education and global citizenship education within French schools. Solidarity and cooperation regarding the right to education is a crucial value promoted by France inside and outside the country.

Table 4.2 France Bilateral Funding to Education

| 4 QUALITY EDUCATION | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|--------------------------------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % |
| Total Education* | 1,916.71 | 25.1 | 1,707.44 | 21.5 | 1,810.07 | 21.2 | 1,784.33 | 18.7 | 1,525.31 | 15.8 | 1,452.71 | 15.4 | 1,458.91 | 17.6 | 1,433.28 | 17.2 | 1,109.76 | 16.3 |
| Basic Education** | 189.51 | 9.9 | 191.30 | 11.2 | 244.20 | 13.5 | 225.06 | 12.6 | 167.19 | 11.0 | 135.82 | 9.3 | 140.75 | 9.6 | 46.78 | 3.3 | 35.43 | 3.2 |
| Secondary Education** | 256.73 | 13.4 | 271.68 | 15.9 | 309.89 | 17.1 | 248.34 | 13.9 | 115.17 | 7.6 | 138.24 | 9.5 | 146.24 | 10.0 | 211.29 | 14.7 | 173.30 | 15.6 |
| Post-Secondary Education** | 1,360.48 | 71.0 | 1,083.66 | 63.5 | 1,083.80 | 59.9 | 1,084.15 | 60.8 | 1,110.18 | 72.8 | 1,018.69 | 70.1 | 1,060.53 | 72.7 | 1,062.45 | 74.1 | 827.68 | 74.6 |
| Education, level unspecified** | 109.99 | 5.7 | 160.80 | 9.4 | 172.19 | 9.5 | 226.77 | 12.7 | 132.77 | 8.7 | 159.96 | 11.0 | 111.39 | 7.6 | 112.75 | 7.9 | 73.34 | 6.6 |

Data source: OECD DAC-CRS Aid Activities Database <http://stats.oecd.org/>
 • Basic Education (purpose code 112) includes Primary education (11220), Basic life skills for youth and adults (11230), Early childhood education (11240).
 • Secondary Education (purpose code 113) includes Secondary education (11320) and Vocational training (11330).
 • Post-secondary Education (purpose code 114) includes Higher education (11420) and Advanced technical and managerial training (11430).
 • Education, level unspecified (purpose code 111) includes Education policy and administrative management (11110), Education facilities and training (11120), Teacher training (11130), Educational research (11182).
 *Percentage over bilateral ODA: Total education 110/bilateral ODA.
 **Percentage over Total Education.
 The Data included in this table is expressed in current prices.



John Kazadi 4th grade teacher asking his students questions at the St. Louis Primary School in Kinshasa, DRC. Kinshasa, Democratic Republic of Congo. Credit: Dominic Chavez/World Bank.



4.4 - GERMANY

Education is a priority area of German development policy. Germany has continuously expanded its activities in this area, through our special initiatives and our Africa policy for instance, and has committed itself to assigning at least EUR 400 million per year to Education from the German Federal Ministry of Economic Cooperation and Development (BMZ) budget since 2015. Germany has advocated for education to be a stand-alone goal on the 2030 Agenda and developed a new BMZ education strategy in line with SDG4.

Germany's priority areas from 2007 until 2015 were basic, vocational and higher education in regional terms the German support to education mainly focused on Africa and the Middle East. The main objectives behind Germany's engagement were and still are equitable access to and improved quality of education, through such measures as teacher development with inclusive education, gender equality and the empowerment of women and girls being key cross-cutting issues. Education is one of the priority areas in the second development policy action plan on gender equality 2016-2020 (GAP II).

The concept of lifelong learning guided all of Germany's activities in the area of education. Germany's engagement therefore covered the entire learning continuum, with support for all areas and forms of education. Germany worked to promote both formal, school-based education (early childhood, primary school, secondary school, vocational, higher and adult education) and non-formal education, as well as helping people to transition between different areas and forms of education. In each case, Germany tailored its activities to the partners' specific requirements.

In the area of basic education, Germany advised its partners on how to design curricula, teaching aids and learning materials, promoted school development and improved management of schools. Germany's work also included non-formal basic edu-

cation for adults. In addition, Germany provided support for the construction, rehabilitation and equipping of classrooms and teacher training centers plus funding for supplies of teaching aids and learning materials.

Germany's cooperation activities in Technical Vocational Education and Training (TVET) were mainly aimed at aligning TVET systems with labor market needs and promoting TVET in rural regions. Special emphasis was given to the empowerment of women and girls benefiting from TVET.

In the field of higher education Germany advised its partners on quality standards and higher education and research management. Germany performed a wide range of activities, from providing individual support through the Alexander von Humboldt-Foundation (AvH) to establishing university cooperation through the German Academic Exchange Service (DAAD). Other examples are the support to the African Union in establishing the Pan African University (PAU) and the PAU Institute on Water and Energy Science in Algeria.

Bilateral cooperation was a cornerstone of Germany's work but Germany also played an active role in international processes and organizations such as the Global Partnership for Education (GPE). Germany co-founded GPE and from the outset actively shaped in its approach. From 2008 to 2015, the BMZ participated in the GPE fund with a monetary contribution of EUR 46.75 million Euro. Furthermore, since 2011 the BMZ has supported African countries by means of the regional project "German BACKUP Initiative Education in Africa" to retrieve and implement financial aid from the GPE fund. Apart from this multilateral engagement Germany supports education through programs of partner organizations in higher education, e.g. scholarship programs and Higher Education Cooperation Programs through DAAD and AvH, as well as projects run by civil society and church.

During the mentioned period, Germany was also seeking to incorporate information and communication technologies (ICT) into learning and teaching processes, in the form of advocacy for mobile

learning, for instance in the framework of the annual UNESCO Mobil Learning Week and the Education Alliance Symposium. The German G20

Presidency launched the e-skills for girls Initiative to empower women and girls through digital technologies.

Table 4.3 Germany Bilateral Funding to Education

| 4 EDUCATION | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|--------------------------------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % |
| Total Education* | 1,406.03 | 15.0 | 1,655.65 | 15.0 | 1,712.07 | 20.5 | 1,681.06 | 17.8 | 1,804.65 | 17.6 | 1,718.72 | 16.8 | 1,731.96 | 15.1 | 1,807.70 | 12.6 | 1,856.13 | 11.7 |
| Basic Education** | 85.07 | 6.1 | 109.74 | 6.6 | 147.48 | 8.6 | 186.63 | 11.1 | 220.12 | 12.2 | 188.64 | 11.0 | 149.00 | 8.6 | 166.71 | 9.2 | 206.95 | 11.1 |
| Secondary Education** | 194.96 | 13.9 | 123.89 | 7.5 | 110.55 | 6.5 | 97.17 | 5.8 | 106.64 | 5.9 | 114.88 | 6.7 | 117.77 | 6.8 | 149.31 | 8.3 | 198.11 | 10.7 |
| Post-Secondary Education** | 1,045.09 | 74.3 | 1,166.44 | 70.5 | 1,194.38 | 69.8 | 1,149.23 | 68.4 | 1,211.74 | 67.1 | 1,181.45 | 68.7 | 1,222.68 | 70.6 | 1,239.14 | 68.5 | 1,188.89 | 64.1 |
| Education, level unspecified** | 80.91 | 5.8 | 255.57 | 15.4 | 259.67 | 15.2 | 248.02 | 14.8 | 266.14 | 14.7 | 233.75 | 13.6 | 242.51 | 14.0 | 252.54 | 14.0 | 262.18 | 14.1 |

Data source: OECD DAC-CRS Aid Activities Database <http://stats.oecd.org/>

• Basic Education (purpose code 112) includes Primary education (11220), Basic life skills for youth and adults (11230), Early childhood education (11240).

• Secondary Education (purpose code 113) includes Secondary education (11320) and Vocational training (11330).

• Post-secondary Education (purpose code 114) includes Higher education (11420) and Advanced technical and managerial training (11430).

• Education, level unspecified (purpose code 111) includes Education policy and administrative management (11110), Education facilities and training (11120), Teacher training (11130), Educational research (11182).

*Percentage over bilateral ODA: Total education 110/bilateral ODA.

**Percentage over Total Education.

The Data included in this table is expressed in current prices.



Impressions from the Fit for School Program /Philippines.
Credit: GIZ / Ivan Sarenas



4.5 - ITALY

Italy considers education as a key element for sustainable development. This concept is well reflected in both development cooperation strategies and domestic policies. The social importance of education has been traditionally recognized in the Programming Policies and Guidelines of the Italian Development Cooperation (IDC) both as a sectoral priority area and as a cross-cutting issue. Implementation of these strategies has brought important results in the field of education at basic, higher and vocational levels, in terms of contributing to the Millennium Development Goals and, since 2015, in implementing the Sustainable Development Goal 4 of the 2030 Agenda.

The inclusive education approach guides the IDC's actions on access and quality of education. It is an approach that extends beyond school walls and embraces the whole development of persons and their communities. The school becomes an instrument for promoting social inclusion of disadvantaged groups and for sustaining democratization processes and peace building interventions. Specific attention has been given to disability issues, with the endorsement of related Guidelines (2010) and Action Plan (2011), and to lifelong learning opportunities through the definition of operational instructions in cooperation with universities, training and research centers. Notable works, on the latter issue, have been produced by the three most important International Centers for Advanced Education and Research for developing countries and emerging economies (ICTP, TWAS and ICGEB) which are funded by Italy and hosted in Trieste.

On the inclusion of students with disabilities in schools, the IDC has promoted several programs, also through the funding of initiatives by civil society organizations. The support to the reform of the national education systems: strengthening the inclusive and full-time school in El Salvador is a significant example of assistance to the local Government (about EUR 3.8 million) in improving access and quality of education for disabled children in primary and secondary schools.

In the field of higher education, the Italian strategy is based on reinforced collaboration between Italian universities and partner organizations in developing countries through the

development and implementation of training programs, such as Masters degrees and specialized courses in Africa, Middle East and Latin America. Many of these are cross-cutting initiatives with impact on sectors like rural development, cultural heritage, health sciences, sustainable tourism and human rights protection. The peer-to-peer approach and the commitment of teachers and other relevant academic stakeholders have produced important results.

Girls' education is also prominent on the IDC's agenda. A significant example is the Program in support of the elementary education of girls in Senegal (PAEF-Plus initiative) that, with € 4 million, has contributed to reduce gender disparities in primary education by eliminating barriers that prevent young girls from completing the educational cycle.

Developing countries, particularly in Africa and in Central America, are also assisted in their global efforts to strengthen their national education systems. To this end, Italy is also making use of the debt conversion as an effective tool for financing and strengthening national education policies.

Since 2005, Italy is a funding partner of the Global Partnership for Education's (GPE) action to the strengthening of national education systems in developing countries in order to ensure access and quality education for children. Italy is also actively engaged in the GPE decision-making process for setting strategies to increase effectiveness of the Partnership.

Italy is also engaged in protecting the right to education of refugees and migrant children. The IDC has entered in partnership with UNICEF, UNHCR, WFP and UNRWA to contribute financially to meet the educational needs in humanitarian and fragile contexts. With this aim, children affected by the crisis in Syria have received a special support through several initiatives also involving neighboring countries like Lebanon and Jordan.


Inclusive education is also a key approach of Italy's national policies and actions. Since 1971, greater financial resources have been invested to ensure inclusiveness of disabled and other disadvantaged children in the school system. Two relevant examples of the Italian Ministry of Education, University and Research (MIUR) in this field are: "Raising Achievement for All Learners in inclusive education" and the "Inclusive Pre-primary education project". Most recently, in April 2017, the Italian government adopted a specific Decree, implementing

Law No. 107/2015, that aims to strengthen an inclusive school system, in which needs of students with disabilities are better identified and met. Among other provisions, a new specialized training course for teachers and school staff has been established and each school is now required to elaborate a specific plan for inclusion.

Furthermore, the MIUR is supporting education for the global citizenship in its multidimensional el-

ements, through the allocation of EUR 120 million of the National Operative Program (PON) 2014-2020. This initiative is funded by the European Social Fund and the European Regional Development Fund. In the framework of the domestic implementation of the 2030 Agenda, this initiative concentrates on inclusivity, equity, and territorial cohesion and promotes students' transversal competencies on sustainable development.

Table 4.4 Italy Bilateral Funding to Education

|  | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|---|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % |
| Total Education* | 49.53 | 3.2 | 87.28 | 4.2 | 117.13 | 11.1 | 69.17 | 7.1 | 81.77 | 4.1 | 56.73 | 7.9 | 53.70 | 5.5 | 70.79 | 4.9 | 97.83 | 5.2 |
| Basic Education** | 2.56 | 5.2 | 12.00 | 13.8 | 25.54 | 21.8 | 10.00 | 14.5 | 15.46 | 18.9 | 13.35 | 23.5 | 11.47 | 21.4 | 14.51 | 20.5 | 19.54 | 20.0 |
| Secondary Education** | 6.26 | 12.6 | 16.40 | 18.8 | 9.70 | 8.3 | 18.50 | 26.8 | 11.71 | 14.3 | 9.61 | 16.9 | 10.65 | 19.8 | 13.09 | 18.5 | 14.37 | 14.7 |
| Post-Secondary Education** | 13.65 | 27.5 | 27.66 | 31.7 | 24.33 | 20.8 | 13.86 | 20.0 | 20.61 | 25.2 | 12.85 | 22.6 | 11.66 | 21.7 | 11.31 | 16.0 | 33.96 | 34.7 |
| Education, level unspecified** | 27.07 | 54.7 | 31.21 | 35.8 | 57.56 | 49.1 | 26.81 | 38.8 | 34.00 | 41.6 | 20.93 | 36.9 | 19.92 | 37.1 | 31.88 | 45.0 | 29.95 | 30.6 |

Data source: OECD DAC-CRS Aid Activities Database <http://stats.oecd.org/>

- Basic Education (purpose code 112) includes Primary education (11220), Basic life skills for youth and adults (11230), Early childhood education (11240).
- Secondary Education (purpose code 113) includes Secondary education (11320) and Vocational training (11330).
- Post-secondary Education (purpose code 114) includes Higher education (11420) and Advanced technical and managerial training (11430).
- Education, level unspecified (purpose code 111) includes Education policy and administrative management (11110), Education facilities and training (11120), Teacher training (11130), Educational research (11182).

*Percentage over bilateral ODA: Total education 110/bilateral ODA.
**Percentage over Total Education.
The Data included in this table is expressed in current prices.



Credit: EducAid/ El Salvador



4.6 - JAPAN

Emphasizing “nation-building” and “human resources development,” Japan has been providing developing countries with a broad range of support for education, including the enhancement of basic education, higher education, and vocational training.

At the timing of the UN Summit for the adoption of the 2030 Agenda for Sustainable Development in September 2015, Japan announced a new education cooperation strategy entitled, Learning Strategy for Peace and Growth. The new strategy was formulated to serve as a thematic policy in the field of education under the Development Cooperation Charter approved by the Cabinet in February 2015. In formulating the strategy, a wide range of views were exchanged amongst experts, NGOs, international organizations, and other parties. The new strategy aims to achieve quality education through mutual learning under the following basic principles: (i) Education cooperation to achieve inclusive and equitable quality learning; (ii) Education cooperation for industrial, science and technology, human resources development and building the foundation of socio-economic development; and (iii) Establishment and expansion of global and regional networks for education cooperation. In the years ahead, Japan will further contribute to education assistance supporting the achievement of SDG4, in accordance with the new strategy.

In March 2015, Japan and the United States unveiled the “United States and Japan - Collaborating to Advance Girls Education Around the World”, which vows to promote assistance for the education of girls. Additionally, Japan contributes proactively to the discussions on formulating the framework for action that will succeed the EFA Framework for Action adopted in November 2015.

Also, with regard to the Global Partnership for Education (GPE), which lays out the international framework to achieve universal primary education, Japan has actively participated in the discussions on formulating

a new GPE strategic plan beyond 2016 and in the reform efforts. Furthermore, Japan’s contributions to GPE funds from FY2007 to FY2015 totaled approximately ¥ 22.8 million.

Regarding initiatives for Africa, at the Sixth Tokyo International Conference on African Development (TICAD VI) held in August 2016, Japan announced that it would provide training for 20,000 mathematics and science teachers in Africa for a period of three years from 2016 to 2018 to enhance the basic academic level in the field of science and technology.

Furthermore, in order to contribute to the development of education and the improvement of its quality in the Asia-Pacific region, Japan contributes to the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the form of Funds-in-Trust to implement projects for improving the management capacity of community learning centers for literacy education, among other purposes.

In Afghanistan, close to 70% of the population are illiterate due to the impact of nearly three decades of civil war. Therefore, the Government of Afghanistan advances literacy education for the people. Japan has contributed to the promotion of literacy education in Afghanistan by extending a total of approximately ¥ 5.3 billion (US\$ 55 million) in grant aid through UNESCO since 2008, which provided literacy education to 1 million people in 100 districts of 18 provinces in Afghanistan.

In recent years, Japan has been promoting transnational networking of higher education institutions and joint research projects among neighboring countries. Japan also supports human resources development in developing countries by accepting international students to Japanese institutions of higher education and other institutions in accordance with the 300,000 International Students Plan and through other such measures.

In addition, Japan strives to make it easier for Japanese in-service teachers to go overseas as Japan Overseas Cooperation Volunteers (JOCV) and Youth Volunteers for Nikkei Communities under the Special Program for School Teachers. In-service teachers dispatched to developing countries contribute to educational pro-

motion and development in their countries of destination, and make use of their experiences as volunteers in the Japanese educational context upon their return to Japan.

While the amount / ratio of the contribution to education sector varies from year to year due to various conditions and factors, Japan continues to make positive contribution in the field of education.

Table 4.5 Japan Bilateral Funding to Education

| 4 QUALITY EDUCATION | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|--------------------------------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % |
| Total Education* | 739.07 | 6.4 | 873.81 | 5.9 | 871.22 | 6.7 | 1,000.78 | 6.6 | 1,195.23 | 7.5 | 875.89 | 6.1 | 701.33 | 3.6 | 514.64 | 4.1 | 428.62 | 3.6 |
| Basic Education** | 122.71 | 16.6 | 140.12 | 16.0 | 81.59 | 9.4 | 133.41 | 13.3 | 81.87 | 6.8 | 177.67 | 20.3 | 108.57 | 15.5 | 53.92 | 10.5 | 41.15 | 9.6 |
| Secondary Education** | 69.45 | 9.4 | 99.74 | 11.4 | 69.42 | 8.0 | 59.41 | 5.9 | 90.44 | 7.6 | 130.32 | 14.9 | 52.05 | 7.4 | 69.74 | 13.6 | 30.49 | 7.1 |
| Post-Secondary Education** | 429.90 | 58.2 | 495.15 | 56.7 | 455.12 | 52.2 | 508.83 | 50.8 | 700.45 | 58.6 | 367.00 | 41.9 | 266.72 | 38.0 | 211.47 | 41.1 | 193.74 | 45.2 |
| Education, level unspecified** | 117.01 | 15.8 | 138.80 | 15.9 | 265.09 | 30.4 | 299.13 | 29.9 | 322.48 | 27.0 | 200.91 | 22.9 | 273.98 | 39.1 | 179.51 | 34.9 | 163.24 | 38.1 |

Data source: OECD DAC-CRS Aid Activities Database <http://stats.oecd.org/>

- Basic Education (purpose code 112) includes Primary education (11220), Basic life skills for youth and adults (11230), Early childhood education (11240).
- Secondary Education (purpose code 113) includes Secondary education (11320) and Vocational training (11330).
- Post-secondary Education (purpose code 114) includes Higher education (11420) and Advanced technical and managerial training (11430).
- Education, level unspecified (purpose code 111) includes Education policy and administrative management (11110), Education facilities and training (11120), Teacher training (11130), Educational research (11182).

*Percentage over bilateral ODA: Total education 110/bilateral ODA.
 **Percentage over Total Education.
 The Data included in this table is expressed in current prices.



Japan Overseas Cooperation Volunteer (JOCV) in Vanuatu.
Credit: JICA



4.7 - UNITED KINGDOM

Whilst the UK focuses primarily on quality basic education - as this is still where the greatest need is in low income countries – it also invests in selected higher education, skills, and early childhood programs where there is clear need.

The UK’s approach combines strengthening education systems; improving accountability for results - within systems and between citizens and service providers - and improving what happens in classrooms; the practice of teaching. The UK works with a wide range of partners including national governments, multilateral institutions, civil society and the private sector. The UK approach is strongly evidence-based, and supported by a research agenda that includes quick win projects such as impact evaluations and literature reviews and longer-term investments such as the flagship Research on Improving Systems of Education (RISE) program, which will generate ground-breaking evidence on the levers of system reform and identify blockages to the delivery of learning for all.

Between 2010 and 2015 the UK supported over 11 million girls and boys in primary and lower secondary school in developing countries, and trained 380,000 teachers through multilateral partners to improve the quality of education. The UK puts a specific focus on the poorest and most marginalized children. For example, through the Girls’ Education Challenge one million of the world’s poorest girls are being supported to get an education of sufficient quality to change their lives. This is the biggest girls’ education program in the world.

Children with disabilities comprise nearly one third of all out of school children, and having a disability can double the probability of children never attending school. It is estimated that 10% of children in school have some kind of special educational need. The UK Department for International Development’s Disability Framework sets out the commitments the UK has made to people with disabilities across a number of sectors, including education. Depending on the context, the UK, either works through partner governments or through local and international partners. The Girls Education Challenge has funding dedicated for

disability-focused girls’ education projects in Uganda, Kenya and Sierra Leone and in Kenya the UK has invested nearly £ 35 million over the past three years to improve early learning, enhance transparency and accountability in the classroom, and drive up enrolment and retention for some of Kenya’s poorest and most marginalized children including, those with disabilities.

It is crucial to ensure that children get the education they deserve. In the vast majority of cases this means investing in the state sector. However, where state provision is weak or non-existent the UK works with a range of education providers. In Kenya for instance 22,000 children are being supported to go to private schools in slums where there is no state provision.

In 2013 the UK co-founded the No Lost Generation Initiative (NLGI) to prevent a whole generation of children being lost to the Syria conflict. The Supporting Syria and the Region Conference held in London in February 2016 resulted in a step change in the international community’s commitment to delivering NLGI. Donors pledged over US\$ 12 billion. So far, the UK has provided over 920,000 children across the region with psychosocial support, funded over 1.1 million education interventions providing hundreds of thousands of children with formal and non-formal education, and has provided over 350,000 children in Lebanon with textbooks. The UK is also a founding member of Education Cannot Wait - the first global platform to prioritize education in humanitarian action, its aim is to ensure that every crisis-affected child and young person is in school and learning.

The UK remains convinced of the transformative power of education and will continue to support the most disadvantaged children to access quality learning opportunities.

Table 4.6 United Kingdom Bilateral Funding to Education

|  | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|---|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % |
| Total Education* | 743.33 | 10.1 | 440.05 | 5.6 | 817.43 | 10.6 | 751.12 | 9.0 | 1,044.22 | 11.9 | 1,001.65 | 11.3 | 1,435.07 | 13.1 | 1,356.46 | 11.5 | 1,001.71 | 8.5 |
| Basic Education** | 498.77 | 67.1 | 208.23 | 47.3 | 328.13 | 40.1 | 268.23 | 35.7 | 419.83 | 40.2 | 384.75 | 38.4 | 356.91 | 24.9 | 325.86 | 24.0 | 323.18 | 32.3 |
| Secondary Education** | 0.65 | 0.1 | 6.09 | 1.4 | 14.49 | 1.8 | 53.05 | 7.1 | 62.16 | 6.0 | 55.11 | 5.5 | 217.25 | 15.1 | 302.38 | 22.3 | 84.09 | 8.4 |
| Post-Secondary Education** | 54.70 | 7.4 | 40.71 | 9.3 | 57.67 | 7.1 | 96.57 | 12.9 | 75.66 | 7.2 | 102.41 | 10.2 | 120.92 | 8.4 | 125.80 | 9.3 | 187.91 | 18.8 |
| Education, level unspecified** | 189.21 | 25.5 | 185.02 | 42.0 | 417.14 | 51.0 | 333.27 | 44.4 | 486.57 | 46.6 | 459.39 | 45.9 | 739.99 | 51.6 | 602.43 | 44.4 | 406.52 | 40.6 |
| Data source: OECD DAC-CRS Aid Activities Database http://stats.oecd.org/ • Basic Education (purpose code 112) includes Primary education (11220), Basic life skills for youth and adults (11230), Early childhood education (11240). • Secondary Education (purpose code 113) includes Secondary education (11320) and Vocational training (11330). • Post-secondary Education (purpose code 114) includes Higher education (11420) and Advanced technical and managerial training (11430). • Education, level unspecified (purpose code 111) includes Education policy and administrative management (11110), Education facilities and training (11120), Teacher training (11130), Educational research (11182). * Percentage over bilateral ODA: Total education 110/bilateral ODA. ** Percentage over Total Education. The Data included in this table is expressed in current prices. | | | | | | | | | | | | | | | | | | |



Credit: Camfed/ Tanzania



4.8 - UNITED STATES

The United States is committed to improving access to, and the quality of, education for all children and youth in developing countries. Several agencies across the U.S. government, including the United States Agency for International Development (USAID), the Department of State, the Department of Education, the Department of Agriculture, the Peace Corps, and the Department of Labor, the Millennium Challenge Corporation (MCC), amongst others, collaborate on global education policy, strategies, and implementation. They also work together to raise public awareness and promote best practices, both domestically and internationally. Additionally, the U.S. government partners with other donors, the private sector, civil society, the Global Partnership for Education, and Education Cannot Wait, the Education Commission, to leverage its international education investments to promote inclusive and quality education for all, especially the most marginalized and vulnerable.

The United States is the largest provider of Official Development Assistance (ODA) for direct aid to basic education, with USAID responsible for the majority of bilateral U.S. international education assistance. In 2011, building on decades of work to improve education in developing countries, USAID adopted an Education Strategy, which articulated the Agency’s commitment to strategically focus on three priority areas to drive U.S. education investments and mobilize the global community. The three priority areas—primary grade reading, youth workforce development and higher education, and education in crisis and conflict situations—were selected because of the strong evidence that investing in these areas brings some of the greatest returns on investment for individual children and youth, their families and communities, and more broadly for the economic and social development of low income countries. Learning and skills development—not simply access to schooling - are at the forefront of the USAID Education Strategy.

Since 2011, USAID-supported basic education programs have directly benefited 41.6 million individual

learners in more than 100 countries in Latin America and the Caribbean, sub-Saharan Africa, the Middle East and North Africa, Eastern Europe and Asia. Donor and country partners have extended our approaches to a further 10.3 million, bringing the overall reach of our programming to 51.9 million learners.

USAID emphasizes the potential for a country program to realize significant reform, achieve rapid results, lead to broad-based impact, or be taken to national scale from local or regional levels. Country ownership and strengthening national education policies has been the foundation of USAID’s education programming. USAID worked with host governments to advance policy reforms that include: establishing reading as an academic subject, providing time for reading instruction, using mother tongues and languages children know and understand for instruction in early reading acquisition, improving teacher training and coaching, developing high quality reading textbooks and supplementary materials, and establishing standards and benchmarks for reading. Each year from 2011 to 2015, USAID trained an average of 450,000 teachers and educators and 46,000 school administrators and officials annually. In 2015 alone, USAID-supported programs implemented through host country systems in six countries reached 14.5 million children, setting the stage for scale and sustainability of effective policies and practices.


Youth with meaningful employment contribute to a stable and strong workforce, peace and security, and economic prosperity. USAID’s youth workforce programs engage private sector companies and local businesses to ensure training is demand-driven to respond to the needs of the job market. From 2011 to 2015, USAID programs have connected more than 609,000 individuals with new or improved employment.

The United States has prioritized coordinating humanitarian assistance and development assistance in education, including leveraging private sector support, to build more sustainable education systems for the 75 million children and young people most severely affected by crisis and conflict worldwide. In 2015, USAID took a leadership role in partnership with the United Kingdom, Norway, UNICEF and UNHCR to provide technical and institutional direction to the development of Education Cannot Wait, which pri-

oritizes capacity strengthening at the national level by supporting existing entities and making use of existing tools and frameworks. The United States made an initial financial contribution of US\$ 21 million to the fund to support the establishment of its structure and incentivize new donors to invest in education in crisis and conflict. In addition to robust development assistance, the United States provides significant humani-

tarian support for education in emergencies and protracted crises through nongovernmental organizations and international organizations, such as UNHCR, UNRWA, and UNICEF. To leverage private sector resources and expertise, 51 companies from across the American economy made commitments to improve aid to refugees in 2015, with education as one of three priorities.

Table 4.7 United States Bilateral Funding to Education

|  | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|---|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % |
| Total Education* | 597.59 | 3.0 | 690.06 | 2.8 | 791.39 | 3.1 | 1,016.13 | 3.8 | 885.38 | 3.1 | 931.38 | 3.6 | 844.13 | 3.1 | 1,048.92 | 3.7 | 967.59 | 3.5 |
| Basic Education** | 327.43 | 54.8 | 394.69 | 57.2 | 519.48 | 65.6 | 698.84 | 68.8 | 612.62 | 69.2 | 665.89 | 71.5 | 593.61 | 70.3 | 819.62 | 78.1 | 704.85 | 72.8 |
| Secondary Education** | 3.85 | 0.6 | 2.71 | 0.4 | 3.31 | 0.4 | 10.04 | 1.0 | 17.72 | 2.0 | 36.98 | 4.0 | 29.15 | 3.5 | 15.28 | 1.5 | 3.51 | 0.4 |
| Post-Secondary Education** | 14.13 | 2.4 | 44.72 | 6.5 | 67.13 | 8.5 | 175.82 | 17.3 | 93.06 | 10.5 | 98.67 | 10.6 | 120.85 | 14.3 | 132.82 | 12.7 | 162.44 | 16.8 |
| Education, level unspecified** | 252.17 | 42.2 | 247.94 | 35.9 | 201.47 | 25.5 | 131.42 | 12.9 | 161.98 | 18.3 | 129.84 | 13.9 | 100.51 | 11.9 | 81.21 | 7.7 | 96.79 | 10.0 |

Data source: OECD DAC-CRS Aid Activities Database <http://stats.oecd.org/>
• Basic Education (purpose code 112) includes Primary education (11220), Basic life skills for youth and adults (11230), Early childhood education (11240).
• Secondary Education (purpose code 113) includes Secondary education (11320) and Vocational training (11330).
• Post-secondary Education (purpose code 114) includes Higher education (11420) and Advanced technical and managerial training (11430).
• Education, level unspecified (purpose code 111) includes Education policy and administrative management (11110), Education facilities and training (11120), Teacher training (11130), Educational research (11182).
* Percentage over bilateral ODA: Total education 110/bilateral ODA.
** Percentage over Total Education.
The Data included in this table is expressed in current prices.



Credit: Kashish Das Shrestha for USAID



4.9 - EUROPEAN UNION

Education is a priority in the EU's development co-operation. The EU's education policies are rights-based and promote free primary education for all children. The EU takes a comprehensive approach to supporting education in developing partner countries, covering all levels of education and training from pre-primary to tertiary education. Education programs supported by the EU aim to strengthen, where possible, education systems, many having a sector-wide approach and sector budget support programs. When a sub-sector is targeted, basic education and vocational education and training are the two main areas of focus in bilateral cooperation.

The EU policy priorities focus on:

- Tackling inequalities, particularly gender inequality, and leaving no one behind
- Improving the quality of teaching and learning and targeting the teacher deficit
- Addressing education and training in crisis situations
- Promoting skills and employability

Importantly, the EU considers the role of education to be essential in addressing the development-humanitarian-security nexus, i.e. in addressing concerns about inequities, social cohesion and security, increasing conflict and high levels of forced displacement, refugees and irregular migration. The EU policy framework on forced displacement and development (2016) seeks to break the silos between development and humanitarian assistance, to help prevent refugees and displaced people becoming dependent on emergency humanitarian assistance and by fostering self-reliance enabling the displaced to contribute to their host societies.

In terms of financing, the EU allocated EUR 4.4 billion to education and training in the period 2007-2013. This includes EUR 2.9 billion in bilateral programming in 42 partner countries. This also includes EUR 1.35 billion to regional actions in higher educa-

tion (EU programs such as Erasmus Mundus, EDU-LINK, Alfa, Tempus and Intra-ACP mobility) as well as EUR 144 million support to the Global Partnership for Education (GPE). About one third of total funds in bilateral cooperation were allocated to fragile and/or conflict-affected countries.

In the current programming period (2014 – 2020) the EU has increased its support to education and training allocating an estimated EUR 5.3 billion. This includes EUR 3.3 billion in bilateral programming in 43 partner countries, including via EU Trust Funds, of which EUR 540 million is invested in vocational education and training (VET) in 25 countries. This also includes regional actions (like Erasmus+) and the Global Partnership for Education (GPE), where the EU is a major donor to GPE with a pledge of EUR 375 million. About 61 percent of total funds are allocated to the 21 of the 43 countries considered fragile and/or conflict-affected.

In 2014, the EU launched the Erasmus+ program. EUR 1.45 billion has been allocated to the program directed to increasing higher education cooperation between the EU and the developing world. The program focusses on (i) mobility and (ii) strengthening the capacities of higher education institutions through interuniversity co-operation projects. The aim is to enable the higher education institutions to play their role in the development and poverty reduction of their countries; to modernize higher education, including stronger links with the world of work; and to promote mutual understanding and inter-cultural skills through people-to-people contacts.

Through the first Erasmus+ calls in 2015 and 2016, a total of 39,674 credit mobilities, 846 joint master degree mobilities and 287 capacity building projects were funded with EU development funds. Under the mobility actions generally, a positive evolution towards better inclusion of nationals from least-developed and low-income countries can be distinguished and there seems to be a good balance between humanities/social sciences and hard sciences. Under the capacity building component, most of the selected projects have a strong focus on curriculum development (44%), strengthening the relations with the wider economic and social envi-

ronment (25%) and modernizing the governance, management and functioning of the institutions involved (18%).

The EU also supports South-South mobility through the Intra-ACP Academic Mobility Scheme (EUR 45 million), launched in 2011, which will allow up to

2100 mobilities of students and staff in the period 2012-2021. An impact survey showed the participation in the scheme to be highly relevant both for institutions and individuals, for whom it greatly increased their professional competences and skills. This program will be succeeded by an intra-Africa mobility program.

Table 4.8 European Union Bilateral Funding to Education

| 4 EDUCATION | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|--------------------------------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % | USD Millions | % |
| Total Education* | 747.67 | 6.5 | 747.14 | 5.8 | 882.11 | 6.7 | 924.81 | 7.3 | 899.89 | 5.0 | 892.87 | 4.9 | 856.16 | 5.0 | 773.31 | 4.2 | 767.73 | 4.9 |
| Basic Education** | 215.16 | 28.8 | 280.58 | 37.6 | 157.31 | 17.8 | 242.06 | 26.2 | 155.69 | 17.3 | 141.89 | 15.9 | 164.82 | 19.3 | 160.88 | 20.8 | 213.20 | 27.8 |
| Secondary Education** | 137.54 | 18.4 | 121.74 | 16.3 | 128.02 | 14.5 | 76.59 | 8.3 | 107.50 | 11.9 | 104.21 | 11.7 | 89.08 | 10.4 | 70.51 | 9.1 | 102.59 | 13.4 |
| Post-Secondary Education** | 236.02 | 31.6 | 205.88 | 27.6 | 240.26 | 27.2 | 252.17 | 27.3 | 215.57 | 24.0 | 290.64 | 32.6 | 323.04 | 37.7 | 248.81 | 32.2 | 195.49 | 25.5 |
| Education, level unspecified** | 158.95 | 21.3 | 138.94 | 18.6 | 356.52 | 40.4 | 353.99 | 38.3 | 421.13 | 46.8 | 356.14 | 39.9 | 279.20 | 32.6 | 293.11 | 37.9 | 256.45 | 33.4 |

Data source: OECD DAC-CRS Aid Activities Database <http://stats.oecd.org/>

- Basic Education (purpose code 112) includes Primary education (11220), Basic life skills for youth and adults (11230), Early childhood education (11240).
- Secondary Education (purpose code 113) includes Secondary education (11320) and Vocational training (11330).
- Post-secondary Education (purpose code 114) includes Higher education (11420) and Advanced technical and managerial training (11430).
- Education, level unspecified (purpose code 111) includes Education policy and administrative management (11110), Education facilities and training (11120), Teacher training (11130), Educational research (11182).

* Percentage over bilateral ODA: Total education 110/bilateral ODA.
** Percentage over Total Education.
The Data included in this table is expressed in current prices.



Credit: European Commission/UNICEF



Niger, April 2017. Credit: GPE/Kelly Lynch



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

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.
- 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.

5.1 - Introduction

The world is facing one of the greatest humanitarian challenges ever, reflected in the record highest consolidated humanitarian appeal of US\$ 22.2 billion for humanitarian operations in 33 countries in 2017 (OCHA, 2016). These new challenges are creating instability around the world, with civil strife, climatic upheaval and economic instability creating greater numbers of migrants, refugees and internally displaced people. The challenges of acute onset-emergencies and increasing numbers of protracted crises are putting greater pressure on the humanitarian, development and security sectors, and requires more coherent, collaborative and integrated approaches to mitigate crises and better address humanitarian impacts. The Overseas Development Institute estimates that 75 million children aged 3 to 18 years old are living in 35 crisis-affected countries – many of these children refugees or internally displaced people (ODI, 2016). Girls are 2.5 times more likely to be out-of-school than boys in countries affected by conflict (European Commission, 2016).

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. Within this context, the role of education is becoming more and more recognized as a critical intervention both to reduce the vulnerability

of crisis-affected populations and to foster durable solutions and recovery for crises. As the G7 leadership looks to secure the gains from its investments in development, and build on progress to date, it is more vital than ever to recognize that improving access to education for crisis-affected populations is a vital element of responses to emergencies and protracted crises. Bridging the divide between humanitarian response and development interventions to support recovery and development will require concerted focus by donors on education. It is therefore important for the international community to reduce the vulnerability of crisis-affected populations by investing more in enhancing their access to safe, quality education, while at the same time often addressing some of the root causes of these crises. In addition, with the increasing numbers of migrants moving across borders for other reasons, concerted attention will also need to be paid to understand how support better access to education for vulnerable migrants.⁶

⁶ According to the 1951 Convention relating to the Status of Refugees (United Nations General Assembly, 1951), refugee is defined as a person who, “owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country”. According to IOM (International Organization for Migration, n.d), migration is defined as “The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including

5.2 - Education in crisis, crisis of education

International migration flows increased more than 40 percent in the last 15 years: an unprecedented 244 million individuals have crossed the borders of their countries in that period. A great majority of them are searching for better livelihoods and security, a trend that the United Nations estimates will continue (United Nations, 2016a). Moreover, many of these migrants are fleeing situations of acute crisis at home in search of asylum, seeking the special protections afforded to refugees under international law. The internally displaced, and have yet another set of specific needs which must be met through the support of their own governments or humanitarian response.

There are currently 21.3 million refugees and 40.8 million internally displaced people worldwide (UNHCR, 2016a). War and conflict have torn apart countries such as Democratic Republic of Congo, the Central African Republic and South Sudan, resulting in massive numbers of people displaced internally and across borders. Conflict is one of the main causes for high refugee populations from Syria, Afghanistan and Somalia, which together accounted for a total of 8.7 million refugees, more than half of the refugee population in 2015. Similarly, in Central America, increasing criminal violence is causing displacement of people seeking safety from human rights abuses and gang warfare. Lebanon, along with Turkey, Pakistan, Iran, Ethiopia and Jordan, are now home to the highest number of refugees worldwide (UNHCR, 2016a). Moreover, natural disasters, climate events and other factors are also affecting vulnerable populations, leading to increased displacement and migration. For example, El Niño - the weather phenomenon that affected harvests in Africa, the Pacific and Central America in mid-2016 -- resulted in increased displacement, particularly in pastoral and rural communities where livelihoods were destroyed.

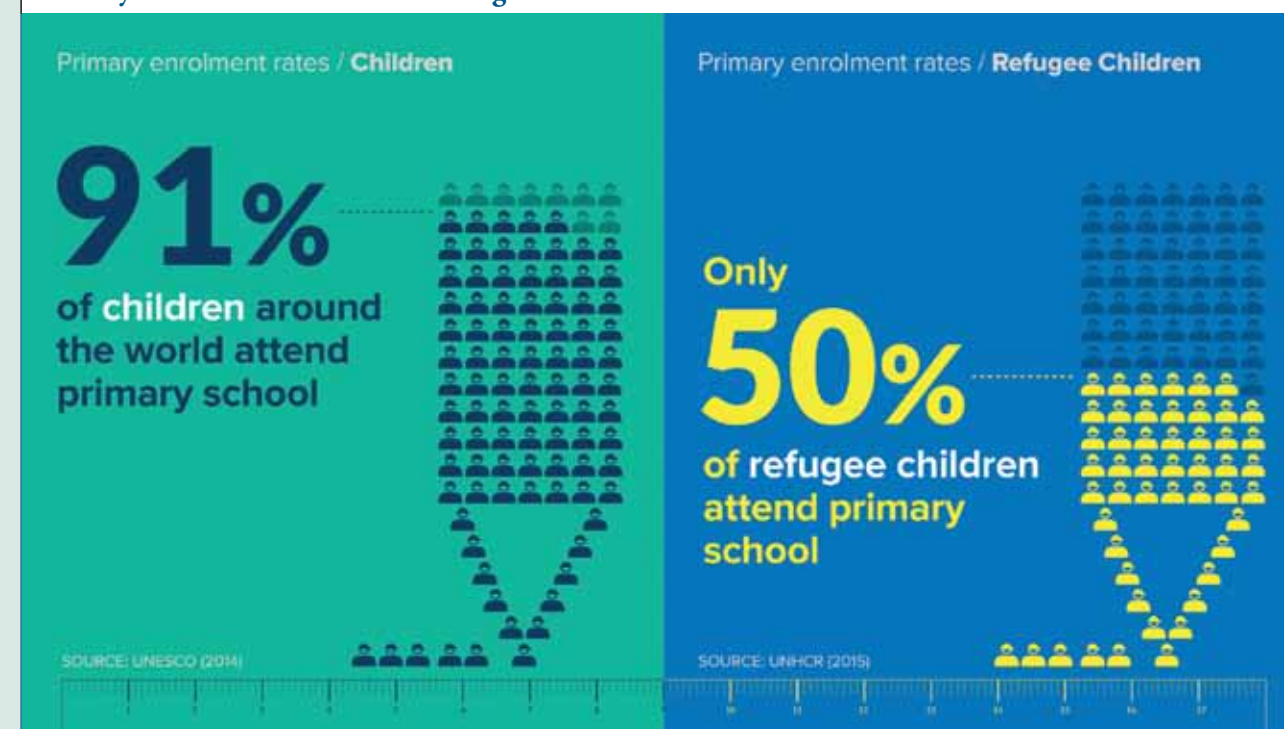
family reunification". According to the United Nations Guiding Principles on Internal Displacement (ECOSOC, 1998), Internally Displaced Persons are defined as "Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border."

There are six million primary and secondary school-age refugees. Children and youth are among the hardest to reach, and frequently live in or are displaced to contexts where governments cannot – or will not – provide them with education services. Considering that the average time that a refugee will spend outside of their country of origin is estimated at 20 years, the education that a child receives as a refugee is likely to be the only education he/she gets. Yet current research shows that refugee children are five times more likely to be out of school than non-refugee children: only 50 percent of refugee children are in primary school; only 22 percent of refugee adolescents attend secondary school and only one percent have access to post-secondary education worldwide, for every ten refugee boys in primary school there are fewer than eight refugee girls and at the secondary level, fewer than seven refugee girls for every ten refugee boys attend school (UNHCR, 2016b). Given that refugees experience such extended periods living abroad (UNHCR, 2016b), it is crucial to guarantee their access to quality education.

Host countries are often unprepared to receive large numbers of refugees and ensure that basic social services are met, particularly in developing countries where large influxes of refugees put pressure on already strained systems (Dryden-Peterson, 2015). Despite education being recognized as a human right, countries often have difficulties in ensuring the provision of these opportunities for displaced populations and refugees living in their borders. Some of the barriers that impede access to education for refugee children in host countries include: different language of instruction, lack of well-prepared teachers and learning materials, discrimination (Dryden-Peterson, 2015) and the fact that many of these children already missed an average of three to four years of schooling (UNHCR, 2016b). The complex transfer of educational credentialing is also a major obstacle to allow children and youth to continue learning as they move.

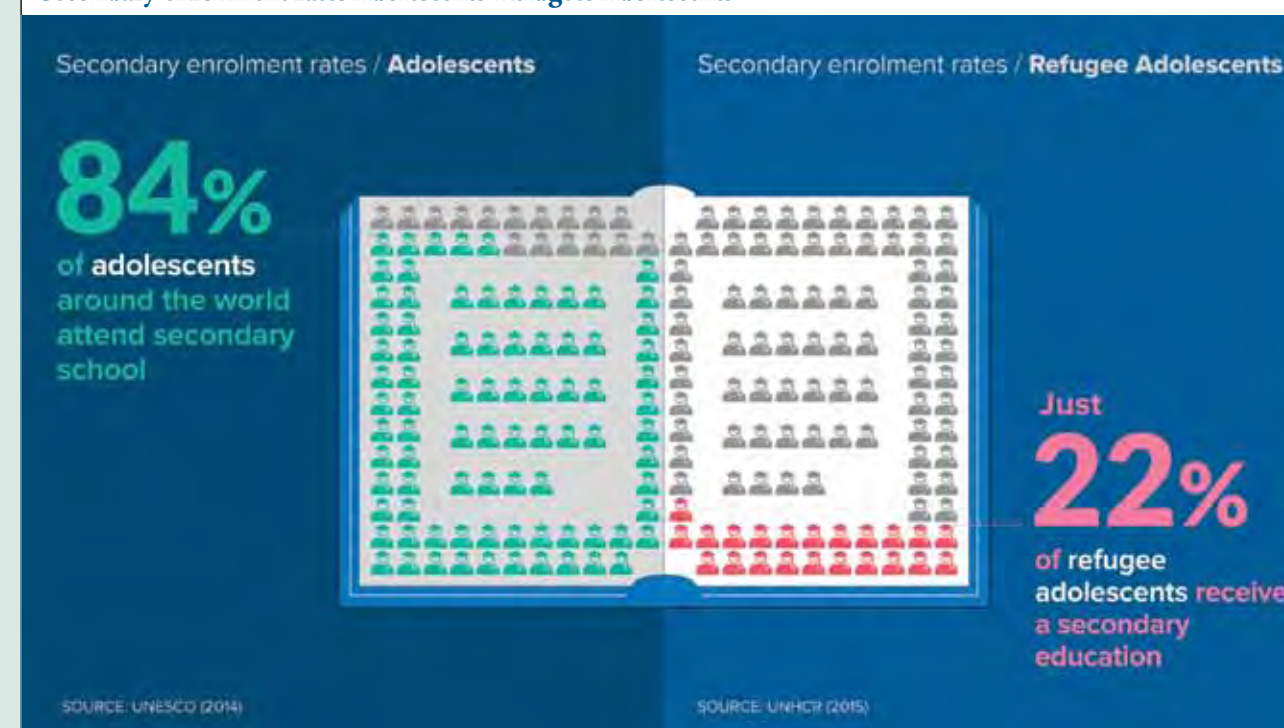
In conflict-affected countries, an increased number of attacks directed against schools, against teachers and educational staffs and students have been registered. There has also been an increase in the incidence of schools and other educational institutions being used by combatants, The Paris principles on Children associated with armed forces or armed groups (Paris

Figure 5.1
Primary enrollment rates Children-Refugees Children



Source: UNHCR, 2016b, p. 8

Figure 5.2
Secondary enrollment rates Adolescents-Refugees Adolescents



Source: UNHCR, 2016b, p. 21

Conferences – February 2007 and 2017) and the Safe School Declaration (Oslo Conference on Safe Schools - May 2015) are tools and guiding principles that are designed to help protect children from war and to pro-

mote the right to education during conflict (Global Coalition to Protect Education from Attack, 2015).

While the plight of refugees is increasing in scale,

UNESCO's Global Monitoring Report on Education and Conflict highlights that detailed country level data on internally displaced children's access to education is scarce. Citing the Women's Refugee Commission, it is estimated that 25-28 million of the 52 million non-refugee children affected by conflict, which includes (but is not limited to) IDPs, were out of school in 2004 – with the majority of IDPs out of school in 2008 in Côte d'Ivoire, Democratic Republic of Congo, Guatemala, Indonesia, Iraq, Nepal, Nigeria, Philippines, Senegal, Somalia, Yemen, and Zimbabwe (UNESCO, 2011). In the case of internally displaced populations, children are forced to leave their communities and schools due to violence, conflict, or natural disasters, settling in temporary locations. Education provision is often not planned for displaced people, and ministries may not be able to anticipate the need to provide education for unexpected and temporary populations.

Breaking the silos between the humanitarian and development assistance, by better integrating the work of humanitarian and development actors in education is also critical to achieve sustainable and long term solutions. For example, often national education sector plans do not include strategies to ensure education for refugees

or internally displaced populations, or monitor education access and outcomes for vulnerable populations like refugees. By ensuring that education sector plans to consider the needs of refugee and internally displaced populations and prioritize medium term action to address the impact of protracted crises on education can help to bridge humanitarian responses and development interventions.

Inadequate financing for education in emergencies continues to hamper the ability of relief organizations and governments to ensure the right to education in crisis situations. Despite the important role that education plays in the short-term and long term for children and youth in humanitarian crisis, in 2015, the education sector received only US\$ 198 million for humanitarian aid appeals. This figure accounts for less than 1.9% of total humanitarian aid, although international leaders, have called on a regular basis for a minimum 4 percent of aid to be allocated to education. Humanitarian aid appeals for education remain low, compared to other sectors, only 31 percent of the requests for humanitarian aid are funded, compared with an average of 55 percent across all sectors (UNESCO, 2016a) and Humanitarian Response Plans often underestimate education needs.



Zaatari Refugee Camp. Credit: Annalisa Vandelli

5.3 - Overview of the Role of Education in Conflict and Stability

Education is a fundamental cornerstone required to build peaceful societies, and quality education can also address some of the main drivers for involuntary migration and displacement. For example, reducing education inequalities between communities (Østby and Urdal, 2011) and ensuring the availability of conflict-sensitive learning materials can play a role in decreasing conflict potential, as sometime education can actually contribute to conflict if access to education is not equal and curriculum does not effectively address inequalities and grievances among groups. The provision of quality education can promote peace and normalcy, and helps communities to recover and strengthen social relations (Harild, Christensen and Zetter, 2015). Stronger education systems and safe learning environments also account for some of the reasons why populations fleeing conflict wish to return to their home countries after an experience living abroad. Research highlights that return of refugees is informed by their analysis of the availability of key factors such as long-term safety, security and freedom of movement, food, water, housing, health care, basic education and opportunities of employment and livelihoods (The UNHCR and the World Bank Group, 2015).

Education also has a fundamental role in reducing the psychosocial consequences of conflict and disasters by giving children and youth a sense of routine, stability, structure and hope for the future. Schools and safe learning spaces can have a reinforcing role in humanitarian responses as they can serve their communities by promoting essential humanitarian services of other sectors, including protection, nutrition, water and sanitation and health services. During humanitarian crisis, women and children, particularly girls, could be affected by sexual and gender-based violence, exploitation, trafficking and early pregnancy. School and friendly learning environments can be instrumental to protect them and provide them with life skills (INEE, 2010a), which can also help in extremism prevention. For example, in the context of the United Nations Plan of Action to Prevent Violent Extremism and under the framework of Global Citizenship, UNESCO is supporting countries seeking to deliver education programs that build young people's resilience to violent extremist messaging and foster a positive sense of identity and belonging.

Education – particularly global citizenship and sustainable development education – also contributes by providing children and youth with problem-solving and coping skills, that in turn help them in their decision making process and help their survival skills for them-

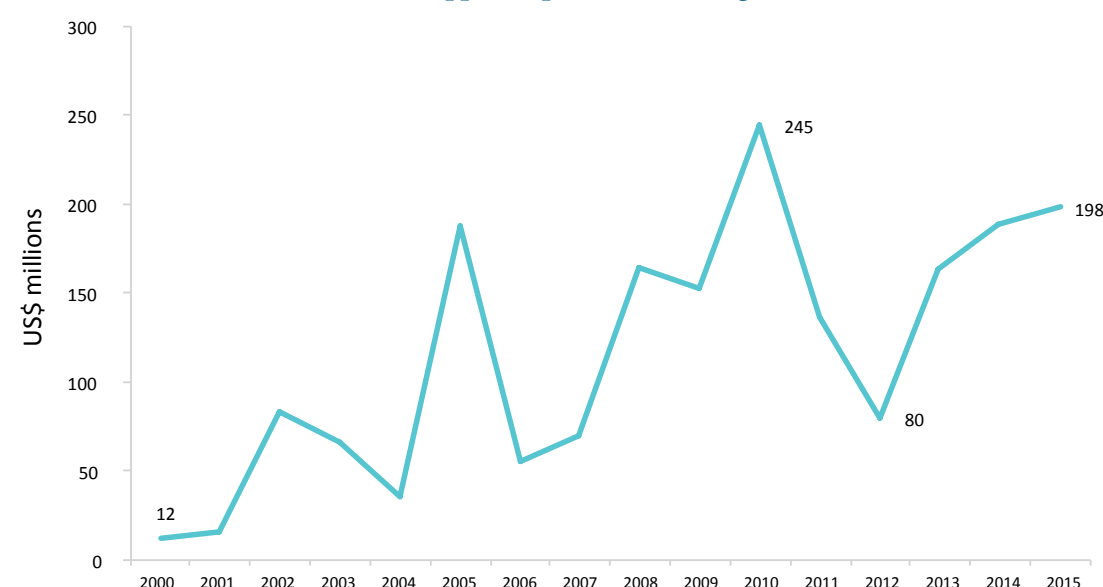


Afghanistan, March 2014. Credit: GPE/Jawad Jalali

selves and members of their community. In addition, it can help provide tools for independent and critical analysis of political messages or conflicting sources of information (INEE, 2010b). In conflict situations, higher levels of education help to deter children and youth being recruited as soldiers and it provides an important protective role against child abuse (Smith, 2010). In short, education provides the social fabric to prevent conflict, the social safety net to restore normalcy

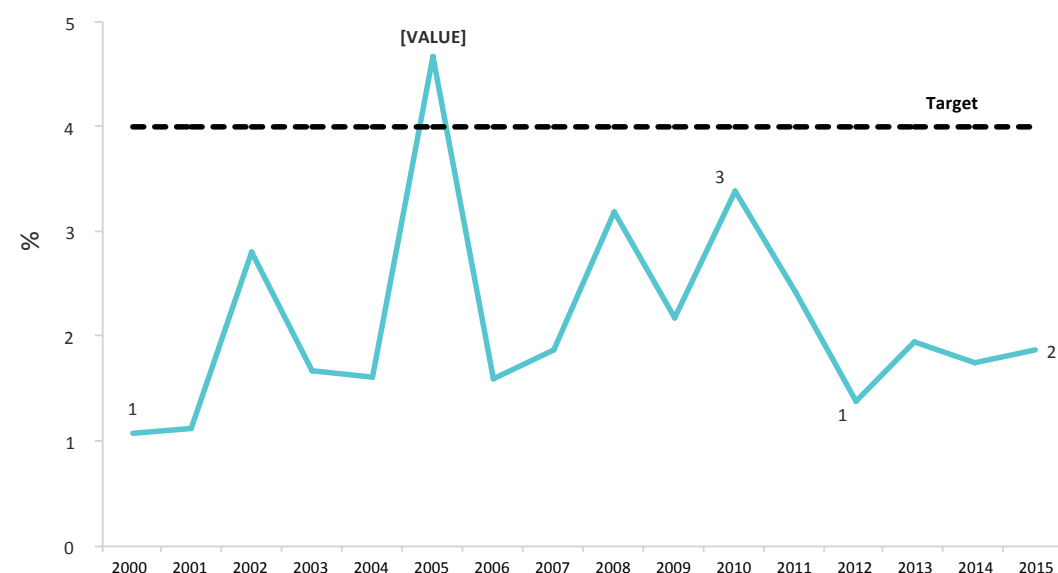
to communities, and the knowledge and skills to enable vulnerable groups to access opportunities for safe, productive livelihoods once crises have passed. Providing education during crisis or post-crisis situations is also a long-term strategy to reduce social grievances, strengthen social cohesion and foster resilience. It helps to decrease the vulnerability and susceptibility of children and young people to be attracted to participation in armed groups.

Figure 5.3 Total Humanitarian Aid to Education
Selected statistics on consolidated and flash appeal requests and funding for the education sector, 2000-2015



Source: UNESCO, 2016a, p. 356

Figure 5.4 Share of Education in Total Humanitarian Aid



Source: UNESCO, 2016a, p. 357

5.4 - Global Action for Education in Emergencies and Protracted Humanitarian Crises

The international community is galvanizing behind a concrete agenda to address education in emergencies. 2016 has been a key year of support to education in emergencies by the international community. The World Humanitarian Summit and the UN Summit for Refugees and Migrants convened in 2016 were pivotal processes to drive collaboration on a new international agenda bringing together humanitarian, development and peacebuilding efforts together to better address crisis and forced displacement. 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. As a result of the World Humanitarian Summit, more than 3,000 commitments to action were enshrined and more than a dozen new partnerships and initiatives to turn the Agenda for Humanity into meaningful change for the world’s most vulnerable people were launched. Commitments were made to promote the political leadership needed to reduce the vulnerability of crisis-affected populations and to foster durable solutions and recovery for crises, support the norms that safeguard humanity, and adhere to the SDG’s underpinning principle to leave no one behind, particularly in the context of forced displaced populations.

UN Member States also convened in New York in September 2016 and supported the New York Declaration for Refugees and Migrants (United Nations, 2016b) with the objective of outlining a series of commitments for how to best respond to the growing phenomenon of large movements of refugees and migrants. Global leaders made strong commitments with respect to access to education for refugee and migrant children, including strengthening capacities of educational institutions in countries of origin, recognizing that lack of educational opportunities is often a push factor for migration, particularly of young people. UN Member States also committed to provide quality primary and secondary education in safe learning environments for all refugee children, and to do so within a few months of the initial displacement, providing host countries with support and recogniz-

ing that access to quality education, including for children and youth in host communities, gives fundamental protection, particularly in situations of conflict and crisis. In addition, governments committed to supporting early childhood education for refugee children, and promoting tertiary education, skills and technical and vocational education.

These commitments will have a critical role to play in fulfilling the 2030 Agenda for Sustainable Development, as part of the new integrated vision which will be required to realize the goals within fifteen years. As part of this agenda, education has been cited as a critical element of humanitarian response, contributing to the self-reliance of refugees, internally displaced people and host communities; addressing the root causes of conflict, violence and vulnerability through its role in peacebuilding; and contributing to the well-being of all in the transition from relief to development (United Nations, 2016c; UNESCO, 2016c).

One of the biggest highlights of the World Humanitarian Summit was the Launching of the Education Cannot Wait Platform. This globally supported fund aims to reach all crisis-affected children and youth with safe, free and quality education by 2030 generate and disburse additional funding to close the US\$ 8.5 billion funding gap needed to reach children and youth affected by conflict and crisis.

Box 5.1 Education Cannot Wait Platform

Launched at the World Humanitarian Summit, Education Cannot Wait (ECW) is the first global fund established to transform the delivery of education in emergencies, to join up governments, humanitarian and development efforts to increase capacity, coordination, and financing to address educational needs of children and youth affected by crises. The platform is supported by a number of G7 member states, including Canada, France, United Kingdom, United States and the European Union.

Education is a priority for crisis-affected families, and especially for children. ECW is founded on commitment to address this priority and on the recognition that humanitarian, development and security needs can no longer be separated. As such, ECW aims to ensure that education receives much needed political and financial prioritization, strengthens coordination and planning between humanitarian and development agencies and importantly, improves transparency and accountability through more and better data, and promotes knowledge exchange.

ECW convenes public and private partners, leveraging finance to deliver education in emergencies and protracted crises. With a funding target of US\$ 3.85 billion over five years, ECW aims to bridge the gap between humanitarian interventions during crises and long-term development afterwards, restoring and providing access to education for 75 million children and young people affected by crisis and conflict by 2030.

As of January 2017, ECW has raised US\$ 113.4 million and received US\$ 100 million commitment from the private sector as financial and in kind pledges. An initial US\$ 55 million investment in the fund will prioritize giving over 2 million children in Chad, Syria, Ethiopia and Yemen access to a quality education over the next two years, as well as invest in strengthening national and global humanitarian responses to education, and improving the collaboration between development and humanitarian actors. A partnership with the Global Business Coalition for Education has resulted in the Rapid Education Action (REACT) Database to record private sector contributions and assets that can be deployed for education in emergencies and help support the ECW initial investment countries.

Source: UNICEF, 2017

5.5 - G7 Support for Humanitarian Response and Education in Emergencies

G7 Member States committed in the Ise-Shima Summit to increase global assistance to meet both the short and long-term needs of refugees and In-

ternally Displaced People (IDPs). Recognizing that a sustainable solution will also require addressing the root causes of displacement, in this respect G7 members committed to support affected regions to increase socio-economic development, strengthen education and health care delivery, infrastructure, and promote human rights and equal opportunities. The G7 will also work closely with the World Bank and the European Investment Bank to increase their investments in livelihoods, basic services and infrastructure.

Records show that worldwide only 1 percent of refugees return to their countries of origin. Developing regions hosted 86 percent of the world's refugees, or 13.9 million people (UNHCR, 2016a). In Ise-Shima, the G7 asked the international community and bilateral donors to step up financing and providing technical assistance for host countries and humanitarian and emergency relief organizations that help address the needs of migrants and refugees.

The G7 also committed to enhance legal channels for migration and provide support to strengthen international protection approaches, reaffirming the core principles of the Convention Relating to

the Status of Refugees and its Protocol. Likewise, G7 members committed to work together with countries of origin and transit to facilitate the safe return of migrants who are not eligible for international protection under international law. G7 advanced UN efforts to enhance the capacity of the international system to respond to humanitarian crises and its delivery systems, with higher levels of funding and promoting disaster risk reduction.

G7 Countries endorsed and adhered to the principles of the New Deal for Engagement in Fragile States. Adopted in 2011, the New Deal promotes country-led development plans and increased aid effectiveness in fragile situations. G7 Member States support inclusive planning processes, grounded in context and advancing the Peacebuilding and State-building Goals (PSGs) that target legitimate politics, justice, security, revenue and services and economic foundations.

Box 5.2 Highlights on Migration and Refugees from the Ise-Shima Leaders' Declaration

"With the number of refugees, asylum seekers, internally displaced persons (IDPs) and vulnerable migrants at its highest level since the Second World War, the G7 recognizes the ongoing large scale movements of migrants and refugees as a global challenge which requires a global response, in full respect for human rights and in accordance with applicable international law. We place the highest priority on humanely and effectively managing this challenge, addressing both the humanitarian consequences and the root causes of massive displacement. Large movements of people are a multi-faceted phenomenon, which requires addressing its root causes resulting from conflicts, state fragility and insecurity, demographic, economic and environmental trends as well as natural disasters. The international community should therefore increase its efforts towards conflict prevention, stabilization, and post-conflict peacebuilding and focus on finding solutions in order to reduce poverty, promote peace, good governance, the rule of law and respect for human rights, support inclusive economic growth and improve the delivery of basic services."

Source: G7 Ise-Shima Leaders' Declaration, p. 17, May 2016

Box 5.3 G7 Examples of Support to Education in Emergencies and Situations of Protracted Humanitarian Crises

CANADA

Since 2012, Canada has provided over \$ 440 million to education initiatives for refugees and their host communities in response to the Syria and Iraq crises. This includes \$ 281 million for the "No Lost Generation" initiative which provides emergency education and child-protection for crisis-affected children. It also includes over \$ 165 million in complementary longer-term development assistance to build the resilience and quality of the education systems in Jordan, Lebanon, Iraq, Syria and Egypt. Joint planning and implementation of Canada's humanitarian and development assistance is helping partners, host countries and communities to address the full spectrum of education needs for all children.



Students in a classroom in Iraq.
Credit: UNICEF/UNI194536/Khuzaie



Haiti, January 2015. Credits: GPE/Chantal Rigaud

FRANCE

France is committed to supporting education in emergencies and protracted crises through multilateral mechanisms (mainly GPE and ECW in 2017) and through its bilateral cooperation. AFD has been implementing specific programs for 15 years in conflict affected countries and has promoted ownership and alignment with national priorities to develop the resilience of the educational systems in fragile contexts. France also closely worked with NGOs, to respond to communities and children, capitalizing on their knowledge and relations on field based expertise. For example, Bardarash IDP camp, in Iraq, France has developed an innovative multi-sectorial response to the great challenge of internally displaced people. More than 11,000 people, mainly from the Shabak minority - among which 6,000 children, currently live in the camp. Two schools were built inside the camp, currently enrolling more than 3,000 children. Psychosocial support is offered through screening, follow-up and recreational activities. A community center was built to offer a learning, cultural and leisure space to children IDPs living inside the camp. A portable media center with a satellite internet connection, tablets, books in paper and electronic format, and a mobile cinema are also available inside the center. It empowers children and adults alike. All the initiatives were led through a multi-stakeholders approach bringing up together French national and local authorities, private sector – Foundations and companies, and NGOs towards collective outcomes. Regarding the Syrian crisis, France strongly supports Lebanon and Jordan in hosting refugee children within their educational system (EUR 15 million in 2015-2016).



Credit: MEAE/Centre de crise et de soutien

GERMANY

Education and training in the context of displacement is one of Germany’s priorities. Germany has strengthened its engagement in the context of crises, conflict and displacement by creating three special initiatives: “Tackling the root causes of displacement, reintegrating refugees”, “One world – No hunger” and “Stability and development in the MENA region”. In the context of the Syrian crisis, Germany supports the neighboring states Jordan, Lebanon, Turkey and Iraq. The majority of the BMZ funds allocated to refugees from Syria flows into education and employment promotion. At the Syrian Conference on 4th February 2016 in London, the donor community agreed to provide access to primary and secondary education to all refugee children by the end of the school year 2016/17. In total, BMZ has invested over EUR 245 million in education projects in Syria and the neighboring countries in 2016, hereby reaching more than 1.3 million children and youths with vital education services. In the framework of the special initiative “Tackling the root causes of displacement, campaign for reintegrating refugees” Germany has provided an additional EUR 70 Million for financing teachers’ salaries, hereby enabling 300,000 children to attend school in Turkey and Jordan in 2016.



Impressions from the Fit for School Program /Philippines.
Credit: GIZ / Ivan Sarenas

ITALY

The Italian Development Cooperation is engaged in supporting, with several bilateral and multilateral actions, the right to education for refugee minors and other vulnerable groups in host countries as part of the response to the Syrian crisis. In 2015, Italy launched an initiative of EUR 1.5 million called Syrian Crisis - Emergency initiative to support the sector of education and health in favor of refugees and host communities in Jordan, aiming at rehabilitating and securing schools, ensuring better learning environments, as well as enhancing the quality of education through teachers' pedagogical training. The initiative is put in place in the governorates of Amman, Irbid, Zarqua, Jerash and Mafraq in collaboration with three Italian NGOs (Un Ponte Per, Terre des Hommes and AVSI Foundation). The number of persons benefitting from this project, both in the field of education and health, will be approximately 43,000.



Credits: Annalisa Vandelli

JAPAN

Japan continues to dispatch Japanese Overseas Cooperation Volunteers and JICA's experts as the "Japan Team for Syrian Refugees and Communities (J-TRaC)" since its establishment in May 2016 to support Syrian refugee children. Japan also assists education in humanitarian crises and migration to ensure access to safe and quality education for children and communities through multilateral organizations including UNICEF and the Global Partnership for Education (GPE). In July 2016, the Government of Japan decided to extend US\$ 3 million to UNICEF, to furnish educational opportunities for IDP children in Iraq including setting up temporary learning spaces, providing education materials, teacher training, etc. In addition, in January 2017, the Government of Japan decided to contribute US\$ 0.74 million to GPE to address urgent education needs for refugees and returnee children in the Lake Chad region.



Refugee children in a public school in Baouchrieh, Mount Lebanon/JAPAN
Credit: Embassy of Japan in Lebanon

UNITED KINGDOM

Lebanon hosts 1.02 million Syrian registered refugees (488,000 children) amongst a population of 4 million Lebanese this is more refugees than any other country relative to its population. Since 2012, DFID has supported the scale-up of access to quality education for Syrian refugees and vulnerable Lebanese children through the public school system and is also expanding high-quality non-formal education. The UK has committed £ 160 million over four years to support the delivery of the 2016 London Conference goal of getting all children – including refugees - in Lebanon into education, aligning assistance behind the Government’s ‘Reaching All Children with Education’ strategy. The UK alongside other international donors has supported Lebanon to enrol 203,000 Syrian refugees into the formal public school system and supported 4,000 children to access non-formal education.



UNITED STATES

On 20 September 2016, with U.S. leadership, the UN Secretary-General and seven Member States co-hosted the Leaders’ Summit on Refugees during which 17 Member States with significant refugee populations pledged to enact policy changes that will allow one million more refugee children to attend school. To support this goal the United States provided nearly US\$ 37 million to the UN High Commissioner for Refugees (UNHCR) and US\$ 15 million to the UN Children’s agency (UNICEF) in addition to financial and technical assistance to establish Education Cannot Wait, the world’s first fund for education in emergencies and protracted crises. The United States combined both humanitarian and development assistance to pledge US\$ 21 million to support the establishment of Education Cannot Wait’s structure, incentivize other donors, and support initial investments demonstrating our commitment to bridge the gap between emergency and longer term needs.



EUROPEAN UNION

The EU is a major donor to education in emergencies and protracted crisis. This is well illustrated in the EU's support to address the consequences of the Syrian conflict. More than EUR 1 billion has been allocated since 2011 to support the education and psycho-social well-being of Syrian children in Jordan, Lebanon, Turkey and Syria. Another example is a EUR 21 million global program launched in 2017, with the main objective to support education needs in protracted crisis situations, with a particular focus on improving quality of education in safe learning environments and building the global evidence base for effective interventions. The EU is also proactively engaged in the global platform Education Cannot Wait (ECW), has pledged EUR 5 million to the Fund and supported its operationalization. Furthermore, the EU has pledged to commit 6% of its humanitarian aid budget to education, up from 4 % achieved in 2016.



5.6 - G7 Engagement with International Organizations Working in Humanitarian and Protracted Crisis

G7 Member States provide financial support to a wide range of organizations working to ensure access to quality education and key capacity development in the context of humanitarian and protracted crisis. G7 funding for the international organizations featured in table 5.3 humanitarian programing has increased overtime and contributes in a great part of the budget that international organizations allocated to education related activities. Through concerted efforts and joint synergies international organizations supported by G7

Member States, play a key role in providing more opportunities for children and youth to be able to access education opportunities in times of crisis.

UNICEF: Education is one of UNICEF's core commitments for children in humanitarian action. UNICEF provides access to quality education for all children under the most difficult of circumstances (UNICEF, 2015). UNICEF's global humanitarian expenditures have nearly doubled between 2010 and 2016 - from US\$ 904 million to US\$ 1.8 billion. Sixty percent of humanitarian funding spent overall in 2016 comes from G7 donor partners. The percentage of humanitarian expenditures for education halved between

2007 and 2012 – from 22 to 11 percent. Between 2013 and 2016, the percentage then went back to 23 percent. In absolute terms, UNICEF is now spending more humanitarian funding on education than ever before (information bilaterally provided by UNICEF, February 22, 2017).

UNHCR: Expenditures in humanitarian activities have doubled from US\$ 1,867 million in 2010 to US\$ 3,960 million in 2016 (information bilaterally provided by UNHCR, March 1, 2017). UNHCR activities in the education sector, include improving learning achievement for refugee children in primary school, improving access to formal secondary education, higher education and lifelong learning opportunities for refugee populations (UNHCR, 2012). G7 contributed to US\$ 57 million to education related activities in 2016, a considerable increase compared to US\$ 13.5 million in 2012 (information bilaterally provided by UNHCR, March 1, 2017).

UNFPA: Promotes public awareness, training and education in humanitarian settings. It carries out activities to inform and empower individuals and communities exposed to hazards and conflict and strengthen the capacity of local actors to be able to respond to the health and protection needs of the most vulnerable women and girls. In 2015 and 2016, UNFPA spent an estimated US\$ 52.6 million and US\$ 55.6 million (near 35 percent of total humanitarian funding), respectively, on interventions that built and strengthened capacities of individuals, communities and local actors in humanitarian settings (information bilaterally provided by UNFPA, March 1, 2017).

IOM: It works to ensure the orderly and humane management of migration, promoting international cooperation on migration issues, and providing humanitarian assistance to migrants in need, be they refugees, displaced persons or other uprooted people, including their right to access education (IOM, n.d.-b). IOM's total funding for humanitarian crisis has increased from 2010 to 2015 from US\$ 571 million to US\$ 802 million. G7 contributions to IOM have also increased from US\$ 375 million to US\$ 491 million from 2010 to 2015, accounting for 61 percent of total funding in 2015 (information bilaterally provided by IOM, February 28, 2017 and March 14, 2017).

UNESCO: As the UN lead agency for Education, and within the framework of the 2030 Education Agenda. UNESCO plays an active role in promoting quality education for all, as a part of an emergency response and for long-term recovery and advocates for the protection of schools and universities from attack during armed conflict (UNESCO, n.d.). UNESCO recognizes the importance of evidence-based educational planning and capacity building for education in emergencies and crisis, and provides technical expertise (UNESCO, 2016d). UNESCO's support includes, among other activities, capacity development of government officials such as through training in the INEE. Minimum standards, crisis sensitive planning and the development of Education Management Information Systems. UNESCO allotted programme budget to 50 out of 52 crisis –affected countries and territories⁷ (as of mid-2016) amounted to US\$ 143.5 million and represented 22.4 percent of the Education Sector's total allotment worldwide for the period 2012-2015 (UNESCO, 2016e).

UNRWA: For 60 years has worked in ensuring that all Palestine refugee children have access to quality education. It has a long-standing experience in assisting Palestinian refugees. UNRWA operates 677 elementary and preparatory schools in its five areas of operation, as well as eight secondary schools in Lebanon, providing free basic education for around half a million Palestine refugee children. In addition, vocational training and higher education is provided at eight Vocational Training Centers for 7,000 Palestine refugees in all fields and for 2,100 students in 2 educational science faculties and teacher training institutes (UNRWA, n.d.).

GPE: as referenced in Chapter 2, also provides support in fragile and conflict-affected states in context of humanitarian emergencies. GPE finances education interventions that accompany children throughout a country's progress from preparedness through to recovery to reduce the impact of future crises. It recognizes that securing a continuum of education services across the divide between humanitarian and development interventions is crucial to maintaining progress (Global Partnership for Education, n.d.-b).

⁷ As defined in UNESCO (2016). Evaluation of UNESCO's Role in Education in Emergencies and Protracted Crises. UNESCO.

| Table 5.1 Selected International Organizations total funding for humanitarian assistance (USD millions)* | | | | | | | |
|--|--------|----------|--------|----------|----------|----------|----------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| IOM | 571.93 | 701.23 | 634.96 | 613.94 | 792.43 | 802.44 | N/A |
| UNFPA** | 50 | 38 | 26 | 46 | 106 | 121 | 160 |
| UNHCR | 1,867 | 2,172 | 2,349 | 2,964 | 3,348 | 3,288 | 3,960 |
| UNICEF | 904.50 | 1,002.47 | 808.71 | 1,008.70 | 1,203.30 | 1,685.89 | 1,817.71 |
| Source: IOM, UNFPA, UNHCR, UNICEF, 2017 * Includes possible assistance to refugees, internally displaced people and/or vulnerable migrants. ** This includes non-core (earmarked) donor contributions as well as core resources (UNFPA Emergency Fund). | | | | | | | |

| Table 5.2 Selected International Organizations proportion of funding for education in humanitarian assistance (in percentage) | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| UNFPA | N/A | N/A | N/A | N/A | N/A | 35% | 35% |
| UNHCR | 4% | 3% | 5% | 5% | 4% | 5% | 4% |
| UNICEF | 16.6% | 14.2% | 11.0% | 12.2% | 15.2% | 19.0% | 23.1% |
| Source: UNFPA, UNHCR, UNICEF, 2017 | | | | | | | |

| Table 5.3 Total G7 and European Union financial contributions to humanitarian assistance of selected International Organizations (USD millions) | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| IOM | 375.50 | 417.04 | 347.19 | 382.22 | 480.91 | 491.13 | N/A |
| UNFPA | 15.3 | 4.6 | 4 | 12.3 | 34.7 | 81.5 | 87.6 |
| UNHCR | 1,158.7 | 1,329.1 | 1,415.7 | 1,896.0 | 2,183.1 | 2,255.6 | 2,814.4 |
| UNICEF | 334.5 | 412.6 | 304.9 | 551.6 | 706.9 | 977.8 | 1,180.6 |
| Source: IOM, UNFPA, UNHCR, UNICEF, 2017 | | | | | | | |

| Table 5.4 Proportion of G7 and European Union financial contributions to support education in humanitarian assistance of selected International Organizations | | | | | | | |
|---|-------|------|------|-------|-------|-------|-------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| UNFPA* | 33% | 13% | 17% | 30% | 34% | 70% | 57% |
| UNHCR** | 4% | 3% | 5% | 5% | 4% | 5% | 4% |
| UNICEF | 12.0% | 8.7% | 8.3% | 10.0% | 13.4% | 22.1% | 25.6% |
| Source: UNFPA, UNHCR, UNICEF, 2017 *Total G7 and EU contributions over total non-core (earmarked) contributions. **For UNHCR the percentage of the total expenditure dedicated to education is used as a proxy for the percentage of G7+EU contributions used for education. Because G7+EU contributions most often are broadly earmarked in nature, providing for the flexibility necessary to a program-based organization such as UNHCR, a more precise calculation is impossible. Furthermore, these figures underestimate reality as many activities that do not strictly fall under the education sector strongly contribute to it: e.g. child protection. | | | | | | | |



Lebanon, 2014. Credit: MAECI-DGCS.



Kenya, April 2017. Credit: GPE/Kelly 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.

References

- African Development Bank, Asian Development Bank, European Bank for Reconstruction and Development, European Investment Bank, Inter-American Development Bank, International Monetary Fund & World Bank Group (2015). From Billions to Trillions: Transforming Development Finance. Post 2015 Financing for Development: Multilateral Development Finance. Retrieved from [http://siteresources.worldbank.org/DEVCOMMINT/Documentation/23659446/DC2015-0002\(E\)FinancingforDevelopment.pdf](http://siteresources.worldbank.org/DEVCOMMINT/Documentation/23659446/DC2015-0002(E)FinancingforDevelopment.pdf)
- African Union (2015). Agenda 2063. The Africa We Want. Retrieved from http://agenda2063.au.int/en/sites/default/files/03_Agenda2063_popular_version_ENG%2021SEP15-3.pdf
- Aikman, S., Unterhalter, E., & Boler, T. (Eds.). (2008). Gender equality, HIV and AIDS: a challenge for the education sector. Oxfam. Retrieved from <http://www.policy-practice.oxfam.org.uk/publications/gender-equality-hiv-and-aids-challenges-for-the-education-sector-133967>
- Albright, A. (June 2015). Healthier Students are Better Learners. Why the Health Sector and the Education Sector Need to Work Together. Retrieved from <http://www.globalpartnership.org/blog/healthier-students-are-better-learners>
- Anderson A. & Strecker, M. (2012). Sustainable Development: A Case for Education. Environment Magazine.
- Bodewig, C.; Badiani-Magnusson, R.; Macdonald, K.; Newhouse, D.; Rutkowski (2014). Skilling Up Vietnam: Preparing the Workforce for a Modern Market Economy. Washington, DC: World Bank Group. Retrieved from <http://documents.worldbank.org/curated/en/283651468321297015/Skilling-up-Vietnam-preparing-the-workforce-for-a-modern-market-economy>
- Boonstra, D. (2015). Advancing sexuality education in developing countries: evidence and implications. Evidence-based Approaches to Sexuality Education: A Global Perspective, 180. Retrieved from <https://www.guttmacher.org/gpr/2011/08/advancing-sexuality-education-developing-countries-evidence-and-implications>
- Britto, P., Lye, S. Proulx, K., Yousafzai, A., Matthews, S., Vaivada, T., Perez-Escamilla, R. et al. (2016). Nurturing Care: Promoting Early Childhood Development. *The Lancet Global Health*, 389 (10064), 91-102. Retrieved from [http://dx.doi.org/10.1016/S0140-6736\(16\)31390-3](http://dx.doi.org/10.1016/S0140-6736(16)31390-3).
- Collier, P. & Sambanis, N. Eds. (2005). Understanding Civil War. Volume I: Africa. The World Bank Group: Washington D.C. 16. Retrieved from <http://elibrary.worldbank.org/doi/abs/10.1596/978-0-8213-6047-7>
- Collier, P. & Hoeffler, A. (2004). Greed and Grievance in Civil War. *Oxford Economic Papers*, 56 (4), 563-95. Retrieved from <https://www.econ.nyu.edu/user/debraj/Courses/Readings/CollierHoeffler.pdf>
- Dryden-Peterson, S. (2015). Refugee Education in Countries of First Asylum: Breaking Open the Black Box of Pre-Resettlement Experiences. *Theory and Research in Education*. Retrieved from <https://dash.harvard.edu/bitstream/handle/1/23989485/dryden-peterson2015RefugeeEdBreakingOpen.pdf?sequence=1>
- ECOSOC (1998). Addendum Guiding Principles on Internal Displacement. Further Promotion and Encouragement of Human Rights and Fundamental Freedoms, including the Question of the Programme and Methods of Work of the Commission Human Rights, Mass Exoduses and Displaced Persons. Retrieved from <https://>

documents-ddsny.un.org/doc/UNDOC/GEN/G98/104/93/PDF/G9810493.pdf?OpenElement

ECOSOC (2016). Progress towards the Sustainable Development Goals. Report of the Secretary-General. United Nations. Retrieved from http://www.un.org/ga/search/view_doc.asp?symbol=E/2016/75&Lang=E

European Commission (2016). Education in Emergencies. ECHO Factsheet. Retrieved from http://ec.europa.eu/echo/files/aid/countries/factsheets/thematic/education_in_emergencies_en.pdf

Food and Agriculture Organization, Technical Centre for Agricultural and Rural Cooperation (CTA) and the International Fund for Agricultural Development (IFAD) (2014). Youth and Agriculture: Key challenges and Concrete Solutions. Retrieved from <http://www.fao.org/3/a-i3947e.pdf>

G8 (2002). A New Focus on Education for all. Retrieved from <http://www.mofa.go.jp/policy/economy/summit/2002/education.html>

G8 (2005). G8 Gleneagles Declaration. Africa. Retrieved from http://data.unaids.org/topics/universalaccess/postg8_gleneagles_africa_en.pdf

G8 (2007). G8 Heiligendamm Declaration. Growth and Responsibility in Africa. Retrieved from http://www.g-8.de/Content/DE/Artikel/G8Gipfel/Anlage/Abschlusserkl_C3_A4rungen/WV-afrika-en,templateId=raw,property=publicationFile.pdf/WV-afrika-en.pdf

G8 (2009). G8 Education Experts Report 2009. Sharing Responsibilities to Advance Education for All. Retrieved from http://www.g8italia2009.it/static/G8_Allegato/G8_Education_Experts,0.pdf

G8 (2012). Camp David Declaration. Retrieved from <https://obamawhitehouse.archives.gov/the-press-office/2012/05/19/camp-david-declaration>

G7 (2015a). Schloss Elmaus Leaders' Declaration. Think Ahead, Act Together. Retrieved from <http://www.mofa.go.jp/files/000084020.pdf>

G7 (2015b). Annex to the Leaders' Declaration G7 Summit. Broader Food Security and Nutrition Development Approach. Retrieved from https://www.bmz.de/g7/includes/Downloadarchiv/G7_Annex_Food_Security1.pdf

G7 (2016a). G7 Ise-Shima Leaders' Declaration. Retrieved from <http://www.mofa.go.jp/files/000160266.pdf>

G7 (2016b). Kurashiki Declaration. G7 Kurashiki Education Ministers' Meeting in Okayama. Retrieved from http://www.japan.go.jp/g7/_userdata/common/data/1370953_03_1.pdf

G7 (2016c). Ise-Shima Progress Report. G7 accountability on development and development-related commitments. Retrieved from http://www.japan.go.jp/g7/_userdata/common/data/iseshima_progress_report.pdf

G7 (2016d). G7 Guiding Principles for Capacity Building of Women and Girls. Towards Sustainable, Inclusive and Equitable Growth and Peace. Retrieved from <http://www.mofa.go.jp/files/000160274.pdf>

G7 (2016e). G7 Initiative on Women and STEM (WINDS). Retrieved from <http://www.mofa.go.jp/files/000159926.pdf>

Global Coalition to Protect Education from Attack (2015). Safe Schools Declaration. Retrieved from http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf

Global Partnership for Education (n.d.-a). Children with Disabilities. Retrieved from <http://www.globalpartnership.org/focus-areas/children-with-disabilities>

Global Partnership for Education (n.d.-b). Countries Affected by Fragility and Conflict. Retrieved from <http://www.globalpartnership.org/focus-areas/countries-affected-fragility-and-conflict>

Global Partnership for Education (2016a). GPE 2020 Improving Learning and Equity through Stronger Education Systems. Retrieved from <http://www.globalpartnership.org/content/gpe-2020-strategic-plan>

Global Partnership for Education (2016b). Advancing Gender Equality in Education across GPE Countries. Policy Brief. Retrieved from <http://www.globalpartnership.org/content/policy-brief-advancing-gender-equality-education-across-gpe-countries>

Global Partnership for Education (2016c). Education Data. Retrieved from <http://www.globalpartnership.org/data-and-results/education-data>

Global Partnership for Education (2016d). 2016 Portfolio Review: Report from the Country Grants and Performance Committee (CGPC). Retrieved from <http://www.globalpartnership.org/content/2016-portfolio-review-board-document-14>

Global Partnership for Education (2016e). Preliminary report on the GPE 2020 Core Indicators. Retrieved from <http://www.globalpartnership.org/content/preliminary-report-gpe-2020-core-indicators-december-2016-4>

Global Partnership for Education (2016f). GPE Vietnam Country Profile. Retrieved from <http://www.globalpartnership.org/country/vietnam>

Global Partnership for Education (2016g). GPE Rwanda Country Profile. Retrieved from <http://www.globalpartnership.org/country/rwanda>

Global Partnership for Education (2016h). *GPE Standard Reporting Template*. GPE Rwanda Country Profile. Retrieved from <http://www.globalpartnership.org/country/rwanda>

Grant Lewis, S. & Montoya S. (2016). How to Track Education Financial Flows? National Education Accounts (NEA) Help Track Education Financing from all Sources. Retrieved from <http://www.globalpartnership.org/blog/how-track-education-financial-flows>

Grépin, K. et al. (June 2015). Secondary education and HIV infection in Botswana. *The Lancet Global Health*, 3 (8), 428 – 429. Retrieved from [http://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(15\)00050-9/fulltext?rss=yes](http://www.thelancet.com/journals/langlo/article/PIIS2214-109X(15)00050-9/fulltext?rss=yes)

Hanf, T., & Bauerle, P. (2009). Factors Determining Democratic Attitudes in Deeply Divided Societies. Eschborn: GTZ.

Hanushek, E. & Wößmann, L. (2012). Education Quality and Economic Growth. Washington D.C.:

- The World Bank Group. Retrieved from http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/Edu_Quality_Economic_Growth.pdf
- Harild, N., Christensen, A. & Zetter, R. (2015) Sustainable Refugee Return: Triggers, Constrains, and Lessons on Addressing the Development Challenges of Forces Displacement. The World Bank Group: Washington D.C. Retrieved from http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2015/09/22/090224b0830f4d16/1_0/Rendered/PDF/Sustainable0re00forced0displacement.pdf
- INEE (2010a). Gender Equality in and through Education. INEE Pocket Guide to Gender. Geneva: INEE c/o UNHCR. Retrieved from http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1059/INEE_Pocket_Guide_to_Gender_EN.pdf
- INEE (2010b). Minimum Standards for Education: Preparedness, Response, Recovery. New York: INEE. Retrieved from http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf
- International Food Policy Research Institute (2016). Global Nutrition Report 2016: From Promise to Impact: Ending Malnutrition by 2030. Washington, DC. Retrieved from <http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/130354/filename/130565.pdf>
- Innovations for Poverty Action (n.d.). School-Based Deworming. Scaling effective solutions. Retrieved from <http://www.poverty-action.org/impact/school-based-deworming>
- International Organization for Migration (n.d.-a). Key Migration Terms. Retrieved from <http://www.iom.int/key-migration-terms>
- International Organization for Migration (n.d.-b). Our Work. Retrieved from <https://www.iom.int/our-work>
- Kirby, D. , Laris, B.A., & Roller, L. (2005). Impact of sex and HIV education programs on sexual behaviours of youth in developing and developed countries. Durham, NC: Family Health International, YouthNet Program. Retrieved from https://www.iywg.org/sites/iywg/files/youth_research_wp_2.pdf
- Kuecken, M., Thuilliez, J. and Valfort, M.-A. (2013). Does Malaria Control Impact Education? A Study of the Global Fund in Africa. Paris: Paris School of Economics, Pantheon-Sorbonne University. Retrieved from <https://hal.archives-ouvertes.fr/file/index/docid/881371/filename/13075.pdf>
- The Global Fund (2016). Focus on Education and Health. Retrieved from <http://www.theglobalfund.org/en/publications/>
- The International Commission on Financing Global Education Opportunity (2016). The Learning Generation. Investing in Education for a Changing World. Retrieved from http://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf
- The UNHCR and the World Bank Group (2015). Eastern Africa HOA Displacement Study. Forced Displacement and Mixed Migration in the Horn of Africa. The UNHCR and the World Bank Group: Geneva and Washington D.C. Retrieved from <http://pubdocs.worldbank.org/pubdocs/publicdoc/2015/7/892801436371029880/forced-displacement-horn-of-africa-Report.pdf>
- OCHA (2016). Global Humanitarian Overview 2017. A Consolidated Appeal to Support People Affected by Disaster and Conflict. Retrieved from <http://www.unocha.org/stateofaid/>
- OECD-DAC (2017). Creditor Reporting System (CRS). [database]. Retrieved on 28/02/2017 from <https://stats.oecd.org/Index.aspx?DataSetCode=CRS1>
- Ozier, O. (2014). Exploiting Externalities to Estimate the Long-Term Effects of Early Childhood Deworming. Policy Research Working Paper; No. 7052. World Bank Group: Washington, DC. Retrieved from <https://openknowledge.worldbank.org/handle/10986/20516>
- Østby, G. & Urdal, Henrik (2011). Education and Conflict. What the Evidence Says. CSCW Policy Brief. Oslo: Peace Research Institute. Retrieved from http://file.prio.no/Publication_files/Prio/Education%20and%20Conflict%20-%20What%20the%20Evidence%20Says.pdf
- Overseas Development Institute (2016). Education Cannot Wait: Proposing a fund for education in emergencies. Retrieved from <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10497.pdf>
- Paris Declaration on Aid Effectiveness (2005).OECD. Retrieved from <http://www.oecd.org/dac/effectiveness/34428351.pdf>
- PISA (2006). Science Competencies for Tomorrow's World Volume 1 – Analysis. Paris: OECD. Retrieved from <https://www.oecd.org/edu/school/programme-for-international-student-assessment-pisa/pisa2006results.htm>
- Republic of Rwanda (2012). Rwanda Vision 2020. Retrieved from http://www.minecofin.gov.rw/fileadmin/templates/documents/NDPR/Vision_2020_.pdf
- Sæbønes, A., Berman Bieler, R., Baboo, N., Banham, L., Singal, N., Howgego, C., Angus Dansie, G. (2015). Towards a Disability Inclusive Education: Background paper for the Oslo Summit on Education for Development. Retrieved from https://www.usaid.gov/sites/default/files/documents/1865/Oslo_Ed_Summit_DisabilityInclusive_Ed.pdf
- Smith, A. (2010). The Influence of Education on Conflict and Peace Building. EFA GMR. Retrieved from <http://unesdoc.unesco.org/images/0019/001913/191341e.pdf>
- UNAIDS (2006). Treatment Education. A Critical Component of Efforts to Ensure Universal Access to Prevention, Treatment and Care. Retrieved from <http://unesdoc.unesco.org/images/0014/001461/146114e.pdf>
- UNAIDS (2015). Empower Adolescents and Young Girls: Fast Tracking the End of the AIDS Epidemic in Africa. Retrieved from http://www.unaids.org/sites/default/files/media_asset/JC2746_en.pdf
- UNESCO (n.d). Education in Emergencies. Retrieved from <http://en.unesco.org/themes/education-emergencies>
- UNESCO (2010). Education Under Attack. UNESCO: Paris. Retrieved from <http://unesdoc.unesco.org/images/0018/001868/186809e.pdf>
- UNESCO (2011). The Hidden Crisis: Armed Conflict and Education. Paris: UNESCO EFA Global Monitoring Report. Retrieved from <http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>

UNESCO (2014). Sustainable Development Begins with Education. UNESCO: Paris. Retrieved from <http://unesdoc.unesco.org/images/0023/002305/230508e.pdf>

UNESCO (2015a). Education for All 2000-2015: Achievements and Challenges. Paris: UNESCO Global Education Monitoring Report. Retrieved from <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

UNESCO (2015b). Education 2030 Incheon Declaration and Framework for Action. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf>

UNESCO (2015c). Pricing the Right to Education: The Cost of Reaching new Targets by 2030. Policy Paper 18. Paris: UNESCO EFA Global Monitoring Report. Retrieved from <http://unesdoc.unesco.org/images/0023/002321/232197E.pdf>

UNESCO (2015d). Decisions Adopted by the Executive Board at its 197th Session. Retrieved from <http://unesdoc.unesco.org/images/0023/002351/235180e.pdf>

UNESCO (2016a). Global Education Monitoring Report. Education for People and Planet: Creating Sustainable Futures for All. Paris: UNESCO Global Education Monitoring Report. Retrieved from <http://en.unesco.org/gem-report/report/2016/education-people-and-planet-creating-sustainable-futures-all/page#sthash.89oo9070.dpbs>

UNESCO (2016b). Global Education Monitoring Report. Gender Review: Creating Sustainable Futures for All. Paris: UNESCO Global Education Monitoring Report. Retrieved from <http://unesdoc.unesco.org/images/0024/002460/246045e.pdf>

UNESCO (2016c). Global Education Monitoring Report. Peace: Building Sustainable Peace and Global Citizenship Through Education. Paris: UNESCO Global Education Monitoring Report. Retrieved from <http://unesdoc.unesco.org/images/0024/002474/247430E.pdf>

UNESCO (2016d). UNESCO welcomes New Fund for Education in Emergencies. Retrieved from http://www.unesco.org/new/en/media-services/single-view/news/unesco_welcomes_new_fund_for_education_in_emergencies/

UNESCO (2016e). Evaluation of UNESCO's Role in Education in Emergencies and Protracted Crises. UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0024/002460/246095E.pdf>

UNESCO, the EFA Global Monitoring Report & UNGEI (2014). First Ever UN resolution Passed on School-Related Gender Based Violence: "Learning without Fear". Retrieved from http://en.unesco.org/gem-report/sites/gem-report/files/Resolution_PR_en.pdf

UNESCO & UN Women (2016). Global Guidance on Addressing School Related Gender Based Violence. Retrieved from <http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>

UNFPA (2016a). State of World Population. UNFPA: New York. Retrieved from http://www.unfpa.org/sites/default/files/sowp/downloads/The_State_of_World_Population_2016_-_English.pdf

UNFPA (2016b). Demographic Dividend. Retrieved from <http://www.unfpa.org/demographic-dividend>

UNGEI & the Global Partnership for Education (2014). Accelerating Secondary Education for Girls: Focusing on

Access and Retention. Retrieved from <http://www.ungei.org/resources/files/2014-04-GPE-UNGEI-Accelerating-Secondary-Education-Girls.pdf>

UNHCR (2012). 2012-2016 Education Strategy. UNHCR: Geneva. Retrieved from <http://www.unhcr.org/5149ba349>

UNHCR (2016a). Global Trends. Forced Displacement in 2015. Retrieved from <http://www.unhcr.org/en-us/statistics/unhcrstats/576408cd7/unhcr-global-trends-2015.html>

UNHCR (2016b). Missing Out Refugee Education in Crisis. Retrieved from <http://www.unhcr.org/missing-out-state-of-education-for-the-worlds-refugees.html>

UNICEF (2004). The State of the World's Children 2004. Retrieved from https://www.unicef.org/sowc04/files/SOWC_O4_eng.pdf

UNICEF (2015). Education in Emergencies and Post-Crisis Transition. Retrieved from https://www.unicef.org/education/bege_61685.html

UNICEF (2016). The State of the World's Children 2016: A Fair Chance for Every Child. Retrieved from https://www.unicef.org/publications/index_91711.html

UNRWA (n.d). What We Do. Education. Retrieved from <https://www.unrwa.org/what-we-do/education>

United Nations (2015a). Transforming our world: the 2030 Agenda for Sustainable Development. New York: United Nations. Retrieved from <https://sustainabledevelopment.un.org/post2015/transformingourworld>

United Nations (2015b). Addis Ababa Action Agenda of the Third International Conference on Financing for Development. Retrieved from http://www.un.org/esa/ffd/wp-content/uploads/2015/08/AAAA_Outcome.pdf

United Nations (2015c). The Millennium Development Goals Report 2015. United Nations: New York. Retrieved from: [http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)

United Nations (2015d). Plan of Action to Prevent Violent Extremism. Report of the Secretary General. Retrieved from http://www.un.org/en/ga/search/view_doc.asp?symbol=A/70/674

United Nations (2016a). One humanity: shared responsibility. Report of the Secretary-General for the World Humanitarian Summit. Retrieved from <https://consultations.worldhumanitariansummit.org/bitcache/e49881ca33e3740b5f37162857cedc92c7c1e354?vid=569103&disposition=inline&op=view>

United Nations (2016b). New York Declaration for Refugees and Migrants. Retrieved from http://www.un.org/ga/search/view_doc.asp?symbol=A/71/L.1

United Nations (2016c). High-level meeting of the General Assembly on addressing large movement of refugees and migrants. Concept note. Retrieved from <http://www.un.org/pga/70/wp-content/uploads/sites/10/2015/08/HLM-on-addressing-large-movements-of-refugees-and-migrants-Concept-Note-8-September-2016.pdf>

United Nations General Assembly (1951). Convention Relating to the Status of Refugees, United Nations, Treaty Series, vol. 189. Retrieved from <http://www.unhcr.org/en-us/1951-refugee-convention.html>

UN Women (2016a). Annual Report 2015-2016. UN Women: New York. Retrieved from <http://www2.unwomen.org/-/media/annual%20report/attachments/sections/library/un-women-annual-report-2015-2016-en.pdf?v=1&d=20160629T203016>

UN Women (2016b). Tackling the Gender Pay Gap. From individual Choices to Institutional Change. Policy Brief No.6. Retrieved from <http://www2.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/unwomen-policybrief06-tacklingthegenderpaygap-en.pdf?v=1&d=20160311T181224>

Wedge, J. (2008). Where Peace Begins: Education’s Role in Conflict Prevention and Peacebuilding. London: International Save the Children Alliance. Retrieved from <http://www.savethechildren.org.uk/resources/online-library/where-peace-begins>

World Bank (2011). World Development Report 2011. Conflict, Security and Development. Washington D.C.: The International Bank for Reconstruction and Development / The World Bank. Retrieved from http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011_Full_Text.pdf

World Bank (2015). Overview. Early Childhood Education. Retrieved from <http://www.worldbank.org/en/topic/earlychildhooddevelopment/overview#1>

World Bank (2016). Overview. Retrieved from <http://www.worldbank.org/en/topic/poverty/overview>

World Food Programme (2013a). Two Minutes to Learn about: School Meals. Retrieved from <http://documents.wfp.org/stellent/groups/public/documents/communications/wfp249632~2.pdf>



World Food Programme (2013b). State of School Feeding Worldwide. World food Programme: Rome. Retrieved from <http://documents.wfp.org/stellent/groups/public/documents/communications/wfp257481.pdf>

World Health Organization (2015). Non-communicable diseases. Factsheet. Retrieved from <http://www.who.int/mediacentre/factsheets/fs355/en/>

World Health Organization (2016). World Health Statistics 2016. Monitoring Health for the SDGs, Sustainable Development Goals. Retrieved from http://www.who.int/gho/publications/world_health_statistics/en/

Annexes

Annex A: List of G7 Active commitments⁸

| | COMMITMENT |
|----|---|
| I | AID and AID EFFECTIVENESS |
| 1 | <div></div> <div>Increasing Development Assistance We reaffirm our respective ODA commitments, such as the 0.7% ODA/GNI target as well as our commitment to reverse the declining trend of ODA to the Least Developed Countries (LDCs) and to better target ODA towards countries where the needs are greatest. <i>Elmau 2015, Leaders’ Declaration G7 Summit, p. 19</i></div> |
| 2 | <div></div> <div>Development Effectiveness We will implement and be monitored on all commitments we made in the Paris Declaration on aid effectiveness (now superseded by the Global Partnership for Effective Development Cooperation), including enhancing efforts to untie aid; disbursing aid in a timely and predictable fashion, through partner country systems where possible, increasing harmonization and donor coordination, including more programme based approaches. We have all agreed to implement the Busan Common Standard on Aid Transparency, including both the Creditor Reporting System of the OECD Development Assistance Committee and the International Aid Transparency Initiative (IATI), by 2015. To show greater G8 leadership we will ensure data on G8 development assistance is open, timely, comprehensive and comparable. <i>Gleneagles 2005, Africa, para. 32</i> <i>Lough Erne 2013, G8 Leaders’ Communiqué, para. 49</i></div> |
| II | ECONOMIC DEVELOPMENT |
| 3 | <div></div> <div>Trade and Development We stand ready to continue to provide, within our current Aid for Trade commitments, substantial technical assistance and capacity building to help implement a WTO Trade Facilitation deal, in particular to the benefit of the Least Developed Countries. We will also be more transparent in reporting the aid we provide, and work with developing countries, especially the poorest, to ensure that resources are better matched to needs. <i>Lough Erne 2013, G8 Leaders’ Communiqué, para. 17</i></div> |
| 4 | <div></div> <div>Trade and Infrastructure in Africa The G8 will work with African countries and regional economic communities to meet the AU’s target of doubling intra-Africa trade and reducing crossing times at key border posts by 50% by 2022. The G8 commits to provide increased support for project preparation facilities for African regional infrastructure programmes. <i>Lough Erne 2013, G8 Leaders’ Communiqué, paras. 19-20</i></div> |










8 The SDGs icons in the table above illustrate the most relevant goals, but should not be construed as excluding the relevance with other goals.







| | COMMITMENT |
|--|---|
| 5  | Quality Infrastructure Investment <p>..we strive to align our own infrastructure investment with the G7 Ise-Shima Principles for Promoting Quality Infrastructure Investment, as set out in the Annex. We further encourage the relevant stakeholders, namely governments, international organizations, including MDBs, and the private sector, such as in PPP projects, to align their infrastructure investment and assistance with the Principles, including the introduction and promotion of a transparent, competitive procurement process that takes full account of value for money and quality of infrastructure.</p> <p><i>Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, p. 9</i></p> |
| 6    | Responsible Supply Chains <p>We will strive for better application of internationally recognized labour, social and environmental standards, principles and commitments ..., increase our support to help SMEs develop a common understanding of due diligence and responsible supply chain management ..., strengthen multi-stakeholder initiatives in our countries and in partner countries ..., support partner countries in taking advantage of responsible global supply chains. We also commit to strengthening mechanisms for providing access to remedies including the National Contact Points (NCPs) for the OECD Guidelines for Multinational Enterprises ...</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 6</i></p> |
| III | HEALTH |
| 7   | Attaining UHC with strong health systems and better preparedness for public health emergencies <p>We are therefore strongly committed to continuing our engagement in this field with a specific focus on strengthening health systems through bilateral programmes and multilateral structures. We are also committed to support country-led HSS in collaboration with relevant partners including the WHO.</p> <p>We commit to promote Universal Health Coverage (UHC) ...We emphasize the need for a strengthened international framework to coordinate the efforts and expertise of all relevant stakeholders and various fora/ initiatives at the international level, including disease-specific efforts.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 12;</i> <i>Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, pp. 2,11,12</i></p> |
| 8   | Preventing and Responding to Future Outbreaks <p>We commit to preventing future outbreaks from becoming epidemics by assisting countries to implement the World Health Organization's International Health Regulations (IHR), including through Global Health Security Agenda and its common targets and other multilateral initiatives. In this framework, we will also be mindful of the healthcare needs of migrants and refugees.</p> <p>... we call on the international community to support the Contingency Fund for Emergency (CFE) to enable swift initial responses by the WHO... we welcome the World Bank's formal announcement of launching the Pandemic Emergency Financing Facility (PEF), and invite the international community including G7 members to extend technical support and financial contributions to this end...</p> <p>We renew our support to a coordinated approach to offer concrete assistance to 76 countries and regions and support to these partners to develop national plans in close coordination with the WHO and other relevant organizations. (US)</p> <p>... we intend to assist these partners to achieve the common and measurable targets of the Joint External Evaluation (JEE) tool published by the WHO.</p> <p>We remain committed to advancing compliance with the WHO's IHR objectives including through the Global Health Security Agenda (GHSA).</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 12;</i> <i>Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, pp. 10-11</i></p> |

| | COMMITMENT |
|--|--|
| 9   | Setting Up Mechanisms for Rapid Deployment <p>Simultaneously, we will coordinate to fight future epidemics and will set up or strengthen mechanisms for rapid deployment of multidisciplinary teams of experts coordinated through a common platform.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 13</i></p> |
| 10  | Reforming and Strengthening WHO's Capacity <p>We support the ongoing process to reform and strengthen the WHO's capacity to prepare for and respond to complex health crises while reaffirming the central role of the WHO for international health security. We commit to take leadership in reinforcing the Global Health Architecture, relying on strengthening existing organizations. ...We... support the WHO to implement its emergency and wider reforms, including its One WHO approach across the three levels of the Organization, namely its headquarters, regional and country offices, in a timely manner, recognizing its resource needs.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 13;</i> <i>Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, p. 10</i></p> |
| 11   | Mobilizing Support for the Global Fund <p>Mobilizing support for the Global Fund to fight AIDS, Tuberculosis and Malaria. We fully support a successful 5th replenishment of the GF.</p> <p><i>St. Petersburg 2006, Fight Against Infectious Diseases, 2; Muskoka 2010, Muskoka Declaration: Recovery and New Beginnings, para. 15; Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, p. 12</i></p> |
| 12  | Towards 2.3 Health Workforce per 1000 People <p>The G8 members will work towards increasing health workforce coverage towards the WHO threshold of 2.3 health workers per 1000 people, initially in partnership with the African countries where we are currently engaged and that are experiencing a critical shortage of health workers. We...commit to...strengthen(ing) policy making and management capacity for disease prevention and health promotion. We...commit to...building a sufficient capacity of motivated and adequately trained health workers.</p> <p><i>Hokkaido Toyako 2008, Development and Africa, para. 46 (b); Ise-Shima Vision for Global Health 2-1-2, 3)</i></p> |
| 13  | Antimicrobial Resistances <p>We fully support the recently adopted WHO Global Action Plan on Antimicrobial Resistance. We will develop or review and effectively implement our national action plans and support other countries as they develop their own national action plans ... We commit to taking into account the Annex (Joint Efforts to Combat Antimicrobial Resistance) as we develop or review and share our national action plans. We commit to make collective efforts for strengthening and actively implementing a multi-sectoral One Health Approach, taking into account the sectors including human and animal health, agriculture, food and the environment.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 13;</i> <i>Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, pp. 12-13</i></p> |

| | COMMITMENT |
|----|---|
| 14 | <p>Neglected Tropical Diseases</p> <p>We commit to supporting NTD-related research, focusing notably on areas of most urgent need. ... We support community based response mechanisms to distribute therapies and otherwise prevent, control and ultimately eliminate these diseases. We will invest in the prevention and control of NTDs in order to achieve 2020 elimination goals. We also acknowledge the importance and contribution of R&D and innovation to preserve and deploy existing remedies, and to discover new remedies for these and other health areas, such as neglected tropical diseases and poverty related infectious diseases.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 11; Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, p. 10</i></p> |
| 15 | <p>Ending Preventable Child Deaths and Improving Maternal Health</p> <p>We are committed to ending preventable child deaths and improving maternal health worldwide. We continue to take leadership in promoting the health of women and girls, adolescents and children, including through efforts to provide access to sexual and reproductive health, rights and services, immunization, better nutrition, and needs-based responses in emergencies and disasters.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 15; Ise-Shima 2016, Declaration, p. 12</i></p> |
| 16 | <p>Prevention and Treatment for HIV/AIDS</p> <p>We reaffirm our commitment to come as close as possible to universal access to prevention, treatment, care and support with respect to HIV/AIDS.</p> <p><i>Muskoka 2010, Muskoka Declaration: Recovery and New Beginnings, para. 15</i></p> |
| 17 | <p>HIV/AIDS: Stigma, Discrimination and Rights Violation</p> <p>We commit to counter any form of stigma, discrimination and human rights violation and to promote the rights of persons with disabilities and the elimination of travel restrictions on people with HIV/AIDS.</p> <p><i>L'Aquila 2009, Responsible Leadership for a Sustainable Future, para. 12</i></p> |
| 18 | <p>Polio</p> <p>We stress our continuing commitment to the eradication of polio which is a reachable objective ... To this end, we will continue to support the Global Polio Eradication Initiative. We...reaffirm our continued commitment to reaching polio eradication targets.</p> <p><i>Deauville 2011, Deauville G8 Declaration, para. 60 (d), Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, p. 12</i></p> |
| IV | FOOD SECURITY |
| 19 | <p>L'Aquila Food Security Initiative (AFSI)</p> <p>Increase investment for agriculture and food security, including additional resources for food and development, by mobilising, with other donors, US\$ 20 billion over three years (by 2012) through the L'Aquila Food Security Initiative (AFSI). We commit to fulfil outstanding L'Aquila financial pledges, seek to maintain strong support to address current and future global security challenges, including through bilateral and multilateral assistance, and agree to take new steps to accelerate progress towards food security and nutrition in Africa and globally, on a complementary basis.</p> <p><i>L'Aquila 2009, Joint Statement on Global Food Security, 12; Camp David 2012, Declaration, para. 16</i></p> |

| | COMMITMENT |
|----|--|
| 20 | <p>New Alliance for Food Security and Nutrition</p> <p>We commit to launch a New Alliance for Food Security and Nutrition to accelerate the flow of private capital to African agriculture, take to scale new technologies and other innovations that can increase sustainable agricultural productivity, and reduce the risk borne by vulnerable economies and communities. This New Alliance will lift 50 million people out of poverty over the next decade and be guided by a collective commitment to:</p> <ul style="list-style-type: none"> - invest in credible, comprehensive and country-owned plans, - develop new tools to mobilize private capital, - spur and scale innovation, - and manage risk; - and engage and leverage the capacity of private sector partners – from women and smallholder farmers, entrepreneurs to domestic and international companies. <p><i>Camp David 2012, Declaration, para. 18</i></p> |
| 21 | <p>Broad Food Security and Nutrition Development Approach</p> <p>As part of a broad effort involving our partner countries, and international actors, and as a significant contribution to the Post 2015 Development Agenda, we aim to lift 500 million people in developing countries out of hunger and malnutrition by 2030. The G7 Broad Food Security and Nutrition Development Approach, as set out in the annex, will make substantial contributions to these goals.</p> <p><i>Elmau 2015, Elmau Leaders' Communiqué, p. 19</i></p> |
| V | EDUCATION |
| 22 | <p>Global Partnership for Education</p> <p>The G8 will continue to work with partners and other donors to meet shortfalls in all FTI (now the Global Partnership for Education – GPE) endorsed countries.</p> <p><i>Heiligendamm 2007, Growth and Responsibility in Africa, para. 38</i></p> |
| VI | EQUALITY |
| 23 | <p>Sexual and Reproductive Health and Reproductive Rights</p> <p>We are committed to ensuring sexual and reproductive health and reproductive rights, and ending child, early and forced marriage and female genital mutilation and other harmful practices.</p> <p><i>Brussels 2014, The Brussels G7 Summit Declaration, para. 21</i></p> |
| 24 | <p>Technical and Vocational Education and Training for Women and Girls</p> <p>We commit to increasing the number of women and girls technically and vocationally educated and trained in developing countries through G7 measures by one third (compared to “business as usual”) by 2030.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 20</i></p> |

| | COMMITMENT |
|---|--|
| 25    | Women's Economic Empowerment <p>We will support our partners in developing countries... ..to overcome discrimination, sexual harassment, violence against women and girls and other cultural, social, economic and legal barriers to women's economic participation".</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, pp. 19-20</i></p> |
| VII | GOVERNANCE |
| 26  | G8 Anti-Corruption Initiatives <p>International cooperation against corruption should be enhanced in order to achieve effective results. We are therefore committed to update G8 anticorruption initiatives and further support outreach activities and technical assistance to other countries.</p> <p><i>L'Aquila 2009, Responsible Leadership for a Sustainable Future, para. 31</i></p> |
| 27   | Extractives Industry Transparency Initiative <p>The G8 will take action to raise global standards for extractives transparency and make progress towards common global reporting standards, both for countries with significant domestic extractive industries and the home countries of large multinational extractives corporations.</p> <ul style="list-style-type: none"> - EU G8 members will quickly implement the EU Accounting and Transparency Directives. - The US, UK and France will seek candidacy status for the new EITI standard by 2014. - Canada will launch consultations with stakeholders across Canada with a view to developing an equivalent mandatory reporting regime for extractive companies within the next two years. - Italy will seek candidacy status for the new EITI standard as soon as possible. - Germany is planning to test EITI implementation in a pilot region in view of a future candidacy as implementation country. - Russia and Japan support the goal of EITI and will encourage national companies to become supporters. <p><i>Lough Erne 2013, G8 Leaders' Communiqué, paras. 36, 38</i></p> |
| 28   | G7 Partnership on Extractives Transparency <p>We will partner with resource rich developing countries, the private sector and civil society to strengthen capacity and increase transparency in the extractive sectors. [Partnerships will be] tailored to the needs of each country and support national development plans with the objective of improving transparency and governance in the extractive sector by 2015.</p> <p><i>Lough Erne 2013, G8 Leaders' Communiqué, paras. 41-42</i></p> |
| 29  | CONNEX <p>We today announce a new initiative on Strengthening Assistance for Complex Contract Negotiations (CONNEX) to provide developing country partners with extended and concrete expertise for negotiating complex commercial contracts, focusing initially on the extractives sector, and working with existing fora and facilities to avoid duplication, to be launched in New York in June and to deliver improvements by our next meeting, including as a first step a central resource hub that brings together information and guidance.</p> <p><i>Brussels 2014, The Brussels G7 Summit Declaration, para. 18</i></p> |

| | COMMITMENT |
|--|--|
| 30   | Base Erosion and Profit Shifting (BEPS) <p>We look forward to the OECD recommendations [on addressing Base Erosion and Profit Shifting (BEPS)] and commit to take the necessary individual and collective action. We agree to work together to address base erosion and profit shifting, and to ensure that international and our own tax rules do not allow or encourage any multinational enterprises to reduce overall taxes paid by artificially shifting profits to low-tax jurisdictions. The ongoing OECD work will involve continued engagement with all stakeholders, including developing countries.</p> <p><i>Lough Erne 2013, G8 Leaders' Communiqué, para. 24</i></p> |
| 31  | Beneficial Ownership <p>We agree to publish national Action Plans to make information on who really owns and profits from companies and trusts available to tax collection and law enforcement agencies, for example through central registries of company beneficial ownership.</p> <p><i>Lough Erne 2013, G8 Leaders' Communiqué, para. 3</i></p> |
| 32  | Anti-bribery <p>We will fully enforce our laws against bribery of foreign public officials and, consistent with national legal principles, will rigorously investigate and prosecute foreign bribery offences.</p> <p><i>L'Aquila 2009, Responsible Leadership for a Sustainable Future, para. 30</i></p> |
| 33  | Asset Recovery <p>We reiterate our previous commitments to deny safe havens to corrupt individuals and their illicitly acquired assets, and to prevent corrupt holders of public office from gaining access to the fruits of their illicit activities in our financial systems. We will strive to improve international legal cooperation in asset recovery investigations within the framework of the UNCAC, including by seeking ways to facilitate informal cooperation and supporting identification and dissemination of good practices. We will strengthen cooperation on asset recovery, including through the Stolen Asset Recovery initiative (StAR).</p> <p>We continue our engagement to and support of United Nations Office on Drugs and Crime and the World Bank's Stolen Asset Recovery Initiative. We welcome the outcomes of the Ukraine Forum on Asset Recovery and look forward to the third Arab Forum on Asset Recovery. The G7 remains committed to working with governments and global financial centres to follow up on asset recovery efforts.</p> <p><i>L'Aquila 2009, Responsible Leadership for a Sustainable Future, para. 32; Brussels 2014, The Brussels G7 Summit Declaration, para. 20</i></p> |
| 34  | Tax Capacity Building <p>We will continue to provide practical support to developing countries' efforts to build capacity to collect the taxes owed to them and to engage in and benefit from changing global standards on exchange of information, including automatic exchange of information...and we will continue to provide practical support for developing countries seeking to join the Global Forum [on Transparency and Exchange of Information for Tax Purposes]. We each commit to continue to share our expertise, help build capacity, including by engaging in long-term partnership programmes to secure success...We will take practical steps to support [the OECD's Tax Inspectors Without Borders] initiative, including by making tax experts available.</p> <p><i>Lough Erne 2013, G8 Leaders' Communiqué, paras. 27-28</i></p> |

| | COMMITMENT |
|--|--|
| 35  | Land Transparency <p>We will support greater transparency in land transactions including at early stages, and increased capacity to develop good land governance systems in developing countries. [Partnerships] will be tailored to the needs of each country and support national development plans with the objective of improving land governance and in particular transparency in land transactions by 2015. In addition, Japan and Italy are providing increased support through FAO and World Bank to support implementation of the Voluntary Guidelines on the Responsible Governance of Tenure of Land in developing countries.</p> <p><i>Lough Erne 2013, G8 Leaders' Communiqué, paras. 44-45</i></p> |
| 36  | Open Data <p>G8 members will, by the end of [2013], develop [Open Data] action plans, with a view to implementation of the [Open Data] Charter and technical annex by the end of 2015 at the latest.</p> <p><i>Lough Erne 2013, G8 Leaders' Communiqué, para. 48</i></p> |
| VIII | PEACE and SECURITY |
| 37  | Maritime Security in Africa <p>Support maritime security capacity development in Africa and improve the operational effectiveness and response time of littoral states and regional organizations in maritime domain awareness and sovereignty protection.</p> <p><i>Kananaskis 2002, G8 Africa Action Plan</i> <i>Sea Island 2004, 9; Heiligendamm 2007, paras. 40, 42</i> <i>L'Aquila 2009, para. 129</i> <i>Muskoka 2010, Muskoka Declaration: Recovery and New Beginnings, Annex III/II</i></p> |
| 38  | Formed Police Units <p>Increase the G8 contribution to the training of formed police units for use in peace operations. Build peace operations capabilities (including through the Africa Standby Force) by: strengthening international police operations, including through the mentoring, training and, where appropriate, equipping of police, including Formed Police Units; strengthening international deployable civilian capacities to reinforce state institutions; and advance the rule of law through deployment of experts and by building capacity within developing countries and emerging donors.</p> <p><i>Hokkaido Toyako 2008, 71 (b)</i> <i>Heiligendamm 2007, paras. 40, 42</i> <i>Muskoka 2010, Muskoka Declaration: Recovery and New Beginnings, Annex III/I & III/III</i></p> |
| 39   | Women, Peace and Security <p>We... remain committed to supporting efforts by other countries, both financially and technically to establish and implement National Action Plan on Women, Peace and Security or similar gender-equality related strategies.</p> <p><i>Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, p. 14</i></p> |

| | COMMITMENT |
|---|--|
| 40    | Migration and refugees <p>We commit to increase global assistance to meet immediate and longer-term needs of refugees and other displaced persons as well as their host communities, via humanitarian, financial, and development assistance, cooperation... (We recognize ...migration management, and) ...we commit to strengthen our development cooperation with our partner countries, with special attention to African, Middle East and neighbouring countries of origin and transit.</p> <p><i>Ise-Shima 2016, G7 Ise-Shima Leaders' Declaration, p. 18</i></p> |
| IX | ENVIRONMENT and ENERGY |
| 41    | Biodiversity <p>We are... committed to intensifying our efforts to slow the loss of biodiversity.</p> <p><i>Deauville 2011, Deauville G8 Declaration, para. 54</i></p> |
| 42    | Energy Infrastructure in Africa <p>We will continue to promote inclusive and resilient growth in Africa, working with governments and citizens in Africa to... improve infrastructure, notably in the energy sector...</p> <p><i>Brussels 2014, The Brussels G7 Summit Declaration, para. 14</i></p> |
| 43    | Climate Risk Insurance <p>We will intensify our support particularly for vulnerable countries' own efforts to manage climate change related disaster risk and to build resilience. We will aim to increase by up to 400 million the number of people in the most vulnerable developing countries who have access to direct or indirect insurance coverage against the negative impact of climate change related hazards by 2020 and support the development of early warning systems in the most vulnerable countries. To do so we will learn from and build on already existing risk insurance facilities such as the African Risk Capacity, the Caribbean Catastrophe Risk Insurance Facility and other efforts to develop insurance solutions and markets in vulnerable regions, including in small islands developing states, Africa, Asia and Pacific, Latin America and the Caribbean.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 13, para. a</i></p> |
| 44   | Renewable Energy <p>We will [...] Accelerate access to renewable energy in Africa and developing countries in other regions with a view to reducing energy poverty and mobilizing substantial financial resources from private investors, development finance institutions and multilateral development banks by 2020 building on existing work and initiatives.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 13, para. b</i></p> |
| 45  | Marine Litter <p>The G7 commits to priority actions and solutions to combat marine litter as set out in the annex, stressing the need to address land- and sea-based sources, removal actions, as well as education, research and outreach.</p> <p><i>Elmau 2015, Leaders' Declaration G7 Summit, p. 14 (see also Annex, pp.8-9)</i></p> |

Annex B: List of Abbreviations

| | |
|------------|---|
| CAR | Central African Republic |
| CCNGO | Collective Consultation of NGOs on Education for All |
| DCPs | Developing Country Partners |
| ECOSOC | United Nations Economic and Social Council |
| ECCE | Early Childhood Care and Education |
| ECW | Education Cannot Wait |
| EFA | Education for All |
| EFA - FTI | Education for All – Fast Track Initiative |
| FAO | Food and Agriculture Organization |
| FCACs | Fragile and Conflict-Affected Countries |
| FGM | Female Genital Mutilation |
| GEM | Global Education Monitoring |
| GNI | Gross National Income |
| GPE | Global Partnership for Education |
| ICSU | International Council for Science |
| IDPs | Internally Displaced People |
| IFAD | International Fund for Agricultural Development |
| ILO | International Labour Organization |
| IOM | International Organization for Migration |
| ISSC | International Social Science Council |
| INEE | Inter-Agency Network for Education in Emergencies |
| LDC | Least Developed Countries |
| LEG | Local Education Group |
| MDGs | Millennium Development Goals |
| OCHA | United Nations Office for the Coordination of Humanitarian Affairs |
| ODA | Official Development Assistance |
| OECD - DAC | Organisation for Economic Co-operation and Development – Development Assistance Committee |
| SDGs | Sustainable Development Goals |
| TVET | Technical Vocational Education and Training |
| UIS | UNESCO Institute for Statistics |
| UN | United Nations |
| UN Women | United Nations Entity for Gender Equality and the Empowerment of Women |
| UNAIDS | Joint United Nations Programme on HIV/AIDS |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNFPA | United Nations Population Fund |
| UNHCR | United Nations High Commissioner for Refugees, |
| UNICEF | United Nations International Children's Emergency Fund |
| UNRWA | United Nations Relief and Works Agency for Palestine Refugees in the Near East |
| WFP | World Food Programme |
| WHO | World Health Organization |

Annex C: List of tables, figures and boxes

Boxes

| | | |
|---------|--|----|
| Box 1.1 | G7 Support for the 2030 Agenda | 12 |
| Box 1.2 | Education and the Addis Ababa Action Agenda | 13 |
| Box 1.3 | SUSTAINABLE DEVELOPMENT GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | 16 |
| Box 1.4 | The International Commission on Financing Global Opportunity Report: The Learning Generation | 18 |
| Box 2.1 | G7 Support for Education: 1970s to 2002 | 24 |
| Box 2.2 | GPE's Donor Partners..... | 26 |
| Box 2.3 | Central African Republic (CAR): Early Recovery and Restoring of Educational Services..... | 29 |
| Box 2.4 | GPE Progress on Key Strategic Goals and Objectives from 2002 to 2014 | 30 |
| Box 3.1 | G7 Ise-Shima Leaders' Declaration - Health | 35 |
| Box 3.2 | Early Childhood Care and Education Linkages to Health | 36 |
| Box 3.3 | Education for Global Citizenship and Sustainable Development | 48 |
| Box 5.1 | Education Cannot Wait Platform | 81 |
| Box 5.2 | Highlights on Migration and Refugees from the Ise-Shima Leaders' Declaration | 83 |
| Box 5.3 | G7 Examples of Support to Education in Emergencies and Situations of Protracted Humanitarian Crises..... | 83 |

Tables

| | | |
|-----------|--|----|
| Table 1.2 | How Education is linked to other Sustainable Development Goals | 17 |
| Table 4.1 | Canada Bilateral Funding to Education | 57 |
| Table 4.2 | France Bilateral Funding to Education | 59 |
| Table 4.3 | Germany Bilateral Funding to Education..... | 61 |
| Table 4.4 | Italy Bilateral Funding to Education | 63 |
| Table 4.5 | Japan Bilateral Funding to Education | 65 |
| Table 4.6 | United Kingdom Bilateral Funding to Education | 67 |
| Table 4.7 | United States Bilateral Funding to Educati..... | 69 |
| Table 4.8 | European Union Bilateral Funding to Education | 71 |
| Table 5.1 | Selected International Organizations total funding for humanitarian assistance (USD millions)* | 92 |
| Table 5.2 | Selected International Organizations proportion of funding for education in humanitarian assistance (in percentage)..... | 92 |
| Table 5.3 | Total G7 and European Union financial contributions to humanitarian assistance of selected International Organizations (USD millions) | 92 |
| Table 5.4 | Proportion of G7 and European Union financial contributions to support education in humanitarian assistance of selected International Organizations..... | 92 |

Figures

Figure 1.1 Education is an important foundation for accelerating progress in the Sustainable Development Goals.....14

Figure 1.2 Breakdown of Annual Resource Needs to Achieve Universal Pre-primary, Primary and Lower Secondary Education, 2015–203019

Figure 2.1 Share of Cumulative Contributions to the Global Partnership for Education (December 2004 - December 2016)25

Figure 2.2 G7 and EU disbursements to basic education26

Figure 2.3 GPE Support for Education Sector Plans27

Figure 2.4 GPE total allocations by region (as of December 2016)28

Figure 2.5 GPE Grant allocations to Developing Country Partners 2003-2016.....29

Figure 3.1 Educating Girls Saved over 130 million Lives - Declines in Mortality Rates (per 1,000) in low- and middle-income countries (1970-2010).....37

Figure 5.1 Primary enrollment rates Children-Refugees Children77

Figure 5.2 Secondary enrollment rates Adolescents-Refugees Adolescents.....77

Figure 5.3 Total Humanitarian Aid to Education Selected statistics on consolidated and flash appeal requests and funding for the education sector, 2000-2015.....80

Figure 5.4 Share of Education in Total Humanitarian Aid.....80

Exsamples

Example 3.1 The Regional Fit for School Program - Germany38

Example 3.2 Support to Education and Psycho-social Wellbeing of Syrian Children and Young People - European Union39

Example 3.3 Improving Young People’s Integration in the Agricultural Sector in Cameroon - AFOP Programme - France.....41

Example 3.4 Improvement of Rice Productivity in the Valley of Senegal (Technical Cooperation Project: November 2009 – March 2014) - Japan42

Example 3.5 Supporting primary education in Senegal - Italy.....44

Example 3.6 United Kingdom Leadership on Girls’ Education45

Example 3.7 Canada.....47

Example 3.8 United States49

Example 3.9 Education played an Enabling Role for Vietnam and Rwanda’s Progress in Economic Growth and Poverty Reduction51

Annex D: List of the G7 members of the Accountability Working Group

| G7 AWG member list - Italian Presidency 2017 | | |
|--|---|--|
| Delegation | Department/Ministry | Name/Title |
| Canada | Global Affairs Canada | Janet Durno, Director, Development Relations |
| | | Shaila Rodrigues, G7/G20 Senior Policy Advisor, G7/G20 Summits Division |
| | | Carmen Sorger, Deputy Director, Development Relations |
| | | David Lepage, Senior Policy Analyst, Development Relations |
| | | Justin Famili, Policy Analyst |
| | | Shauna Hemingway, Deputy Director G7/G20 Summits (POG) and G7 Foreign Affairs Sous-Sherpa Assistant |
| France | Ministry for Europe and Foreign Affairs | Assetou Coulibaly, G7 accountability policy officer |
| | | Raphaelle Brody, Education Advisor |
| | | Guillaume Audren de Kerdrel, Head of unit strategy and implementation |
| | | Jeremie Petit, Head of the unit official development assistance |
| Germany | Federal Ministry for Economic Cooperation and Development | Roger Fischer, Head of Division G7/G8/G20 |
| | | Katrin Schröder, Deputy Head of Division G7/G8/G20 |
| | | Roland Guttack, Policy Officer |
| Italy | Ministry of Foreign Affairs and International Cooperation | Luigi De Chiara, Head of Unit for Strategy, Global Processes and International Organizations, Directorate General for Development Cooperation |
| | | Loredana Magni, Senior Development Cooperation Adviser, Unit for Strategy, Global Processes and International Organizations, Directorate General for Development Cooperation |
| | | Francesca Jones, JPO, Directorate General for Development Cooperation |
| | | Thea Restovin, JPO, Directorate General for Development Cooperation |
| | | Sabrina Cozzi, JPO, Directorate General for Development Cooperation |
| | Office of the Italian Prime Minister | Valentina Beghini, Expert on Gender Equality, Employment and Social Policies, Sherpa G7 Office |
| Japan | Ministry of Foreign Affairs | Takeshi Koyama, Principal Deputy Director, Development Assistance Policy Planning Division |
| | | Hironao Tanaka, Deputy Director, Development Assistance Policy Planning Division |
| | | Yukiko Takahashi, Officer, Development Assistance Policy Planning Division |
| | | Izumi Fujii , Officer, Development Assistance Policy Planning Division |
| United Kingdom | Department for International Development | Neil Briscoe; Deputy Director, Head of Global Partnerships Department |
| | | Jeremy Orton; Team Leader G7 and G20 |
| | | Helen Leadbetter, G7 Policy Adviser |
| | | Robert Whitby, Deputy Head, Education Policy |
| United States of America | Department of State | Erik Schnotala, Special Assistant |
| | | Lisa Blonder, Team Lead Education - Partnerships, Donor Relations, and Communications |
| | | Robert T. Koepcke, Special Assistant Office of the Under Secretary for Economic Growth, Energy, and the Environment |
| | | Caitlin Welsh, Acting Director, Secretary’s Office of Global Food Security (S/GFS) |
| | | Lian von Wantoch, Financial Economist |
| European Commission | European Commission Directorate General for Development and Cooperation | Alessandro Villa, G7 Coordinator for the AWG |
| | | Marja Karjalainen, Sectorial Expert |



1st G7 Accountability Working Group, Rome, 24-25 January 2017.



2nd G7 Accountability Working Group and the Global Partnership for Education, Rome, 9-10 March 2017.



3rd G7 Accountability Working Group and the Global Partnership for Education, Rome, 11-12 April 2017.

Notes



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

<http://www.g7italy.it/it/documenti-altri>

<http://www.g7italy.it/en/documenti-altri>

http://www.esteri.it/mae/it/politica_estera/cooperaz_sviluppo/

http://www.esteri.it/mae/en/politica_estera/cooperaz_sviluppo/



ISBN 978-88-99544-24-9



9 788899 544249