

G8 Education Conclusions, 1975-2009

Compiled by John Kirton, Laura Sunderland, Jenilee Guebert and Zaria Shaw
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Summary of References to Education in G8 Official Documents

Year	Total Words	% of Overall Words	Total Paragraphs	% of Overall Paragraphs	Total Documents	% of Overall Documents	Total Dedicated Documents
1975	0	0	0	0	0	0	0
1976	0	0	0	0	0	0	0
1977	80	2.9	1	2.5	1	50	0
1978	0	0	0	0	0	0	0
1979	0	0	0	0	0	0	0
1980	0	0	0	0	0	0	0
1981	0	0	0	0	0	0	0
1982	0	0	0	0	0	0	0
1983	0	0	0	0	0	0	0
1984	116	3.5	1	2.0	1	20	0
1985	85	2.7	1	2.3	1	50	0
1986	140	3.9	1	3.1	1	25	0
1987	142	2.8	2	2.7	1	14.2	0
1988	203	4.1	4	3.0	1	33.3	0
1989	0	0	0	0	0	0	0
1990	96	1.2	1	.81	1	25	0
1991	141	1.7	3	1.7	1	20	0
1992	104	1.3	1	.59	1	25	0
1993	190	5.5	2	4.7	2	66.6	0
1994	90	2.1	2	1.4	1	50	0
1995	117	1.6	1	.74	1	33.3	0
1996	247	1.6	4	.87	1	25	0
1997	356	2.7	6	.71	2	40	0
1998	35	.5	1	1.5	1	25	0
1999	1,135	11.3	21	2.3	2	66.6	1
2000	3,219	23.6	27	2.0	3	60	1
2001	162	5	3	1.3	3	42.8	0
2002	2,474	20.6	46	1.3	2	25	1
2003	273	1.6	8	.59	1	7.7	0
2004	1,643	4.2	26	.29	2	4.7	0
2005	1,098	4.9	20	1.4	3	15	0
2006	4,857	15.8	85	1.6	4	23.5	1
2007	2,028	7.8	25	1.8	5	41.6	0
2008	1,462	8.6	11	2.3	4	36.3	0
2009	1,804	10.8	17	8.5	6	46	0
Average	605	4.3	2	1.4	8.8	24.6	.11

Notes: The chart accounts for all official documents. Only documents with an English version were included in the calculations.

“Total Ed Words” refers to the number energy subjects within the official documents for the year specified. The words are calculated by paragraph because the paragraph is the unit of analysis. This number excludes document titles as well as references.

“% of Overall Words” refers to “Total Ed Words” as a percentage of the total number of words contained in all official documents for the year specified.

“Total Ed Paragraphs” refers to the number of paragraphs energy subjects are mentioned within the official documents for the year specified. Each point expressed in the documents is recorded as a separate paragraph.

“% of Overall Paragraphs” refers to “Total Ed Paragraphs” as a percentage of the total number of paragraphs within the official documents for the year specified.

“Total Documents with Ed” refers to the number of documents that contain energy subjects but the document itself is not dedicated to education.

“% of Overall Documents” refers to the “Total Documents with Ed” as a percentage of the total number of official documents contained in the year specified.

“Total Dedicated Ed Documents” refers to the number of documents that contain a energy subject in its title.

“% of Overall Sections” refers to “Total Dedicated Ed Documents” as a percentage of the total number of sections within the official documents for the year specified.

Introduction

In response to the Russian announcement that education will be a central issue-area at the 2006 St. Petersburg Summit, this document outlines the G8’s treatment of education. This document is derived from the Leaders’ Communiqués and other documents released at the annual G8 Summit since its inception in 1975 at Rambouillet, and it catalogues references to education up to and including the 2005 Gleneagles Summit. A list of terms that were included and excluded can be found in Appendix A.

The Education Issue Area Defined

As an issue area within the G8, education refers to technical training for jobs and employment, all levels of education (from primary to university), as well as political issues surrounding education, such as gender equality in education or education to prevent the spread of disease.

The Education Catalogue

1975 Rambouillet

No references.

1976 Puerto Rico

No references.

1977 London

Communiqué:

We are particularly concerned about the problem of unemployment among young people. Therefore we shall promote the **training of young people** in order to build a skilled and flexible labor force so that they can be ready to take advantage of the upturn in economic activity as it develops. All of our governments, individually or collectively, are taking appropriate measures to this end. We must learn as much as possible from each other and agree to exchange experiences and ideas.

1978 Bonn

No references.

1979 Tokyo

No references.

1980 Venice

No references.

1981 Ottawa

No references.

1982 Versailles

No references.

1983 Williamsburg

No references.

1984 London

Communiqué:

6. As unemployment in our countries remains high, we emphasize the need for sustained growth and creation of new jobs. We must make sure that the industrial economies adapt and develop in response to demand and to technological change. We must encourage **active job training policies** and removal of rigidities in the labor market, and bring about the conditions in which more new jobs will be created on a lasting basis, especially for the young. We need to foster and expand the international trading system and liberalize capital markets.

9. We have therefore agreed:

(2) To seek to reduce obstacles to the creation of new jobs:

— by encouraging the improvement and extension of **job training**;

1985 Bonn

Communiqué:

Growth and Employment

5. In order to sustain noninflationary growth and higher employment, we have agreed that:

- We will encourage **training to improve occupational skills**, particularly for the young.
- The President of the French Republic stresses the need to continue bringing down inflation, to modernize the means of production and to improve employment, to control public spending and to combat social inequality. In that context he attaches high priority to **education**, research and investment in high technologies with a view to sustained growth.

1986 Tokyo

Political Declaration

5. We owe it to future generations to pass on a healthy environment and a culture rich in both spiritual and material values. We are resolved to pursue effective international action to eliminate the abuse of drugs. We proclaim our commitment to work together for a world which respects human beings in the diversity of their talents, beliefs, cultures and traditions. In such a world based upon peace, freedom and democracy, the ideals of social justice can be realized and employment opportunities can be available for all. We must harness wisely the potential of science and technology, and enhance the benefits through cooperation and exchange. We have a

solemn responsibility so to **educate** the next generation as to endow them with the creativity befitting the twenty-first century and to convey to them the value of living in freedom and dignity.

1987 Venice

Communiqué:

Other Issues

33. We welcome the positive contribution made by the **Conference of High Level Experts on the Future Role of Education in Our Society**, held in Kyoto in January 1987.

Chairman's Statement on AIDS:

— In the absence of a vaccine or cure, the best hope for the combat and prevention of AIDS rests on a strategy based on educating the public about the seriousness of the AIDS epidemic, the ways the AIDS virus is transmitted and the practical steps each person can take to avoid acquiring or spreading it. Appropriate opportunities should be used for exchanging information about national education campaigns and domestic policies. The Heads of State or Government and the representatives of the European Community welcome the proposal by the United Kingdom government to cosponsor, with the WHO, an international conference at ministerial level on **public education about AIDS**; ...

1988 Toronto

Communiqué:

Structural Reforms

10. We will continue to pursue structural reforms by removing barriers, unnecessary controls and regulations; increasing competition, while mitigating adverse effects on social groups or regions; removing disincentives to work, save, and invest, such as through tax reform; and by **improving education and training**. The specific priorities that each of us has identified are outlined in the attached Annex on Structural Reforms.

Annex on Structural Reforms

— In France, the main structural reforms will deal with improving the level of **education and professional training and development** for workers, and with major improvements in the functioning of financial markets in order to facilitate the financing of the economy at the lowest possible cost.

— Italy will seek to promote **training and education**, increase the flexibility of the labor market to spur employment, improve the functioning of financial markets, revise the tax system to promote efficiency and eliminate distortions, and enhance public sector efficiency.

— In the United Kingdom, there has already been a substantial program of tax reform, trade union law reform, deregulation, opening up of markets and privatization of state industries. This will continue. Further measures are being introduced to improve both the **quality of education** and the flexibility of the housing market.

1989 Paris

No references.

1990 Houston

Communiqué:

Measures Aimed at Economic Efficiency

16. Considerable progress has been made over the past few years in supplementing macroeconomic policies with reforms to increase economic efficiency. We welcome the progress in the realization of the internal market in the European Community and the continuing efforts to reduce structural rigidities in North America and Japan. Nonetheless, we emphasize the widespread need for further steps to promote regulatory reform and liberalize areas such as retail trade, telecommunications, transport, labor markets, and financial markets, as well as to reduce industrial and agricultural subsidies, improve tax systems, and improve labor-force skills through education and training.

1991 London

Communiqué:

Economic Policy

7. We will also, with the help of the Organisation for Economic Co-operation and Development (OECD) and other institutions, pursue reforms to improve economic efficiency and thus the potential for growth. These include:

c) improved **education and training**, to enhance the skills and improve the opportunities of those both in and out of employment, as well as policies contributing to greater flexibility in the employment system;

Developing Countries

38. Many of these countries, especially the poorest, need our financial and technical assistance to buttress their own development endeavours. Additional aid efforts are required, to enhance both the quantity and the quality of our support for priority development issues. These include alleviating poverty, improving health, **education and training** and enhancing the environmental quality of our aid. We endorse the increasing attention being given to population issues in devising strategies for sustainable progress.

1992 Munich

Communiqué:

World Economy

11. But good macroeconomic policies are not enough. All our economies are burdened by structural rigidities that constrain our potential growth rates. We need to encourage competition. We need to create a more hospitable environment for private initiative. We need to cut back excess regulation, which suppresses innovation, enterprise and creativity. We will strengthen employment opportunities through better **training, education**, and enhanced mobility. We will strengthen the basis for longterm growth through improvements in infrastructure and greater attention to research and development. We are urging these kinds of reforms for new democracies in the transition to market economies. We cannot demand less of ourselves.

1993 Tokyo

Communiqué:
World Economy

5. To enhance opportunities for employment and growth, it is essential to address structural issues which constitute obstacles to strong economic recovery and to longer-term growth potential. In this context, we endorse the report of our Finance Ministers focusing on a broad range of structural reforms, inter alia: improvement in **education and training**;

G7 Finance Ministers' Report

(3) Structural Policies Enhancing Opportunities for Employment and Growth

10. More attention should be paid to labor market reforms. We need greater wage flexibility. We should move from relying on income support programs to more active labor market policies, especially by strengthening the **incentives for education, training**, and productive job search. These are particularly important where youth unemployment is high. Industry could be encouraged to increase its investment in **training**, while government could reallocate funds toward education and programs that **invest in human capital**. Elements of social insurance schemes and regulations that unduly discourage employment creation should be reexamined. Such actions should improve functioning of labor market and could also benefit allocation of the public spending and reduce it in some cases. We look forward to the conclusion of the OECD study in this area.

1994 Naples

Communiqué:
Jobs and Growth

We will concentrate on the following structural measures. We will:

— **increase investment in our people**: through better **basic education**; through improving skills; through improving the transition from **school** to work; through involving employers fully in **training** and — as agreed in Detroit— through developing a **culture of lifetime learning**;

Developing Countries

We call on the World Bank as well as the regional development banks to strengthen their efforts to reinforce private capital flows to the developing world while providing growing resources for health, **education**, family policies and environmental protection.

1995 Halifax

Communiqué:
Growth and Employment

7. Good fiscal and monetary policies will not on their own deliver the full fruits of better economic performance. We must also remove obstacles to achieving the longer-term potential of our economies to grow and create secure, well-paying jobs. This will require measures to **upgrade the skills of our labour force**, and to promote, where appropriate, greater flexibility in labour markets and elimination of unnecessary regulations. At Naples we committed ourselves to a range of reforms in the areas of **training and education**, labour market regulation and adjustment, technological innovation and enhanced competition. As we pursue these reforms, we

welcome the initiation by the OECD of a detailed review of each member economy's structural and employment policies.

1996 Lyon

Communiqué:

Enhancing Our Approach to Employment Problems

29. We seek to enhance the effectiveness of policies aimed at stimulating growth and jobs. This requires action in a wide range of structural policies, within a framework of sound macro-economic policies. We welcome the conclusions reached by the Ministerial Conference on Employment in Lille, and we have agreed to pursue the following policies:

- we reaffirm our belief that **investment in people** is as vital as investment in capital. We will therefore pay special attention to a sound **basic education, skill formation and training**, which is a lifelong undertaking, and to improving the transition from **school** to work ;

Implementing a New Global Partnership for Development

34. This new partnership should set its sights on enabling all developing countries, whatever their stage of development, to share and participate in the benefits of globalization. To that end, it should take the achievement of sustainable development as its fundamental objective. Goals should include the reduction of poverty and social inequities, the respect of internationally recognized labour standards, protection of children, a strengthened civil society, protection of the environment, improved health and **education**.

35. We want the partnership to achieve concrete results. We emphasize the usefulness of indicators capable of measuring progress toward development objectives in specific countries in areas such as extreme poverty, infant, child and maternal mortality, and **primary education**. Other essential aspects of development must also be considered, including a number of non-measurable qualitative factors. We welcome the ongoing work of the OECD on this subject.

1997 Denver

Communique:

Economic and Social Issues:

5. Measures that expand the availability of **high quality education and training** and increase the responsiveness of labor markets to economic conditions will aid the ability of our people to adjust to all types of structural changes. We look forward to the high-level conference on employment that takes place this fall in Japan, which is expected to contribute to the discussion on responses to structural changes. We also welcome the proposal by the United Kingdom to host a conference of ministers responsible for finance and social affairs early next year on growth, employability, and inclusion, to prepare for further discussion of these vital issues at our meeting next year.

SMALL AND MEDIUM ENTERPRISES

10. We also examined some exemplary practices within our countries to promote the growth of small and medium-sized companies, as well as **vocational training and education** within these companies, and considered how we might benefit from these successes.

Climate Change

17. Action by developed countries alone will not be sufficient to meet this goal. Developing countries must also take measurable steps, recognizing that their obligations will increase as their economies grow. We agree to work in partnership with them to that effect by implementing technological development and diffusion and supporting **environmental education** and capacity building.”

ILLCIT DRUGS

42. Together with strict enforcement of drug-related laws, programs aimed at treatment and rehabilitation, **education** and prevention are of major importance in our fight against drugs.

Africa: Partnership for Development

59. This assistance will include support for democratic governance, respect for human rights, sound public administration, efficient legal and judicial systems, infrastructure development, rural development, food security, environmental protection and human resource development, including health and **education** of their people. In this regard, we will work to strengthen cooperation among concerned institutes to facilitate and coordinate capacity building efforts.

G7 Statement

Key Areas of Progress

In the last year, the BIS expanded its membership to include representatives from emerging market economies. IOSCO made changes to its organizational structure to increase the representation of emerging markets. The IAIS formed a special committee to promote the development of emerging insurance markets by establishing principles and **offering training programs**.

1998 Birmingham

Communiqué:

Growth, Employability and Inclusion

15. The Action Plans show that individually we are all making new commitments to improve employability and job creation in our countries. In particular, we have committed ourselves to:

- measures to promote lifelong learning.

1999 Cologne

Communiqué:

Designing Policies for More Employment

14. We also endorse the G8 Labor Ministers' conclusions at their conference in Washington last February, namely to provide social safety nets that support employment, to prevent long-term unemployment by early action, to facilitate job search by offering labor market information and employment services, to **promote lifelong learning** and new forms of work organization, to ensure equal access to the labor market for all workers, including job entrants and older workers, and to take forward the social dialogue.

Investing in People

15. **Basic education, vocational training, academic qualifications, lifelong upgrading of skills and knowledge for the labor market, and support for the development of innovative thinking** are essential to shape economic and technical progress as we move towards a **knowledge-based society**. They also enrich individuals and foster civic responsibility and social inclusion.

16. In support of these goals, we agree to pursue the aims and ambitions set out in the Köln Charter.

17. Adaptability, employability and the management of change will be the primary challenges for our societies in the coming century. Mobility between jobs, cultures and communities will be essential. And the passport to mobility will be **education and lifelong learning for everyone**.

18. To this end, we support an increase in **exchanges of teachers, administrators and students among the nations of the Eight and with other nations** and invite our experts to identify the

main obstacles to increased exchanges and to come forward with appropriate proposals before the next Summit. We call upon the Organization for Economic Cooperation and Development (OECD) and the **United Nations Educational, Scientific and Cultural Organization (UNESCO)** to study how different countries are attempting to **raise education standards**, for example by looking at best practices in the **recruitment, training, compensation and accountability of the teaching profession internationally**. We commit ourselves to explore jointly ways to work together and through international institutions to help our own countries as well as developing nations use technology to address **learning** and development needs, for example, through **distance learning**.

Cologne Charter Aims and Ambitions for Life-long Learning:

Entire document relevant, as follows:

The challenge every country faces is how to become a learning society and to ensure that its citizens are equipped with the knowledge, skills and qualifications they will need in the next century. Economies and societies are increasingly knowledge-based. Education and skills are indispensable to achieving economic success, civic responsibility and social cohesion.

The next century will be defined by flexibility and change; more than ever there will be a demand for mobility. Today, a passport and a ticket allow people to travel anywhere in the world. In the future, the passport to mobility will be education and lifelong learning. This passport to mobility must be offered to everyone.

Part 1: Basic Principles

Meeting our social and economic goals will require a renewed commitment to investment in lifelong learning.

- by Governments, investing to enhance education and training at all levels;
- by the private sector, training existing and future employees;
- by individuals, developing their own abilities and careers.

The rewards for investing in people have never been greater and the need for it has never been more pressing. It is the key to employment, economic growth and the reduction of social and regional inequality. As we move into the next century, access to knowledge will be one of the most significant determinants of income and the quality of life. Globalization means that developed and developing countries alike stand to gain from higher standards of skills and knowledge across the world.

A commitment to greater investment in people must be underpinned by three principles:

- first, that everyone should have access to learning and training, not just those who are intellectually gifted or economically privileged, and basic education should be free of charge. Special attention should be given to the needs of the disadvantaged and the importance of combating illiteracy;
- second, that everyone should be encouraged and enabled to continue learning throughout their lives, not just in the years of compulsory schooling;
- third, that developing countries should be helped to establish comprehensive, modern and efficient education systems.

Part 2: Essential Elements

The essential elements of a strategy for lifelong learning and training are:

- high-quality early years education;
- primary education that enables all children to achieve good competence in reading, writing, arithmetic, and Information and Communications Technology (ICT) and to develop basic social skills;
- secondary education that develops the aptitudes and abilities of all students, not only those bound for higher education and professional careers, provided by schools aware of the needs of labor markets;

- vocational training that imparts skills attuned to the needs of the labor market and the most up-to-date technology and which opens up pathways to higher qualifications;
- higher education that offers opportunities for everyone capable of profiting from degree-level work, with financial support as necessary to ensure access for everyone who can benefit;
- adult skill acquisition that enjoys appropriate public or employer support, accommodates family needs and affords ready opportunities for re-skilling throughout life. This should include high-quality work-based learning systems and equipping people with the skills needed for self-generated learning.

At all stages of learning emphasis should be given to the importance of creativity, entrepreneurship and education for democratic citizenship, including respect for the political, civil and human rights of all people, the value of tolerance and pluralism, and an understanding and respect for the diversity of different communities, views and traditions.

Part 3: Building Blocks

Education systems have strong national characteristics and they have a very important role in fostering cultural diversity. But there are important areas where countries share common priorities and approaches or have identified particularly effective strategies for modernizing their education and training systems to raise standards at all levels. The following are key building blocks:

- Teachers are the most vital resource in promoting modernization and higher standards; their recruitment, training, deployment and appropriate incentives are critical to any successful education system;
- the mutually supportive roles of public and private finance and the need to raise the overall level of investment in education and training;
- modern and effective ICT networks to support traditional methods of teaching and learning and to increase the quantity and range of education and training, for example, through distance learning;
- the continued development and improvement of internationally recognized tests to benchmark student achievement;
- the recognition of professional qualifications and work experience;
- the promotion of the study of foreign languages to increase the understanding of different cultures and enhance mobility in a globalized world;
- increased attention to the establishment of clear targets in terms of higher standards and levels of achievement;
- the need to develop a culture of entrepreneurship in education, not least in developing the closest R&D links between universities and companies.

2000 Okinawa

Communiqué:

Development

We are committed to mobilising the instruments and resources of the international community to support and reinforce the efforts of these countries to combat and overcome these challenges, with particular priority on promoting equitable distribution of the benefits of growth through sound social policies, including regarding health and education. To this end, as we set out in detail below, we have agreed to:

- Follow up vigorously the conclusions of the recent **Dakar Conference on Education** by ensuring that additional resources are made available for basic education;

We also agree to give special attention to three issues — debt, health, and **education**, as a spur to growth.

Education

33. Every child deserves a good **education**. But in some developing countries access to **education** is limited, particular for females and the socially vulnerable. **Basic education** not only has intrinsic value, but is also key to addressing a wide range of problems faced by developing countries. Without accelerated progress in this area, poverty reduction will not be achieved and inequalities between countries and within societies will widen. Building on the **Cologne Education Charter**, we therefore support the **Dakar Framework for Action** as well as the recommendations of the recently concluded follow-up to the Fourth World Conference on Women, and welcome the efforts of developing countries to implement strong national action plans. We reaffirm our commitment that no government seriously committed to achieving education for all will be thwarted in this achievement by lack of resources.

34. We therefore commit ourselves to strengthen efforts bilaterally and together with international organisations and private sector donors to **achieve the goals of universal primary education by 2015 and gender equality in schooling by 2005**. We call on IFIs, in partnership with developing countries, to focus on **education** in their poverty reduction strategies and provide greater assistance for countries with sound **education strategies**. These strategies should maximise the potential benefits of IT in this area through distance learning wherever possible and other effective means.

Ageing

51. The progressive ageing of our populations compels us to rethink the conventional concept of a three-stage life cycle of **education**, employment and retirement. As the vitality of our societies increasingly depends on active participation by older people, we must foster economic and social conditions, including IT-related developments, that allow people of all ages to remain fully integrated into society, to enjoy freedom in deciding how to relate and contribute to society, and to find fulfilment in doing so. The concept of “active ageing”, as articulated at the Denver Summit, remains our guiding principle in this endeavour.

Okinawa Charter on Global Information Society

Entire document is relevant, as follows:

1. Information and Communications Technology (**IT**) is one of the most potent forces in shaping the twenty-first century. Its revolutionary impact affects the way people live, learn and work and the way government interacts with civil society. **IT** is fast becoming a vital engine of growth for the world economy. It is also enabling many enterprising individuals, firms and communities, in all parts of the globe, to address economic and social challenges with greater efficiency and imagination. Enormous opportunities are there to be seized and shared by us all.

2. The essence of the **IT**-driven economic and social transformation is its power to help individuals and societies to use knowledge and ideas. Our vision of an information society is one that better enables people to fulfil their potential and realise their aspirations. To this end we must ensure that **IT** serves the mutually supportive goals of creating sustainable economic growth, enhancing the public welfare, and fostering social cohesion, and work to fully realise its potential to strengthen democracy, increase transparency and accountability in governance, promote human rights, enhance cultural diversity, and to foster international peace and stability. Meeting these goals and addressing emerging challenges will require effective national and international strategies.

3. In pursuing these objectives, we renew our commitment to the principle of inclusion: everyone, everywhere should be enabled to participate in and no one should be excluded from the benefits of the global information society. The resilience of this society depends on democratic values that foster human development such as the free flow of information and knowledge, mutual tolerance, and respect for diversity.

4. We will exercise our leadership in advancing government efforts to foster an appropriate policy and regulatory environment to stimulate competition and innovation, ensure economic and financial stability, advance stakeholder collaboration to optimise global networks, fight abuses that undermine the integrity of the network, bridge the digital divide, invest in people, and promote global access and participation.

5. Above all, this Charter represents a call to all, in both the public and private sectors to bridge the international information and knowledge divide. A solid framework of *IT*-related policies and action can change the way in which we interact, while promoting social and economic opportunities worldwide. An effective partnership among stakeholders, including through joint policy co-operation, is also key to the sound development of a truly global information society.

Seizing Digital Opportunities

6. The potential benefits of *IT* in spurring competition, promoting enhanced productivity, and creating and sustaining economic growth and jobs hold significant promise. Our task is not only to stimulate and facilitate the transition to an information society, but also to reap its full economic, social and cultural benefits. To achieve this, it is important to build on the following key foundations:

- Economic and structural reforms to foster an environment of openness, efficiency, competition and innovation, supported by policies focusing on adaptable labour markets, human resource development, and social cohesion;
- Sound macroeconomic management to help businesses and consumers plan confidently for the future and exploit the advantages of new information technologies;
- Development of information networks offering fast, reliable, secure and affordable access through competitive market conditions and through related innovation in network technology, services and applications;
- Development of human resources capable of responding to the demands of the information age through education and lifelong learning and addressing the rising demand for *IT* professionals in many sectors of our economy;
- Active utilisation of *IT* by the public sector and the promotion of online delivery of services, which are essential to ensure improved accessibility to government by all citizens.
- The private sector plays a leading role in the development of information and communications networks in the information society. But it is up to governments to create a predictable, transparent and non-discriminatory policy and regulatory environment necessary for the information society. It is important to avoid undue regulatory interventions that would hinder productive private-sector initiatives in creating an *IT*-friendly environment. We should ensure that *IT*-related rules and practices are responsive to revolutionary changes in economic transactions, while taking into account the principles of effective public-private sector partnership, transparency and technological neutrality. The rules must be predictable and inspire business and consumer confidence. In order to maximise the social and economic benefits of the Information Society, we agree on the following key principles and approaches and commend them to others:
 - Continue to promote competition in and open markets for the provision of information technology and telecommunications products and services, including non-discriminatory and cost-oriented interconnection for basic telecommunications;
 - Protection of intellectual property rights for *IT*-related technology is vital to promoting *IT*-related innovations, competition and diffusion of new technology; we welcome the joint work already underway among intellectual property authorities and further encourage our experts to discuss future direction in this area;
 - Governments' renewed commitment to using software in full compliance with intellectual property rights protection is also important;
 - A number of services, including telecommunications, transportation, and package delivery are critical to the information society and economy and improving their efficiency will maximise

benefits; customs and other trade-related procedures are also important to foster an *IT*-friendly environment;

- Facilitate cross-border e-commerce by promoting further liberalisation and improvement in networks and related services and procedures in the context of a strong World Trade Organisation (WTO) framework, continued work on e-commerce in the WTO and other international fora, and application of existing WTO trade disciplines to e-commerce;
- Consistent approaches to taxation of e-commerce based on the conventional principles, including neutrality, equity and simplicity, and other key elements agreed in the work of the Organisation for Economic Co-operation and Development (OECD);
- Continuing the practice of not imposing customs duties on electronic transmissions, pending the review at the next WTO Ministerial Conference;
- Promotion of market-driven standards including, for example, interoperable technical standards;
- Promote consumer trust in the electronic marketplace consistent with OECD guidelines and provide equivalent consumer protection in the online world as in the offline world, including through effective self-regulatory initiatives such as online codes of conduct, trustmarks and other reliability programmes, and explore options to alleviate the difficulties faced by consumers in cross-border disputes, including use of alternative dispute resolution mechanisms;
- Development of effective and meaningful privacy protection for consumers, as well as protection of privacy in processing personal data, while safeguarding the free flow of information, and;
- Further development and effective functioning of electronic authentication, electronic signature, cryptography, and other means to ensure security and certainty of transactions.

8. International efforts to develop a global information society must be accompanied by co-ordinated action to foster a crime-free and secure cyberspace. We must ensure that effective measures, as set out in the OECD Guidelines for Security of Information Systems, are put in place to fight cyber-crime. G8 co-operation within the framework of the Lyon Group on Transnational Organised Crime will be enhanced. We will further promote dialogue with industry, building on the success of the recent G8 Paris Conference “A Government/Industry Dialogue on Safety and Confidence in Cyberspace”. Urgent security issues such as hacking and viruses also require effective policy responses. We will continue to engage industry and other stakeholders to protect critical information infrastructures.

Bridging the Digital Divide

9. Bridging the digital divide in and among countries has assumed a critical importance on our respective national agendas. Everyone should be able to enjoy access to information and communications networks. We reaffirm our commitment to the efforts underway to formulate and implement a coherent strategy to address this issue. We also welcome the increasing recognition on the part of industry and civil society of the need to bridge the divide. Mobilising their expertise and resources is an indispensable element of our response to this challenge. We will continue to pursue an effective partnership between government and civil societies responsive to the rapid pace of technological and market developments.

10. A key component of our strategy must be the continued drive toward universal and affordable access. We will continue to:

- Foster market conditions conducive to the provision of affordable communications services;
- Explore other complementary means, including access through publicly available facilities;
- Give priority to improving network access, especially in underserved urban, rural and remote areas;
- Pay particular attention to the needs and constraints of the socially under-privileged, people with disabilities, and older persons and actively pursue measures to facilitate their access and use;

- Encourage further development of “user-friendly”, “barrier-free” technologies, including mobile access to the Internet, as well as greater utilisation of free and publicly available contents in a way which respects intellectual property rights.

11. The policies for the advancement of the Information Society must be underpinned by the development of human resources capable of responding to the demands of the information age. We are committed to provide all our citizens with an opportunity to nurture *IT* literacy and skills through education, lifelong learning and training. We will continue to work toward this ambitious goal by getting schools, classrooms and libraries online and teachers skilled in *IT* and multimedia resources. Measures aiming to offer support and incentives for small-to-medium-sized enterprises and the self-employed to get online and use the Internet effectively will also be pursued. We will also encourage the use of *IT* to offer innovative lifelong learning opportunities, particularly to those who otherwise could not access education and training.

Promoting Global Participation

12. *IT* represents a tremendous opportunity for emerging and developing economies. Countries that succeed in harnessing its potential can look forward to leapfrogging conventional obstacles of infrastructural development, to meeting more effectively their vital development goals, such as poverty reduction, health, sanitation, and education, and to benefiting from the rapid growth of global e-commerce. Some developing countries have already made significant progress in these areas.

13. The challenge of bridging the international information and knowledge divide cannot, however, be underestimated. We recognise the priority being given to this by many developing countries. Indeed, those developing countries which fail to keep up with the accelerating pace of *IT* innovation may not have the opportunity to participate fully in the information society and economy. This is particularly so where the existing gaps in terms of basic economic and social infrastructures, such as electricity, telecommunications and education, deter the diffusion of *IT*.

14. In responding to this challenge, we recognise that the diverse conditions and needs of the developing countries should be taken into account. There is no “one-size-fits-all” solution. It is critically important for developing countries to take ownership through the adoption of coherent national strategies to: build an *IT*-friendly, pro-competitive policy and regulatory environment; exploit *IT* in pursuit of development goals and social cohesion; develop human resources endowed with *IT* skills; and encourage community initiatives and indigenous entrepreneurship.

The Way Forward

15. Efforts to bridge the international divide, as in our societies, crucially depend on effective collaboration among all stakeholders. Bilateral and multilateral assistance will continue to play a significant role in building the framework conditions for *IT* development. International Financial Institutions (IFIs), including Multilateral Development Banks (MDBs), particularly the World Bank, are well placed to contribute in this regard by formulating and implementing programmes that foster growth, benefit the poor, as well as expand connectivity, access and training. The International Telecommunications Union (ITU), the United Nations Conference on Trade and Development (UNCTAD) and the United Nations Development Programme (UNDP) and other relevant international fora, also have an important role to play. The private sector remains a central actor driving *IT* forward in developing countries and can contribute significantly to the international efforts to bridge the digital divide. NGOs, with their unique ability to reach grassroots areas, can usefully contribute to human resource and community development. *IT*, in short, is global in dimension, and thus requires a global response.

16. We welcome efforts already underway to bridge the international digital divide through bilateral development aid and by international organisations and private groups. We also welcome contributions from the private sector, such as those of the Global Digital Divide Initiative of the World Economic Forum (WEF), the Global Business Dialogue on E-Commerce (GBDe), and the Global Forum.

17. As highlighted by the UN Economic and Social Council (ECOSOC) Ministerial Declaration on the role of *IT* in the context of a knowledge-based global economy, there is a need for greater international dialogue and collaboration to improve the effectiveness of *IT*-related programmes and projects with developing countries, and to bring together the “best practices” and mobilise the resources available from all stakeholders to help close the digital divide. The G8 will seek to promote the creation of a stronger partnership among developed and developing countries, civil society including private firms and NGOs, foundations and academic institutions, and international organisations. We will also work to see that developing countries can, in partnership with other stakeholders, be provided with financial, technical and policy input in order to create a better environment for, and use of, *IT*.

18. We agree to establish a Digital Opportunity Taskforce (dot force) with a view to integrating our efforts into a broader international approach. To this end, the dot force will convene as soon as possible to explore how best to secure participation of stakeholders. This high-level Taskforce, in close consultation with other partners and in a manner responsive to the needs of developing countries, will:

- Actively facilitate discussions with developing countries, international organisations and other stakeholders to promote international co-operation with a view to fostering policy, regulatory and network readiness; improving connectivity, increasing access and lowering cost; building human capacity; and encouraging participation in global e-commerce networks;
- Encourage the G8’s own efforts to co-operate on *IT*-related pilot programmes and projects;
- Promote closer policy dialogue among partners and work to raise global public awareness of the challenges and opportunities;
- Examine inputs from the private sector and other interested groups such as the Global Digital Divide Initiative’s contributions;
- Report its findings and activities to our personal representatives before our next meeting in Genoa.

19. In pursuit of these objectives, the dot force will look for ways to take concrete steps on the priorities identified below:

- Fostering policy, regulatory and network readiness
 - supporting policy advice and local capacity building, to promote a pro-competitive, flexible and socially inclusive policy and regulatory environment;
 - facilitating the sharing of experience between developing countries and other partners;
 - encouraging more effective and greater utilisation of *IT* in development efforts encompassing such broad areas as poverty reduction, education, public health, and culture;
 - promoting good governance, including exploration of new methods of inclusive policy development;
 - supporting efforts of MDBs and other international organisations to pool intellectual and financial resources in the context of co-operation programmes such as InfoDev;
- Improving connectivity, increasing access and lowering cost:
 - mobilising resources to improve information and communications infrastructure, with a particular emphasis on a “partnership” approach involving governments, international organisations, the private sector, and NGOs;
 - working on ways to reduce the cost of connectivity for developing countries;
 - supporting community access programmes;
 - encouraging research and development on technology and applications adapted to specific requirements in developing countries;
 - improving interoperability of networks, services, and applications;
 - encouraging the production of locally relevant and informative content including in the development of the content in various mother tongues.
- Building human capacity:

- focusing on basic education as well as increased opportunities for life-long learning, with a particular emphasis on development of *IT* skills;
- assisting the development of a pool of trained professionals in *IT* and other relevant policy areas and regulatory matters;
- developing innovative approaches to extend the traditional reach of technical assistance, including distance learning and community-based training;
- networking of public institutions and communities, including schools, research centres and universities.
- Encouraging participation in global e-commerce networks:
 - assessing and increasing e-commerce readiness and use, through provision of advice to start-up businesses in developing countries, and through mobilisation of resources to help businesses to use *IT* to improve their efficiency and access to new markets.
 - ensuring that the “rules of the game” as they are emerging are consistent with development efforts, and building developing country capacity to play a constructive role in determining these rules.

G7 Statement

Reform of the Multilateral Development Banks

The core role of the MDBs should be accelerating poverty reduction in developing countries while improving the efficiency of assistance and avoiding competition with private financial flows. The MDBs should increase their resources devoted to core social investments such as basic health and **education**, clean water and sanitation. The Comprehensive Development Framework (CDF) and the Poverty Reduction Strategy Papers (PRSPs) should become the basis for programmes that have strong ownership by the recipient countries.

2001 Genoa

Communiqué:

Debt Relief and Beyond

Beyond debt relief, we focussed our discussion on three mutually reinforcing elements:

- greater participation by developing countries in the global trading system
- increased private investment
- initiatives to promote health, **education** and food security.

G7 Statement:

Strengthening the International Financial System

The Multilateral Development Banks (MDBs) have a central role to play in combating poverty by promoting productivity growth and supporting equitable and sustainable economic development, thus contributing to the achievement of the 2015 International Development Goals. To this end, we welcome and endorse our Finance Ministers’ recommendations for reforming the MDBs and sharpening their focus on core social and human investments, in particular health and **education**.

We call on MDBs to provide support for global public goods, such as fighting infectious diseases, facilitating trade, fostering financial stability and protecting the environment. We support a meaningful replenishment of IDA and, in that context, we will explore the increased use of grants for priority social investments, such as **education** and health.

2002 Kananaskis

Chair's Summary

We adopted a series of recommendations to assist developing countries to achieve **universal primary education for all children and equal access to education for girls**. We agreed to increase significantly our bilateral assistance for countries that have demonstrated a strong and credible policy and financial commitment to these goals.

A New Focus on Education for All

Entire document relevant, as follows:

The world community gathered in Dakar, Senegal, in April 2000 to take stock of progress made in achieving Education for All (EFA), a major challenge tackled a decade earlier in Jomtien. It reached a consensus to pursue six comprehensive goals:

- improving early childhood care and education;
- ensuring by 2015 that all children have access to, and complete, free and compulsory primary education of good quality;
- ensuring equitable access to life skills programs;
- achieving a 50 percent increase in adult literacy by 2015;
- eliminating gender disparities in primary and secondary education by 2005; and
- improving all aspects of the quality of education.

At the Genoa Summit in July 2001, we reaffirmed our commitment to help countries meet these goals, with a special emphasis on the achievement of universal primary education (UPE) and equal access for girls—two objectives that are also reflected in the International Development Goals contained in the 2000 Millennium Declaration.

We mandated a task force of senior officials to consult with developing countries, relevant international organizations, and other stakeholders and suggest ways in which the G8 might best support the achievement of these goals. Their report is attached. We welcome and endorse their conclusions.

Report of the G8 Education Task Force

Why Education for All?

Education is the foundation for higher living standards and democratic societies. It is an important long-term investment in peace and development. We reaffirm the importance of literacy, numeracy, and learning, and our support for the EFA initiative.

Too many people remain uneducated

More than 100 million children worldwide are out of school, and 60 percent of these are girls. One in four children does not complete five years of basic education. Nearly one billion adults are illiterate. Almost all of these people live in developing countries. HIV/AIDS and violent conflicts compound the problem.

The goals we have set for ourselves are at risk

More than 30 countries are not on track to achieve universal primary enrollment by 2015. Given current trends, 75 percent of those out of school in 2015 will be in Africa. Enrolment, however, is not enough: at least five years of quality schooling is required for basic literacy and numeracy. Completing primary education of good quality is the indicator of success, and almost 90 countries are not on track to achieve this.

Also, 35 countries are not on track to meet the 2005 gender goals at the primary and secondary levels.

The time has now come for action

After reviewing the challenges facing EFA, we have reached the following conclusions:

- the need for developing-country commitment;

- the response required from developed countries; and
- the need for better assessment.

The first step must be developing-country commitment

Political commitment at the country level, the provision of adequate domestic financing, and the development of sound education strategies are the foundations for achieving EFA.

Political commitment is a prerequisite

In countries that have achieved universal primary education or are making sound progress, success has depended on strong political leadership, good governance, transparency, and an unequivocal commitment to poverty eradication, with primary education as a top priority. This commitment has been reflected in transparent national budgets down to the local level and effective public expenditure management systems that ensure resources reach the classroom level and provide the basis for local involvement and accountability.

Resource commitments must be adequate

To achieve UPE, developing countries will have to devote a significant share of domestically generated funds to education. Research by the World Bank indicates that countries on track to achieve five years of UPE spend about 20 percent of their recurrent budget on education, and half of this on primary education.

National education plans must address issues of access, equity, and quality

The responsibility for developing and implementing sound education plans must remain with developing-country governments. The sustainability of these plans is enhanced when they are integrated into the country's broader strategy for poverty eradication. Local communities, private providers, and non-governmental organizations should be seriously engaged in the development and implementation of education plans.

- National education plans should address access for all, but special attention is required for girls

In too many countries, improving education for girls is not a priority. Specific measures to address their education should be included in plans for all countries with significant gender disparities. The quality of these measures should be a key determinant of the credibility of a country's educational plan. The efforts of UNICEF and other UN agencies to promote access for girls and gender equality should be supported.

- Measures for disadvantaged children should be included in national education plans:
 - AIDS-affected children: There are now more than 13 million AIDS orphans; this number is projected to reach 35 million by 2010. The unique circumstances of AIDS orphans will require creative-often unique-solutions. Community groups can play an important role.
 - Working children: Some 300 million boys and girls are estimated to be working. For some working children, non-formal education is one means to provide them with access to learning. Stronger efforts must be made to eliminate the worst forms of child labour and to mainstream working children into formal schools. We applaud the efforts of the International Labour Organization in this regard.
 - Children with special needs: Education must be inclusive; children with special needs should not be excluded from the formal system. Currently in developing countries, fewer than 2 percent of children with disabilities participate in the formal education system.
 - Children affected by conflict: Special efforts need to be made to address the circumstances of children in wartorn societies and post-conflict situations, including the reintegration of child soldiers.
 - Children in rural areas: Equity and broad-based development goals require that attention be paid to the provision of primary education in rural areas, even if costs are relatively high.
- Improving quality is essential

The focus of national education plans must be on results. Children need to complete school, not simply be enrolled in the early grades. Better teaching methods, improved curricula, and

reasonable class sizes are critical to reducing high dropout and repetition rates. In many countries, this will only be affordable if teachers' salaries, in relation to the economy, are brought more in line with the levels prevailing in those countries on track to achieve UPE.

Teacher training programs can help minimize the trade-off between access and quality. Technology can help: expanded teacher training through the appropriate use of information technologies holds considerable promise. The Digital Opportunity Task Force is undertaking some valuable work in support of a greater role for technology in education.

The quality of a national education plan is also enhanced when primary and secondary education, and programs for higher education and vocational training, complement and reinforce each other.

- The impact of HIV/AIDS on education systems must be addressed

The impact of HIV/AIDS on the teaching profession and the operations of schools must be acknowledged and addressed in national educational plans. In some of the most affected countries, the extra recruitment of teachers due to HIV/AIDS ranges from 20 to 60 percent. Technical assistance to help countries address the impacts of HIV/AIDS on the supply, demand, and quality of education, including the effect on teachers, can make an important contribution to these strategies.

A country's education system can perform a constructive role in equipping people to address—and ultimately reverse—the devastating spread of this disease. Teachers can play an important role in reinforcing the importance of prevention. In these circumstances, the proper training of teachers is essential.

The responsibility for developing sound education plans and providing sufficient resources lies with developing-country governments. Political commitment and transparent budgets are essential.

Developing countries should allocate resources to primary education commensurate with that of countries on track to achieve Universal Primary Education.

National education plans should be comprehensive, and deal with access, equity, and quality issues, and integrating primary education into an overall education policy.

Developed-country response

Achieving EFA requires effective delivery of assistance on the ground, increased and predictable financial support for countries with sound policies, and coherent processes for organizing the international community.

Effective on-the-ground delivery

Development cooperation is increasingly driven by national poverty-reduction strategies and, within them, sector-wide programming in areas such as education. These sectoral approaches, which require more coordinated donor support, under developing-country leadership, offer significantly improved prospects for positive development results.

We have a responsibility to coordinate our on-the-ground activities in support of developing-country strategies.

We consider country-owned national poverty-reduction strategies as preferred frameworks for our coordinated activities. We recognize the potential of sector-wide approaches to improve results in the context of effective national education plans.

We support the accelerated development of harmonized operational procedures to enhance aid

effectiveness and efficiency.

We note that some donors are pooling funds or providing budget support to further reduce administrative burdens in countries that are well governed and have in place effective and transparent financial management systems.

Unlocking resources for Education for All

In April 2000, G8 governments agreed in Dakar that “no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources.”

In March 2002, international leaders supported the Monterrey Consensus, which established a new partnership between developed and developing countries, based on mutual responsibility and accountability. It offers the prospect of positive and measurable development results by linking greater contributions from developed countries to greater responsibility from developing countries.

Monterrey also signaled new resources to countries committed to alleviating poverty. G8 members joined other donors in announcing significant increases in financial assistance for countries with sound policies in place. These resources will complement the Heavily Indebted Poor Countries (HIPC) initiative, which has already freed up significant local resources for the education sector.

In April 2002, the Development Committee of the World Bank and International Monetary Fund endorsed an action plan prepared by the World Bank to accelerate progress toward EFA. This plan recognizes that by far the greatest source of resources for EFA must come from developing countries themselves. It concludes, however, that significant additional external funding is also needed to achieve EFA. The bulk of this support is needed in Africa.

A centerpiece of the action plan is a proposal to fast-track countries that demonstrate strong political commitment to education and have effective systems for managing public expenditures. This is an important initiative to advance EFA, which puts into action the Monterrey Consensus. Our response should ensure that no child is left behind.

We recognize that there is a high recurrent-cost component in basic education.

We will significantly increase the support provided by our bilateral aid agencies to basic education for countries with a strong policy and financial commitment to the sector. Each G8 donor will make public the steps it will take to fulfill this commitment.

In that regard, we view the World Bank’s Fast Track proposal as a welcome first step in mobilizing financial resources for countries committed to Education for All and demonstrating credible performance. We will take the World Bank’s recently published list of Fast Track countries fully into account as we work to achieve universal primary education.

We call upon the World Bank and the Regional Development Banks to provide additional support to countries that have made a commitment to education and gender equality, and have a proven track record of strong management or are demonstrating strong management progress. We will reflect this position in the governing councils of these organizations.

We will strengthen our existing efforts to build capacity in developing countries not yet in a position to qualify for enhanced support, with a particular focus on countries with large out-of-school populations.

We will accelerate the reconstruction of education systems in countries emerging from conflict.

A more coherent international process

At the international level, a number of institutions are working in support of EFA. The World Bank and UNESCO are perhaps the two most important.

The World Bank is currently moving ahead aggressively with its EFA Action Plan, reflecting the strong support it received from the international community at the Development Committee meeting in April 2002.

UNESCO continues to perform the coordinating role it was asked to play at the Dakar conference, including bringing together annually the High Level Group of Ministers and representatives of NGOs, institutions, and developing countries whose purpose is to maintain the political momentum of EFA.

We support closer cooperation between the World Bank and UNESCO in moving the Education for All process forward. More specifically, we suggest:

- that the UNESCO High Level Group on Education for All continues to meet annually to provide broad political direction and maintain the momentum for Education for All.*
- a donors' consultative group meeting take place immediately after the next High Level Group meeting with a view to identifying bottlenecks, requiring donor attention.*
- both groups, in their work, draw on the data and analysis of an increasingly high-quality monitoring report on global progress toward Education for All (see below).*

Better assessment and monitoring is needed

A high-quality, independent, annual monitoring report that draws upon the best available information and analysis is indispensable to the EFA process. Current assessment tools used to measure EFA progress, identify best practices, and ensure accountability for results, require strengthening.

Key institutions, including the UNESCO Institute of Statistics (UIS) and the World Bank, are working in partnership to improve the quality, timeliness, and maintenance of education statistics, and to produce an improved annual monitoring report. The report will draw upon data from the World Bank, UIS, developing countries, and other sources.

A major effort is required within developing countries, where the capacity to collect, process, and analyze data on school attendance and student performance is variable and often weak. Increased political support for statistics-gathering in countries and long-term capacity-building initiatives is essential.

We call on the UNESCO Institute of Statistics and the World Bank to continue their efforts to produce a high-quality, annual monitoring report based on the best data available from national governments, the World Bank, and other sources.

The monitoring report should serve as the foundation for coordinating action at the international level by the High Level Group and the donors' consultative group.

We encourage international institutions involved in education-data activities to increase their coordination in order to minimize the burden on developing countries and to improve the quality and consistency of education data.

A credible system of assessment and testing is crucial to real Education for All progress. Donors should help developing countries build the necessary institutional capacity.

2003 Evian

Implementation Report on the G8 Africa Action Plan:

Expanding Knowledge, Improving and Promoting Education and Expanding Digital Opportunities

28. G8 countries are providing significant additional funding for basic education, including the **Education-for-All Fast Track Initiative** of the World Bank which involves 13 African countries of which six have been selected for financing and capacity-building. For example:

- the United States has increased its annual funding (US\$114 million) for education by a total of US\$200 million over five years for **basic education, including girls' scholarships, teacher training, textbooks, and education system reform**;
- the United Kingdom has increased its **aid to education** in Africa from £105 million in 2002 to an estimated £175 million in 2003;
- Canada is doubling its support for **basic education** in Africa to C\$100 million per year by 2005. An additional C\$50 million for basic education is being provided to each of Mozambique and Tanzania for each of the next five years;
- France has announced after Kananaskis a significant increase in its effort and will provide €65 million over 3 years for 4 African countries selected by the **Fast Track** initiative (Burkina Faso, Guinea, Mauritania and Niger);
- Based on the initiative launched last year, Japan provided US\$51 million to Africa for **basic education, particularly for school construction and distribution of textbooks** in 2002. It is estimated that about 220 thousand children are benefited from this aid;
- In 2002, Germany made new commitments in support of **basic education and technical and vocational training** amounting to €135 million. In 2003, new commitments of approximately €150 million are planned for both areas, of which approximately 30 % will be directed to Africa; and,
- Italy provided €25 million for **primary education** in Ethiopia over the 2003-2005 period.

2004 Sea Island

G8 Plan of Support for Reform:

*Jordan has offered to host the Best Practices Microfinance **Training** Center, and Yemen has offered to host the first microfinance pilot program.*

1.3 Enhance support for efforts in the region, including through the appropriate multilateral institutions, to impart **literacy skills** to an additional 20 million people by 2015 with the aim of assisting governments in the region to achieve their objective of halving the **illiteracy rate** over the next decade (a target consistent with a goal of the January 2004 **Beirut Conference on Education for All**) including by:

- **Training teachers** in techniques, including **on-line learning**, that enhance the acquisition of **literacy skills** among school-aged children, especially girls, and of **functional literacy skills** among adults;
- Working to train, including through appropriate multilateral institutions, 100,000 teachers by 2009, with a particular focus on high-quality **literacy skills**;
- Providing teacher training through existing institutions and employing guidelines established in the "**Education for All**" program administered by UNESCO;
- Setting up and maintaining a regional network for sharing experience and best practices;
- Expanding and improving **education** opportunities for girls and women, including by providing assistance to help local communities have access to **learning centers and schools**;
- Supporting community-based, demand-led **adult literacy programs** and programs outside the formal **education** system that couple literacy courses with **lessons on health, nutrition, and entrepreneurial skills**.

Algeria and Afghanistan have offered to sponsor the **literacy initiative**.

1.4 Enhance support for business, entrepreneurship, and **vocational training programs** to help young people, especially women, expand their employment opportunities, including by:

- Carrying out **programs**, in alliance with business partners in our countries and in the region, to provide 250,000 young people with hands-on entrepreneurial training;
 - Sponsoring or supporting **seminars** for outstanding executives, especially women, to enhance their skills through short-term business programs and more focused, industry-specific sessions;
 - Carrying out or sponsoring corporate apprenticeship programs, in cooperation with local businesses and chambers of commerce, to increase internship opportunities for the region's young men and women;
 - Encouraging exchanges of engineers and support for **vocational training initiatives**.
- Bahrain and Morocco have offered to sponsor the entrepreneurship and **vocational training initiative**.

Deepening Democracy and Broadening Participation in Political and Public Life

Tunis Declaration: “ *We...assert our firm determination... to pursue reform and modernization in our countries and keep pace with rapid global change by fostering democratic practice; by broadening participation in political and public life; by strengthening the role of all components of civil society, including NGOs; by envisioning the society of tomorrow; by expanding women's participation in political, economic, social, cultural, and **educational fields**; by enhancing their rights and status in society; and by pursuing the promotion of family and the protection of Arab youth .”*

2.3 Supporting regional efforts to expand women's participation in political, economic, social, cultural, and **educational fields** and by enhancing their rights and status in society including by supporting training for women interested in running for elective office or establishing or operating an NGO; and bringing together women in leadership positions from

G8 countries and the region, including in workshops. Representative G-8 activities include:

- Canada supports Egyptian organizations working on issues of basic **education** and employment to include focus on the fuller participation of girls and women.
- France supports the development of women's rights in Morocco, Algeria, Tunisia, Jordan, Palestinian Territories and Lebanon in cooperation with UN Development Fund for Women (UNIFEM), in order to strengthen efforts to develop their participation in society and to make them aware of their rights.
- Germany is supporting partners in Jordan, Morocco, and Yemen in promoting gender equality, including through increasing women's access to professional opportunities and participation in public life.
- Japan is providing support to empower women in Jordan, Egypt, and the Palestinian Territories in order to enhance their leadership role in the society.
- The United States is funding regional **women's campaign schools in North Africa**, the Levant, and the Gulf that provide political skills training and assist women who wish to enter into electoral politics.

2.4 Assisting the region in pursuing judicial reforms and in ensuring an independent judiciary, including by: supporting judicial exchanges and workshops as well as training for judges, attorneys, and law students; providing technical assistance for judicial administration and legal code reforms; and the establishment of grassroots legal aid centers. Representative G-8 activities include:

- The European Union is supporting the establishment of a Palestinian Constitutional Court and a National Legal Training Institute, thereby contributing to judicial reform.
- France is developing a specific co-operation program in Syria in order to respond to the demand of the authorities to reform the administrative and judicial systems.
- Italy supports in Afghanistan reconstruction of the judicial system, a survey on the state of law, establishment of itinerant courts, and training of judges and lawyers.
- The United Kingdom is strengthening the capacity of Jordanian national institutions, including the judiciary, to tackle family violence, child abuse, and sexual assault through a rights-based approach.

2.5 Supporting the region's efforts to reinforce the freedom of expression, thought and belief, and to encourage an independent media, including by: **sponsoring exchanges, training, and scholarships for journalists**. Representative G-8 activities include:

- France is helping to modernise the national radio in Lebanon through training and scholarships for journalists and to create a specific academic program in the Egyptian **university to train young journalists**.
- The United Kingdom is supporting a three-year **media training** project with BBC World Service Trust in Syria, Lebanon, Egypt, and Morocco.

Building a Knowledge Society to **Combat Illiteracy** and Advance **Educational** and Technological Systems

Tunis Declaration: *"We also assert our firm determination...to...intensify efforts aimed at the development and progress of **educational** systems, at disseminating knowledge and encouraging its acquisition, and at combating illiteracy in order to ensure a better tomorrow for future generations of Arab youth.*

Alexandria Library Statement: *"Participants recommend . . . **eradicating illiteracy** — especially among women — within a ten-year period... **acquiring, spreading, and producing knowledge**... to achieve (the building of) a society of knowledge... revitalize civil and governmental translation institutions on two fronts: translations from Arabic to all recognized languages and from all languages to Arabic... modernize the information technology infrastructure in the Arab world."*

Sana'a Declaration: *"The practice of democracy and human rights and enhancing their understanding require overcoming potential threats to the form and substance of democracy, including... inadequate **education**."*

Arab Business Council Declaration: *"Governments need to take additional measures to improve the efficiency and quality of the **education** offered in their **educational** institutions... better align the knowledge and skill outputs of their **educational** systems with the changing and evolving needs of the global economy... Expand the capacity for knowledge acquisition by greater investment in IT infrastructure..."*

3.1 Assisting countries interested in improving and reforming their **education** systems, including by: supporting efforts to improve the quality of **education**, fostering community participation in **education**, increasing the planning capacity of **education** ministries, facilitating community partnerships; and supporting construction and rehabilitation of schools. Representative G-8 activities include:

- Canada supports the **education** reform strategy of the Jordanian Ministry of **Education** to re-engineer **primary and secondary education** to meet the needs of the knowledge economy.
- Germany is assisting partners in Egypt, Jordan, Yemen, and the Palestinian Territories in improving national basic **education** systems, including through the enlargement of existing and the construction of new **elementary schools**.
- Italy supports a development programme for promotion of **Education for All**, and **training graduates** in Afghanistan and Libya.
- Japan is providing support to construct 30 primary and secondary schools in Yemen, which will benefit about 18,000 children.
- The United Kingdom has provided long-term support to the Egyptian Government to help them re-orientate their nation-wide **adult literacy program** toward a demand-driven community-based approach.
- The United States is sponsoring “**partnership schools**” to enhance the quality of **primary and secondary education**, and conducting **teacher training** and providing classroom materials for early childhood **education** in Morocco, Tunisia, Oman, and Qatar.

3.2 Building on the rich cultural heritage of the region, increase availability of and access to **textbooks and regional and world literature**, including by: supporting local capacity in **textbook publishing and translation; training teachers in new methods**; and supporting the re-issuing of the **region’s classic texts**. Representative G-8 activities include:

- Japan is supporting school textbook publishing in Yemen, through providing printing equipment which has capacity to print 10 million **textbooks** a year.
- The United States is funding the translation of eighty children’s book titles and accompanying **teachers’ manuals** for **school libraries** in Jordan, Bahrain, and Lebanon, as well as American **book translation programs** in Egypt and Jordan.

3.3 Assisting the region in enhancing its digital knowledge including by public-private partnerships to provide or expand computer access, supporting the introduction of innovative teaching methods to classrooms, integrating computer-based technology into curricula, and supporting “e-government” initiatives. Representative G-8 activities include:

- Canada supports the efforts of the Jordanian Ministry of **Education** to introduce and integrate information and communication technology into the national **education** system.

Alexandria Library Statement: *“In a young and rising Arab world, employment of youth, quality of **education**, social services and programs supporting SMEs should be basic elements of the concept of reform...Develop SME and micro credit programs to deal with unemployment giving females the full opportunity to access financing... Modernize Arab financial sectors generally, and banking sectors specifically, encouraging the establishment of large banking entities and modernization of Arab capital markets... Resolve problems that hinder investment and remove obstacles to Arab and foreign investment... enable Arab countries to effectively join the World Trade Organization [and] positively integrate in the global economy by increasing exports of goods and services...”*

4.1 Supporting vocational training programs to expand job opportunities for the region’s youth, including by: sponsoring continuing **education** programs and training for workshops instructors and master craftsmen. Representative G-8 activities include:

- Canada supports the development of centers in the Palestinian Territories providing a range of **technical and vocational training** opportunities for Palestinian women to improve their economic situation.

2005 Gleneagles

Chair's Summary:

Africa and Development

The G8 and African leaders agreed that if implemented these measures and the others set out in our comprehensive plan could:

- get all children into **primary school**
- deliver free basic health care and **primary education for all**

Africa:

Building on Progress: A Renewed Commitment to Africa

6. We have therefore agreed a set of further measures designed to help Africa build the successful future all of us want to see, many of which will be applicable to other poor countries. These actions must be undertaken in a co-ordinated and coherent manner. Better governance, stability and peace are necessary for the private sector to grow and create jobs; a growing private sector creates more revenue for investment in health and **education**; increased numbers of healthy, well-skilled people will improve capacity for governance. These mutually-reinforcing actions should accelerate the self-sustaining growth of Africa and end aid dependency in the long term.

Investing in People

15. Life expectancy is increasing in every continent except Africa, where it has been falling for the last 20 years. We will continue to support African strategies to improve health, **education** and food security.

17. The core aims for **education** and health are stated in the UN Millennium Declaration. We support our African partners' commitment to ensure that by 2015 all children **have access to and complete free and compulsory primary education of good quality**, and have access to basic health care (free wherever countries choose to provide this) to reduce mortality among those most at risk from dying from preventable causes, particularly women and children; and so that the spread of HIV, malaria and other killer diseases is halted and reversed and people have access to safe water and sanitation.

18. We will work to achieve these aims by:

(a) 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**.

(b) Helping develop skilled professionals for Africa's private and public sectors, through supporting networks of excellence between African's and other countries' **institutions of higher education and centres of excellence in science and technology institutions**. In this respect, we look forward to the outcome of the second phase of the World Summit on the Information Society taking place in November in Tunis.

Financing for Development

24. Successful development requires sustained and consistent progress across the range of areas we have identified: strengthened peace and security, better governance, improved healthcare and **education**, enhanced growth, access to markets, and capacity to trade. Implementation will require access to additional resources for Africa and other developing countries.

Partnership for Progress and a Common Future with the Broader Middle East and North African Region

Today we recognise the new determination by governments and people in the region to ensure that they take their rightful place in a modern and democratic world. We welcome and support the steps taken to accelerate political, economic, social and **educational reform**.

We encourage the work of G8 and regional **Education** and Finance Ministers to deepen cooperation within the Plan of Support agreed at Sea Island. The landmark meetings earlier this year in Algeria and Jordan to develop frameworks for action on literacy and on modernising **education systems** for the needs of the 21st Century are evidence of new horizons being explored together.

Along with regional policies to enhance the **quality of education** and facilitate access to vocational training, these measures will help unleash the potential of businesses to improve the region's global competitiveness.

We encourage the Dialogues to also promote the role of women through political, **educational** and economic reform.

Implementation Report on the G8 Africa Action Plan:

Expanding Knowledge, Improving and Promoting Education and Expanding Digital Opportunities

28. G8 countries are providing significant additional funding for basic education, including the Education-for-All Fast Track Initiative of the World Bank which involves 13 African countries of which six have been selected for financing and capacity-building. For example:

- the United States has increased its annual funding (US\$114 million) for education by a total of US\$200 million over five years for basic education, including girls' scholarships, teacher training, textbooks, and education system reform;
- the United Kingdom has increased its aid to education in Africa from £105 million in 2002 to an estimated £175 million in 2003;
- Canada is doubling its support for basic education in Africa to C\$100 million per year by 2005. An additional C\$50 million for basic education is being provided to each of Mozambique and Tanzania for each of the next five years;
- France has announced after Kananaskis a significant increase in its effort and will provide €65 million over 3 years for 4 African countries selected by the Fast Track initiative (Burkina Faso, Guinea, Mauritania and Niger);

- Based on the initiative launched last year, Japan provided US\$51 million to Africa for basic education, particularly for school construction and distribution of textbooks in 2002. It is estimated that about 220 thousand children are benefited from this aid;
- In 2002, Germany made new commitments in support of basic education and technical and vocational training amounting to €135 million. In 2003, new commitments of approximately €150 million are planned for both areas, of which approximately 30 % will be directed to Africa; and,
- Italy provided €25 million for primary education in Ethiopia over the 2003-2005 period.

29. G8 countries have provided support for information-technology-based distance-learning initiatives in Africa, including the African Virtual University, and have supported the promotion of connectivity and e-governance in Africa, including through the setting-up of the Global ePolicy Response Network (ePolNET), Connectivity Africa and the Enablis private-sector initiative in support of small- and medium-sized enterprises. In addition, Italy and the Russian Federation are jointly promoting the use of communications technologies for medical treatment, and Italy is promoting, with Canada, e-governance initiatives in Mozambique and Nigeria.

30. G8 partners welcome the World Summit for the Information Society as a forum in which to discuss the ICT-for-Development agenda and help to increase recognition of the role of ICT as a catalyst for sustainable social and economic development around the world, and in Africa in particular.

2006 St. Petersburg

(85 paragraphs, 121 sentences)

Fight Against Infectious Disease:

1. A vigorous response to the threat of infectious diseases, the leading cause of death worldwide, is essential to global development and to the well-being of the world's population. Major diseases such as HIV/AIDS, tuberculosis, malaria, and measles continue to exact a heavy toll on economies and societies around the world, particularly in developing countries, impeding achievement of Millennium Development Goals (MDGs). For a large number of these diseases there are still no effective drugs, vaccines or other treatment available for the majority of the population in less developed countries. The situation is especially acute in least developed countries, particularly in Africa where governments and their people face **limited access to** prevention and essential healthcare **information**, inadequate capacity of healthcare systems, the shortage and significant outflow of qualified health workers, resource constraints, and often inadequate nutrition, clean water, and sanitation. Compounding these challenges, the recent emergence of highly pathogenic avian influenza, with the accompanying possibility of a human pandemic, demands our immediate attention. Effective, coordinated and comprehensive action is necessary to combat all infectious diseases.

2. [To address these challenges, we, the G8 Leaders, are determined to achieve tangible progress in the following areas:]

- improved international cooperation on the surveillance and monitoring of infectious diseases, including better coordination between the animal and human health communities, building laboratory capacities, and full transparency by all nations in **sharing**, on a timely basis, virus samples in accordance with national and international regulations and conventions, and other relevant **information** about the outbreaks of diseases;

Strengthening the Global Network for Surveillance and Monitoring of Infectious Diseases

4. We also call upon the international community to take such measures as are necessary to further strengthen global surveillance mechanisms by:

- enhancing **information** exchange and encouraging national governments to **provide** timely and reliable **information** in an open and transparent manner;
 - helping developing countries improve the capacity of their national systems for the surveillance and monitoring of infectious diseases, by providing technical assistance and **training** experts;
6. An accelerated and more broad-based program of scientific and clinical research will be of central importance in our battle against infectious diseases. In this effort, we will aim to increase scientific cooperation with developing countries, encourage partnerships between experts and laboratories of developing and developed countries, and increase the scientific potential in countries of all income levels. We encourage organizations that fund scientific research to expand the participation of experts from developing countries wherever possible, and to overcome barriers that may inappropriately limit such participation. By expanding ties with developing countries institutions for the application of research findings in those countries, we can help prepare the current and future generations of scientists in developing countries to function and excel in a global environment. Such programs should include **training** in designing and managing ethical clinical trials.

Fighting Highly Pathogenic Avian Influenza and Increasing Global Preparedness for a Human Pandemic

8. We also recognize the importance of strong coordination between human and animal health services. Improved readiness to fight animal outbreaks is important. We recognize a need to strengthen animal health services and laboratories, encourage better monitoring of the wild animal population, enhance virus detection and research, improve inspection and support outbreak containment plans through the **teaching** of good farming practices.

13. [In addition to ongoing initiatives, we will support such efforts through the following actions:]

- supporting capacity building in the most vulnerable countries in disease-surveillance and early warning systems, including enhancement of diagnostic capacity and virus research, by helping them to develop their national plans, build relevant infrastructure, **train** experts, strengthen veterinary services and laboratories and mitigate the socio-economic impact of control measures;
- raising awareness among populations, and enhancing public **education programs** in all countries at risk;
- **exchanging** timely **information** and samples, in accordance with national and international regulations and conventions, related to the occurrence of avian influenza in our countries on a timely basis with the international community, and developing and using best practices for influenza preparedness, surveillance and control;

Combating HIV/AIDS, Tuberculosis and Malaria

17. [In our response to HIV/AIDS, we will adhere to the following principles:]

- building the capacity of health care systems in poor countries through recruitment, **training** and deployment of public and private health workers; and **raising public awareness** of the existing threat in all countries affected.

Access to Prevention, Treatment and Care

33. The limited capacity of health systems is a major barrier to coming as close as possible to universal access to treatment for those who need it by 2010 and has an impact on other related health outcomes such as maternal mortality and mother-to-child transmission of HIV/AIDS, hindering comprehensive, effective, evidence-based prevention, and providing care. In this regard, we agree to continue to support efforts by developing country partners, particularly in Africa, to ensure that initiatives to reduce the burden of disease are built on sustainable health systems. We will also continue to emphasize the **training**, deployment and retention of health workers in our health sector assistance programs. In this regard, we take note of the creation of the Global Health Workforce Alliance, and encourage further work by the WHO and other donor organizations in this area.

Global Energy Security:

III. Enhancing Energy Efficiency and Energy Saving

19. As part of an integrated approach to the entire resource cycle we reaffirm our commitment to comprehensive measures to optimize the resource cycle within the 3Rs Initiative (Reduce, Reuse, Recycle). In furthering these efforts, we will set targets as appropriate taking account of resource productivity. We will also **raise awareness** of the importance of energy efficiency and environmental protection through national as well as international efforts.

VI. Reducing Energy Poverty

45. [A sound strategy to address energy poverty should be linked with:]

- development of national and local institutional capacities and management improvements in the area of energy policy and related infrastructure needs, including **training** of local staff;

Education for Innovative Societies in the 21st Century

Entire document is relevant in terms of education, as follows:

1. **Education** is at the heart of human progress. Economic and social prosperity in the 21st century depend on the ability of nations to **educate** all members of their societies to be prepared to thrive in a rapidly changing world. An innovative society prepares its people to embrace change. We will promote the global innovation society by developing and integrating all three elements of the “knowledge triangle” (**education**, research and innovation), by investing fully in people, skills and research, and by supporting modernization of **education** systems to become more relevant to the needs of a global knowledge-based economy.

2. **Education** enriches cultures, creates mutual understanding globally, underpins democratic societies, builds respect for the rule of law. **Education**, the enhancement of skills, and the generation of new ideas are essential to the development of human capital and are key engines of economic growth, drivers of market productivity, and sources of cohesion for all nations.

3. Development of a global innovation society depends on the mobility and integration in all nations of people, knowledge and technologies. As science, technology, and economic progress become more global, international collaboration is indispensable to generate the talent and knowledge needed to find solutions to fundamental global challenges.

4. Knowledge-based economies require innovative **education** systems and reliable, transparent, and non-discriminatory legal, regulatory, and policy frameworks. These frameworks foster pro-competitive and predictable policies, offering strong protection of intellectual property rights, supporting research, development, and investment, and providing incentives that favor innovation.

5. To achieve this common vision for the Innovation Society, and noting the Moscow Declaration adopted by **Ministers of Education** on June 2, 2006, we will:

- actively cooperate to achieve high quality basic **education**, literacy and gender equality in accord with the **education**-related Millennium Development Goals (MDGs) and the objectives of **Education for All (EFA)**;
- build modern, effective **education** systems to meet the challenges of and participate fully in the global innovation society;
- encourage **educational** policies and investment that foster diverse, efficient, sustainable, and high quality higher **education** institutions;
- promote lifelong **learning** based on the principles of the G-8 Cologne Summit Charter on Aims and Ambitions for Lifelong Learning, to enable individuals to adapt to change, maximize their skills and knowledge, and contribute to their communities and work places;
- cooperate with the private sector to expand research networks to generate knowledge, encourage innovation, and move new technologies quickly from the laboratory to the marketplace;

- increase exchanges in science and technology and other fields at all levels of **education**, and promote better understanding of foreign qualifications and **educational** outcomes;
- promote high standards notably in mathematics, science, technology, and foreign languages at all levels of **education**, and support the engagement of highly qualified teachers in these critical areas;
- promote social and economic integration of immigrants into host countries and societies with **education** being one of the effective means of doing so.

I. Developing a Global Innovation Society

6. We must generate new knowledge and nurture innovation to sustain long-term economic growth. We will collaborate on creating research networks among higher **education** institutions, research centers and business, and capitalize on the leading edge technology they produce. We will share best practices on knowledge-based cluster development and public-private partnerships to facilitate global knowledge dissemination and move technologies quickly from the laboratory to the marketplace.

7. We will promote investment in knowledge, research and development. We will also leverage public expenditures strategically to attract private funding in R&D, including in the **education** sector. In addition, we will encourage closer cooperation between universities and industry. These actions will generate innovation that improves the lives of our people, the prosperity of our nations and the well-being of the global community.

8. We will develop policies to promote the creation and dissemination of new technologies that encourage innovation and entrepreneurship. We will also make effective use of technological advances and research across businesses, **education** systems, and nations, while preserving the rights of innovators. We appreciate the contribution made by business and higher **education** leaders from our countries who met in Moscow on July 11, 2006 to discuss leveraging the resources, ideas and expertise of the public and private sectors to foster greater innovation and meet the **education** and workforce needs of the 21st century.

As a follow-up to the St. Petersburg Summit, we welcome Italy's offer to organize in cooperation with UNESCO a World Forum on "**Education**, Innovation and Research: New Partnership for Sustainable Development".

9. **Education** is vital to the public interest. Our governments will cooperate with the private sector in the development of innovative, high quality higher **education** and research and development systems. We will ensure a reliable, transparent and non-discriminatory environment that fosters a supportive, pro-competitive and predictable policy framework, offers strong protection of intellectual property rights, provides incentives to investment, and promotes regulatory policies that encourage innovation. Our governments will promote dialogue and synergies with business, higher **education** and labour to develop sound higher **education** and human resources policies.

10. We will promote innovation alliances and increase the exchange of ideas and expertise about university-based public-private partnerships in the G-8 countries. Sharing among relevant stakeholders best practices ideas and experience about **education** governance, funding, modern teaching methods, as well as about recognition and transparency of qualifications could also add value. We will collaborate internationally through innovation alliances to generate the critical mass of scientific and technological talent and knowledge needed to support innovative societies.

11. We will identify points of contact in our countries that can facilitate the exchange of ideas and expertise, while recognizing that private sector involvement in the development of these partnerships is one of the main keys to achieving an effective linkage between higher **education** and the needs of the global innovation society.

12. We will promote international academic mobility at all levels, significantly increasing the mobility of students, teachers and researchers. We will enhance existing programs of exchange and promote the development of linguistic and cross cultural skills. The Bologna Process aimed at creating the European higher **education** area is an example of one such program. We will also

facilitate access to knowledge generated in other countries, taking account of the multiple factors that impede the movement of students and scholars.

13. We will share information about qualification systems in our countries to increase understanding of national academic practices and traditions. We will foster a global **education** environment that merges excellence and innovation with increased access, and we will encourage effective systems for the assessment and comparison of foreign qualifications in the public and private sectors.

II. Building Skills For Life and Work Through Quality Education

14. We will improve the quality of **education** to provide stronger opportunities for our young people and for future generations. We will promote more effective use of public resources in **education** at all levels and at all stages of life. We will build innovative societies that provide continuing improvement of labor force skills and creative opportunities for lifelong learning.

15. We will prepare our people to embrace change through lifelong learning. We will strengthen linkages between learning, enterprise training and the labour market, including through distance **education** and cross-border provision of **education** services. We reaffirm the importance of the G-8 Cologne Summit Charter on Aims and Ambitions for Lifelong Learning and its call for opportunities and incentives for lifelong learning to be created for all people.

16. We place a high policy priority on the importance of early childhood **education** to give young children a strong start and to strengthen social equity. We will also foster greater and more equitable participation in adult learning beyond secondary and tertiary **education**.

17. We welcome active participation of the business community and non-governmental organizations in the development of continuous **education** that provides the competences and skills needed by our societies and economies.

18. Our nations will focus on achieving quality, efficiency, effectiveness, and affordability in our **education** systems. We take note of the joint efforts by the UNESCO and OECD to develop voluntary guidelines for quality provisions in cross-border higher **education**. We will collaborate with the academic community and the private sector to ensure we use the best models of **education** governance, teaching and management.

19. We encourage our **educational** institutions and appropriate organisations to share information and promote understanding of our respective countries' qualifications systems, teaching methods, **education** management and financing.

20. We reaffirm our commitment to use information and communication technologies (ICTs) in **education** more effectively in accordance with the G-8 Okinawa Charter on Global Information Society and the Tunis Commitment of the World Summit on Information Society. ICTs are crucial to meeting the **educational** needs of a technology-intensive economy. Accessible **educational** resources are important tools for creating a more equitable and more efficient global information environment.

21. We will strive for high standards in particular in mathematics, science, and technology to provide strong foundational elements for the global innovation society. All primary and secondary school curricula should stimulate more intensive learning in these subject areas, as well as problem-solving skills and critical thinking. We also encourage the efforts of developing countries to improve their science, technology and mathematics **education** at primary and secondary levels.

22. We welcome initiatives to support the learning and mastery of foreign languages at all **educational** levels. The ability to communicate and to learn foreign languages is also essential in today's global environment. It involves social and international skills, intercultural knowledge and competences and the understanding and respect of the values and the history underlying cultures and societies.

23. We will encourage the development of **education** policies aimed at fostering a system of accessible, diverse, sustainable, and high-quality higher **education** institutions, both university and non university including research institutions, community colleges, technical schools, public

and private sector vocational training institutes, with the ability to respond to new demands. Universities and other tertiary institutions have a key role in innovative societies to **educate** our public. They must be able to adjust rapidly to the changing demands of society and the labor market through effective and transparent governance in the framework of **education** policies.

24. We will work within our national systems to make teaching an attractive career choice, to develop teachers' knowledge and skills, and to retain effective teachers in schools. The teacher lies at the heart of **education**. Fundamental to improving student learning and achievement is the presence of highly qualified teachers in every classroom. Teachers must have good knowledge of content and instructional methods to be effective **educators** and mentors. Effective teachers instruct their students in critical content knowledge, and help develop the desire and ability to excel and to pursue life-long learning.

25. We encourage our relevant **education** authorities, the private sector and other stakeholders to share information and best practices on a wide range of issues related to modernization of **education** systems. Modernization of our **education** systems must play an important role in achieving our common strategic goals. In the new millennium, the management of knowledge strategies is as fundamental as the management of more traditional **educational** resources — personnel, finance and facilities. Thus, **education** systems should focus increasingly on developing intellectual capacity, not only in terms of the mastery of content but in processing, adapting, applying existing information, and, more importantly, in creating new knowledge. **Education** must also find ways to combine excellence with the widest access possible.

III. Education for All and Development

26. We will work to provide affordable, quality **education** and professional training accessible for all, regardless of social and economic background, age, sex, religion, ethnicity or disability. **Education** is a vital investment in the sustainable development of a country and its human potential. Basic **education**, including literacy, numeracy and life-skills training is its foundation. In addition to access, the content of student-learning and the quality of their learning outcomes are equally important.

27. We will support the **educational** elements that develop critical thinking, and the open exchange of knowledge, which build both democratic societies and well-functioning economies with opportunities for all. Creation of an **educated** population and workforce is vitally important. To achieve this strategic objective, the world community embraced the **education**-related MDGs which prioritized the EFA goals of universal primary completion and gender equality at all levels of **education**. We regret that interim targets related to eliminating gender disparities in primary and secondary **education** have not been achieved. Greater concerted action by all will be needed to fulfill these key goals by 2015. We reaffirm our commitments in this regard.

28. We welcome the resolve of the 2005 World Summit to promote the Dakar Framework for Action (**Education for All**) adopted at the **World Education Forum** in 2000 as an integral part of renewed international development efforts. We reaffirm our commitment to the EFA agenda and welcome UNESCO's efforts to finalize a Global Action Plan to achieve the EFA goals and provide a framework for coordinated and complementary action by multilateral aid agencies in support of country-level implementation. Particular attention needs to be given to the poorest countries, including in Africa, where more than forty million children, 60 % of whom are girls, are currently excluded from the school system. We call upon UNESCO and the additional convening agencies of the Dakar Framework (UNDP, UNFPA, UNICEF and the World Bank) to support harmonization and alignment with national priorities, plans and targets and to utilize each organization's unique capacities to eliminate duplication of effort and increase efficiency.

29. We also support an effective implementation of the EFA Fast-Track Initiative (FTI) and reiterate our Gleneagles commitment to help FTI-endorsed countries to develop sustainable capacity and identify the resources necessary to pursue their sustainable **educational** strategies. We look forward to a progress report on the FTI by the World Bank at the Annual Meetings. We reiterate our commitment to support Africa in its achievement of the **Education for all (EFA)**

agenda. This builds on the partnership that the G8 has developed with Africa, as set out in the Africa Action Plan (Kananaskis) and subsequently in the Gleneagles Declaration. In this context we confirm our commitment to work with all FTI — endorsed countries including newly endorsed ones to meet these goals.

30. We call upon developing countries to take the lead to create sound national **education** sector strategies, policies, and plans, to integrate them fully into national development plans, and to work with all relevant stakeholders to provide **education** opportunities for all. Success in EFA can only be possible if there is a strong vision and firm commitment by developing countries themselves with national ownership and self-help based on clearly formulated Poverty Reduction Strategy Papers or their equivalent and well-constructed long-term plans for the **education** sector as a whole. Effective governance, sound policy and institutional environment, a focus on quality, and the recognition of the value of informal and non-formal **education** are at the heart of healthy **education** systems.

31. We will work with all relevant stakeholders to promote cooperation and the sharing of good practices to achieve EFA goals. New forms of cooperation between and among developing and developed countries, including through trilateral cooperation, will play an important role in reaching EFA targets. We will encourage this, especially to improve learning outcomes and the quality of **educational** management, materials and teaching.

32. We are committed to attaining EFA goals and to eliminating obstacles in other sectors that narrow **education** opportunities. Assistance in the **education** sector alone will not solve the problem. We will work to support cross-sectoral approaches combining investments in **education** and other key areas such as poverty reduction, health and sanitation, water nutrition and infrastructure to achieve EFA goals, raising HIV/AIDS awareness in **education** systems.

IV. Advancing Social Cohesion and Immigrant Integration through Education

33. We will promote civic participation, as well as equality of opportunity and cross-cultural understanding to help people to maximize their individual potential and overcome barriers to their participation in society. Inclusive, respectful and equitable societies provide the most conducive conditions for **acquiring** skills and **knowledge**, promoting innovations, and driving economic and social success. We view cultural diversity and knowledge of foreign languages, openness to new talent and the mobility of the labor force as essential attributes of innovative and inclusive societies.

34. We will facilitate social, cultural and professional integration in our societies by promoting support for **life-long learning**, and encouraging the language competencies necessary to secure employment commensurate with levels of skill and experience. We also call for joint research and exchange of knowledge, experiences, and best practices among the G-8 countries and other stakeholders in this important area.

35. We will aim to maximize the human and social capital of all people through policies that recognize that diversity in the **educational** sector and in the workplace, advance innovation and stimulate creativity. Successful social cohesion policies, including **education** for democratic citizenship, will help to combat intolerance and discrimination. Our **education** systems should facilitate achievement of these fundamental goals, while taking into consideration that each country employs a range of different policies to promote acceptance and integration in its economy and society.

Update on Africa:

Our commitments

Since the late 1990s, G8 Summits have given Africa a high priority. At Gleneagles last year the G8 agreed to a further set of measures to reduce poverty and support sustainable development in Africa. We are continuing to work in partnership with Africa, in particular in support of the AU and NEPAD, with a special focus this year on infectious diseases, **education** and energy security.

This report reviews progress on G8 commitments on Africa since the last G8 Summit, while respecting the critical role of African ownership of the reform process.

Progress made

Peace and Stability: We have increased our support for African efforts to build a peaceful and stable Africa, including support for setting up the African Standby Force and technical, logistical and financial assistance on policy development to strengthen the overall capacity of African organisations to deal with conflicts on the continent. We have provided funding, hardware, personnel and technical assistance to the African Union (AU) mission in Darfur, and stand ready to support a UN force to take over from the AU there. We assisted in the development of several **international training centres** in Africa as well as other parts of the world. We take note of the report by the G8 and other donor partner officials on strengthening African peace-keeping capacity to the G8 Foreign Ministers, including the establishment of the Centre of Excellence for Stability Police Units (COESPU) in Vicenza. We are on track to deliver our Sea Island commitment to train 75,000 peacekeeping troops worldwide by 2010, with a sustained focus on Africa.

Investing in People:

We are working with our African partners on their commitment to provide free **primary education** for all African children by 2015. We support an effective implementation of the **EFA Fast Track Initiative**, as detailed in our Summit paper on **Education**. We welcome the Plan of Action for Science and Technology agreed by African ministers in September 2005, to help ensure skilled professionals for Africa's private and public sectors.

Continuing work

- tackling infectious diseases, strengthening **education** and enhancing energy security in Africa and the wider world. The details are set out in our separate statements;

Trade

6. We acknowledge the importance of Aid for Trade as essential in helping many developing economies to benefit from trade. We expect spending on Aid for Trade to increase to \$4 billion, including through enhancing the Integrated Framework. It is a necessary complement to a successful outcome of the Doha Round. We reaffirm our commitment to Aid for Trade and Trade Capacity Building. We will promote trade-related technical assistance through **training** and **education**. We recognize the important contribution that multilateral development institutions can make in this field, and encourage them to give this priority. We stress also the vital role of private sector participation in identifying and responding to trade-related needs. We welcome the progress made in the Task Force to strengthen the Integrated Framework for Trade Related Technical Assistance to LDCs and will support its implementation through bilateral and multilateral efforts. We recognize the challenges that may be faced by trade preference beneficiaries from preference erosion.

G8 Statement on Strengthening the UN's Counter-Terrorism Program

4. A comprehensive response to the urgent threat of terrorism must be a core focus of the UN. While the Security Council should continue to play its crucial role, as illustrated by the adoption, since Gleneagles, of resolutions 1617, 1624 and 1673, other UN organs, organizations and bodies must strengthen their efforts as well, thus, contributing to the broader counter-terrorism effort through capacity building, **education**, economic development and by addressing the facilitating factors that may breed terrorists. Countering terrorism, state-building and development are mutually dependent and mutually supporting. Counter-terrorism should be addressed across the UN system in a coherent and coordinated way. Thus, we welcome the Secretary-General's commitment to help achieve this. Enhanced UN counter-terrorism capacity will have far-reaching

benefits. It will reduce the likelihood of conflict and social unrest and contribute to increased foreign investment, good governance and long-term development.

Chair's Summary

We met in St. Petersburg for our annual Summit, 15-17 July 2006, to discuss collective approaches to pressing international issues. On July 17 we were joined for our discussion on priority themes of the Russian Presidency (global energy security, development of modern **education** systems and fight against infectious diseases) as well as globalization, international trade and Africa by the leaders of Brazil, China, India, Mexico and South Africa and by the heads of the African Union, the Commonwealth of Independent States, the International Energy Agency, the International Atomic Energy Agency, the United Nations, UNESCO, the World Bank, the World Health Organization, and the World Trade Organization.

Education for Innovative Societies in the 21st Century

Entire section is relevant in terms of education, as follows:

We adopted a statement on the need to promote modern effective **education** systems to meet the challenges of a global knowledge-based economy. We agreed that economic and social prosperity in the 21st century increasingly depends on the ability of nations to **educate** all members of their societies to be prepared to thrive in a rapidly changing world.

We believe that **education**, enhancement of skills and generation of new ideas are essential to the development of human capital and are key drivers of market productivity, and sources of cohesion for all nations. As science, technology, and economic progress become more global, international collaboration is indispensable to generate the talent and knowledge needed to find solutions to fundamental global challenges.

We resolved to encourage investment in the «knowledge triangle» — **education**, including **lifelong learning**, research and innovation. We shall promote cooperation with the private sector to foster diverse, efficient, sustainable higher **education institutions**.

We shall facilitate wider use of information and communication technologies, enhance standards in mathematics, science, technology and foreign languages, and support the engagement of highly qualified teachers in these critical areas.

We underlined the need to increase exchanges in science and technology and other areas of **education** at all levels and promote better understanding, recognition and transparency of foreign qualifications and **educational** outcomes. In this connection Russia proposed the establishment of an expert group to develop criteria and procedures for evaluating **educational** outcomes and qualifications. The group could include representatives of state organizations, business and civil society.

We agreed to cooperate with our development partners and other stakeholders to achieve high quality basic **education**, literacy and gender equality in accord with the **education**-related Millennium Development Goals and the objectives of Education for All programme.

We resolved to facilitate social and economic integration of immigrants into host countries and societies, with **education** being one of the effective means of doing so.

2007 Heiligendamm

(25 paragraphs, 36 sentences)

Growth and Responsibility in the World Economy Summit Declaration:

Investment and responsibility — the social dimension of globalization

28. Investing in social protection systems: Social protection is an investment in a country's economic future and a cost-effective way of fighting poverty. It includes appropriate protection

against life's major risks and appropriate coverage for everyone, aiming at improved **education** and health. Social protection has the capacity to contribute to individual employability and to ensure that those who can work obtain adequate support to find employment and to obtain skills demanded by the labour market.

Innovation for Sustainable Growth

31. Forward looking innovation policy is geared towards promoting the research community and towards translating ideas, the product of the research process, into innovative products and services. Whereas the promotion of research involves **education** and higher-**education** policy, economic policy can play a crucial role in promoting the translation of research into innovative products and in fostering an innovation-friendly business environment. Both tasks benefit from the engagement of national governments. International cooperation and exchanges can supply a substantial impetus in the shaping of national policy. Cooperation between advanced and developing countries in research activities in the field of science and technology should also be strengthened.

Intellectual Property Protection as the Backbone of Innovation

37. We welcome the joint Declaration of the business communities of all G8 countries on "Strategies of G8 Industry and Business to Promote Intellectual Property Protection and to Prevent Counterfeiting and Piracy" which highlights actions companies are taking to secure their intellectual property rights at home and abroad and to keep their global supply chains free of pirated and counterfeit goods — from producers and distributors, retailers and merchandisers. Industry and business have an essential role to play in protecting innovation, and we will engage our respective private sectors on effective solutions with regard to both the supply and the demand side of piracy and counterfeiting. We also welcome **educational** campaigns with the help of business communities in our countries directed at raising awareness of consumers with regards to the negative effects of counterfeiting and piracy.

38. (e) We recognize the need for continued **study** by national experts of the possibilities of strengthening the international legal framework pertaining to IPR enforcement.

Responsibility for Raw Materials: Transparency and Sustainable Growth

86. [We]

- support efforts to develop techniques to limit pollution associated with artisanal mining, such as **education** and training to encourage the use for example of safer retorts for gold extraction.

Fight Against Corruption

92. Building on the St. Petersburg Statement of 17 July 2006, we will focus on preventing corruption and of **raising public awareness**, in collaboration with civil society. We agree that corruption should be combated most effectively by measures which reduce the vulnerability of the public sector to corruption. We will work actively to promote appropriate preventive measures, particularly in the government and administration, inter alia through transparent public procurement and will also provide support to other States in working up best practices in this area.

Chair's Summary

II. Growth and Responsibility in Africa

Economic growth and investment: We welcomed significant and stable economic growth rates for the past years in many African countries as the outcome of courageous reforms and improved governance. The G8 want to enhance these positive developments and contribute to sustainable growth by encouraging and mobilizing domestic and international entrepreneurship and investment. In order to reach the MDGs, we need ODA as an important catalyst for reaching the MDGs and also more and more sustainable private investment. To support African partners in facilitating investment, the G8 welcomed on a variety of measures, including establishing a partnership for making finance work for Africa. We also decided to further promote market

integration and cross-border infrastructure, inter alia through more coherent and coordinated support for capacity building for regional economic communities. We reiterated our commitment to accelerate the delivery of universal primary **education** as key instrument for sustainable development in Africa

III. Foreign Policy and Security Issues

Counter Terrorism: We adopted a Statement on Counter-Terrorism. We condemned all acts of terrorism, whatever their alleged motivation, in the strongest terms and reaffirmed that there could be no justification for such acts. We pledged to work closely together to react efficiently to new and continuing threats stemming from terrorist activities. We defined specific areas of further joint work to counter terrorism including, among others, responding to the terrorist and criminal abuse of modern communication and **information technology**, protecting critical energy infrastructures, improving transportation security, countering terrorist recruitment and preventing nuclear terrorism. We reaffirmed our support for the central role of the United Nations in the international fight against terrorism; in this context, we are providing a Report on G8 Support to the United Nations' Counter-Terrorism Efforts.

Growth and Responsibility in Africa Summit Declaration

Strengthening Financial Markets

32. [This partnership should help us work together more effectively with a variety of new and existing initiatives such as:]

- working with African central banks to provide risk-based supervision **training** and support international best practices in bank supervision.

Ensuring Sustainable Investment

37. **Education** is a fundamental driver for national development and economic growth, providing a skilled labour force, and promoting equity, enterprise, and prosperity. **Education** also promotes good health, empowers girls and women, and leads to healthier families. We are committed to working with partner governments and the private sector to expand opportunities for disadvantaged girls and boys, including beyond the class rooms, to learn 21st century skills and increase their participation in society. We reaffirm that no country seriously committed to “**Education for All**” will be thwarted in their achievement of this goal by lack of resources.

38. The G8 reiterate their commitment to “**Education for All**” for sustainable development in Africa. As part of this commitment, in 2002 the major donors launched the Fast Track Initiative (FTI) to guide and accelerate the delivery of universal **primary education** in the world's poorest countries. This approach focuses on sustainable multi-year **education** plans, measurable results, fiduciary controls, and coordinated donor funding, and as such enjoys the G8's full support. The G8 will continue to work with partners and other donors to meet shortfalls in all FTI endorsed countries, estimated by the FTI Secretariat at around US\$ 500 million for 2007. We will work together with other donors and recipient governments towards helping to fund long-term plans provided by countries to ensure every child gets to school, with attention to low income countries and fragile states furthest away from the 2015 target of universal primary completion. We will especially focus on high quality **education** and capacity development. This initiative helps bring rigor to programming as it is based upon a strong commitment by host governments and a sound combination of bilaterally and multilaterally funded programmes.

Promoting Peace and Security

42. [We encourage the individual member states of the AU to continue, and if possible intensify, their involvement. In close coordination with the AU, we will help with initiatives such as:]

- to build capacities at AU headquarters and regional levels to plan and supervise the use of the new civilian component, help identify the **training** needs for civilian experts, offer appropriate **training** and assist in building up a continental roster of experts. A strong focus has to be

placed on the **training** of civilian police for post-conflict scenarios and the need for experts in areas such as justice, transitional justice, administration, gender, human rights etc.;

- to create additional capacity for the **training** of civilian experts;
- to support a network of existing peacekeeping **training** facilities, in Africa and elsewhere, with a view to better coordinating their activities and maximizing their impact on the overall capabilities of peace support operations, in particular in Africa.

The Pharmaceutical Industry

- to consider supporting local production of HIV/AIDS pharmaceuticals by voluntary licences and laboratory capacities that meet international standards and strengthen regulatory, certification and **training** institutes.

Combating HIV/AIDS, Malaria, TB and other infectious diseases

51. By achieving the MDG on **education**, 700,000 new HIV-infections could be prevented every year. **Education** not only improves the understanding for infectious diseases but also improves women's and girls' economic prospects and empowers them. The G8 will take concrete steps to support **education** programs especially for girls, to promote knowledge about sexuality and reproductive health and the prevention of sexually transmitted infections. The G8 will support the nationwide inclusion of appropriate HIV/AIDS-related information and life-skills information in school curricula, in the context of nationally owned sector plans as well as prevention information with regard to malaria and other relevant health topics.

Strengthening Health Systems in Africa

63. The shortfall in human resources undermines the provision of adequate health care in Africa. We will work with African states to address the different causes of this lack of human resource capacity within the health sector, including working conditions and salaries with the aim of recruiting, **training** and retaining additional health workers. We will also work with national governments as they endeavor to create an environment where its most capable citizens, including medical doctors and other healthcare workers, see a long-term future in their own countries. Furthermore, we will work with the Global Health Workforce Alliance, interested private parties, the OECD and the WHO to build the evidence base on health workforce management and international migration.

Annex: Summary of G8 Africa Personal Representatives' Joint Progress Report on the G8 Africa Partnership

6. Investing in People

The international community has promised to work towards the goal of Universal Access to HIV/AIDS prevention, treatment, care and support by 2010. We must renew efforts to address the feminisation of the pandemic, including addressing mother to child transmission. To date, the Global Fund to fight AIDS, Tuberculosis and Malaria (GFATM) has committed US\$ 7.6 billion in 136 countries. It will require the necessary multi-year contributions in coordination with other donors to continue work effectively. The G8 must support African efforts to strengthen health systems more broadly, including through support for long-term plans and better institutional coordination. On **education**, 19 African countries have had their **education** plans endorsed under the **Education for All-Fast Track Initiative (EFA-FTI)** and as at May 2007 14 are receiving funding to implement their plans. The G8 should reaffirm its efforts to help FTI-endorsed countries to develop sustainable capacity and identify the resources to pursue their sustainable **educational** strategies.

G8 Summit Statement on Counter Terrorism

2. Reacting to Terrorist and Criminal Abuse of Modern Communication and Information Technology

We note with grave concern the **exploitation of** modern communication and **information technology** for the planning and execution of terrorist acts, for the radicalization and recruitment to terrorism and for terrorist training. Its multimedia capabilities and mass-dissemination facilitate the coordination and communication of terrorist groups; the dissemination of terrorist propaganda; and efforts to radicalize and recruit for terrorist activities certain individuals. We resolve to address this abuse of modern communication and information technologies vigorously, while respecting scrupulously the fundamental freedom of expression. We therefore commit to:

- develop further our understanding how new and developing technologies may be exploited by terrorists;
- identify ways to detect and disrupt terrorist use of modern communication and **information technology** and, thereby, to disclose terrorist plans and disrupt terrorist networks;
- **share our experiences** in this regard.

6. Countering Cash Smuggling Used to Finance Terrorism and violent extremism

- Facilitating enforcement of cash declaration/disclosure standards while protecting the free movement of legitimate funds, including by offering **training** and capacity-building to partners;

9. Countering Terrorism in the Afghanistan and Pakistan Border Regions

We endorse the Joint Statement issued by Foreign Ministers of the G8 and Afghanistan and Pakistan at their meeting in Potsdam and encourage Afghanistan and Pakistan to implement the measures contained therein with the support of G8 countries. In addition, we believe it would be fruitful to reduce poverty and fully engage the private sector in the border area between Pakistan and Afghanistan. Connecting the border regions of Pakistan and Afghanistan to the global economy and promoting strong private sector growth and economic development are essential to combating terrorism, creating legitimate employment opportunities and fostering democracy, peace, prosperity, stability and good governance. Therefore, a comprehensive economic strategy to bring needed coherence to the fields of development and counter-terrorism should be envisaged. Such a comprehensive strategy which, along with strong counter-terrorism measures, may include business promotion, infrastructure upgrades, **vocational training**, improvement of public services and promoting trade, should be developed by the respective governments with the participation of local authorities and populations and the support of G8 members, multilateral institutions and private sector organizations in order to make the population in the regions immune to terrorist propaganda and recruitment.

2008 Hokkaido Toyako

(11 paragraphs, 21 sentences)

Environment and Climate Change

Education for Sustainable Development

39. We promote **Education for Sustainable Development (ESD)** by supporting the UNESCO and other organizations in the field of ESD and through knowledge networks among relevant institutions including universities to encourage actions by the public leading to a more sustainable and low carbon society.

Development and Africa

Development

41. In tackling the development agenda, we will take a multi-faceted approach, promoting synergies among MDG-related development sectors particularly among health, water and **education**, in a framework of sustainable development. In this regard, our work will be grounded

in the set of core principles of development policy that we endorsed at Heiligendamm, including promoting good governance based on transparency and rule of law and broad-based private sector-led growth. We will promote a ‘participatory approach’, involving all key players and stakeholders. We will work together, and with other countries, in a complementary manner, to address global health priorities and deliver on existing health commitments. We will also work to improve human security through protection and empowerment of individuals and communities. In addition, we emphasize the importance of **education**, science and technology as a means to facilitate development. We will promote **gender equality** and women’s empowerment as a principle in our development cooperation through mainstreaming and specific actions. We will reaffirm during the Third High Level Forum on Aid Effectiveness our commitment to make our aid more effective based on the Paris Declaration principles. We continue to encourage innovative approaches to leverage private investments in connection with domestic public financing and official development assistance.

Health

45. As a result of its growing political and financial commitment to fight infectious diseases, the G8 has **raised** international **awareness** on global health issues and contributed to remarkable improvements on health in partner countries, notably access to HIV/AIDS prevention, treatment and care; stabilization of tuberculosis incidence; increased coverage of innovative tools such as insecticide-treated nets against malaria; impressive falls in measles deaths; and considerable progress on polio which is closer to eradication than ever before. Investment through the Global Fund to Fight AIDS, Tuberculosis and Malaria together with national efforts, bilateral and other multilateral programs has enabled recipient countries to save more than 2.5 million lives to date. The Second Voluntary Replenishment Conference held in Berlin in 2007 raised US\$ 9.7 billion for expanded activities during the period 2008-2010. But many challenges remain toward reaching the health-related MDGs. G8 members are determined to honor in full their specific commitments to fight infectious diseases, namely malaria, tuberculosis, polio and working towards the goal of universal access to HIV/AIDS prevention, treatment and care by 2010. In this regard, we welcome the report submitted by our health experts along with its attached matrices, showing G8 implementation of past commitments to ensure accountability. Building on the Saint Petersburg commitments to fight infectious diseases, the experts’ report sets forth the ‘Toyako Framework for Action’, which includes the principles for action, and actions to be taken on health, drawing on the expertise of international institutions. We also agreed to establish a follow-up mechanism to monitor our progress on meeting our commitments.

46. [In view of sustainability we aim at ensuring that disease-specific and health systems approaches are mutually reinforcing and contribute to achieving all of the health MDGs, and will focus on the following:]

(b) Reliable health systems require a reliable health workforce. To achieve quantitative and qualitative improvement of the health workforce, we must work to help **train** a sufficient number of **health workers**, including community health workers and to assure an enabling environment for their effective retention in developing countries. In this regard, we encourage the World Health Organization (WHO) work on a voluntary code of practice regarding ethical recruitment of health workers. The G8 members will work towards increasing health workforce coverage towards the WHO threshold of 2.3 health workers per 1000 people, initially in partnership with the African countries where we are currently engaged and that are experiencing a critical shortage of health workers. We will also support efforts by partner countries and relevant stakeholders, such as Global Health Workforce Alliance, in developing robust health workforce plans and establishing specific, country-led milestones as well as for enhanced monitoring and evaluation, especially for formulating effective health policies. In this context, we take note of the Kampala Declaration and Agenda for Global Action adopted in March 2008 at the First Global Forum on Human Resources for Health.

Education

48. Strengthening the capacity of individuals, organizations, institutions and societies is the key to sustainable development and growth, therefore **education** in developing countries should be reinforced at all levels. Accordingly, we attach importance to life-long learning and a holistic approach to the **education** system, namely, continuing to prioritize universal completion of quality primary **education** by boys and girls, while responding to the need for striking a good balance between primary and post-primary **education** in relation with national constraints and economic needs. We are committed to addressing the issues of shortage, retention and management of teachers in Africa as well as improving learning outcomes. We will work further to improve access to and the quality of **education** through capacity development of teachers as well as community involvement. Teacher training should be intensified emphasizing the development of needed competencies and skills. Since school health and school feeding could improve both school enrolment and children's wellbeing, we will promote synergies with other development sectors.

49. We remain committed to **Education for All (EFA)** and the international agencies which implement it and support the efforts of the Fast Track Initiative (FTI) for universal **primary education**. We, along with other donors, will continue efforts to mobilize bilateral and multilateral resources to meet the shortfalls of FTI- endorsed countries estimated by the FTI Secretariat at around US\$1 billion for 2008, while supporting the improvement of its effectiveness through an external evaluation. There should be a strong emphasis placed on the quality of **education** and program effectiveness. We will pay specific attention to countries affected by conflicts or crisis, to girls and to marginalized populations who remain mostly excluded from school. G8 progress to support FTI, including meeting shortfalls, will be monitored through a report to be delivered at the 2009 Summit.

Political Issues

Peacekeeping/Peacebuilding

71. (b) strengthen assistance both in quality and quantity to **train** and equip police in countries in and emerging from conflict, as well as continue to develop global capacity for police peacekeeping including stability/formed police units, and;

G8 Leaders Statement on Global Food Security

7. [We will]

c) promote agricultural research and development, and the **training** of a new generation of developing country scientists and experts focusing on the dissemination of improved, locally adapted and sustainable farming technologies, in particular via the Consultative Group on International Agricultural Research (CGIAR), and through partnerships such as the Alliance for a Green Revolution in Africa (AGRA);

G8 Leaders' Statement on Counter-Terrorism

3. In light of the diversified threats and methods of terrorism, we will reinforce our efforts to tackle a wide array of threats including Chemical, Biological, Radiological and Nuclear (CBRN) terrorism, attacks on critical energy infrastructure and transportation systems, and the abuse of **information/communication technology**.

Chair's Summary

II. Environment and Climate Change

We also recognized the importance of tackling environmental issues such as forest, biodiversity, 3R and **education for sustainable development (ESD)**.

III. Development and Africa

On MDGs, we focused our discussion on health, water and **education**. In further addressing issues on water and sanitation as well as **education**, reports will be issued by our experts by the next Summit to follow-up our commitments. On health, we welcomed the report submitted by our health experts along with its attached matrices on past commitments. Building on the Saint-Petersburg commitments to fight infectious diseases, the experts' report sets forth the Toyako Framework for Action, which includes the principles for action, and actions to be taken. We also agreed to establish a follow-up mechanism to monitor our progress on meeting our commitments. We agreed to work towards increasing health workforce in Africa with a view to achieving the WHO threshold of 2.3 health workers per 1000 people initially in partnership with the African countries where we are currently engaged and that are experiencing a critical shortage of health workers. We welcomed substantial progress on our previous commitments to fight against HIV/AIDS, tuberculosis, malaria and polio, and agreed to support the control or elimination of neglected tropical diseases (NTDs) to reach at least 75 percent of the people with NTDs. We also discussed the timeframe to provide US\$ 60 billion to fight infectious diseases and strengthen health, and agreed to do so over 5 years, while some countries will provide additional resources for health systems including water. Our discussion on malaria resulted in our agreement to continue to expand access to long-lasting insecticides treated nets, with a view to providing 100 million nets through bilateral and multilateral assistance in partnership with other stakeholders by the end of 2010. On **education**, we, along with other donors, will continue efforts to meet the estimated US\$ 1 billion shortfall in FTI-endorsed countries.

L'Aquila 2009

Responsible Leadership for a Sustainable Future World Economy

A common framework for balanced and sustainable-growth

23. Stable and sustained long-term growth will require a smooth unwinding of the existing imbalances in current accounts. We recognise the importance of working together to ensure the necessary adjustments in line with the multilaterally agreed strategies, which include supporting strong internal demand in surplus countries and increasing savings rates in deficit countries through appropriate macroeconomic and structural policies. New sources of growth will have to be supported by investments in infrastructure, innovation and **education** to facilitate productivity growth, while ensuring sustainable use of resources in a greener economy, within a context of open markets. Greater macroeconomic policy coordination will also be needed to help ensure that the burden of adjustment is fairly shared.

Employment and social dimension

36. [We support the conclusions of the G8 Social Summit in Rome and the London Jobs Conference to take further coherent actions to reduce the impact of the crisis on employment and maximise the potential for growth in jobs, in accordance with the following principles:]

a) promotion of active labour market policies to reduce unemployment, enhance skills development and match jobs with labour market needs; maintain income support for the unemployed; sustain existing employment, including through partial unemployment schemes combined with **training provisions** and temporary flexible work or other arrangements, such as employment subsidies, in order to prevent lay-offs;

Innovation and Intellectual Property Rights

59. Internet and the new technologies have created new opportunities and business models for the creation and widespread distribution of digital content that fosters increased knowledge, science, **education** and free speech. At the same time, these technologies can provide a mechanism for digital piracy. For this reason we consider it important to deepen our understanding of the impact of the Internet and the new technologies on the worldwide diffusion of digital piracy and

counterfeit goods, as a component of strategies aimed at ensuring that ICT fully serves the goal of fostering innovation and creating sustainable economic growth and prosperity.

Education for Sustainable Development

83. We appreciate and encourage accelerating the ongoing international efforts, in particular by the UNESCO and other organizations, in promoting **Education** for Sustainable Development, as a **life-long learning process** enabling communities to find new solutions to emerging social, economic and environmental challenges.

Energy efficiency, diversification of the energy mix and technology

90. Considering the above mentioned challenges, the G8 Nuclear Safety and Security Group (NSSG) will continue in its work to consider nuclear safety and security issues. We welcome the initiative launched by the NSSG on nuclear safety and security **Education and Training**, aimed at building capacity in countries embarking on or expanding nuclear programmes.

Combating energy poverty

92. Access to modern energy services is essential for human and social development, and for the achievement of the MDGs. Energy access and availability are tightly interlinked with the improvement of living conditions, both in rural and urban areas, providing for cleaner water, more effective sanitation and health services, better **education systems** and other essential services. Moreover, energy input for productive uses is crucial for job creation and income generation.

Promoting Global Health

123. We also recognize the need to strengthen the link between health sector and other policies by promoting the strategic approach of “health as an outcome of all policies”. We aim at addressing the key determinants of health through mutually reinforcing policies across sectors such as poverty reduction, food and nutrition, water supply and sanitation, **education**, gender equality, employment, housing, justice, environment and science and technology. We commit to counter any form of stigma, discrimination and human rights violation and to promote the rights of persons with disabilities and the elimination of travel restrictions on people living with HIV/AIDS.

Advancing towards Education for All

126. Investing in **education** and skills development is crucial for a sustainable recovery from the current economic crisis and for long term development. We reaffirm the right to **education** for all. We favour an integrated approach to **education** systems, prioritizing access to and completion of quality primary education and also addressing post-primary **education, vocational training and skills development**, and adult literacy, according to partner countries’ specific needs. We support efforts to include **educational** strategies within broader development policies, in the spirit of the “Acting together” Oslo Declaration by emphasizing the principles of aid effectiveness and division of labour.

127. We remain committed to the goals of **Education for All (EFA)** and we welcome the progress made so far, but we recognize that decisive action is still needed. We reaffirm that no country seriously committed to **EFA** will be thwarted in the achievement of this goal by lack of resources. We continue to paying special attention to countries affected by conflict or crises, girls, children in rural areas, children with disabilities, working children and those living or affected by HIV/AIDS. In this perspective, governments should enhance the quality of **education** also through the recruitment, **training**, retention and better management of **qualified teachers**. We welcome major global campaigns to promote support for **education**, through international events, such as the FIFA World Cup in 2010. We welcome the creation of an international Task Force on “**Teachers for EFA**”, aiming to address the “**teacher gap**”.

128. We reiterate our support to the **Education for All — Fast Track Initiative (EFA-FTI)** as a good practice for aid effectiveness. We will continue to facilitate the implementation, within 2009, of the **EFA/FTI’s** reform process with specific attention on the most effective governance

structures and financing mechanisms. This process will be based on the preliminary findings of the ongoing **FTI** evaluation. 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, and to close gaps in education data, policy and capacity to accelerate action on **EFA**. We welcome the report submitted by our experts concerning progress on our support to **EFA-FTI** which shows how education contributes to the whole MDG Agenda and is a key factor in poverty reduction. We welcome the holding of the next **FTI** meetings in Italy in autumn 2009.

Political Issues

Middle East

We underscore the importance of regional partnerships in areas of **education**, economic development, science and technology, and health, as outlined in President Obama's speech in Cairo. We reaffirm our common commitment to broad regional partnerships, particularly through the BMENA initiative.

L'Aquila Statement on Non-Proliferation

7. We reaffirm the inalienable right of all NPT Parties to the peaceful uses of nuclear energy, in conformity with all their Treaty obligations; compliance and effective verification will not hinder the use of nuclear energy, but rather facilitate its safe and secure development and deployment as energy source. We are committed to promoting nuclear non-proliferation, safeguards, safety and security in cooperation with the IAEA and welcome new initiatives in emerging nuclear energy countries on nuclear **education and training** as well as institutional capacity building in these fields. We encourage the work of the IAEA on multilateral approaches to the nuclear fuel cycle, including assurances of nuclear fuel supply, as effective means of addressing the expanded need for nuclear fuel services, while taking into account the global interest in minimizing the risk of proliferation.

A Stronger G8-Africa Partnership on Water and Sanitation

Convinced that meeting these goals will be an important step forward in the fight against poverty in Africa and would also represent a crucial factor in promoting human dignity, reducing suffering associated with child mortality, facilitating **school attendance** and in empowering women.

"L'Aquila" Joint Statement on Global Food Security

L'Aquila Food Security Initiative (AFSI)

3. We therefore agree to act with the scale and urgency needed to achieve sustainable global food security. To this end, we will partner with vulnerable countries and regions to help them develop and implement their own food security strategies, and together substantially increase sustained commitments of financial and technical assistance to invest in those strategies. Our action will be characterized by a comprehensive approach to food security, effective coordination, support for country-owned processes and plans as well as by the use of multilateral institutions whenever appropriate. Delivering on our commitments in a timely and reliable manner, mutual accountability and a sound policy environment are key to this effort. We see a comprehensive approach as including: increased agriculture productivity, stimulus to pre and post-harvest interventions, emphasis on private sector growth, smallholders, women and families, preservation of the natural resource base, **expansion** of employment and decent work opportunities, **knowledge and training**, increased trade flows, and support for good governance and policy reform.

4. Food security is closely connected with economic growth and social progress as well as with political stability and peace. The food security agenda should focus on agriculture and rural development by promoting sustainable production, productivity and rural economic growth. At the same time, coherent policies to foster economy-wide growth, which is inclusive and environmentally sustainable, are to be pursued in conjunction with social protection mechanisms such as safety nets and social policies for the most vulnerable. Our attention to **promoting access to health care and education** in rural areas will substantially contribute to productivity and economic growth and, as importantly, improve nutrition and food security. It is necessary to improve access to food through more equitable income generation and distribution, employment creation and income prospects in developing countries.

10. We support the implementation of country and regional agricultural strategies and plans through country-led coordination processes, consistent with the Accra Agenda for Action and leveraging on the Comprehensive Framework for Action of the UN High Level Task Force and on existing donor coordination mechanisms. Building on the experience of FAO, IFAD and other Agencies, special focus must be devoted to smallholder and women farmers and their access to land, financial services, including microfinance and markets. Sustained efforts and investments are necessary for enhancing agricultural productivity and for livestock and fisheries development. Priority actions should include improving access to better seeds and fertilizers, promoting sustainable management of water, forests and natural resources, strengthening capacities to provide extension services and risk management instruments, and enhancing the efficiency of food value chains. In this regard, the increased involvement of civil society and private sector is a key factor of success. **Investment in and access to education**, research, science and technologies should be substantially strengthened at national, regional and international level. Their dissemination, as well as the sharing of information and best practices including through North-South, South-South and Triangular cooperation, is essential to promote knowledge-based policy and national capacity. We recognize the opportunities and challenges associated with renewable energy production from biomasses. Related investment should be promoted in a sustainable way compatible with our food security goals.

Chair's Summary

Heiligendamm — L'Aquila Process (HAP)

Leaders, together with Egypt, discussed a global recovery agenda, future sources of growth and responsible development policies. They will work together to foster a balanced recovery taking into account appropriate adjustments in savings. Policies to **improve** social safety nets, including healthcare and **education**, as well as investments in infrastructure and innovation will contribute to a more balanced and sustainable growth model.

Appendix A: Inclusions and Exclusions

List of Subjects Included:

1977

“training of young people” (1977 Communiqué) — because training implies learning

1984

“job training” (1984 Communiqué)

1985

“education” (1985 Communiqué)

1987

“Conference of High Level Experts on the Future Role of Education in Our Society” (1987 Communiqué)

“public education about AIDS” (1987 Chairman’s Statement about AIDS)

1993

“invest in human capital” (1993 G7 Finance Ministers’ Statement)

1994

“school” (1994 Communiqué)

“culture of lifetime learning” (1994 Communiqué)

1996

“primary education” (1996 Communiqué)

1998

“promote lifelong learning” (1998 Communiqué)

1999

“Basic education, vocational training, academic qualifications, lifelong upgrading of skills and knowledge for the labor market, and support for the development of innovative thinking”

“knowledge-based society” (1999 Communiqué)

“exchanges of teachers, administrators and students among the nations of the Eight and with other nations” 1999 Communiqué)

“United Nations Educational, Scientific and Cultural Organization (UNESCO)” 1999 Communiqué)

“raise education standards” 1999 Communiqué)

“recruitment, training, compensation and accountability of the teaching profession internationally” 1999 Communiqué)

“distance learning” 1999 Communiqué)

2000

“Dakar Conference on Education” (2000 Communiqué)

“Cologne Education Charter” (2000 Communiqué)

“achieve the goals of universal primary education by 2015 and gender equality in schooling by 2005” (2000 Communiqué)

2003

“Education-for-All Fast Track Initiative” (2003 Implementation Report on the Africa Action Plan)

“aid for education” (2003 Implementation Report on the Africa Action Plan)

2006

“limited access to information”(2006 Fight Against Infectious Disease)

“sharing information”(2006 Fight Against Infectious Disease)

“information exchange, provide information”(2006 Fight Against Infectious Disease)

“training experts” (2006 Fight Against Infectious Disease)

“teaching of good practices” (2006 Fight Against Infectious Disease)

“raising public awareness” (2006 Fight Against Infectious Disease)

“Ministers of Education,” (2006 Education for Innovative Societies in the 21st Century)

“international training centres” (2006 Update on Africa)

“education institutions” (2006 Chair’s Summary)

2007

“abuse of information technology” (2007 Chair’s Summary)

“vocational training, exploitation of information technology” (2007 G8 Summit Statement on Counter Terrorism)

2008

“Education for Sustainable Development” (2008 Environment and Climate Change)

2009

“Teachers for EFA” (2009 Responsible Leadership for a Sustainable Future)

“facilitating school attendance” (2009 A Stronger G8-Africa Partnership on Water and Sanitation)

List of Subjects Excluded:

“unemployment” or “employment” (1977 Communiqué)

“training African Standby Force (ASF)” (2008 Development in Africa)

“training troops” (2008 Political Issues)

Appendix never included, 2008 Reports to Leaders excluded, Bilateral or G5 Statements also excluded