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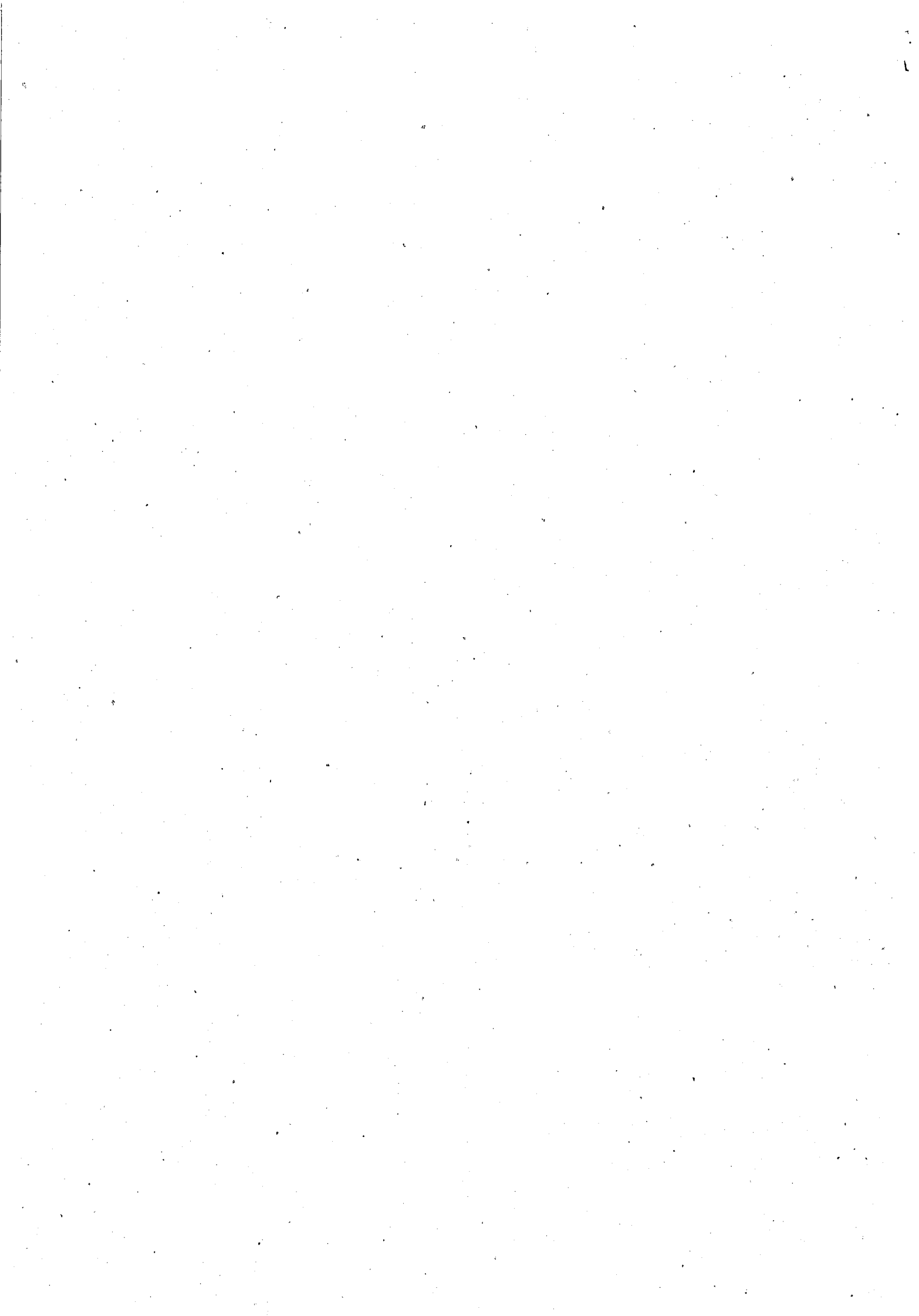
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**“Implementing the internationally agreed goals and commitments
in regard to education”**

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Gentlemen and Ladies,

- We expressly welcome the initiative of the UN Economic and Social Council to make the topic "**Education and Development**" the **topical focus** of this year's High-level Segment. We all agree that the educational goals are at the heart of the international development agenda.
- I am therefore very pleased to be able to make a presentation today about how German development policy is contributing to the **achievement of the Millennium Development Goals (MDGs) and the Education for All (EFA) goals by supporting education** in developing countries and emerging economies.

What education means for development

- Support for education is **very much a core instrument** of German development cooperation.
- That is because we regard **education as a prerequisite for development in all areas** – i.e. for economic, political, social and cultural development.
- We are all agreed that education is essential for **achieving all the MDGs** and that it is also a **catalyst for other development policy goals** such as climate protection and good governance.



- In addition to that, education – regardless of development policy goals – is a **human right** and therefore something we **should be supporting per se!**
- **Good education is active poverty reduction.** Especially in developing countries and particularly in crisis regions, fragile states or in the case of disadvantaged groups, education and training are a way to escape the downward spiral of poverty and lack of prospects.
- For example, each additional **year of education and training increases a person's average earnings over his or her lifetime by 10 per cent.**
- Only when people receive a sound education do they have the chance to take control of their own destinies, make decisions and bring about change.
- Thus the sustainable and successful development of a country depends very much on a functioning, high-quality education system with fair access for all.
- In our view, **strong partner countries** with a well-educated population are very important for **jointly overcoming global challenges!**

Deficits in the education sector in developing countries

- However, we all know that many countries – and by that I do **not just mean developing countries** – are still miles away from reaching the EFA goals and the MDGs and that they have major **deficits in the education sector.**
- There are about **67 million children** across the world who **do not attend school at all**, and more than **half of them are girls.** Almost half of all the



children in the world who do not go to school live in Africa, with a further quarter living in South and Western Asia.

- In developing countries only about **one quarter of the population** has mastered **basic skills like reading and writing** – even if they finished school.
- This is because, very often, the teachers are not trained well enough, so that their pupils have still not acquired basic skills even after attending school for five years. One **area of action** for our development cooperation is therefore addressing the **poor quality of education**.
- There are many places where school **infrastructure** and supplies of teaching materials are **lacking** in state schools and educational establishments. For example, there are no pencils, no boards to write on, no books and sometimes not even a roof overhead so that the pupils are protected from the elements.
- And the **classes are often too big**, so that there are about 30 countries around the world where a **pupil-teacher ratio of 40:1** has still to be achieved.
- In many countries, girls are denied access to education. In some cases there are **only about 60 girls** attending school for every **100 boys**.
- Sometimes whole sections of the population are excluded from access to education - ethnic minorities, members of a religious community, child labourers, people with handicaps or socially weak members of society.
- Democracy, the rule of law and peace are in danger when equal access to education is not safeguarded. **Educational poverty divides societies** and cements unjust structures.



- Another challenge is that, in the poorest countries, only a fraction of those born in each year **graduate from university**. For many the costs of further education and university are too high.
- In many countries, the education budget is underfinanced. This means, for example, that **teachers' salaries** are not paid or are so low that educated people do not want to be teachers.
- When we talk about education we mainly think of schoolchildren. But educational poverty does not stop at children: the number of **illiterate adults** is also **alarmingly** high: there are **759 million people** in the world who are not able to read or write. By comparison: Europe has about 739 million inhabitants.
- More than half of all illiterate people live in just 4 Asian countries. In sub-Saharan Africa one in three adults is illiterate.
- That is why the German government says: **Education is the key to development!**
- What do we mean by that? How is German development cooperation helping to promote education?



How education is viewed within German development cooperation

- For the German government **supporting education is extremely important** and there is a **consensus among all German ministries** that more should be done to achieve a sustainable improvement in education as part of our cooperation with developing and emerging countries.
- A good example to show just how important education is felt to be is the **German government's Africa Strategy**, which was recently adopted and which all German ministries were involved in preparing.
- The German government has made **education one of the key areas of German development policy**.
- Thus we are working to bring about free access to high-quality education for all people throughout all phases of their lives.
- As we support education in developing and emerging countries we are striving, with our partners, to achieve the sustainable strengthening of education systems as a whole.
- With **lifelong learning as our guiding principle**, we are therefore advocating a **holistic approach to education**, one that takes **all forms and areas of education** into account – from early childhood education to primary education, to secondary education, to technical vocational education and training (TVET), higher education and adult education.
- Using this approach we are seeking to support the efforts of our partner countries to be able to offer **all people high-quality education accessible at all times** in accordance with their situation in life, skills and educational needs.



- **No one** should be **excluded**, at any phase of their lives!

New BMZ Education Strategy

- For the **first time** Germany has therefore drawn up an **education strategy for German development policy** that addresses **all areas of education** – from early childhood education to adult education.
- Together with our partners within Germany and abroad we have identified **ten objectives** to be pursued so as to provide sustainable support for education in developing and emerging countries and contribute to the achievement of the MDGs:
- The Education Strategy is intended as a guideline for all official German development cooperation, making cooperation in the education sector **more efficient, effective and coordinated**.
- I also consider it important to emphasise that the **format** for this Strategy is new! It is a **political reference document** – and **not a technical implementation handbook!**
- Moreover, as the Education Strategy shows, a **new era of cooperation** has begun in German development policy: the elaboration of the Education Strategy was and is a **joint process**, one in which all our partners are involved – from civil society to the private sector.
- **Federal Minister Niebel** presented the draft Strategy at an international conference in Berlin on **1 March 2011**, where it was discussed with representatives from the fields of science, civil society, business and politics.



- Since the draft was presented we have been busy discussing and further elaborating particularly important and complex aspects of the Strategy within the framework of **expert conferences** with national and international partners.
- Today is also a very good opportunity for doing this! **I look forward to hearing your comments.** For example, we have already received valuable suggestions from the FTI Secretariat. I would like to take this opportunity to say thank you for the input!
- We will continue gathering, discussing and considering **all** written and spoken **comments** until **18 September** and will strive to **include** them in the draft Education Strategy **as far as possible**, so that we can present a final version towards the end of this year.
- I would like to briefly outline for you the **ten objectives** of the Education Strategy:
- **One:** We will be increasing funding for education worldwide. For example, in 2010, we increased our bilateral commitments for education by a good 10 per cent against 2009 and we will continue to increase them.

And because we see **Africa** as a continent of opportunities, we want to step up our efforts in the field of education in Africa in particular. In 2009, some 50 per cent of German ODA for basic education was already going to Africa. Our target is to **double bilateral funding for education in Africa** by 2013.

And we hope to **make education one of the agreed priority areas of cooperation with an increasing number of partner countries.** In addition,



we will of course continue to support education even when it is not a priority area.

- **Two:** We want to support the whole spectrum of education and strengthen education systems in their entirety. We all know that it is essential when you start providing support for primary education that you have some idea what will become of the eventual school leavers.

To complement our bilateral education programmes for developing countries we also want to carry on being actively involved in the education pledges of the multilateral organisations and the EU, discussing our holistic approach in those forums.

- **Three:** We want to improve the quality of basic education and access to it, because basic education is the foundation of the entire education system and of each individual learning experience.

For us, key areas here, especially for quality improvement, are gender equality, promoting education from early childhood onwards, integrating particularly disadvantaged groups and teacher training:

And we want to further strengthen the Education for All – Fast Track Initiative, which is a very important multilateral approach in the area of primary education. In order to establish more effective procedures and structures and also increase the political will of all the partners involved in this initiative, we are going to be working to move the reform of EFA-FTI forward.

Within the framework of our bilateral cooperation in the education sector we see a special responsibility in the case of fragile states and states facing



conflict situations. We are therefore using bilateral resources in close cooperation with the Fast Track Initiative for a **regional programme in Africa** that supports partner countries when they apply for FTI funds.

- **Four:** For fifty years Germany has been a reliable, innovative and valued partner in the field of technical vocational education and training (TVET) and also the world's biggest donor in this field, with ODA disbursements of 75 million euros in 2009. And we plan to expand **TVET** still further:

Building on the basic principles of the **dual vocational training system** – particularly demand-oriented, decentralised, practice-based, modular training – we will therefore be initiating new vocational training partnerships between the private and the public sector in our partner countries.

We will be doing more in the way of **working with the private sector to train skilled workers on the ground** – especially for sectors of the future such as renewable energy or natural resources.

Moreover we would like to test new development policy instruments and innovative forms of cooperation whilst at the same time involving all important players from the field of TVET. That is why we are launching an **ideas competition** for "Innovative partnerships between the BMZ and the private sector and civil society in the field of vocational training".

- **Five:** Because we do not want the potential that exists in our partner countries to be squandered any longer, we will be supporting talented individuals in our partner countries by expanding **higher education**.



We want to provide more support for **returnees** in order to avoid brain drain and help boost the academic strata of society in our partner countries.

- **Six:** We want to test new development instruments and innovative forms of cooperation.
- **Seven:** We want greater inclusion of all important stakeholders. We see education as a task for society as a whole. Governments, civil society and the private sector need to talk to one another and cooperate with one another on creating a palette of educational options that is both needs-oriented and effective.
- **Eight:** We will work more closely with the private sector, boosting private companies by training skilled specialists – calling on those companies to do their bit by providing training places.
- **Nine:** We want to make our efforts in the field of education more effective.
- **Ten:** We want to bring development policy to the people and raise public awareness with regard to supporting education in developing countries. And we want to encourage more civil society involvement in this context.



Closing remarks

- Gentlemen and Ladies, I am really very pleased to have the chance to make this presentation today on German support for education within the framework of development policy at such an important event and in front of so many international partners and partner countries.
- I hope that I have been able to show that education is truly a matter of great concern to the German government.
- Germany is seeking with its new Education Strategy to do more to meet its development policy responsibilities and to make a very real contribution towards the achievement of the MDGs and the Education for All (EFA) goals.
- I thank you for your attention and look forward to continuing our work together!

