

MUSKOKA 2010



## **MUSKOKA ACCOUNTABILITY REPORT**

Assessing action and results against  
Development-related commitments

**Annex Five: G8 Member Reporting**  
Education

**Supporting Education for All (EFA) and the EFA Fast Track Initiative (FTI)**

Working with African governments, respecting their ownership, to invest more in better education, extra teachers and new schools. This is made more crucial by the number of teachers dying from AIDS. As part of this effort, we will work to support the Education for All agenda in Africa, including continuing our support for the Fast Track Initiative (FTI) and our efforts to help FTI-endorsed countries to develop sustainable capacity and identify the resources necessary to pursue their sustainable educational strategies. Our aim is that every FTI-elected country will develop the capacity and have the resources necessary to implement their sustainable education strategies (Gleneagles, 2005: Africa, 18a)

The G8 will continue to work with partners and other donors to meet shortfalls in all FTI endorsed countries (Heiligendamm, 2007: Growth and Responsibility in Africa, 38)

We, along with other donors, are committed to a unified approach, mobilizing predictable bilateral and multilateral resources in order to fulfil the financial shortfall estimated by the FTI at \$1.2 billion over the coming 18 months (L'Aquila, 2009: Responsible Leadership for Sustainable Growth, 128)

Aider les gouvernements africains, tout en respectant leur sphère de compétence, à investir davantage dans l'amélioration de l'éducation, l'embauche d'enseignants supplémentaires et l'ouverture de nouvelles écoles. Le nombre d'enseignants mourant du sida rend cet objectif d'autant plus crucial. À cet égard, nous travaillerons à l'appui du programme de l'Éducation pour tous en Afrique, tout en maintenant notre soutien à l'Initiative accélérée, et nos efforts pour aider les pays visés par cette Initiative à acquérir des capacités durables et à déterminer les ressources nécessaires pour réaliser leurs stratégies à long terme en matière d'éducation. Notre objectif est que chaque pays choisi pour participer à l'Initiative accélérée acquière les capacités requises et obtienne les ressources nécessaires afin de mettre en oeuvre ses stratégies à long terme en matière d'éducation (Gleneagles, 2005 : Afrique, 18a)

Le G8 continuera de collaborer avec ses partenaires et d'autres donateurs afin de combler le manque à gagner dans tous les pays recevant le soutien de l'Initiative (Heiligendamm, 2007 : La croissance et la responsabilité en Afrique, 38)

Nous, de concert avec d'autres donateurs, sommes attachés à la poursuite d'une approche unifiée, par la mobilisation de ressources bilatérales et multilatérales prévisibles, afin de combler un manque à gagner estimé à 1,2 milliard de dollars par les responsables de l'Initiative accélérée au cours des 18 prochains mois (L'Aquila, 2009 : Un leadership responsable pour un avenir durable, 128)

G8 countries have played a strong leadership role in the education sector, and have undertaken a broad range of programs and policies in support of the EFA goals. G8 activities are particularly focused on helping developing countries improve access to primary education, strengthening institutional capacity (including through teacher training programs) and improving gender equality in education. Given that around one-third of the world's 72 million out of school children live in only 20 conflict-affected countries, many G8 countries are focused in conflict-affected and fragile states.

In line with the commitment made originally at the 2005 Gleneagles Summit, G8 countries have scaled up their support of FTI-endorsed countries. Detailed information on G8 members' contributions to education and basic education in developing countries and support for the Education for All-Fast Track Initiatives two trust funds – the Catalytic Fund and the Education Programme Development Fund is, available in the main Muskoka Accountability Report.

## Canada

In 2002, Canada launched the Basic Education Action Plan to advance Canadian support for the EFA and MDG goals with a focus on access to basic education for all, the education of girls and women, and increased educational quality. In 2006, Canada committed to increase annual bilateral support for basic education in Africa from \$100 to \$150 million annually and Canada remains on track to deliver on this pledge. Over half of CIDA's support to basic education is allocated to Africa.

Attention to girls and marginalized populations is a core feature of CIDA's work in this sector and two thirds of all education programming contributes to girls' education, and gender equality in education.

Canada actively supports education in countries affected by conflict and crisis, through bilateral programming and in partnership multilateral organisations and with Canadian NGOs. The 2010 UNESCO Global Monitoring Report commended Canada for substantially increasing aid flows to education in conflict-affected and fragile states (CAFS) and for demonstrating a high level of flexibility in responding to local needs on the ground.

C'est en 2002 que le Canada lançait son plan d'action en matière d'éducation de base pour mieux appuyer les objectifs du programme Éducation pour tous et les Objectifs du Millénaire pour le développement. Le plan était surtout centré sur l'accès à l'éducation de base pour tous, sur l'éducation des filles et des femmes et sur l'accroissement de la qualité de l'éducation. En 2006, le Canada s'est engagé à faire passer les sommes déboursées annuellement pour le soutien bilatéral en matière d'éducation de base en Afrique de 100 millions de dollars à 150 millions de dollars afin de demeurer en bonne voie pour observer ses engagements. Plus de la moitié de l'aide offerte par l'ACDI en matière d'éducation de base est affectée à l'Afrique.

Au coeur du travail qu'effectue l'ACDI dans ce domaine se trouvent les filles et les populations marginalisées. Les deux tiers de la programmation en éducation contribuent à l'éducation des filles et à l'égalité entre les sexes dans le contexte scolaire.

Grâce à sa programmation bilatérale et à ses partenariats avec des organisations multilatérales et des organisations non gouvernementales canadiennes, le Canada soutient énergiquement l'éducation dans les pays touchés par des conflits et des crises. Le Rapport mondial de suivi de l'UNESCO félicitait d'ailleurs le Canada d'avoir augmenté considérablement son apport d'aide en éducation dans les pays fragiles et touchés par des conflits et d'avoir fait preuve d'une grande souplesse lorsqu'il répondait sur le terrain aux besoins des populations locales.

## France

In April 2000, the international community gathered in Dakar for the World Education Forum and adopted a "Framework for Action on Education for All (EFA)", a collective commitment to action based on a comprehensive vision of the critical role of education for empowering individuals and transforming societies.

Ten years later EFA is facing success and new challenges, France reaffirms its support and commitment of \$70M of the FTI Catalytic Fund. In addition, there are financial assistance paid to the secretariat (\$1.81M (€1.3M) for 2009) and an expert available. In this context, FTI has a focus on girls' access to quality education and inclusive education to help marginalized groups.

In line with Paris Principles and the Accra agreement on aid effectiveness, France will continue to support education in countries affected by conflict or crises by advancing cross-country division of labor to ensure at least a minimum level of donor presence and external financing. In Burundi, France, Belgium and United Kingdom instituted in 2008 a Common Fund for Education (CFE) to support the Plan Education Sector Government, whose main objective was to achieve universal completion of primary education in 2015. The funding totals 34.62 M\$ (12.98 M\$ for France). It is likely to host future resources fund catalytic Fast Track Initiative.

France recognises also, that continuous effort in teacher recruitment, development and management of this valued resource is crucial for improving education quality. France are in support of the UNESCO "Task Force on 'Teachers for EFA" by the provision of an expert.

## Germany

The German Government in office since 2009 has declared education one of the four key areas of development cooperation. Germany's support to education is based on supporting partner countries in achieving the MDGs and reaching the six EFA goals. Germany's holistic approach covers all levels of education from early childhood to tertiary education. Special thematic focus is put on quality at all levels of education as well as on countries affected by conflict and crisis. Germany is a founding member of the "Task Force on 'Teachers for EFA" and supports the Task force financially and by secondment of an expert. Germany has tripled its contributions to basic education since Monterrey and is on track with its commitments to education.

Germany supports basic education as a main focus in ten partner countries among which are Yemen, Afghanistan and Guinea (bilaterally, but closely linked to Germany's commitment to the EFA global partnership). These three countries range as fragile states/ conflict states. As contributor to the EFA-Fast Track Initiative "Catalytic fund", Germany, together with other G8 countries, has furthermore supported basic education in Haiti and Nepal.

Germany coordinated the Local Education Group as lead donor in Mozambique until 2009 and is lead donor in Guinea. With regard to the focus on girls, Yemen's project BEIP that specifically addresses girls' integration into the school-system, provides good practice.

## Italy

In line with the Millennium Development Goals agenda and in coherence with G8 commitments to Education for All, the policies of the Italian Cooperation are aimed at strengthening national education systems, through strategies enhancing the quality of education and the inclusion of the most vulnerable sectors of the population (girls, disabled children, ethnic minorities, rural populations). Specific attention

is devoted to countries affected by conflict or crisis through contributions to the relevant United Nations Agencies/Programmes. Italy supports UNESCO as the leading agency in the sector with a coordination role in EFA. From 2004 to 2008, joint programmes were launched to develop capacities of the Ministries of Education in Niger and Central African Republic, to assess learning outcomes in Mozambique, to promote vocational training for girls in Sierra Leone and Liberia, to train teachers in Burundi, Guinea Bissau and in Democratic Republic of Congo and to support non formal education in Angola. Moreover, Italy has contributed to UNESCO education programmes in Somalia and in Sudan in the context of Consolidated Appeals. Since its launch in 2002, Italy has been a partner of the Education for All Fast Track Initiative and, in 2004-2009, it has contributed \$ 31.58 million (24 million Euros) to the Catalytic Fund.

### Japan

Japan launched a policy called “Basic Education for Growth Initiative” (BEGIN) in 2002 to strengthen its support to the EFA and MDG agenda with specific focus on improving access, quality and management in education including gender equality in 52 developing countries. Regional focus has been on Africa under the framework of Tokyo International Conference on African Development (TICAD) since 1993, and its assistance extended to 46 African countries. In 2008-2009, Japan has been trained around 113,500 teachers in 16 African countries and provided training opportunities at a regional center in Kenya to over 400 education officers from 23 African countries in the Strengthening of Mathematics and Science Education (SMASE) programme under TICAD framework.

Japan actively supports post-conflict countries through teacher training, literacy classes, school construction, provision of school textbooks, community empowerment and DDR in cooperation with UN agencies and NGOs in such countries as Afghanistan, Iraq, Sudan, Eritrea and Angola. In Afghanistan, Japan supported the construction and repair of more than 650 schools and the training of 10,000 teachers. There are also some projects which are carefully planned and organized to support disadvantaged groups including girls and rural population. In Yemen, Japan has been supporting Ministry of Education for developing school management guidelines to promote gender parity in basic education and girls enrolment increased 1.5 times during three-year project period. In Niger, Japan introduced a community based approach which involves different local stakeholders in school management in around 10,000 schools, and thus the specific needs of the local communities and marginalized populations were reflected in school planning and school based activities.

### Russia

Since the 2006 G8 Summit in St. Petersburg, education sector development, including the basic education and the quality of education in particular, is a high priority for Russia. It is highlighted in the Concept Note “Russia’s Participation in the International Development Assistance”. Russia supports FTI-endorsed partner countries. As a contributor to the EFA- Fast Track Initiative, Russia has furthermore supports basic education as a main focus in Central Asia and African countries.

Russia tackle the problems of education and implement initiatives in this sphere partly through the multilaterals channels and other donor partnerships. Such approach guarantees full coordination with other donors and alignment with the partner-countries national education development strategies. Also it’s a good possibility to provide assistance to the fragile states/ conflict states in the most effective manner. For example, Russia has provided assistance for Afghanistan through the special WB trust fund mechanism aiming on Afghanistan reconstruction, including in the education sector.

### United Kingdom

The UK is firmly committed to the EFA goals, and is working in Africa and elsewhere, particularly in fragile and conflict affected states, to support partner governments to develop and implement their own education sector plans\*

- Afghanistan: UK has contributed £60 million this year to the Afghanistan Reconstruction Trust Fund, helping to deliver primary education to over 6 million children.
- Bangladesh: UK funded support to technical education and employment has created job opportunities for 17,000 urban poor children.
- Ethiopia: UK spending on education of around £30 million a year since 2005 has helped almost 4,000,000 more children into primary school.
- Rwanda. UK helped build 3,127 classrooms to allow a further 350,000 children to access basic education by 2010
- In 2005 we launched a Girls' Education Strategy, which has led to girls' primary school enrolment figures improving in almost all UK-supported countries in Africa and Asia.

\* It is important to note that a significant proportion of aid to partners in Africa and Asia is provided as general budget support. This means that substantial funding is channelled to education via partner governments' own budgets. This is the most effective form of aid for many aid dependent countries, but it means that our sector reporting does not capture our full contribution

### United States

Africa Education Initiative (AEI). AEI is a U.S. G8 commitment to increase basic education support to sub-Saharan partner countries. Begun in 2002, AEI is slated to run through 2010 and provides an additional \$600M basic education support for African countries. AEI has provided additive assistance to complement USAID's longstanding support for progress toward Education for All (EFA) goals and longer-term education system reform efforts.

An independent evaluation in 2009 estimated that AEI had reached over 73 million students. As of this writing, AEI has reached the following milestones:

- 922,000 teachers and administrators trained in active learning, content, school and classroom management, and continuous assessment;
- 428,600 scholarships provided to girls and, starting in 2008, boys as well, especially to orphans and vulnerable children (OVCs);
- 17,726,000 textbooks and related learning and teaching materials developed and distributed.

\* USAID defines basic education activities broadly, to include *all program efforts aimed at improving early childhood development, primary and secondary education, literacy and life-skills training for youth and adults, or training of teachers at any of these levels for instruction in formal school and other settings. The common thread among these elements is a concern that systems of education and training meet the needs of all learners that they gain the core skills required to function effectively in all aspects of life.* From 2005 to 2009 USAID provided over \$3B in basic education support to 50-55 partner countries each year.

The Millennium Challenge Corporation is active in six countries: Burkina Faso, El Salvador, Ghana, Mongolia, Morocco and Namibia, and to date \$358 million of Compact funds is obligated to education-specific projects.

## European Union

The EFA and MDG goals within a whole-sector approach are at the core of EU policies in education. The Commission's 2010 policy paper *More and Better Education in Developing Countries* underlines basic education as the foundation for further learning and skills development within a balanced approach to the whole sector. Teachers are key to improving the quality of education and children's good health and nutrition are a pre-requisite to learning. Attention to gender equality and marginalised groups are a central feature of the Commission's work in the sector.

The May 2007 education event "Keeping our Promises on Education", hosted and co-organised by the Commission, concluded with key pledges and proposals from international partners to make progress towards EFA. The Commission also played an instrumental role in the establishment of the International Task Force for Teachers for EFA in 2008 and is now its co-chair together with Indonesia.

The Commission is an active supporter and Board member of the EFA Fast Track Initiative. The Commission's financial support to FTI endorsed countries is channelled both through its bilateral cooperation and through the FTI Catalytic Fund.

The Commission supports specific education programmes in 43 countries across the developing world with a total of €2 billion programmed for the period 2008-2013. Nine of the countries are in Africa. In addition, education is supported through general budget support in 25 African countries. On a policy level, the EU works together with the African Union on the wide-ranging EU-Africa strategy of 2007.

The Commission pays special attention to countries affected by conflict: direct support to education in Angola, Eritrea, Iraq, Myanmar, Nepal, Pakistan, Sudan, Somalia and Zimbabwe; and budget support in Afghanistan, DR Congo, Haiti, Liberia, Rwanda, Sierra Leone and Uganda.