

2001 Genoa Compliance Report

Universal Primary Education

Commitment

Para. 18: "...We reaffirm our commitment to help countries meet the Dakar Framework for Action goal of universal primary education by 2015... We will help foster assessment systems to measure progress, identify best practices and ensure accountability for results..."

Drawing on the World Declaration on Education for All made in Jomtien in 1990, the universal Declaration of Human Rights and the Convention on the Rights of the Child, the Dakar Framework, adopted at the World Education Forum in Senegal in April 2000, embodies a 'revitalized collective commitment to achieve Education for All (EFA) by 2015.' This commitment puts particular emphasis on the fulfillment of the goals and strategies of EFA, in practice, through multi-sectoral participation and through the use of existent structures, institutions and infrastructures.

Since the 2001 Genoa Summit, relevant institutions which have advanced the goals of EFA have included the Working Group on EFA, the High-Level Group meeting on EFA (both of which are subsidiary bodies of the United Nations) and the G8's Education Task Force. Further to this, forums which have addressed EFA include the International Conference on Education in Geneva (September, 2001), the International Summit on Financing for Development in Monterrey (March, 2002), and the UN Special Summit on Children (May 2002).

Assessment

Although some initiatives have been taken by countries such as Canada, France, Britain and Japan, it is worthwhile to note that the G8, as a whole, still falls behind multilateral organizations (such as UNESCO, UNICEF, the ILO and even the World Bank) and non-governmental organizations (NGOs), which have made significant strides to advocate EFA and subsidize its implementation.

Country	Lack of Compliance -1	Work in Progress 0	Full Compliance +1
Britain			+1
Canada			+1
France			+1
Germany		0	
Italy		0	
Japan			+1
Russia	N/A		
United States		0	
Overall			+0.58

Individual Country Compliance Breakdown:

Britain: +1

Britain has achieved full compliance with the commitments identified. Since Dakar, the British government has made major investments to education, allocating £22 million to South Africa, £61 million to Malawi and £13 million to Rwanda. The aid budget is set to rise to £3.6 billion by 2003. Furthermore, at the EFA High Level Group meeting, the British government circulated a paper entitled *Children Out of School* which describes the size and nature of the education challenge and identifies the policy response as multi-dimensional. This means that the demand for education must be addressed alongside the supply for education and that education strategies must be linked to the reduction of poverty, discrimination and greater efforts to combat AIDS/HIV.

The British government supports the need to improve international and national capacities to monitor progress towards the Dakar targets and has made several recommendations for progress in this area. One proposition details the establishment of a small group, with members selected by the Director-General of UNESCO and representatives of key constituencies of bi-lateral and multi-lateral agencies, developing countries and civil society groups. Further support for implementing monitoring systems for EFA came from Britain's Chancellor, Gordon Brown, at the UN Special Summit for Children where Mr. Brown stood alone among the G8 leaders in promoting the World Bank's EFA Action Plan, which has been deemed as 'the best chance in a generation for getting kids into school'. Moreover, Prime Minister Tony Blair proposed a new private/public initiative called "Imfundo: Partnership for IT in Education", which will promote the use of new information technologies to support teacher training, professional development and support, and the management of education systems. This is intended to help improve the quality of primary education.

Canada: +1

As a country committed to the Highly Indebted Poor Countries Initiative, Canada has declared a "unilateral moratorium on debt payments for well-performing HIPC countries". According to the Minister of International Development and Cooperation who addressed the High-Level Group on EFA during its meeting in Paris in October, this development is seen as a way to "provide flexibility, so that developing countries can focus on their priorities, like poverty reduction and education, without the burden of repaying crippling international debts". Furthermore, Canada's presence as one out of eighteen states with government representatives to this UNESCO-appointed High-Level Group also demonstrates Canada's active engagement in advancing the goals of EFA. The High-Level Group succeeded in fulfilling its role as a "lever for political commitment and technical and financial resource mobilization" by calling for the timely creation of an International EFA Strategy to operationalize the Dakar Framework for Action. In addition to this institutional support, the Canadian International Development Agency (CIDA) solidified Canada's commitment to the development of education by quadrupling its investment in basic education over five years, to a total of \$555 million.

In developing effective monitoring and accounting for advancements in EFA, CIDA released its *Action Plan on Basic Education*, emphasizing the need for multi-dimensional and multi-level cooperation in attaining the goals of EFA. The CIDA report affirms that Canada will engage in improving and implementing the standards and indicators of EFA advancement by assisting with the establishment of National Plans of Action that detail country-specific, time-bound, and action-oriented reforms.

France: +1

In November, 2001, the education sector became an increased priority for the French Development Agency (Agence Française de Développement), which since Genoa 2000 has taken the initiative to build on its 1998 reform calling for the extension of official development assistance to education and health

infrastructures. The controversial policy shift reflects the desire of some of France's top development personnel and experts for the country to become a 'reference point' for making development more accountable to the poor. By collaborating with NGOs, at home and abroad, as well as developing country governments, France has increased its direct contribution to the advancement of EFA financially, as well as institutionally, by strengthening its own bilateral aid programs. Furthermore, it has increased its level of collaboration with multilateral groups and organizations, such as UNESCO, in order to enhance its contribution to EFA.

France also contributed to the G8 Education Task Force, which will present its findings and recommendations to the delegation leaders at the 2002 Kananaskis Summit

Germany: 0

After adamantly opposing increases in budget allocation for foreign aid and development in the EU, Germany agreed to dedicate 0.39% of its GDP to development in order to work towards the goal of a 0.7% allocated by 2006. This followed similar commitments made by the US and Canada at the Monterrey UN Summit on Financing for Development. Nevertheless, there is no indication of how much of this funding will be dedicated to education, which renders the budgetary allocation to be inconclusive in advancing EFA.

Germany's contributed to the G8 Education Task Force on-line forum and discussion, which allowed for civil society and other stakeholders to become actively involved in the process of meeting the Dakar Framework for Action. The results of the forum, however, are to be reviewed at the upcoming G8 Summit in Kananaskis, thereby making the German contribution to advancing EFA a work in progress.

Italy: 0

As the Italian Under-Secretary for Foreign Affairs, Alfredo Mantica, outlined in his address to the International Conference of Financing for Development, Italy is most supportive of providing development aid for private sectors in developing countries rather than the public sectors, on which education is built. Mr. Mantica explained that Italy is a country that believes "a strong private sector is essential if sustainable development is to be generated." He also took the opportunity to herald trade, rather than debt relief, as a mechanism for fueling development. In Monterrey, Italy joined Germany and the US in opposing development funding increases in the absence of substantive mechanisms and measures that will track the impact of such funding.

Nevertheless, Italy has committed (albeit reluctantly) to increasing its budgetary allocation for debt relief to 0.39% of GDP, alongside its fellow EU member states. The portion of this development assistance to be allocated to education remains yet to be determined. Also, along with other G8 countries, Italy's advancement of EFA through its role as a member of the G8 Education Task Force will be determined at this year's Summit in Kananaskis during the review of the Task Force's findings.

Japan: +1

The Japanese government has identified education as a pillar of "nation-building," linking human resources to development. Over the past few years, the Japanese International Cooperation Agency (JICA) has made efforts to aid local personnel, giving priority to "nurture and develop" the ability of peoples in developing countries.

Regarding Japan's direct contribution to the Dakar Framework for Action, the Japanese government has complied with the goals announced at the 2nd Tokyo International Conference on African Development (TICAD II), held in October 1998, and the G8 Kyushu-Okinawa Summit of July 2000. During the former,

the government pledged to provide approximately 90 billion yen in grant aid over 5 years in the sectors of education, health, and water resources. At the latter conference, the Japanese announced its allocation of 3 billion US dollars over the course of 5 years to target HIV/AIDS and also presented a proposal for bridging the international digital divide with the view to grant 15 billion US dollars through non-ODA and ODA assistance. Moreover, the presence of the President of JICA at the EFA High Level Meeting in October 2001 provides evidence of the country's attempt to help foster assessment systems.

Russia N/A

No information on Russia's contribution to this commitment available at the time of this assessment.

United States: 0

The Bush Administration highly supports primary education and development. While addressing an audience at the Inter-American Development Bank, President Bush identified education as one of "the values that make life worth living" and proposed a 5 billion dollar plan to help developing nations. He pledged that the United States would increase development assistance by the stated amount over the next three budget cycles, placing the funds within the new Millennium Challenge Account. Under this account, the United States will give computer instruction to young professionals in developing nations, expand the fight against AIDS, and provide textbooks and training to students in African and Islamic countries, amongst other initiatives.

Yet, regardless of such advocacy and budgetary allocation, the Bush Administration has failed to translate policy into action. In fact, the US led the argument against an increase in development aid in the lead-up to the Monterrey Conference on Financing for Development and had all references to aid targets removed from the draft text for the Monterrey conference. To justify this removal, the US administration reiterated its stance that much aid has been wasted in the past, as it cannot be tied to measurable increases in poor country performance.

Such seemingly contradictory actions coupled with the promotion of inward looking foreign and domestic policies gives little evidence that the nation is working closely with other states to develop assessment systems.

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