

# Ten Objectives for Education

## BMZ Education Strategy 2010-2013

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## Education – a challenge

### **Education remains one of the key challenges for development and development policy.**

The problems involved in providing education in developing countries are many and varied. Around the globe more than 72 million children do not attend school. More than half are girls. Almost half of all children in the world who do not attend school live in Africa. Only about one quarter of the population of developing countries have a basic education, including the ability to read and write, even if they have completed schooling. Only 7 % of any year group finish a university degree. The education budgets of most developing and emerging countries are drastically underfunded.

**Educational deprivation leads to income poverty, and income poverty perpetuates educational deprivation.** In many developing countries today, educational deprivation is still one of the key constraints to development. Individuals who have had fewer than four years of schooling are termed 'educationally deprived'. When combined with poor quality education, this has a massive impact on the development opportunities of the individual and on society as a whole. People who have not been given an education cannot realise their potential, and a society without a well-trained workforce cannot achieve sustainable economic growth or sustainable development.

**Educational deprivation is an obstacle to realising human rights and liberty.** Without education, individuals are generally not able to develop as a person, make their own decisions and take charge of their own lives. Education is essential before citizens can play an active part in political decision-making processes. Education is, then, a human right, which also embraces the right to train for an occupation.

**Educational deprivation splits societies and consolidates unjust structures.** Educational deprivation is also the result of discrimination and social injustice. Marginalised groups in developing countries are particularly likely to be excluded from education, perhaps because they do not have the 'right' skin colour, or because they belong to an ethnic group or religious community that is singled out for discrimination, because they live in rural areas, are living with a disability, or perhaps just because they are girls. Armed conflicts and crises often mean that entire generations miss out on an education.

**The quality of education in developing countries is often poor.** In many partner countries the school infrastructure is poor and little is available in the state education system in the way of teaching materials. Too few teachers are available, and those that are available are often poorly trained. Classes tend to be too large.

**Education policy is one of the core responsibilities of every government.** In many partner countries, though, governments lack the will to realise the right to education and to genuinely tackle educational deprivation in their country. Our partners must be called on to accept more responsibility in this regard. We aim to offer assistance and promote education in our partner countries, while also insisting that these countries do their bit

## Education – key to development

We cannot overstate the importance of education for development. 'Education for all' is part of Millennium Development Goals 2 and 3. Education is also a vitally important way of achieving the **Millennium Development Goals** *as a whole*. It is both the precondition for overcoming extreme poverty, and an instrument that can help us do so. Educating girls and women improves their position within society in the long term, thus contributing to gender equality. Health education, general education and research can help reduce infant mortality, improve maternal health and combat HIV/AIDS. Education fosters sustainable economic growth and helps conserve the environment and natural resources in partner countries. Education is thus

also a catalyst for other development-policy objectives including good governance, climate change mitigation, renewable energy use, health, sustainable economic growth and food security.

Education strengthens the individual and society. It is a key element in national **poverty reduction strategies**, because education offers excellent **protection against poverty**. A well-educated population is the human capital of a country. The better educated the people, the more prosperous the country. Conversely, where no education is available, poverty is frequently passed on from one generation to the next. Promoting education thus means investing in each individual. Education boosts employment. It is easier for educated individuals to find work, generate income and break out of the poverty trap independently. One major goal of our development policy in the education sector is thus to enhance and maintain employability, so that individuals can position themselves on the labour market using their own initiative.

Education is one of the major preconditions for **sustainable economic growth**. Well-trained local specialists boost labour productivity. The availability of well-trained human resources is a factor that all businesses will take into account when they decide where to locate. It thus affects investment and has a major influence on the productivity and thus the competitiveness of individual businesses and entire economies. Innovation generates economic growth. The human capital available is an important factor in translating knowledge into innovation. Education creates well-informed consumers who are capable of dealing with financial institutes, commercial entities and government authorities.

Education fosters **democracy and good governance**. The higher the level of education within a society, the greater the awareness of the value of democracy and good governance. Education increases the opportunities of citizens to participate in political life. Self-confident citizens groups emerge that are able to voice their rights and their interests, organise themselves, demand accountability from governments, and make their contribution to peaceful equitable coexistence. There can only be democratic, self-determined coexistence if all groups within society have the same chance to obtain an education and hence the same chance of subsequent prosperity. If we promote education we increase the number of responsible and highly qualified partners that will be available to Germany. Positive attitudes to the rule of law, the separation of powers, multi-party systems, freedom of opinion and freedom of the press increase with the number of years of schooling.

Promoting education means **promoting peace**. Education can do much to prevent armed conflicts in advance, to reconcile peoples and to mitigate the psychosocial impacts of war and violence, especially on children and young people. Education makes a vitally important contribution to preventing youth violence, since education and employment provide prospects of a better future, which can counter potential violence and overcome marginalisation. Education protects especially children and young people from disadvantaged and discriminated groups against exploitation and abuse. By protecting people from conflicts and poverty, education also reduces the pressure on individuals and groups to migrate.

Education improves **living conditions around the world**. It helps cushion the impacts of global crises (such as climate change, the food crisis and the financial crisis). This makes education one of the basic prerequisites for making globalisation sustainable. Education must address the links between our lifestyles, the quality of the environment and an equitable distribution of resources, as well as looking at climate change and the way we deal with water and energy. Education gives learners the knowledge and skills they need to help make our lives liveable today while leaving the natural environment intact for generations to come. Education improves our chances of achieving *sustainable* development – in each individual country and globally.

Education is thus a **strategic key to development**. The challenge of providing quality education for all is more urgent than ever before. We will therefore be making education –

from basic education to secondary and vocational education and on to the tertiary level, including non-formal education and training – a strategic factor in German development cooperation.

## Our guiding vision – lifelong learning

Our development-policy thinking focuses on individuals and not on the governments of our partner countries. We aim to achieve more education for all, from the very start and throughout their lives. We advocate a **holistic approach**, which embraces all facets of education: early childhood education, basic education, secondary schooling, vocational education and training, higher education and adult education. All individuals must be given the opportunity to acquire knowledge and learn throughout their lives.

We believe that **basic education** is the foundation of the entire education system and of every type of learning. It enables people to learn independently and to participate in a global information and knowledge society. It is the first level of skill acquisition, and all subsequent stages build on it. Basic education embraces early childhood and pre-school education, primary schooling and non-formal education for children, young people and adults who have hitherto had no access to education.

**Secondary education** embraces both general education and vocational education, following primary schooling. It can prepare individuals for tertiary education or pave their way onto the labour market. In future, secondary education will become increasingly important since, as their populations grow, many developing countries are seeing more children completing primary school. This is increasing pressure on the range of post-primary options available.

**Vocational education and training** enables individuals to acquire, retain and develop the abilities, skills and attitudes they need to pursue a gainful occupation. Vocational education enables people to generate an income, which also enhances their opportunities to participate in society. Key qualifications obtained here allow people to shape their own lives and working lives. Germany leads the world in vocational education. Thanks to our experience with vocational education and training in Germany, in particular with the dual vocational training model, our close link to the labour market, and the large-scale involvement of industry, we, as the world's largest donor, have special comparative advantages in the vocational training sector. We can look back on decades of experience and have special expertise that is in specific demand in our partner countries. We seek to tailor solutions specifically to the needs of our partner countries on the basis of German best practices, with closer links to industry and training provided at many decentralised locations rather than a few centralised vocational training facilities.

Developing and emerging countries need an effective elite that can take on social and political responsibility. Future specialists and managers are trained at a country's universities, which is why we also promote **higher education and research** in our partner countries. Nobody should be denied access to the educational elite because of their background. Developing countries need academic training and research that are geared to their labour-market needs and develop their available talent. The links between universities and local industry are crucially important. Scholarships are used to make students from developing countries more mobile. Graduates who have studied in Germany for part of their course can help push ahead with democratic reform and good governance in their own countries. We must, at the same time, counter the brain drain. Local capacities must be built in partner countries so that graduates can find appropriate employment in their own countries.

Alongside the formal education system we also support non-formal and informal education offerings. We attach particular importance to out-of-school programmes, such as the 'Every project is a place to learn' programmes, because we aim to mainstream education by making it an integral part of every development intervention.

We thus pursue a lifelong learning approach. Education must begin in early childhood and embrace all life phases including retirement age. Nobody must be excluded. In our development policy we will, for the first time, bring all these elements together in one holistic strategy.

## Our strategic objectives

We will be making education, one of the main challenges facing development, a major key area of German development policy. Ten objectives for education will shape this area of our policy.

### Ten objectives for education

- Overcoming educational deprivation is the top priority
- Promote education on a holistic basis
- Improve the quality of and access to basic education
- Further expand vocational education and training
- Strengthen higher education and research instead of neglecting the talent available
- Replace outmoded concepts with innovative approaches in education
- Involve all important actors to a greater degree
- Cooperate more closely with the private sector
- Make education measures more effective
- Make education more relevant and more visible

#### 1. *Overcoming educational deprivation is the top priority*

In the education sector too we will be guided by the vision of development cooperation based on partnership and aimed at granting each individual liberty and the chance to help themselves. We thus aim not only to assist our partners, individuals, governments, private sector and civil society alike, but equally to insist that they do their bit.

In order to extend education promotion in development cooperation on an effective and sustainable basis, we intend to significantly increase the number of partner countries in which education is a priority area, as well as stepping up regional education programmes.

Since Africa remains the continent with the most marked shortcomings in education and the most dramatic educational deprivation, **we will be doubling the assistance we make available to promote education in Africa** by 2013.

#### 2. *Promote education on a holistic basis*

We take a holistic view, which is why we aim to strengthen entire education systems. In future we will no longer promote individual parts of the education system in isolation, but will always incorporate the links to other parts of the system.

We aim to effectively mainstream Education for Sustainable Development (ESD) at international and national levels by integrating it in our bilateral cooperation, and stepping up cooperation with other federal ministries and relevant international organisations.

We aim to step up our intra-governmental coordination of education promotion in developing and emerging countries, so as to ensure a coherent German presence and to give a higher profile to our contribution to holistic education in developing and emerging countries.

We will be strengthening education on an integral basis within our state implementing organisation, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) while retaining the comparative advantages previously offered by the three organisations that have now merged to form the GIZ. Education will not be condemned to a niche existence at the GIZ but will play a central role.

We will be further reinforcing our pioneering role, and placing greater emphasis on our holistic approach in both bilateral and multilateral cooperation, with a view to establishing it as an exemplary approach. To this end we will make active use of our options for helping shape the work of multilateral and supranational donors and institutions through dialogues and consultation among like-minded players. To complement our bilateral education projects and programmes for developing countries, we will also continue to play an important role in the education work of multilateral organisations and the EU. To lend greater visibility to Germany's pioneering role in the international context, Germany would like to host the presentation of the World Education Report in 2012 for the first time. In that year too we will be working in Brussels for a new strategic direction and greater mainstreaming of education in European development policy.

In close cooperation with our partner countries we will forge ahead with efforts to ensure an effective division of labour with other bilateral and multilateral donors in the education sector.

### ***3. Improve the quality of and access to basic education***

Basic education will continue to enjoy a key position in our education promotion. We will work to ensure a non-discriminatory, high quality basic education system that is open to all. High quality basic education is key to success at all subsequent levels and in all forms of education. With a view to improving the quality of the education provided, we will pay particular attention to promoting teacher training in our partner countries. With our promotion of basic education we will help ensure that children, young people and adults acquire the capacities and skills they need for all further learning processes.

Basic education must also be firmly embedded in supporting structures. This is why we are involved in early childhood education, during which crucial cognitive and social skills are acquired that are prerequisite to all further learning processes. We will also promote secondary education, which is an important bridge to higher education and to the labour market.

We can no longer afford to ignore development potential. As of the basic education level, we thus intend to focus on the development of talented individuals. This will involve both providing high-quality learning opportunities and improving access to a good education. Performance should be rewarded and encouraged, irrespective of gender, social background, ethnic allegiance, physical ability or religious beliefs.

Germany will play a key role in reforming the multilateral Education for All (EFA) initiative. Over and above the role we play in shaping the important multilateral EFA Fast Track Initiative, we will continue to make available funds to support the design and implementation of improved national education strategies. At the same time we will forge ahead with the reform

of the EFA-FTI, with a view to putting in place more efficient and more effective procedures and structures, as well as ensuring greater developing country ownership.

We see a special responsibility in the education sector in fragile states and states currently experiencing conflicts. Violence and conflicts hamper the effectiveness of education systems. They destroy the education infrastructure and prevent millions of children attending school. The BMZ will therefore dovetail education promotion closely with its efforts to promote peace and prevent crises, and with democracy and good governance activities.

#### **4. Further expand vocational education and training**

Official Development Assistance alone cannot resolve the development problems facing the education sector. Building on the essential principles of the dual vocational training system, which offers a demand-driven, decentralised, practical, modular form of training, we will initiate new vocational training partnerships that bring together the private and the public sectors in our partner countries. We aim to break new ground by making private-sector expertise and private-sector capital deliver for development. We also intend to raise awareness in our partner countries of the importance of vocational training and upgrading if their economy is to remain competitive in the long term, in a rapidly changing world.

We will increasingly work with the local private sector to train local specialists, especially in industries set to become more important in the future. These include renewable energies and natural raw materials, and areas connected with supplying people with infrastructure, power, financial services and health services. We aim to promote all those industries in which indigenous private businesses exist, in which labour market demand is particularly strong, and which are innovative and involve delivering basic services.

We will make education cooperation more innovative and use new media as we look to the future. To make our work efficient and more effective the BMZ, together with the Federal Ministry of Education and Research (BMBF), will reform the vocational training initiative EDVANCE, as well as integrating private industry and other federal ministries to a greater degree.

#### **5. Strengthen higher education and research instead of neglecting the talent available**

University graduates are important change agents in development processes in our partner countries. In their capacity as national decision-makers they shape development in the realms of politics, private business and civil society, and assume responsibility for development. They are Germany's partners of the future.

In our development-policy promotion of higher education and research we will develop specially customised strategies to respond to the various needs of our partner countries. To this end we will further diversify the instruments we use and harmonise these anew. We will host an international conference on higher education for development, reflecting the current debate in this sector in our strategy so as to involve all actors, in particular civil society.

We will also step up contacts to alumni and academics from developing countries, so as to put their expertise to better use for the development of their home countries. We support the demands of civil society and the churches, and intend to make increased efforts to assist returnees so as to help counter the brain drain and thus strengthen the graduate population in our partner countries.

We will increasingly promote innovative regional and supraregional projects in the higher education sector, with a special focus on areas set to be important in and for the future, such as renewable energies, climate change mitigation, water resources management and conservation of raw materials. In particular, we aim to improve the quality of university teaching and ensure that structures in partner countries are strengthened. We will therefore be

extending the use of practical university twinning schemes, with an emphasis on cooperation between technical universities in Germany and in our partner countries. We attach special importance to the German model of vocational academies in German development cooperation in the higher education sector.

Moreover, we will be testing innovative instruments in order to facilitate the transfer of knowledge from and to private businesses. 'Practical partnerships' will be established to this end between universities and businesses in Germany and our partner countries.

## **6. Replace outmoded concepts with innovative approaches in education**

We will be breaking new ground by testing innovative approaches in the education sector. We thus plan to implement five beacon projects, which convincingly build on our new conceptual approaches.

1) In **basic and secondary education** we will implement a regional programme to deliver capacity building services. This will enable partner countries in Africa to improve their own national education strategies, so that they can make better use of existing multinational financing options for education. There will be a focus on countries with limited administrative capacities, which are often a result of conflicts.

2) In **vocational education and training** we intend to use triangular cooperation with emerging countries. In this way we can combine our own experience with that of advanced partner countries, fostering south-south networking. At the same time we will ensure that our partner countries accept more of the responsibility for their own development.

3) In Africa we intend to improve the quality of **university education**. We will be supporting the African Union in its moves to establish the first pan-African university. We will use an innovative combination of our higher education promotion instruments to support this university network.

4) Free **media** demand good governance from governments. They uncover unacceptable situations and enable people to make informed decisions. For this reason we will be promoting the training of media specialists, especially journalists, in Africa and Latin America in new programmes. We will be dovetailing German expertise in training media specialists more closely with Technical and Financial Cooperation instruments, in order to exploit synergies.

5) So as to foster particularly talented individuals we intend to offer special leadership training for the local leaders of tomorrow in our partner countries.

We aim to test new development-policy instruments and innovative forms of cooperation. Instruments like cash on delivery, special further training for the staff of non-governmental organisations, environmental education and innovation promotion will be systematically reviewed and as far as possible included in the range of development-policy services we offer our partners.

## **7. Involve all important actors to a greater degree**

Education is the responsibility of sovereign states and governments, but at the same time it is the duty of society as a whole. The exchange between state and non-governmental actors must be encouraged, so as to create a needs-driven, effective range of education services and to integrate a wide spectrum of different viewpoints. Thus, we intend to involve the churches, civil society and private businesses in Germany and in our partner countries to a greater extent in development cooperation. In order to involve civil society in our partner countries to a greater extent, we intend to pool forces, break new ground and step up our cooperation with political foundations and their decentralised networks.

To this end we aim to join forces with the most important actors within our own society. Firstly we will establish a high-level advisory council on education (comprised of education



experts, development politicians, public opinion leaders and student representatives). This advisory council will provide us with constructive criticism and advice on important issues relating to education in development policy, and make recommendations. Secondly, we will set up groups of experts to look at individual issues and thus foster political and operational cooperation with various civil society representatives. Our partners will thus be given a forum in which they can put forward and discuss their positions. We intend to incorporate the broad experience provided by these groups and their specialist expertise into our conceptual work.

### **8. Cooperate more closely with the private sector**

We aim to make national economic activities and international investments made by private businesses deliver for development in partner countries. We intend to support private businesses, for instance by training urgently needed local specialists and managers. At the same time, we expect businesses to do their bit, for instance by financing educational opportunities for members of non-governmental organisations and for the general population in the immediate vicinity of their investment, or by providing trainee places for local individuals, within the scope of public private partnerships (PPPs).

We will also be integrating new approaches into our development policy for education, such as corporate social responsibility, innovative education financing and technology transfer. We intend to make more extensive use of new forms of cooperation with local and German private businesses, such as education fairs, the promotion of interactive networks, and targeted training of specialists to respond to the needs of the private sector. This is how we intend to make private investment in our partner countries deliver for their development.

In 2013 we will organise an education summit with the private sector at which we aim to take a critical look at our joint ventures and identify lessons learned. We intend to look ahead and identify important trends and needs in cooperation, so as to make future development cooperation with the private sector more intensive and more effective.

Our cooperation with the private sector is guided by the ten principles of the UN Global Compact, which cover human rights, labour, the environment and anti-corruption.

### **9. Make education measures more effective**

Boosting investment in bilateral and regional education promotion and improving the effectiveness and efficiency of our contributions are two sides of the same coin. We will be doing both. Our development-policy investments in education in Africa will be doubled by 2013, and increased around the globe, while the number of our partner countries in which education is a priority area will be increased. At the same time we will also be significantly raising the quality of our projects and programmes for education by increasing the level of independent evaluation, which will in turn enhance the effectiveness of our measures. To verify whether or not we have achieved the objectives set, we will develop plausibility-based education indicators to gauge the success of our work.

Raising the efficiency of our work is a vitally important issue for us both in our bilateral development cooperation and in multilateral contributions to education. To raise the effectiveness of multilateral initiatives, Germany will be forging ahead with the reform of the international Education for All initiative and the pertinent Fast Track Initiative. Here we aim to ensure that processes are made more effective and swifter, and that the funds are used more efficiently for partner countries and made available with less red tape attached.

The Federal Ministry for Economic Cooperation and Development will harmonise its approaches and programmes in the field of education in development policy with those of other ministries in line with German government regulations. So as to identify synergies, eliminate duplicate structures and ensure the coherent presentation of Germany's work on the international stage we intend to put in place inter-ministerial steering groups for vocational education and training, and for higher education. In this way we can more effectively position

Germany's contribution to education in development policy at national and international level, with the help of a higher-profile and a more convincing and persuasive presentation of our work.

To make our education work more effective and more efficient we remain committed to upholding the principles of an international division of labour as laid out in the EU Code of Conduct on Complementarity and the Division of Labour in Development Policy and the OECD DAC International Good Practice Principles for Country-Led Division of Labour and Complementarity. In particular this means that we will harmonise our contributions with the international donor community, and that we are committed to joint analyses and evaluations in the education sector at partner country level.

#### **10. *Make education more relevant and more visible***

To underscore the correlation between a lack of education and poverty, we intend to ensure that education figures more prominently on the development-policy agenda. In Germany too we intend to give education in development cooperation a higher profile. To this end, we will conduct effective PR initiatives jointly with our partners from the realms of civil society and the private sector, thus providing citizens with information about our work. We will increasingly be using interactive media options in our work. This is how we intend to make our policies more transparent and encourage citizens to support our development-policy aims in the education sector.

We will bring development policy closer to the people and make it easier to understand. Only those who possess the relevant information can play an active part in shaping development work. Young people in particular, the future decision-makers in our society, will be made aware of the imperatives of education policy and development policy. We hope to encourage them to become active members of civil society. School sponsorship schemes and university twinning arrangements between Germany and our partner countries will also help establish the importance of education for the general public. These initiatives are designed to raise general public awareness of the relevance of education in development cooperation.

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The challenges are immense, but German development policy is ready to shoulder its share of responsibility. With the help of our objectives, strategies and concepts, as laid out here, we will make a substantial contribution to improving the availability and quality of education in our partner countries, and facilitating fair and non-discriminatory access to education. We aim to make education a new priority of German development policy and take it from a niche existence to the centre stage of public attention in our society.

We have set ourselves ambitious objectives. These amount to no less than making the world more equitable through education – giving each individual an opportunity to develop his or her potential and giving societies as a whole an opportunity to enjoy more democratic and more sustainable economic and societal development.

**We are ready to be measured against the yardstick of our strategic Ten Objectives for Education.**