

BMZ



Federal Ministry  
for Economic Cooperation  
and Development



**Future-makers.**  
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# Ten Objectives for More Education

BMZ Education Strategy 2010 – 2013



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## The challenge – Education for All

Education is a strategic key for development. We intend to mainstream education as a key area of German development policy. This will encompass early childhood education, primary and secondary education, vocational education and training, higher education and adult education.

**No development without education.** Universal access to high-quality education remains one of the key challenges for development policy. The problems involved in providing education in developing countries are many and varied. Around the globe more than 67 million children do not attend school. The majority of them are girls. Almost half of these children live in Africa. In sub-Saharan Africa 10 million children drop out of school every year; only one in three adolescents attend secondary school. In other segments of the education sector too, such as higher education, access is limited and unfairly distributed, especially in the poorest countries. Only a few of those who are talented receive the support they need. The education budgets of many developing and emerging countries are drastically underfunded.

**Educational deprivation leads to income poverty.** In many developing countries, educational deprivation is one of the key constraints to social and economic development. This has a negative impact on the development opportunities of the individual and of society as a whole. People who have not been given an education cannot realise their potential, and a society without a well-trained workforce cannot achieve sustainable economic growth or sustainable development. Education must therefore begin as early as possible. In the poorest countries, though, early childhood education is beyond the reach of most people.

**Educational deprivation is incompatible with the human right to education, and harms other human rights.** Education is essential if citizens are

to play an active part in political decision-making processes. Without education, it becomes difficult for individuals to realise their potential, make their own decisions and take charge of their own lives. The 796 million illiterate individuals around the world, for instance, face major constraints to their personal development and have limited opportunities for social participation.

**Educational deprivation divides societies and consolidates unjust structures.** In developing countries, marginalised groups are often excluded from access to education. The groups worst affected by this include women and girls, ethnic and religious minorities, the poorest sections of the population, children who are forced to work, people living with disabilities, the elderly and the rural population. Violent conflicts and crises often mean that entire generations largely miss out on the chance to receive an education.

**In developing countries education is not only poorly accessible, but in many cases also of poor quality.** In many countries the infrastructure of educational institutions, and the teaching aids and learning materials available to them, are dreadful. There is a strong need for more and better qualified teaching staff, and for an improvement in their working conditions. Problems include for instance the low level of pay for teachers, large class sizes and a lack of in-service training opportunities. Further weak points are ineffective administrations and outdated curricula. Moreover the needs of specific learner groups, such as separate toilets and washrooms and safety for girls, are often not met.

**Education policy is one of the core responsibilities of every state.** In many partner countries, though, governments lack the means or the political will to realise the right to education and to genuinely tackle educational deprivation in their country. Education systems are often weak – and

weak systems are poorly transparent and susceptible to corruption. We aim to offer assistance and promote education in our partner countries, while also insisting that these countries do their bit.

Together, we will then be able to make maximum use of the potential generated by education for all areas of sustainable development.

## Inclusive and holistic education – key to development

**Education enriches life.** Access to high-quality education helps individuals take control of their own lives. At the same time, education also strengthens society as a whole. Education is key to reducing poverty; it also for instance helps boost innovation, ownership and engagement.

**Education provides powerful leverage for development.** It is not just the educational status of each individual that is affected by a country's social, economic and political circumstances. Education also makes a key contribution toward improving all these frameworks for societies as a whole. Education is the core theme of the second Millennium Development Goal and of the six goals of the UNESCO Education for All programme, which the international community has pledged to achieve. Furthermore, inclusive and holistic education is a key catalyst for achieving all the Millennium Development Goals. Education is both the precondition for overcoming extreme poverty, and an instrument that can help us do so. Educating girls and women improves their position within society in the long term, thus contributing to gender equality. Health education, general education and research help reduce infant mortality, improve mother and child health, and combat the spread of HIV/AIDS. Education is an investment in sustainable growth, and in environmental and natural resource protection, in partner countries.

**Education is key to eradicating poverty sustainably.** Where no education is available, poverty is frequently passed on from one generation to the next. By contrast, as education increases so too does the prosperity of both individuals and society as a whole. Education makes it easier for people to find a decent job, earn their own income and lift themselves out of poverty. Education promotes employment and increases a country's human capital.

**Education is a major precondition for sustainable economic growth.** Additional economic

growth arises when new knowledge is created and applied. Education promotes both the capacity and the willingness to innovate, and unleashes entrepreneurial thinking and action. Entrepreneurship affects productivity, and thus the competitiveness of businesses and national economies. The availability of well-trained experts and professionals also affects investment decisions. Education creates well-informed consumers who are capable of dealing with financial institutions and businesses responsibly.

**Education affects democracy and good governance.** For democracy to work, citizens must have positive attitudes toward the rule of law, pluralism, freedom of opinion and freedom of the press. They must also be willing to participate in political processes. Education that transmits democratic values creates responsible citizens who form their own opinions, articulate their rights and interests, organise, and keep check on governments. Democratic and peaceful coexistence can only become established when inclusivity guarantees the right to education for all sections of the population.

**Education can make a major contribution toward peace, reconciliation and conflict prevention.** Inclusive and conflict-sensitive education can help prevent violent conflicts and reconcile peoples. The psychological and social legacies of war and violence, particularly those experienced by children and adolescents, can be mitigated by education. Education makes a key contribution toward preventing youth violence, because education and employment create prospects for the future that can help reduce violent tendencies and prevent social exclusion. By creating opportunities, education can reduce the pressure on individuals to migrate.

**Education improves living conditions around the world.** Education helps mitigate the impact of global crises such as climate change, the food crisis and the financial crisis. Education for sustainable

development, i.e. education that addresses the links between lifestyles, environmental quality, a fair distribution of resources, and water and energy

management, is key to sustainable globalisation. Education thus increases the likelihood that we may succeed in preventing global crises in the long term.

## Our guiding vision – lifelong learning

We aim to achieve more education for all, from the very start and throughout people's lives. Our policy of education for development promotes the lifelong learning approach. We need to provide educational opportunities that begin during early childhood, and continue throughout all phases of life, up to and including old age. No one must be excluded. This means that all individuals must be given the opportunity to undergo lifelong learning processes, enabling them to acquire knowledge, capabilities and skills that go beyond mere vocational training. Lifelong learning is also the standard that we apply to ourselves. We are a learning organisation that reflects on strategies, conceptual approaches and instruments in dialogue with our partners.

**We take a holistic perspective.** We have made it our aim to promote education on a holistic basis. Our understanding of this holistic approach embraces three key dimensions: the 'system', the 'actors' and the 'people'. First and foremost we aim to strengthen education systems in their entirety. This means that all areas of education are key: early childhood education, primary education, secondary education, vocational education and training, higher education and adult education. As well as formal education, we also promote non-formal or out-of-school education as an alternative or as a supplement to formal education. We also support all forms of informal learning. One new feature of this policy is the fact that as we promote the various segments of the education sector, we do not treat them as separate entities but promote transition between the various phases and forms of education, in order to facilitate lifelong learning. The second important dimension of our holistic approach is that we involve in our education work all the relevant actors that

operate in the sector, both in Germany and in our partner countries. Thirdly we also aim to maintain a holistic focus on the individual. This means not only providing general education and vocational training, but also developing life skills.

### **We intend to promote more inclusive education.**

To counteract the exclusion of disadvantaged sections of the population from educational opportunities, we will support our partner countries in creating inclusive education systems. Curricula, structures and strategies in the education sector must be modified so as to meet the diverse needs of learners, and for instance take account of linguistic, religious, ethnic, disability-based and gender-based differences. This means attaching special importance to learner participation, and providing an appropriate learning environment (e.g. fully accessible institutions and curricula).

**We want more high-quality education.** As well as improving access to education, we also aim to raise the quality of education. Crucial factors for high-quality education are the availability, training, working conditions and motivation of teachers, the quality of educational management and planning, and the appropriateness of curricula and teaching methods. Key instruments for raising the quality of education are systematic evaluation and the results-based monitoring of educational services. In our development policy activities to promote education, we will work to raise quality in all areas of the education sector.

## Our strategic Objectives for More Education

We have set ourselves ten strategic objectives for more education. These ten objectives represent our guiding policy framework that will enable us to actively tackle the challenges for education in developing countries, and give education for development the importance it merits.

### TEN OBJECTIVES FOR MORE EDUCATION

- **Educational opportunities instead of educational deprivation**
- **Promote education on a holistic basis**
- **Improve the quality of and access to basic and secondary education**
- **Further expand vocational education and training**
- **Promote higher education and knowledge for future elites**
- **Create equal opportunities for girls and boys, and women and men**
- **Pursue innovative approaches in education**
- **Strengthen dialogue and raise effectiveness**
- **Utilise private-sector potential for education**
- **Inspire support and engagement for education**

### 1. EDUCATIONAL OPPORTUNITIES INSTEAD OF EDUCATIONAL DEPRIVATION

Overcoming educational deprivation is our top priority. To achieve this objective, we will step up our cooperation for education with all our partner countries, including low-income countries, fragile states and emerging economies. This development cooperation will be based on the principle of partnership that aims to give each individual the liberty and the opportunity to help themselves. We thus aim not only to assist our partners, but equally to insist that they do their bit.

To be a strong partner ourselves, we will use the structural changes within German development cooperation to boost capacities in the key sector of education. At the Federal Ministry for Economic Cooperation and Development (BMZ) we have already created a dedicated education division with additional personnel, which will be covering all areas of the sector ranging from early childhood education to adult education. Moreover, with its Ten Objectives for More Education the BMZ has for the first time in its 50-year history created an education strategy for German development policy that addresses all areas of education.

Within the German government we aim to further strengthen coordination of our development policy activities for education. This will ensure a coherent German approach, and raise the profile of our contribution toward increased educational opportunities in developing and emerging countries. We aim to effectively mainstream Education for Sustainable Development (ESD) at international and national levels by integrating it into our bilateral cooperation, and by stepping up cooperation with other federal ministries.



We will be strengthening education on an integral basis within our state implementing organisation for Technical Cooperation, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), while utilising the comparative advantages previously offered by the three organisations that have now merged to form the GIZ. Education will not be condemned to a niche existence at the GIZ but will play a central role. To reduce educational deprivation we will also make use of the strengths of our implementing organisation for Financial Cooperation, KfW Entwicklungsbank. And we will draw on the strengths of major public organisations such as the German Academic Exchange Service (DAAD), the Alexander von Humboldt Foundation, Deutsche Welle and the German Adult Education Association, as well as civil society, the political foundations and church-based organisations.

To expand cooperation with our partner countries in the education sector effectively and sustainably, we will increase our funding for education worldwide.

We also intend to substantially increase the number of partner countries in which education is a priority area, and the number of countries with which we cooperate in the education sector in other contexts. We will also be stepping up regional education programmes

Since education in Africa presents a particular challenge, and since we at the same time see Africa as a continent of opportunity, we will double our bilateral ODA for education in Africa between 2009 and 2013.

## **2. PROMOTE EDUCATION ON A HOLISTIC BASIS**

The first of the three dimensions of our holistic approach, i.e. the promotion of education systems,

means that we offer our partner countries inputs for all areas and forms of education. Depending on the situation and needs of the education system in the country concerned, we will focus on delivering an appropriate mix of inputs selected from our broad repertoire. We believe that functioning and sound basic education always remains the precondition for the success of all other education measures. We will also strengthen the integration of education into all our development policy measures in other sectors, our watchword being 'Every project is a place of learning'.

We will continue to develop our holistic approach to education, and expand our own knowledge and capacities for advising our partner countries. This will enable us to learn continuously, in line with our lifelong learning approach.

The second dimension of our holistic approach to promoting education means increasing cooperation with other actors. This is why we will be stepping up cooperation with our partners at the national level. In our bilateral development cooperation, together with our partners we will forge ahead with efforts to achieve a more effective division of labour with other donors in the education sector. This is because synergy effects can only be maximised when programmes and projects are harmonised and made mutually complementary.

To supplement our bilateral projects and programmes, our multilateral engagement will constitute a key component of German development policy in the education sector. This is why we will also continue to play an important role in the education work of the EU and the multilateral organisations in which we are involved. This will include in particular the work of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the German Commission for UNESCO, the World Bank and regional development banks, and the In-

ternational Labour Organisation (ILO). For instance we intend to make active use of our opportunities for shaping multilateral processes through dialogue and consultations with like-minded partners. We also intend to place greater emphasis on our holistic approach, with a view to establishing it as an exemplary approach. In 2012 we will be hosting the presentation of the annual Global Monitoring Report for the first time. This will be a further step toward making Germany's engagement even more visible worldwide. This year we will also be working in Brussels for a new strategic direction and greater mainstreaming of education in European development policy.

Finally, the third dimension of our holistic approach means that we will be maintaining a holistic perspective on the individual in our work to promote education. In all areas of education, as well as general knowledge we also aim to impart everyday life skills. We believe that complementary non-formal education measures and informal learning are particularly well suited to this task.

### **3. IMPROVE THE QUALITY OF AND ACCESS TO BASIC AND SECONDARY EDUCATION**

We see basic and secondary education as twin pillars of general education. This is why we wish to improve both access and quality in this area of the education sector. As we do so we will take special account of circumstances and needs in the poorest countries and in fragile states.

Basic education will continue to enjoy a key position in our education work, because we believe it is the foundation of the entire education system and of all learning. Basic education encompasses both early childhood education and primary education, as well as the non-formal learning of basic knowledge

and everyday life skills by children, adolescents and adults. We will work to ensure high quality basic education that is both free of charge and inclusive. By promoting basic education we will help ensure that each individual acquires the capacities and skills they need in order to properly develop their talents. To improve the quality of the basic education provided, we will pay particular attention to promoting teacher training in our partner countries.

Primary education must be firmly embedded in supporting structures. This is why we are also involved in early childhood education, during which crucial cognitive and social skills are acquired that are prerequisite to all further learning processes. For those who have no access to primary education or who drop out, we aim to promote non-formal catch-up education measures. As well as the education of children and youths of school age, we also view adult literacy as an important concern.

Over the last few years, higher primary school enrolment and graduation rates have led to a rapid increase in demand for secondary education. This is why we will work to achieve a major increase in access to both general and vocational secondary education and training, especially for disadvantaged girls. We aim to help achieve this through infrastructure measures and teacher training, and by improving both the quality and relevance of teaching. As part of our holistic approach, we consider it important to also help secondary education act as a bridge. This is why we are developing models to create more flexible and diversified linkages between secondary education and other areas of the sector directly linked to it – basic education, vocational education and training, and higher education. The importance of secondary education for developing and establishing holistic education systems will be reflected appropriately in levels of funding.

We support the Global Partnership for Education (formerly known as the Education for All – Fast Track Initiative), which is an important partnership dedicated to achieving the six goals of Education for All. This is why we are involved in helping shape its policy, why we make financial contributions both bilaterally to the countries involved and to the Global Partnership for Education Fund itself, and why we contribute our professional expertise. We are thus contributing in a variety of ways toward the improved design and implementation of national education plans in member countries. Germany sees itself as an important donor country with a special responsibility toward the Global Partnership for Education.

#### 4. FURTHER EXPAND VOCATIONAL EDUCATION AND TRAINING

Germany looks back on 50 years of experience in promoting vocational education and training through development policy. Our expertise, and especially the factors that led to our proven track record in dual vocational training, are in demand around the world.

Vocational education and training enables the individual to continue developing on a lifelong basis the professional and social capacities they require in order to pursue a skilled occupation. Training that is geared to the needs of the labour market enables people to get a job, generate income and escape from the spiral of poverty and dependency. This strengthens their personality, and enhances their options for social and political participation. Moreover, all countries need qualified experts if they are to achieve sustainable economic development.

Support for vocational training succeeds when it is geared to partner needs, and when it promotes cooperation between the public and private sectors

to establish a dual system. Labour market-oriented vocational training that combines practical and theoretical learning turns out graduates equipped with an optimal blend of expertise. Both formal and non-formal vocational education must transfer income-generating knowledge and practical skills, especially for the large number of disadvantaged youths and adults who must earn a living for their families in the low-wage sector, in the informal sector or in rural areas.

We see our tried and tested instruments of vocational training as a strength of German development cooperation, and we will develop them further. We also wish to break new ground. We aim to make private-sector expertise and private-sector capital deliver for development, and boost participation by German business associations. To this end we will initiate new public-private partnerships for vocational training in our partner countries. We will also deepen cooperation with civil society. Through a competition of ideas we aim to promote innovation partnerships between BMZ, the private sector and civil society, and jointly improve the image of vocational training in our partner countries. Finally, we will draw up a new strategy in dialogue that combines tried and tested elements with new approaches.

We intend to raise our partner countries' awareness of the importance of vocational training in a rapidly changing world. We will increasingly work with the local private sector to train local specialists, especially in industries set to become even more important in the future. These include renewable energies and natural resources, and areas connected with the supply of infrastructure, food and water, as well as financial services and health services.

## 5. PROMOTE HIGHER EDUCATION AND RESEARCH FOR FUTURE ELITES

In order to realise development partnerships on a peer-to-peer basis, we need well-trained managers and professionals who can self-reliantly and responsibly assume ownership of processes of development and innovation in their own countries, and manage and implement these. A responsible elite of this kind is important to our partner countries, because it will enable them in the long term to free themselves from financial and technical dependency. No development goal can be achieved without change agents of this kind.

Moreover, students and university graduates are often powerful advocates of human rights, democracy and innovation, as well as watchful critics of corruption and poor governance. These high potentials still remain largely unutilised. This is because many talented individuals in emerging and developing countries still do not get fair access to good university training that matches their aptitudes. Our activities to promote higher education are not about privilege, but about relevance to development. We are committed to achieving non-discriminatory access to all tertiary educational opportunities.

Universities in our partner countries have an important role to play in our efforts to promote holistic education. By training teachers and by further developing conceptual strategies on key themes such as educational planning, management and financing, they have a major influence on quality throughout the education sector. Furthermore, in their capacity as training providers they also help realise the life-long learning approach.

We aim to improve the quality of university teaching, and ensure that structures in partner countries are strengthened. To this end we will further diversify the instruments we use and harmonise these

a new. We will also step up our support for innovative regional and supraregional projects in the higher education sector, with a special focus on development-related areas and themes that will be important in the future. When German universities make their own manifold resources available, we see this as providing a major boost to the effectiveness of our interventions. This is why we will be extending the use of university twinning for application-oriented learning, with an emphasis on cooperation between technical universities in Germany and in our partner countries. In German development cooperation in the higher education sector, we attach special importance to the German model of universities of applied sciences and vocational academies.

We will focus on developing structures in our partner countries, in order to build sustainable partner capacities for higher education. We will also increase the mobility of students from developing countries and broaden the range of training opportunities available to them by providing scholarships. We are among the very few donors who consider it very important to counteract the brain drain. Helping ensure that the potential and expertise of developing country experts benefits development in those countries is one of our priorities. We share this view with civil society and the churches, which is why we wish to further expand our activities to promote returnees. Key to this approach is ensuring that capacities are developed in partner countries that will enable university graduates to find highly qualified jobs in their home countries. We also intend to support international networking by improving our alumni activities.

Development needs research that is geared to the needs of the labour market and the pool of talent present in the country concerned. This is where the links between universities, the local private sector and policymakers become crucial for facilitating the transfer of knowledge from and to private businesses and political decision-makers.

## 6. CREATE EQUAL OPPORTUNITIES FOR GIRLS AND BOYS, AND WOMEN AND MEN

Gender equality is among our core priorities. This means that in our programmes to promote education, we aim systematically to eliminate unjust relationships between genders. Girls and women still remain the more disadvantaged group. Nonetheless there are also situations in which boys and men suffer educational deprivation and disadvantage. Such situations are found for instance in countries hit by conflicts or crises. Here, boys and men are affected by crime, violence and patronage, and are thus denied opportunities for education and an income generated through their own work.

Discrimination experienced at an early age has a negative impact on an individual's entire educational biography. This is why we aim to focus on ensuring that girls and women, particularly from disadvantaged sections of the population, gain improved access to all areas and forms of education. We must also make it easier for them to move forward into the next stages of the education system. The transition to secondary education is often made more difficult by factors such as discrimination, poverty, tradition or early pregnancy. We also intend to create more vocational training opportunities and boost income-generating measures for women and girls.

To prevent women and girls from dropping out of education, it is crucial that we take into account their specific needs and requirements. Important needs include safety on the way to school, separate toilets and washing facilities, and a higher proportion of female teachers in all areas of the education system. To sustainably improve the life situation of girls and women we need to increase general awareness of the importance of gender-appropriate education in developing countries. This can be achieved for instance by further underlining the positive

effects of education for women and girls on other sectors such as health, family planning, sustainable economic development or democratisation.

Gender equality also needs powerful role models. This is why we will be looking into whether we can provide even better support for the training of talented female scholars from our partner countries.

When promoting education for gender equality, we are also concerned to ensure that boys and men receive special support in situations where they suffer gender-based disadvantage.

## 7. PURSUE INNOVATIVE APPROACHES IN EDUCATION

In order to deliver effective responses to constantly changing challenges in the education sector, and achieve ambitious goals, as well as pursuing tried and tested strategies we also need to give new instruments and approaches a chance. We will therefore break new ground by testing innovative approaches in the education sector. We will establish a Global Leadership Academy to provide responsible elites from emerging and developing countries with additional skills for innovation and leadership. At the same time, we plan to make this approach a model for all human capacity development measures in German development cooperation. We are also already planning four further beacon projects that build convincingly on our new strategic vision.

(1) In basic and secondary education we will implement a regional programme in Africa to deliver capacity development support. This will enable partner countries to improve their own national education strategies, so that they can make better use of existing multinational financing options for education (the German BACKUP Initiative – Education in Africa). This programme will focus on African countries affected by state fragility.

(2) In vocational education and training we intend to deploy and test innovative, demand-driven financing instruments. Building on first experiences, we will launch a voucher scheme for trainees, employees and master craftsmen in small enterprises to ensure that they receive the further training they need. We will provide direct financial support to meet the demand for training within the informal sector, and raise quality by generating increased competition among training providers.

(3) In Africa we intend to improve the quality of university education. Universities have a central role to play in operationalising peer-to-peer development cooperation, promoting good governance, raising the quality of local education systems and creating potential for innovation. We will therefore be supporting the African Union in its moves to establish the first pan-African university.

(4) Free media constitute the fourth estate, whose key function is to monitor governments and hold them to account for the practice of good governance. They uncover unacceptable situations and enable people to make informed decisions. For this reason we will be promoting the training of media specialists, especially journalists, in new programmes in Africa and Latin America. We will be dovetailing German expertise in training media specialists with Technical and Financial Cooperation instruments, in order to exploit synergies.

There is a fundamental consensus within the development community that insufficient financial capacities are a major constraint to achieving global development goals. We will therefore be focusing special attention in the future on innovative financing instruments in the education sector, and on establishing even closer links between Technical and Financial Cooperation. The supply-led financing of education has delivered results. We will also be testing innovative and demand-driven instruments,

and further developing those that prove successful. These include debt swaps, education funds, fundraising at sports events, results-based financing, student loans, scholarships and vouchers, and conditional cash transfers.

## 8. STRENGTHEN DIALOGUE AND RAISE EFFECTIVENESS

Good and inclusive education is the responsibility of sovereign states and governments, but at the same time it is the duty of society as a whole. The exchange between state and non-governmental actors must be encouraged, so as to create a demand-driven, effective range of education services. This is why we intend to join forces with the most important actors in Germany and in our partner countries, and pull together in the same direction.

When developing our development-policy strategy for education we have already relied heavily on close dialogue with other actors. Six themed events were held at which we discussed the first draft with experts from the various specialised fields. We then invited the experts to provide us with their feedback on the paper over a six-month period, either by email or in person. To continue involving our partners and to further integrate their professional expertise into our conceptual work, we will be organising annual education meetings. We will also be inviting our closest partners, especially from civil society, to engage in a process of critical exchange on education-related themes. Finally, we will appoint sub-sectoral teams of experts on basic education, secondary education, and vocational training, who will meet at regular intervals to discuss and reflect on specific issues.

Within the German government we will discuss our development-policy approaches and programmes for education with other ministries involved in

German development cooperation, and utilise the synergies generated by the merger of the implementing organisations of Technical Cooperation. To ensure the coherence of Germany's engagement and the presentation thereof on the international stage, we will work to help ensure that the ministries coordinate their work more intensively. Concerning vocational training, together with the Federal Ministry of Education and Research, in dialogue with the Federal Ministry of Finance and the Federal Foreign Office, and in consultation with the German private sector and our other partners, we will strengthen the coherence of our policy for cooperation with partner countries. The Edvance Initiative will play an important role in this process. The relevant ministries will also coordinate their activities in the higher education sector more closely in the future. This will enable us to increase the visibility of Germany's contributions to the education sector in the national and international development policy arenas.

We attach priority to increasing civil society participation in our partner countries. We therefore intend to step up our cooperation with non-governmental organisations, political foundations and their regional and local networks in partner countries. High-quality inclusive education can only be guaranteed if the specific social and political situation and the special needs of people in each of our partner countries are taken into account. To raise the status of education in developing and emerging countries, we will place the promotion of education very high on our agenda in future talks with our partner countries.

As well as strengthening joint dialogue, we also aim to achieve optimal results with our measures. In this respect we wish to continuously improve our performance. We will therefore be having our projects and programmes evaluated, in order to identify where there is a need to reflect and where there is potential for improvement. We will then be able to

use this information as a starting point for changes designed to increase our effectiveness. To verify whether we are achieving the goals we have set ourselves, we will develop plausibility-based education indicators to gauge the success of our work. We will also make use of the capacities of the new BMZ evaluation institute in this process.

## 9. UTILISE PRIVATE-SECTOR POTENTIAL FOR EDUCATION

We intend to promote national economies, and make it easier for countries to make use of international investment by private businesses for their national development. Economic interests do not have priority over development-policy objectives; on the contrary, they help achieve them. We will support businesses by training urgently needed local experts and managers, or by providing training in responsible business conduct and entrepreneurship. At the same time we expect businesses to do their bit when it comes to financing local training opportunities and providing places on training schemes. Through public-private partnerships, business can make a key contribution toward strengthening the education system by utilising marketing and management capacities for education, supporting innovative initiatives and investing in the infrastructure of educational institutions.

We intend to transfer forms of cooperation with local and German private businesses from other sectors to the education sector, and to develop new forms that are specific to education. This will include approaches such as corporate social responsibility, innovative education financing and technology transfer. Private education providers also deliver an important contribution to local education systems, provided that the quality of their inputs is guaranteed. Our cooperation with the private sector is guided by the ten principles of the UN Global

Compact. These concern human rights, labour, the environment and anti-corruption.

In 2013 we will organise an education summit with the private sector. There we aim to take a critical look at our joint measures and identify lessons learned. And we intend to identify important trends and needs arising in this context, so that we can make future cooperation with the private sector more intensive and more effective.

## **10. INSPIRE SUPPORT AND ENGAGEMENT FOR EDUCATION**

We also intend to make the German public more aware of the importance of education for poverty reduction, democracy, peace and sustainable development. Together with our partners from civil society and the private sector, we will launch public relations initiatives to make citizens more aware of our work. We will make greater use of interactive

media to increase the transparency of our policy and to achieve a broader base of support within society for our development cooperation in the education sector.

Information and education work on development policy is an instrument through which we will bring our activities closer to the people, make those activities easier to understand, and foster broad-based engagement by civil society. We wish to make young people in particular, the future decision-makers in our society, more aware of the imperatives of education policy and development policy, and keep them well informed. Only those who possess the right information can play an active part in shaping development work. School partnership schemes and university twinning arrangements between Germany and our partner countries will also have an important role to play. These activities mainstream the importance of education in the public mind, and are an important source of experience for young people in particular.



## We believe that more education is possible.

Our Ten Objectives for More Education are ambitious, but they are worth every effort. We wish to establish education as a new priority area of German development policy. Through our objectives we aim to facilitate non-discriminatory access to education in our partner countries, and improve the quality of education.

With our ten objectives we aspire to achieve nothing less than making the world a little more just by

delivering inclusive and holistic education. This is how we intend to create opportunities not only for each individual to develop their own potential, but also for whole societies in our partner countries to achieve democratic and sustainable development.

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

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