

77 organizations:

Proposed Text for inclusion in the G20 Education Ministers Declaration¹

Preamble

- We recognize the vital importance of education as a public good and a fundamental human right that all duty-bearers must fulfill. Education is also a critical enabler to achieving the objectives of the G20 and it plays an essential role in tackling our shared global challenges of poverty, hunger, threats to health, inequality, including gender inequality, and for building human capital, which will help countries secure inclusive economic growth while promoting peace and stability. We note recent World Bank research which has estimated the total global loss from not educating girls at up to \$30 trillion.
- We welcome the inclusion of education as a G20 priority for the first time and commit to the education work stream continuing into the 2019 Japanese Presidency.
- Acknowledging the 67 Charlevoix Declaration on Quality Education for Girls, Adolescent Girls and Women in Developing Countries, we recognize the specific barriers to education faced by girls, adolescent girls and women, particularly when in crisis contexts, and recommit to taking steps to ensure that all girls, including those living in conflict and crisis situations, have access to a minimum of 12 years free, safe, quality education and learning that promotes skills for life and work and gender equality throughout the lifecycle from early years through adolescence and into adulthood.
- Quality education depends on quality teaching. We therefore reaffirm our commitment to increase the supply of qualified teachers and to ensure that all students are taught by highly-trained, professionally-qualified, motivated and supported teachers by strengthening and improving teacher training, recruitment, professional development, working conditions and social dialogue.
- Recognizing the potential, strength and leadership of young people, we commit to promoting the systemic inclusion of youth and youth-led organizations in global, regional and national education decision-making, sector dialogue, and monitoring processes.

Financing for Education

- We acknowledge the urgent need to increase investment in education through domestic, bilateral and multilateral funding and to ensure this investment reaches the marginalized groups, especially education in times of crises which is grossly underfunded vis-à-vis other humanitarian appeals.
- In line with the Incheon Declaration and Education 2030 Framework for Action, we recommend that at least 15-20% of national budgets should be spent on education, with the poorest countries needing to meet or exceed the upper target. But a fair share of a small pie is not enough so we also call for reforms in the global tax system that will enable developing countries to expand their tax base to increase domestic

¹ This language reflects recommendations made in submissions by the E20 and C20

budgets for education. We pay close attention to the allocation of education budgets, driven by the concern to increase equity and reach the most excluded.

- We commit to the removal of tuition fees and hidden fees across the full 12 years of primary and secondary education, in order to ensure the participation of all children and youth, including the poorest, most marginalized and especially girls and children in crisis contexts.
- We call on donor countries to increase their ODA spending to 0.7% GNI and prioritize spending for education in least developed countries and fragile states.
- We call for coordination and alignment between existing and proposed multilateral financing mechanisms to ensure international financing is both maximized and harmonized, to reduce transaction costs for recipient countries, and to ensure aid is targeted in the most effective way to ensure equity.

Girls' Education and Gender Equality

- We recognize that gender-related barriers to education disproportionately impact girls' ability to access education, especially in time of crisis. To that end, we call for the creation of gender equitable education systems across the continuum of humanitarian response through to recovery and long-term development. This will require a coordinated approach to the design, implementation, costing and funding of gender-responsive national education sector plans. These should include better teacher training, female teacher recruitment, and gender-responsive curricula and learning materials, including comprehensive sexuality education and menstrual hygiene education; making schools safe and welcoming for girls through investments in transport for school journeys, secure school premises and gender-segregated, functional toilets; and implementing policies on school-related gender-based violence and effective interventions to combat it. Plans must include context-specific analysis and community-based solutions to break down the barriers to girls' access to education and learning including costs, security, and pedagogy

Early Childhood Education and Development

- We recognize that the foundations for development and learning are laid in the first five years of life. Quality Early Childhood Education and Development plays a critical role in establishing more equal, inclusive and peaceful societies, by encouraging conflict resolution without violence and promoting positive behaviors and attitudes around race, cultural identities and gender. Early childhood development and education should be part of an integrated and comprehensive package of post-natal and nutrition interventions, including stand-alone programs to support parents and caregivers through positive parenting, reading, play and song. We call for governments to spend 10% of their education budgets on pre-primary education.

Equal Opportunities for Children with Disabilities

- We recognize that children with disabilities are among the most marginalized and vulnerable populations in the world facing extreme barriers that prevent an estimated 90% of these children from ever attending school in the developing world. We reaffirm

the right to education for these marginalized children by providing them with safe, accessible and inclusive educational opportunities.

- We encourage all governments to seek approaches to upholding this right to education that are holistic: addressing social stigma that prohibits children with disabilities from being enrolled in school in the first place; creating greater awareness in family and communities of the special needs that children with disabilities have and the appropriate responses that these conditions require; and, the provision of enhanced school facilities and improved teacher training so that children with disabilities are able to attend and thrive at schools in appropriately modified learning environments.

Skills for Life and Work

- We recognize that building the skills of today’s workers and future generations will be vital for meeting the needs of the rapidly evolving global economy. We call for focused investments that support the development and implementation of youth employment strategies and skill-building programs that equip students to meet the needs of today’s economy and prepare for the sustainable economies of tomorrow.
- We recognize previous initiatives of the G20, including the 2014 G20 commitment to reduce the gender gap in labor market participation rates by 25% by 2025 and the 2017 E-Skills for Girls Initiative. Increasing women’s access to the labor market is essential to building strong, secure economies and to achieving women’s empowerment and gender equality. Improved girls’ access to quality, relevant education and skills is crucial for their engagement in productive employment and decent work.

Conclusion

- We will carry forward the work included in this Declaration and the recommendations contained in its Annex while further building on and above all implementing this agenda during next year’s Japanese Presidency of the G20.

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