



Raising voices for **education** in Africa



Minutes of the conference discussion

OVERCOMING THE MAIN OBSTACLES TO QUALITY BASIC EDUCATION FOR ALL IN AFRICA

June 20, 2013 - Secretariat of the African, Caribbean and Pacific Group of States (ACP)

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INTRODUCTION

Welcoming speech by Alhaji Muhammad Mumuni, ACP Group Secretary-General

The discussion-day organized on the occasion of the International Day of the African Child opened with an address by Mr. Mumuni who recalled the remarkable progresses made on global access to quality basic education over the past decade.

Yet, around 61 million children mostly from Sub-Saharan Africa still do not have access to quality basic education. While the international community is examining the next Development Agenda, it is important to take the issue of access to education for all, particularly for the poorest and most disadvantaged, as top priority for this new agenda. It is therefore paramount to invest in education as the key to foster economic development opportunities and achieve the Millennium Development Goals.

Opening speech by Jean-Jacques Schul, chairman of IDAY-International: “The link between education, trade and foreign aid”

M. Schul reminded the audience about the International Day of the African Child celebrated on June 16th. This event represents an opportunity for the IDAY network to take collective advocacy actions towards the African authorities for quality basic education for all children and youth on the continent. He also relates the accident and the message of Yaguine and Fodé, two young Guineans who sacrificed themselves to make the voice of the African youth heard, asking European leaders to take steps

to uphold the rights of the African youth.

Following this, Mr. Schul made the link between basic education, trade and foreign aid :

1. According to UNESCO, “non-schooling” is mainly due to poverty. If education stands as a key condition of economic growth, this growth is also a condition to proper education. In order to achieve quality basic education for all in Africa, it would be necessary to improve the rapid economic growth.
2. Secondly, often under pressure from donor countries, the achievement of this goal has been so far considered as determined by more foreign aid. Development is in fact an endogenous process. It would be wrong for foreigners to think that they will develop Africa.
3. Finally, if Africa’s resources were properly used and allocated, basic human needs could be fulfilled. It is not the increase of foreign aid that will guarantee access to quality basic education to the African youth but a proper use of the export earnings of domestic natural resources to develop the continent’s human capital. A large share of these trade incomes is sent to tax havens by some unprincipled leaders and multinational companies; these incomes should rather be used to strengthen basic social services, particularly those linked to health and education.

PANEL 1

The role of the private sector and fiscal regimes in economic growth and budgetary allocations to social services

Moderator Wendy Bashi, CIRTEF Journalist

Panel Jesse Griffith (Director of Eurodad)
Charles Goerens (Member of the European Parliament's Development Committee)
Ben Dickinson (Head of the OECD Secretariat on tax and development)
Marc Maes (Trade policy officer for the 11.11.11 Platform)

Mr. Griffiths presented the main conclusions of the Eurodad conference which took place in Prague from the 3rd to 5th of June 2013. He gave an overview of two issues dealt with during this conference (annex 1) :

1. The main resources available for development & issues that come out of Eurodad recent research on this topics

(Domestic resources, capital outflows/inflows, external private finances and public finances)

- Mr. Griffiths highlighted the overwhelming importance of domestic resources. According to him, too much attention is paid on external aid or investments. We should concentrate on domestic resources.
- The outflows from developing countries exceed inflows. It is due to failings in the global system. Illicit capital flight is a big problem in developing countries. Some people think this is due to corruption whereas the main problem is in fact commercial tax evasion tax avoidance by some companies. Over the past decade, Africa has been a net exporter of capital to the rest of the world largely because of these illicit outflows.
- In terms of resources available to developing countries,

there are significant problems with private inflows. Whenever the economy is in trouble, private inflows decrease (the procyclicality). In times of global financial crisis, foreign direct investments across the world and in developing countries tipped. This problem of procyclicality and volatility is particularly problematic for portfolio inflows. In those times, foreign investors withdraw their money and it is a big problem for developing countries.

- Public finance is important to finance the education sector but the allocation remains inadequate in developing countries. Although in the last ten years developing countries have done better in mobilizing more public finance, more efforts are needed.
2. The actions to be taken by developed countries / What is Eurodad pushing for

- The importance of aid and public development finance.

Public actors like the World Bank or the European Investment Bank should focus on supporting domestic strategies, institutions and companies rather than

supporting European companies.

60% of aid remains tied and the majority of it still goes to companies from OECD countries. So it is important to spend a larger share of aid in developing countries

- The issue of illicit capital flight is hugely important in Africa and across the world: we need to make significant improvement on financial transparency to crack down on tax evasion and tax avoidance. We need to insist that all companies are on public record.

We should also make sure that all companies report country by country on their sales and profits to see that they pay tax and that tax authorities exchange information automatically. Developing countries should not have to request the information to check that companies are paying the right amounting tax. The OECD is an important actor to get this transparency.

Finally, it is important to implement a debt crisis mechanism to resolve this crisis.

Conclusion

1. Domestic resources are extremely important.
2. Outflows exceed inflows and that is why we need to crack down on tax evasion and tax avoidance.
3. Private finances are important but not the answer to investment in education.
4. Public finance remains too low and it is important to make the best use of aid and to support governments of developing countries to raise their own resources.

PANEL'S REACTIONS

M. Goerens reminded the audience of the important role of young people and children in developing countries: new ideas and technologies e.g. digitalisation of economy.

He thinks the discussion on resource processing needs to be

tackled very soon.

In terms of business, tax payment constitutes a real issue in Africa. It is mainly due to poor governance. The Economic Partnership Agreements (ECAs) may help solve the problem.

Mr. Goerens highlighted that the integration of Africa in global trade should not be done at the expense of its people. Resource exploitation and trade shall not represent a threat for the African people.

When the ECAs come into force, entry rates may decrease and the country may fall short of revenues. This could be compensated by taxation of individuals on their domestic revenues.

Our point of view cannot be imposed on developing countries but we can help them thanks to our experience in fostering good governance.

Furthermore, companies operating in those countries have to prove that they purchase raw materials at a fair price; this has to do with policy coherence. The EU must accompany this policy change. A high-level arbitration is here required.

Mr. Dickinson agreed with many of the conclusions of M. Griffiths and underlined four points:

1. The importance of taxation

Taxation is the fundamental link between the state and society, the underpinning of the social contract. It is critical for building effective States. In the long term, taxation is the antidote to aid dependency. Aid dedicated to helping government raise taxes is really efficient to build effective tax systems. We should focus on this.

It is therefore surprising that only a minuscule proportion of total ODA (official development assistance) aid is dedicated to building effective tax system.

2. Address missing international flows leaving the developing countries / Illicit financial flows

It is reported that more money leaves Africa in the form

of illicit capital flight than comes in. We don't know the numbers but it is indeed very likely that these flows exceed incoming aid. Part of the solution is to ensure exchange of information for tax purposes between tax administrations. There are some companies that exploit the existing tax rules to shift profits out of developing countries, sometimes into low tax jurisdictions. This is not evasion of illicit; it is more of an avoidance problem. Some of the victims are African countries. To address this problem, OECD has launched a project: "Base Erosion and Profit Shifting, or BEPS. OECD has also set up "Tax inspector without borders": Tax experts from around the world can help developing countries to audit complex international tax matters.

3. What African governments could do

Governments must lead. For example, they could fix the problem of excessive tax holidays and tax breaks because it induces a huge waste of resources.

4. A more direct relationship between taxation and education

The identification of a particular tax for a particular service is something which could be explored further in African countries. For example, a particular tax could fund part of the education or health service. The advantage is that this would allow the government to demonstrate much more clearly where citizen's taxes are directed, which could encourage a culture of tax compliance.

M. Maes discussed the relation between trade and development, and more particularly, whether trade liberalisation contributes to development. He recalled a communication produced by the EU commission.

We cannot assure that trade liberalisation leads to development and poverty reduction. So the question is rather what makes trade policies successful? The answer is that it is very important that trade policy is embedded in national development policies, that there is ownership. The selection of the sector that you liberalise is also very important.

Trade policy is something that needs to be owned and adapted

to certain local circumstances. Trade agreements usually do not allow for that.

Mr Maes also pointed out to several negative effects of trade liberalisation:

1. If trade can create growth, income and wealth, it can also create an increasing unequal access to wealth because no government actions are taken to redistribute the wealth and allocate it to the development goals.
2. Trade liberalisation also means dealing with the elimination of import tariffs but many developing countries are dependent on these import tariffs and export tariffs for their government revenue. Trade liberalisation can have serious immediate effects on government income, and therefore on the possibility of government to spend money in the provision of services (like health and education).

The outcome of trade liberalisation is difficult to predict, it has to be done very carefully. It has to be embedded in national policies, to be owned and not imposed from the top down by trade agreements.

PANEL'S REACTIONS

How to finance the improvement of education systems in developing countries?

Africa's natural resources and wealth are abundant. Developing regions such as Africa must consider funding their public services more generously e.g. health and education.

How? By generating revenues through effective taxation and fair trade policies, by allowing these countries to take part in global trade.

Effective taxation systems could provide funding for public services as long as good governance is implemented. Issue on allocating funds has been also highlighted.

More transparency as well as an automatic exchange of information is required. A controlled market liberalisation

embedded in national trade policies could be beneficial to developing countries. Local ownership is also required to achieve economic growth in these countries.

Panel 2

People centered business

Moderator Fiona Hall (member of the European Parliament's Development Committee)

Panel Hilary Jeune (Senior Policy Officer, Fair Trade Advocacy Office)
Collins Nweke (Chairman, NIDO Europe)

Working more closely with the private sector to achieve the development goals has been emphasized. Experience shows that not all business and industry involvement is positive in development terms. In many places, the exploitation of natural resources tends to be more harmful than helpful to local communities.

Entrepreneurship has allowed some people to improve their revenues, but the distribution of wealth is still an issue. Fortunately, there are good entrepreneurship models such Fair Trade, which is more people-centered than profit-oriented.

Fair Trade's People-centered Business "Making supply chains work for small producers", conclusions of the June 5th, 2013 conference by Hilary Jeune

The Fair Trade model is a trading partnership based on dialogue, transparency and respect of the chains supply stakeholders. The Fair Trade model tries to guarantee sustainable livelihoods through the idea of introducing minimum prices and premiums. Fair Trade respects labor standards, encourages environmentally sustainable farming and production practices and long term relationships with traders. The Fair Trade advocacy office tries to promote the concept and principles of fair trade at the EU level. It also advocates for better conditions of small producers in the supply chains.

The EU would like to work more with the private sector to achieve the EU development objectives. It considers it as a key stakeholder in the development and post agenda discussions

framework.

Why a people-centered business model is important to get out of poverty?

For the people-centered business model, profit is just a means to serve the people, not an end in itself. The people-centered business is also a good model as it centers on capacity building. It is especially important for women who work in cooperatives where they can improve their managerial and farming skills.

Small producers have a fair share of the value of their product and receive a fair price for their work.

Small producers are in strong democratic organisations that represent more producers within the supply chain, this increases their capacity to lobby governments and balance the micro economic trade policy development that have adverse effects on small producers.

Ms Jeune raised several points to get small producers out of poverty:

1. Companies have to pay taxes in countries where they operate.
2. We need to empower small producers in the value chain by building access to finances and create competition laws that are not only protecting consumers but also producers.
3. We also need to create an enabling environment for capacity building, protect cooperatives autonomy from

interferences by the State to non member investors, start dialogue with local authorities to promote this enabling environment, support the development of the local private sector and limit land capture (land-grabs).

4. We should also adapt trade and related policies. A recent European report on EU citizen views on international trade shows that almost 40% of European countries are willing to pay more for products respecting social and environmental standards or to support a developing country.
5. Trade policies needs to be democratic and transparent. Transparency in the supply chain can enable consumers and producers to understand and have full information on the process.
6. The importance of diversification of crops that will increase the sustainability and give access to a larger market range.
7. The prices of products should not be recognised as the only determining factor.
8. It also important to create awareness on fair trade in the global South through the creation of fair trade labels. In some countries such as Brazil, Ethiopia or India, shops have started to promote the idea of supporting local small producers from these countries.

We need to encourage information for consumers on what happens along the supply chain because they lack this information to make the right judgment on what they want to buy.

70% of planet's food is produced by small producers but yet they are the most affected by poverty. It is therefore critical to help them get more benefits and value within the supply chain to be able to have more sustainable livelihoods where themselves or their children can have access to quality education and efficient health services. It is also important to add value to agriculture

itself because more and more youth are now afraid to engage in agriculture because they see it creates poverty. We need to recognise that small producers are key for feeding us, it is important to make agriculture attractive for the youth.

PANEL'S REACTIONS

Collins Nweke presented the NIDO network and explained how Nigerians contribute to the development of their country from abroad.

One mission of NIDO is to explain and convince Nigerians to invest in Nigeria because there are huge economic opportunities. Nigerian support Nigeria through remittances to support their families. Apart from this, NIDO also works on knowledge and skill transfer. They are pushing for Nigerians who studied abroad to come back to Nigeria and transfer their skills to the local people of Nigeria. To explicit this concept of skills transfer, Collins Nweke mentioned the example of their Diaspora sabbatical program which is a project where Nigerians who are educators in Diaspora take of a sabbatical to teach in Nigeria. Nigerian education commission is collaborating with them to ensure they are properly received when they arrive and also that even though it is on a volunteer basis, that they are compensated for any potential loss of income.

Finally, another mission of NIDO is also to advocate for a better allocation of resources and for an effective tax system to finance the public sector and to have a free access to education. Current emphasis is on the relationship between Health and Education.

PANEL'S CONCLUSION

70% of planet's food is produced by small producers but yet they are the most affected by poverty. The Fair Trade puts at the centre of its core business the individual and not the profit which is just a means, not an end in it-self. This model centres on capacity-building and skills transfer between the small producers. It tries to guarantee sustainable livelihoods through

the idea of introducing minimum prices and premiums so the small producers and their children can generate revenue to enable them to have access to social services like education and health.

The contribution of the African Diaspora in transferring skills has also been highlighted by Collins Nweke. Diaspora members who studied abroad can invest in their country by transferring what they have learned to their local compatriots.

Panel 3

The role of the youth and local civil society in raising the quality of education

Moderator Wamu Oyatambwe (Global Solidarity)

Panel Guggi Laryea (World Bank International Affairs Officer)
Adamou Fehou (Vice Chairman of the African Platform)
Annette Ntignoi (Head of Collectif des Femmes Africaines du Hainaut)
Donald Lhoest, Adrien de Longvilliers (Belgian university students - producer's assistants for the documentary "African Youth for Africa")

The session began with the presentation of the 26' documentary "African Youth for Africa" realised in November 2012 under the direction of IDAY-International. The film shows the meeting of 6 Belgian students with Kenyan youth committed to fighting malaria.

PANEL'S REACTIONS

For **Guggi Laryea** (annex 2), the film is a good example of how young people not just in Africa but in Europe can help support education. He presented the « Learning for all » strategy of the World Bank which aims at improving the quality of education. The WB thinks that quality of education has more impact on student learning outcomes than the number of years spent in school. For a long time the focus on education has been too quantitative (how many children are in school, etc). We should now focus on quality. In terms of quantity, there have been several successes over the last few years: considerable increase in the primary gross enrolment, larger number of girls going to school, etc). However, the quality remains low in many countries. So how could we address this quality challenge? To answer that question, Mr. Laryea introduced 2 concepts: the hardware and the software. The hardware is easy to come by, it

consists in hiring teachers, getting children in schools, building classrooms. It requires substantial investments. But to improve the quality, we need to tackle the software: how to improve what the children are learning. This is the most important.

We see one way of doing this is by investing in children earlier and by holding schools and teachers accountable, bringing more governance into education. How do we do this? One way is by involving communities, civil society and the youth.

To enable civil society organisations (CSOs) to participate to the development of social sectors, the World Bank launched the global partnership for social accountability (GPSA). The WB is providing direct funding to CSOs to help improve social accountability in governance, in social sectors, in education and health. This means supporting civil society to improve transparency and accountability in the social sectors. GPSA is a fund which the WB with other donors and civil society groups are financing to serve CSOs so they can hold governments accountable to raise the efficiency of education & health services.

Today, countries have to opt into GPSA to enable CSOs from that country to be eligible for GPSA funding. The GPSAs governing structure includes a steering committee that brings together

an equal number of representatives from CSOs, donors and developing countries governments. This committee provides strategic guidance over the design and implementation of GPSA and approves the set of grant proposals. There are also global partners to the GPSA made up of CSOs, donors and governments from both the North and South. These partners help increase cooperation and exchanges of views across stakeholders interested in advancing social accountability. Mr. Laryea indicated that the WB is happy to note that IDAY is a global partner.

The WB also launched in Africa another project called “New service delivery indicators”. These indicators were developed together with the African Development Bank and Africa Economic Reconstruction Committee. They will be used to track performance and quality of service delivery in primary schools and health. They will also fill an important gap in the development data architecture and are suited to inform discussions on accountability for public spending.

For **Annette Ntignōi**, the documentary is a good demonstration of exchanges between Belgian and Kenyan youth. That film should be popularized; the use of *Artemisia annua* represents an effective solution against malaria which kills as many people as AIDS (if not more). While a vaccine against AIDS has almost been discovered, it is surprising that a remedy against malaria is still missing.

Education does not only mean schooling, it also aims at sensitizing civil society to development challenges. Youth and women represent a major factor of change for the future.

The education system in rural Africa generally depends almost entirely on civil society.

In some villages, parents’ associations are the ones who build schools and pay teachers’ salaries: these associations are very sensitive to this education issue.

Annette pointed out that some categories of children are still not considered in domestic education programs. She gave as example one of her projects called “School behind bars” (École

derrière les barreaux) which aims at schooling youngsters sent to jail in Cameroon.

In order to improve the quality of education, it would appear necessary to rethink the actual educational system brought by the colonisers which abused and distorted the African society. With its natural resources, Africa does not have anything to envy to the Western civilisation. The African youth must become aware of this potential to avoid incidents such as Yaguine and Fode’s, which are in fact from being isolated incidents.

Therefore, education also means sensitizing the youth on this potential and on social challenges including quality education. Civil society must also be involved in the drafting of the curricula. The achievements of African heroes who fought for better conditions in Africa constitute a good example of awareness for African people who could then become aware of their own capacities and crack down on clandestine emigration.

According to **Adamou Fehou**, all the investments and efforts made over the past 60 years led to mixed results. The film shows very enthusiastic and mobilised African youth who want to improve their country. Several phenomena hamper Africa’s development. The budget devoted to the development of Africa is huge but the situation in the continent has scarcely evolved for 60 years.

Not only the relations between Africa and its partners must be addressed, but also the issue of good governance. Next to young people, the elites have an important role to play in development process. The intervention of elites is crucial in nation building. This elite exists and should be put to good use. The Africans know how to change the situation but, as Mr. Fehou assumed, there is a lack of outside influence.

Donald Lhoest reported that young Kenyans met during the making of the film were passionate about developing their own country. They were very keen on getting educated in their country and for their country. Most of them had great ideas concerning a better education system.

For **Adrien de Longvilliers**, these youngsters are looking for

recognition, something that can be fostered by civil society.
They need to be encouraged; they are motivated but do not
know which way to turn.

CONCLUSION

Jean-Jacques Schul concluded the day's discussion with two comments. We started the day by recalling Yaguine and Fode's tragedy. Immigration, however, is not the culprit. The blame has to be put on the difficulties young Africans encounter when they want to travel. While other young people can travel freely, Africans have to deal with visa restrictions or lack of money. Mr. Schul reminds the audience of the increasing number of young people in Africa. The continent will soon reach the highest number of youngsters on the planet, while the rest of the world counts fewer of them. We shall therefore rely on these young Africans for our own future. They have projects, they want to travel and share their experience and knowledge with their fellow Africans.

We have to give them hope and the promise of a better future. This is what IDAY is pushing for through the Artemisia annua project to eradicate malaria.

Finally, Mr. Schul concluded by thanking all participants and panelists who took part in this reflection day and thanked particularly the Belgian youngsters who volunteered in the making of the film *African Youth for Africa*.

Nom/Name	Prénom/first name	Organisation
Acef	Sami	
Addieri	Alessia	IDAY-International
Awanbor	Félix Edobor	Embassy of Nigeria
Bah	Ismael	
Bahé	Nadège	FAPA
Balguerie	Alice	
Bashi	Wendy	CIRTEF
Benyacoub	Hafida	MR
Bintou	Kamayé	Ambassade du Niger
Bonte	Emile	
Bruneau	Anne	
Bushiri	Elisabeth	FAPA
Chidawanyika	P	Embassy of Zimbabwe
Collen	Vanessa	
Coussement	M.	VSW Sabou
de Fabribeckers	Hélène	
de Lonvillers	Kathleen	
de Maeyer	Marc	IDAY-International
de Wilde	René	Consul honoraire du Burundi en Wallonie
Debouver	Christiane	Kabongoye - Humanisme et Laïcité Liège-Sénégal
Devillers	Dominique	IDAY-International
Dickinson	Ben	OECD
Ducamp	Michel	IDAY-International
Durand	Marie-Louise	
Dzudovic	Tajana	UNICA
Fehou	Adamou	Plateforme africaine
Gnabehi	Anne-Sylvie	Mayera
Goerens	Charles	European Parliament
Griffiths	Jesse	Eurodad
Haffmans-Buytaert	Christiane	Soroptimist
Hall	Fiona	European Parliament
Huysmans	Guido	Africa film festival
Jacobs	Céline	
Jeune	Hilary	Fair Trade
Jonuse	Ada	European Parliament
Juru	I.	Ambassade du Zimbabwe
Kabanda	Aloys	Ibuka-Belgique
Kakule	John Fred	ACP Secretariat
Kalimbiro	Laetitia	Fédération Wallonie-Bruxelles
Khadre Mbengue	ABDOU	Ambassade du Sénégal
Laryea	Guggi	The World Bank
Lhoëst	Donald R.	
Maes	Marc	11.11.11
Minani	P.	Ambassade du Burundi
Minani	Gaspard	Président diaspora centre africaine
Mokole		FAPA
Mukuna - Lagalis		la Maison de l'Avenir
Mukuna - Lagalis	Danièle	la Maison de l'Avenir
Mumuni	Alhaji Muhammad	ACP
Munsch	Anaël	IDAY-International
Murekezi	Désiré	ABEFA

ANNEX 1 - PARTICIPANTS

Mvouama	Marie Rose	Ambassade de la République Congo
N'zambi	Godefroid	FAPA
Ndjama	Benjamin	Africa Presse
Ndamononghenda	O. Haileka	Ambassade de Namibie
Niang	C.	Union Africaine
Njall	Kalvin Soiresse	Journaliste
Norbert		Ambassade de Madagascar
Ntambwe	Modi	Réseau femmes immigrées et d'origines étrangères
Ntignoi	Annette	Collectif des Femmes Africaines du Hainaut
Nweke	Collins	NIDOE
Nzambi	Godefroid	Fédération Africaine des Pays Amis
Okoth	Patrick	Embassy of Kenya
Ousmane	Bah	
Owandji	Nadine	Africa Culture Liberté
Oyatambwe	Dieudonné Wamu	Global Solidarity
Paul	Camille	ASBL Kabongoye – Humanisme et Laïcité Liège-Sénégal
Pellegrin	Laurent	Edumonde
Powis	Roland	
Razafison	Jessie Athina	Ambassade de Madagascar
Reina	Eva	UNICA
Ribeiro		Vox Africa TV
Robillart	Mélanie	Partner 3BS
Salcedo	Andrea	DEI-BELGIQUE
Samb	A.	ACP
Schul	Jean-Jacques	IDAY-International
Snoy	Odette	
Sohier	Jean-Marie	Sealord - Releasing human potential
Todjinou	Charles Borromée	Ambassade du Bénin
Tshimanga	Madeleine	Kin Up
Tshivuadi	Chantal	Laïcité et humanisme en Afrique centrale
Vanoverstraeten	Pierre	Ministère des Affaires étrangères
Yankuba	Wiston	Embassy of Sierra Leone

Development finance: sources and key issues for Europe

Jesse Griffiths
Eurodad
20 June 2013

Structure

- Available resources – main issues
- Priorities for European countries? Put our own house in order

Available resources – main issues

1. Importance of domestic resources
2. Outflows exceed inflows – mainly due to failings in the global system
3. External private finance important but has drawbacks – volatility & procyclicality
4. Public finance is low, particularly in poorest countries

Available resources – main issues

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<i>Resource</i>	<i>% GDP</i>	<i>%GDP LICs</i>
Public revenues	30*	17
Private investment	28	23
Private borrowing	1.8	
Remittances	1.5	4.9
FDI	1.3	1.6
Government borrowing	0.7	
ODA	0.6	10
Portfolio equity	0.6	-11
Philanthropy	0.2	
Illicit flows	-4.3	-3
Government lending	-4.7	

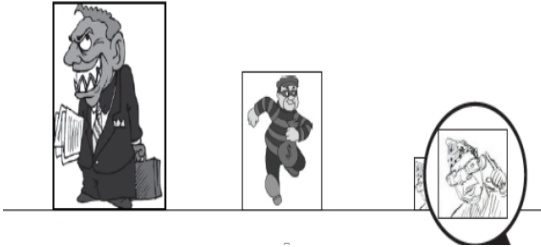
Available resources – main issues

1. Importance of domestic resources
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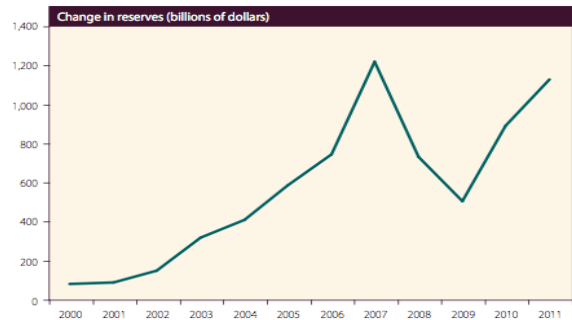
Illicit capital flight – mainly tax dodging

- GFI estimate - \$860 billion lost in 2010

COMMERCIAL - 64% CRIMINAL - 31% CORRUPT MONEY - 5%



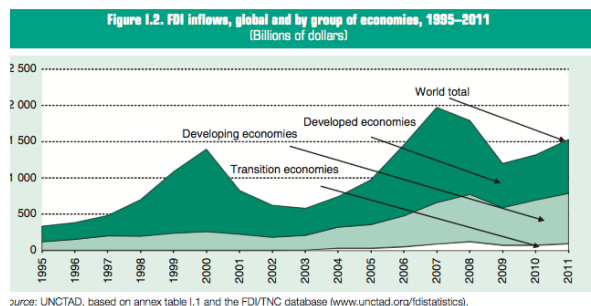
Developing countries lend to rich on massive scale



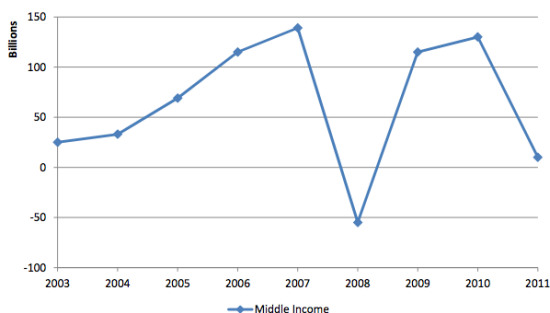
Available resources – main issues

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FDI – important but pro-cyclical



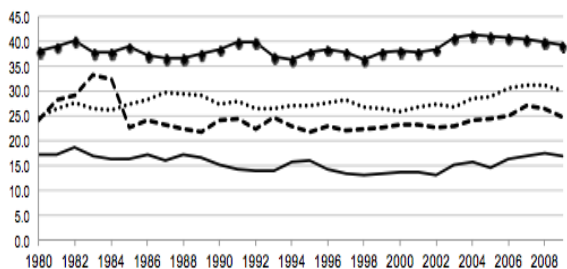
Portfolio equity, MICs



Available resources – main issues

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a (i) Government revenue, share GDP (excluding grants)



Huge need for public resources

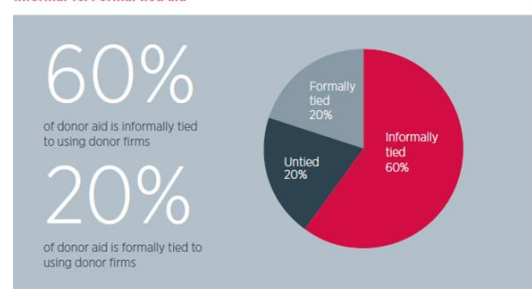
- OECD = \$60 billion annually to meet health MDGs
- UN = \$1 trillion annually to meet global poverty and environmental challenges
- 37 low-income-countries, aid > 10 % GDP

Priorities for European countries? Put our own house in order

- Aid and public development finance to focus on supporting domestic strategies, institutions and companies
- Financial transparency to tackle illicit capital flight
- Support systemic reform (e.g. debt workout mechanisms, IMF reform)

Untie aid and support domestic companies

Informal vs. Formal tied aid



Priorities for European countries? Put our own house in order

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- Financial transparency to tackle illicit capital flight
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The Role of Youth and local civil society in raising the quality of education

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Overcoming the main obstacles to quality basic education for all in Africa

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Improving Learning for all

- World Bank Education Strategy 2020, "Learning for All: Investing in People's Knowledge and Skills to Promote Development" was adopted in 2011
- The focus is on Learning for All rather than education for all - to underscore the fact that the quality of education has more impact on student learning outcomes than the number of years spent in school

Good news on quantity, less good on quality

- The primary Gross Enrollment Rate in 33 low-income African countries grew from an average of 74% in 1999 to about 104% in 2010, an annual enrollment growth of almost 3 percentage points over the past decade.
- Girls have been catching up to boys and now represent about 46% of school children.
- However, quality has remained alarmingly low in many Sub-Saharan African countries.
- In many countries it takes children on average 6 years of primary schooling to learn how to read and write.

Addressing the quality challenge

- The hardware of getting kids into schools, building classrooms requires substantial investments, **but the real challenge is getting the "software" right to make sure that children actually learn fundamental skills.**
- We need to start investing in children earlier, holding schools and teachers accountable, involve communities and civil society more, including youth.

Meeting the challenge: The role of Youth and civil society

- In many countries in Africa, local communities are getting more engaged in managing and improving their children's schools.
 - In Niger, committees consisting of parents, teacher and students and other community representatives improve their kids' learning environment through activities ranging from school meal programs to organizing tutoring and extra classes to purchasing lanterns so children can study even when it is dark.
 - In the Gambia, university student leaders are mentoring secondary school students on professional development.
 - In Liberia, the National Youth Volunteer Service has been training youth to provide HIV/AIDS awareness raising.

Global Partnership for Social Accountability

- The GPSA is a coalition fostered by the WB6 of civil society organizations, governments and donors aiming to improve development results by supporting capacity building for enhanced citizen feedback and participation.
- To achieve this, the GPSA provides sustained strategic support to CSOs' social accountability projects aimed at improving transparency and accountability in social sectors.
- It was approved by the WB6 Board on June 12, 2012 after extensive consultations involving over 1,300 civil society members across the world.
- Its Multi-donor Trust Fund to date has received \$20 million from the World Bank, \$ 3 million from Ford Foundation, \$ 3M from the Open Society Foundations and further contributions from the Aga Khan Foundation
- Governments need to 'opt-in' to GPSA to enable CSOs from that country to be eligible for GPSA funding.
- 18 countries across all regions - Bangladesh, Belarus, Colombia, Dominican Republic, Honduras, Indonesia, Kyrgyz Republic, **Malawi**, Mali, Moldova, Mongolia, **Mozambique**, Paraguay, Philippines, **Senegal**, Tajikistan, Togo and **Tunisia** - have opted in so far.

Global Partnership for Social Accountability

- ▶ The GPSA's governing body is a **Steering Committee** that includes an **equal number of reps from CSOs, donors and developing country governments**, and chaired by the World Bank.
- ▶ GPSA has 28 "Global Partners" including CSOs, foundations, research institutes and networks from the North and South including the **European Commission, Oxfam and IDAY** with whom lessons and knowledge are exchanged.
- ▶ The program is currently at a very exciting moment in its first year, which is the selection of the first CSO projects for funding. 216 CSOs who responded to the first Call for Proposals, which was launched in February this year in 12 countries.

GPSA and Education Quality

- ▶ In Malawi, 2 proposals that the GPSA Steering Committee pre-selected for grants are both going to help to
 - 1) increase the levels of efficiency, transparency and accountability in the procurement processes of the education sector by 2016,
 - 2) decrease teacher absenteeism rates in targeted schools in Malawi by 2016.
- ▶ School Management Committees will be trained to monitor the delivery of teaching and learning materials (TLMs) and school infrastructure construction.
- ▶ District Education Networks capacity will be strengthened to participate in the procurement of TLMs, awarding of contracts for construction of infrastructure, and participation in Education Budgeting.
- ▶ At National level, the Coalition Secretariat will participate in education budgeting through the Education Sector Working Groups.
- ▶ The information generated will be shared with the Office of Public Procurement and the Ministry of Education, Science and Technology to develop systems that ensure the transparent and efficient use of public resources.

New Service Delivery Indicators for Africa

- ▶ The WB6, AfDB and AERC, are launching the first country-level findings for Service Delivery Indicators for education and health projects in Nairobi on July 11.
- ▶ The Service Delivery Indicators is a bold Africa-wide initiative that tracks performance and quality of service delivery in primary schools and at frontline health facilities across countries and over time.
- ▶ These indicators fill an important gap in the development data architecture and are uniquely suited to inform discussions on accountability for public spending.
- ▶ The World Bank is the implementing partner for the first five years. Kenya is the first country where the SDI has been implemented, following pilot surveys in Tanzania and Senegal.
- ▶ The launch will be livestreamed:

<http://www.livestream.com/worldbankafrica>

Thank you

