



2019 G20 Osaka Summit Interim Compliance Report

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“The University of Toronto ... produced a detailed analysis to the extent of which each G20 country has met its commitments since the last summit ... I think this is important; we come to these summits, we make these commitments, we say we are going to do these things and it is important that there is an organisation that checks up on who has done what.”

— *David Cameron, Prime Minister, United Kingdom, at the 2012 Los Cabos Summit*

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14. Development: Investment in Human Capital

“We reaffirm our commitment to invest in human capital...[as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.]”

G20 Osaka Leaders’ Declaration

Assessment

	No Compliance	Partial Compliance	Full Compliance
Argentina			+1
Australia			+1
Brazil		0	
Canada			+1
China			+1
France			+1
Germany			+1
India			+1
Indonesia			+1
Italy			+1
Japan			+1
Korea		0	
Mexico			+1
Russia		0	
Saudi Arabia			+1
South Africa		0	
Turkey			+1
United Kingdom			+1
United States			+1
European Union			+1
Average		+0.80 (90%)	

Background

At the 2019 Osaka Summit G20 leaders collectively committed to improving education around the world by investing in human capital as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.²¹⁸⁵ The background section of this compliance report presents past actions undertaken by the G20 and other institutions of global governance to address and invest in human capital.

At 2016 Hangzhou Summit, G20 leaders referenced human capital for the first time, committing to “important cross-cutting actions related to multi-dimensional partnerships, supporting developing countries and improving skills and human capital.”²¹⁸⁶ They also adopted the G20 Blueprint on

²¹⁸⁵ Statement by Alice Albright welcoming the G20 leaders’ declaration and focus on education, Global Partnership for Education (Washington) 29 June 2019. Access Date: 17 November 2019. <https://www.globalpartnership.org/news-and-media/news/statement-alice-albright-welcoming-g20-leaders-declaration-and-focus-education>

²¹⁸⁶ G20 Leaders’ Communique: Hangzhou Summit, G20 Information Centre (Toronto) 5 September 2016. Access Date: 17 November 2019. <http://www.g20.utoronto.ca/2016/160905-communique.html>

Innovative Growth, which recognized “improving skills and human capital” as a cross-sectoral issue that “require[s] particular attention and a coordinated approach.”²¹⁸⁷

On 5 November 2018, a workshop hosted by the Organisation for Economic Co-operation and Development (OECD) and the United Nations Development Programme discussed support for G20 members and their implementation of the G20 Action Plan on the 2030 Agenda for Sustainable Development.²¹⁸⁸ One of the workshop’s four sessions was dedicated to human capital investment. The workshop emphasized coordination across G20 working groups and work streams to advance the agenda of human capital investment, particularly in relation to the G20’s existing efforts in the issue domains of future of work and digital economy. The workshop concluded that investing in human capital should also take into account factors such as gender perspectives, health outcomes, and youth and social protection policies.²¹⁸⁹

On 1 December 2018, at the G20 Buenos Aires Summit, G20 leaders emphasized the importance of human capital in the launch of the G20 Initiative for Early Childhood Development.²¹⁹⁰ G20 leaders committed to “stand ready to join all stakeholders in enhancing quality and sustainably financed early childhood programs that consider the multidimensional approach of ECD [early childhood development] as means of building human capital to break the cycle of intergenerational and structural poverty, and of reducing inequalities, especially where young children are most vulnerable.”²¹⁹¹

Other international organizations have established initiatives and programs to invest in and assess human capital. Notably, in 2017, the World Bank announced its Human Capital Project, which seeks to “create the political space for national leaders to prioritize transformational human capital investments.”²¹⁹² This announcement was followed by the launch of the Human Capital Index in October 2018.²¹⁹³ The Project further engages individual countries and provides metrics of measurement and research with regards to education and health outcomes.²¹⁹⁴

In December 2016, the United Nations Economic Commission for Europe published its “Guide on Measuring Human Capital.”²¹⁹⁵ This guide seeks to help governments understand and quantify indicators of human capital, such as the functioning of labour markets and measurements of output and productivity performance in the education sector. The publication discusses “conceptual,

²¹⁸⁷ G20 Blueprint on Innovative Growth (Hangzhou), G20 Information Centre (Toronto) 5 September 2016. Access Date: 17 November 2019. <http://www.g20.utoronto.ca/2016/160905-blueprint.html>

²¹⁸⁸ OECD-UNDP G20 Workshop Summary Report, OECD (Paris) 5 November 2018. Access Date: 17 November 2019. http://www.oecd.org/dev/Summary_report_OECD_UNDP_G20_Workshop_2018.pdf

²¹⁸⁹ OECD-UNDP G20 Workshop Summary Report, OECD (Paris) 5 November 2018. Access Date: 17 November 2019. http://www.oecd.org/dev/Summary_report_OECD_UNDP_G20_Workshop_2018.pdf

²¹⁹⁰ G20 Leaders' Declaration: Building Consensus for Fair and Sustainable Development (Buenos Aires), G20 Information Centre (Toronto) 1 December 2018. Access Date: 17 November 2019.

<http://www.g20.utoronto.ca/2018/2018-leaders-declaration.html>

²¹⁹¹ G20 Leaders' Declaration: Building Consensus for Fair and Sustainable Development (Buenos Aires), G20 Information Centre (Toronto) 1 December 2018. Access Date: 17 November 2019.

<http://www.g20.utoronto.ca/2018/2018-leaders-declaration.html>

²¹⁹² About the Human Capital Project, The World Bank (Washington) Access Date: 17 November 2019.

<https://www.worldbank.org/en/publication/human-capital/brief/about-hcp>

²¹⁹³ About the Human Capital Project, The World Bank (Washington) Access Date: 17 November 2019.

<https://www.worldbank.org/en/publication/human-capital/brief/about-hcp>

²¹⁹⁴ Human Capital Project, The World Bank (Washington) Access Date: 17 November 2019.

<https://www.worldbank.org/en/publication/human-capital>

²¹⁹⁵ Publications — Guide on Measuring Human Capital, UNECE, (Geneva) December 2016. Access Date: 17 November 2019. <https://www.unece.org/index.php?id=44704>

methodological and implementation issues and challenges” across country-specific and international comparative contexts.²¹⁹⁶

The G20 Initiative on Human Capital Investment for Sustainable Development was adopted at the 2019 G20 Osaka Summit as a supplement to the leaders’ declaration.²¹⁹⁷ The Initiative was championed by the G20 Development Working Group with a thematic focus on “quality education for creating inclusive, resilient and innovative societies.”²¹⁹⁸ This G20 Initiative was later further welcomed by the joint communiqué of G7 Ministers of Education and International Development on 5 July 2019.²¹⁹⁹

The present G20 commitment to invest in human capital and highlight the G20 Initiative on Human Capital Investment for Sustainable Development builds upon pledges made at previous G20 summits and in the international community. At its core, this commitment represents the G20’s pledge to invest in people. Skills development and socio-economic wellbeing are inextricably tied to economic productivity, and investing in human capital has profound implications for improved outcomes in health, income, employment, technological innovation and social inclusion.

Commitment Features

In the G20 Osaka declaration, G20 leaders “reaffirmed [their] commitment to invest in human capital ... [as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.]”²²⁰⁰ This document particularly centres on “promot[ing] inclusive and equitable quality education for all.”²²⁰¹

“Reaffirm” is defined as the act of “affirm[ing] again,” whereby affirm is “to assert strongly, state as fact, confirm or ratify a judgment.”²²⁰² The word “reaffirm” qualifies this G20 commitment as a “politically binding” criterion.²²⁰³ This term establishes the threshold of action for compliance with this commitment.²²⁰⁴ Verbal affirmations of human capital investment, particularly the G20 Initiative on Human Capital Investment for Sustainable Development, thus partially make up a G20 member’s compliance with this commitment. Further examples include engaging bilateral and multilateral forums or holding meetings and discussions to share best practices with other countries.

²¹⁹⁶ Publications — Guide on Measuring Human Capital, UNECE, (Geneva) December 2016. Access Date: 17 November 2019. <https://www.unece.org/index.php?id=44704>

²¹⁹⁷ G20 Osaka Summit (Summary of Outcome), Ministry of Foreign Affairs of Japan (Osaka) 29 June 2019. Access Date: 17 November 2019. <https://www.mofa.go.jp/files/000506254.pdf>

²¹⁹⁸ G20 Initiative on Human Capital Investment for Sustainable Development, G20 (Osaka) 29 June 2019. Access Date: 17 November 2019. https://www.mofa.go.jp/mofaj/gaiko/g20/osaka19/pdf/documents/en/annex_10.pdf

²¹⁹⁹ Joint Communiqué of the G7 Ministers of Education and International Development (Paris) 5 July 2019. Access Date: 17 November 2019. <http://www.g7.utoronto.ca/dev/2019-education-and-development.pdf>

²²⁰⁰ G20 Osaka Leaders’ Declaration, G20 Information Centre (Toronto) 29 June 2019. Access Date: 17 November 2019. <http://www.g20.utoronto.ca/2019/2019-g20-osaka-leaders-declaration.html>

²²⁰¹ The 2019 G20 Osaka Summit Commitments, G20 Information Centre (Toronto) 1 July 2019. Access Date: 17 November 2019. <http://www.g20.utoronto.ca/analysis/commitments-19-osaka.html>

²²⁰² Compliance Coding Manual for International Institutional Commitments, G7 and G20 Research Groups (Toronto) 6 August 2019. Access Date: 21 April 2020

²²⁰³ Compliance Coding Manual for International Institutional Commitments, G7 and G20 Research Groups (Toronto) 6 August 2019. Access Date: 21 April 2020

²²⁰⁴ Compliance Coding Manual for International Institutional Commitments, G7 and G20 Research Groups (Toronto) 6 August 2019. Access Date: 21 April 2020

“Invest” is understood to mean putting resources, effort or time into something to get an advantage.²²⁰⁵ “Human capital” is defined by the OECD as “knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being.”²²⁰⁶ The concept of human capital also refers to the “quality of the workforce,” which is closely connected to levels of education, standards of health and the labour force’s contributions to economic growth.²²⁰⁷

The present G20 commitment references the G20 Initiative on Human Capital Investment for Sustainable Development, which contains three sections: 1) quality education for achieving sustainable development and inclusive growth, 2) education for creating innovation, and 3) education for resilient and inclusive future.²²⁰⁸ The phrase “as emphasized” suggests the significance of the G20 Initiative, which will guide the analysis for assessing compliance with this commitment.

The G20 Initiative begins by highlighting the need to invest in “quality education, with a particular emphasis on developing and low and middle-income countries.”²²⁰⁹ Two key elements in this commitment are noteworthy: 1) education and 2) accessibility of education to marginalized or vulnerable populations. First, education sits at the core of this commitment, and it is understood to encompass “lifelong learning opportunities for all, starting at an early age and that encompass formal, non-formal and informal learning.”²²¹⁰ Second, noting the G20 Initiative’s focus on marginalized communities, such demographics can refer to (but are not limited to) women and girls, the elderly, children, migrants, disabled populations, those living in conflict regions and more.²²¹¹ For this assessment, these groups are the primary target audience of human capital investment.

The first pillar of the G20 Initiative, “quality education for achieving sustainable development and inclusive growth,” discusses ECD and basic education with particular emphasis on marginalized and disadvantaged groups.²²¹² The second pillar, “education for creating innovation,” focuses on skill-based and vocational training relating to the future of work, the fourth industrial revolution and education for innovation. The third pillar, “education for resilient and inclusive future,” shares the previous two pillars’ emphasis on gender minorities and marginalized communities.²²¹³ The third section further elaborates on the need to provide quality education for individuals with disabilities, those living in conflict contexts, and hard-to-reach groups.²²¹⁴

²²⁰⁵ Invest, Cambridge Dictionary (Cambridge) Access Date: 17 November 2019.

<https://dictionary.cambridge.org/dictionary/english/invest>

²²⁰⁶ The Value of People, OECD Insights: Human Capital, Organisation for Economic Co-operation and Development (Paris) 20 February 2007. Access Date: 17 November 2019. <https://www.oecd.org/insights/37967294.pdf>

²²⁰⁷ The Value of People, OECD Insights: Human Capital, Organisation for Economic Co-operation and Development (Paris) 20 February 2007. Access Date: 17 November 2019. <https://www.oecd.org/insights/37967294.pdf>

²²⁰⁸ G20 Initiative on Human Capital Investment for Sustainable Development, G20 (Osaka) 29 June 2019. Access Date: 17 November 2019. https://www.mofa.go.jp/mofaj/gaiko/g20/osaka19/pdf/documents/en/annex_10.pdf

²²⁰⁹ G20 Initiative on Human Capital Investment for Sustainable Development, G20 (Osaka) 29 June 2019. Access Date: 17 November 2019. https://www.mofa.go.jp/mofaj/gaiko/g20/osaka19/pdf/documents/en/annex_10.pdf

²²¹⁰ G20 Initiative on Human Capital Investment for Sustainable Development, G20 (Osaka) 29 June 2019. Access Date: 17 November 2019. https://www.mofa.go.jp/mofaj/gaiko/g20/osaka19/pdf/documents/en/annex_10.pdf

²²¹¹ G20 Initiative on Human Capital Investment for Sustainable Development, G20 (Osaka) 29 June 2019. Access Date: 17 November 2019. https://www.mofa.go.jp/mofaj/gaiko/g20/osaka19/pdf/documents/en/annex_10.pdf

²²¹² G20 Initiative on Human Capital Investment for Sustainable Development, G20 (Osaka) 29 June 2019. Access Date: 17 November 2019. https://www.mofa.go.jp/mofaj/gaiko/g20/osaka19/pdf/documents/en/annex_10.pdf

²²¹³ G20 Initiative on Human Capital Investment for Sustainable Development, G20 (Osaka) 29 June 2019. Access Date: 17 November 2019. https://www.mofa.go.jp/mofaj/gaiko/g20/osaka19/pdf/documents/en/annex_10.pdf

²²¹⁴ G20 Initiative on Human Capital Investment for Sustainable Development, G20 (Osaka) 29 June 2019. Access Date: 17 November 2019. https://www.mofa.go.jp/mofaj/gaiko/g20/osaka19/pdf/documents/en/annex_10.pdf

Actions that count towards compliance refer to government measures that invest in human capital according to the meaning used in the G20 Initiative. Examples include financial contributions by G20 members to support early child education or educational achievement in minority or marginalized demographics. Such measures can take the form of public provision or subsidization of education; alternatively, digital skills, language training, or professional preparatory courses.²²¹⁵ Other examples include the establishment of vocational programs, enterprise-based training or public labour market schemes.²²¹⁶ Additionally, investment in human capital by G20 members can seek to assess the quality and quantity of skills available, develop a coherent human capital policy, and measure human capital investment outcomes.²²¹⁷

To achieve full compliance, the G20 member must invest in human capital as outlined by all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development: 1) quality education for achieving sustainable development and inclusive growth, 2) education for creating innovation, and 3) education for resilient and inclusive future. As the commitment text declares specifically an investment (i.e., some form of financial investment) in human capital, verbal affirmations of any such investment alone will only count as partial compliance with the commitment. If a G20 member’s efforts support one or two of the three aforementioned pillars, the G20 member will be awarded partial compliance. Non-compliance will be attributed to G20 members that fail to demonstrate the reaffirmation of the commitment to invest in human capital, i.e., G20 members that support none of the three pillars outlined in the G20 Initiative.

Scoring Guidelines

-1	G20 member does not invest in quality education for achieving sustainable development and inclusive growth, education for creating innovation, or education for resilient and inclusive future.
0	G20 member invests in one or two of the following: quality education for achieving sustainable development and inclusive growth OR education for creating innovation OR education for resilient and inclusive future.
+1	G20 member invests in quality education for achieving sustainable development and inclusive growth AND education for creating innovation AND education for resilient and inclusive future.

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Argentina: +1

Argentina fully complied with its commitment to reaffirm the G20’s commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

²²¹⁵ Investment in Human Capital — Assessing the Efficiency of Public Spending on Education, European Commission (Brussels) 6 November 2017. Access Date: 17 November 2019.

https://www.consilium.europa.eu/media/31409/investment-in-human-capital_eurogroup_31102017_ares.pdf

²²¹⁶ Human Capital Investment: An International Comparison, OECD iLibrary — Centre for Educational Research and Innovation (Paris) 4 May 1998. Access Date: 17 November 2019. <https://www.oecd-ilibrary.org/docserver/9789264162891-en.pdf?expires=1574004615&id=id&accname=guest&checksum=F8863B389609164CB1CCF54D10BF3922>

²²¹⁷ OECD-UNDP G20 Workshop Summary Report, OECD (Paris) 5 November 2018. Access Date: 17 November 2019. http://www.oecd.org/dev/Summary_report_OECD_UNDP_G20_Workshop_2018.pdf

On 23 December 2019, the Minister of Education Nicolás Trotta and Secretary of Education Adriana Puiggrós met with President of the Argentine Episcopal Conference and Bishop of San Isidro Monsignor Oscar Ojea. The parties discussed the dire educational situation in Argentina.²²¹⁸

On 23 December 2019, Secretary for Education Cooperation and Priority Actions of the Ministry of Education Pablo Gentili met with Spanish Secretary of State for Cooperation for Ibero-America Juan Pablo de Laiglesia in Madrid.²²¹⁹ The parties discussed the planned expansion of cooperative policies and shared a joint vision in education, science, and culture.²²²⁰

On 30 December 2019, President Alberto Fernandez presented the National Reading Plan, which aims to reach 10 million children and adolescents in primary and secondary education.²²²¹ The plan endeavors to match the number of days children read with the number of school days in the year.²²²²

On 17 January 2020, Minister of Education Nicolás Trotta met with Minister of Public Works Gabriel Katopodis. They worked on a plan for educational infrastructure, specifically focusing on building schools and universities.²²²³

On 23 January 2020, Minister Trotta met with the Ambassador of France in Argentina Mariá Claudia Scherer-Effosse to discuss joint cooperation on an education agenda.²²²⁴ The proposed agenda seeks to develop educational, scientific and cultural fields in line with a new education law in France, which aims to increase the inclusion of vulnerable students.²²²⁵

On 23 January 2020, Minister Trotta met with Governor of Santa Cruz province Alicia Kirchner. They agreed to work together and enhance educational programs in the province by expanding educational accessibility.²²²⁶

On 4 February 2020, Minister Trotta signed collaboration agreements to implement the National Reading Plan in Rosario. The plan aims to distribute and democratize knowledge as well as improve

²²¹⁸ The Ministry of Education and the Episcopal Conference agreed on joint actions, Gobierno de Argentina (Buenos Aires) 23 December 2019. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-y-la-conferencia-episcopal-acordaron-acciones-conjuntas>

²²¹⁹ Educational cooperation projects between Argentina and Spain, Gobierno de Argentina (Buenos Aires) 23 December 2019. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/proyectos-de-cooperacion-educativa-entre-argentina-y-espana>

²²²⁰ Educational cooperation projects between Argentina and Spain, Gobierno de Argentina (Buenos Aires) 23 December 2019. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/proyectos-de-cooperacion-educativa-entre-argentina-y-espana>

²²²¹ The Government launched the National Reading Plan, Gobierno de Argentina (Buenos Aires) 30 December 2019. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/el-gobierno-lanzo-el-plan-nacional-de-lecturas>

²²²² The Government launched the National Reading Plan, Gobierno de Argentina (Buenos Aires) 30 December 2019. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/el-gobierno-lanzo-el-plan-nacional-de-lecturas>

²²²³ Trotta and Katopodis design an educational infrastructure plan, Gobierno de Argentina (Buenos Aires) 17 January 2020. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/trotta-y-katopodis-disenan-un-plan-de-infraestructura-educativa>

²²²⁴ The Ministry of Education and the French Embassy work on an educational agenda, Gobierno de Argentina (Buenos Aires) 23 January 2020. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-y-la-embajada-de-francia-trabajan-en-una-agenda-educativa>

²²²⁵ The Ministry of Education and the French Embassy work on an educational agenda, Gobierno de Argentina (Buenos Aires) 23 January 2020. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-y-la-embajada-de-francia-trabajan-en-una-agenda-educativa>

²²²⁶ The Minister of Education and the Governor of Santa Cruz agreed actions focused on the province, Gobierno de Argentina (Buenos Aires) 23 January 2020. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/el-ministro-de-educacion-y-la-gobernadora-de-santa-cruz-acordaron-acciones-enfocadas-en-la>

teaching and the learning process.²²²⁷ This plan is part of the government's aim to impact 10 million adolescents and their families.²²²⁸

On 5 February 2020, Minister Trotta met with composer Juan Falu to restart the Cajita de Música Argentina program, which aims at delivering multimedia materials for musical education.²²²⁹

On 17 February 2020, Minister Trotta met with President of the Honourable Chamber of Deputies Sergio Massa to work together and improve educational quality. They outlined an agenda focusing on constructing inclusive schools, school infrastructure, and educational evaluation.²²³⁰

On 18 February 2020, Minister Trotta met with Governor of Tucumán Juan Luis Manzur. They discussed the work required to improve educational infrastructure and recognized the need for building renovations and the construction of new establishments. They reaffirmed the goal of improving education quality in the province and making school more inclusive to both boys and girls.²²³¹

On 19 February 2020, Minister Trotta and Governor of Santiago del Estero Gerardo Zamora signed an agreement to guarantee the payment of the compulsory fund owed by the previous administrations. This serves to benefit 7,000 teachers.²²³²

On 27 February 2020, Minister Trotta and Governor of Salta Gustavo Sáenz agreed to build three schools in Salta. The schools will be funded by the Ministry and located in rural communities.²²³³ This agreement will also expand educational infrastructure, making access to education easier for both boys and girls. Furthermore, both officials agreed to broaden the curriculum by implementing sex education in the province.²²³⁴

On 28 February 2020, Minister Trotta met with Minister of Health Ginés González García to reinforcing disease prevention through the educational structure. They further agreed to introduce joint campaigns on vaccination, sexual education, and links with university careers and the health

²²²⁷ Trotta and Perotti presented the National Reading Plan in Rosario, Gobierno de Argentina (Buenos Aires) 4 February 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/trotta-y-perotti-presentaron-el-plan-nacional-de-lecturas-en-rosario>

²²²⁸ Trotta and Perotti presented the National Reading Plan in Rosario, Gobierno de Argentina (Buenos Aires) 4 February 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/trotta-y-perotti-presentaron-el-plan-nacional-de-lecturas-en-rosario>

²²²⁹ Music Box: a program of the Ministries of Education and Culture, Gobierno de Argentina (Buenos Aires) 5 February 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/cajita-de-musica-un-programa-de-los-ministerios-de-educacion-y-cultura>

²²³⁰ Trotta and Massa met to work educational laws, Gobierno de Argentina (Buenos Aires) 17 February 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/trotta-y-massa-se-reunieron-para-trabajar-leyes-educativas>

²²³¹ Trotta and Manzur met to work on the infrastructure of the Tucuman schools, Gobierno de Argentina (Buenos Aires) 18 February 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/trotta-y-manzur-se-reunieron-para-trabajar-en-la-infraestructura-de-las-escuelas-tucumanas>

²²³² The Ministry of Education signed an agreement with Santiago del Estero, Gobierno de Argentina (Buenos Aires) 19 February 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-firmo-convenio-con-santiago-del-estero>

²²³³ Minister Trotta and Governor Sáenz agreed on joint lines of work, Gobierno de Argentina (Buenos Aires) 27 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/el-ministro-trotta-y-el-gobernador-saenz-acordaron-lineas-de-trabajo-conjunto>

²²³⁴ Minister Trotta and Governor Sáenz agreed on joint lines of work, Gobierno de Argentina (Buenos Aires) 27 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/el-ministro-trotta-y-el-gobernador-saenz-acordaron-lineas-de-trabajo-conjunto>

industry.²²³⁵ In hopes of increasing public health awareness, the parties reaffirmed that better health entails better education, and vice versa, better education entails better health.²²³⁶

On 5 March 2020, Minister Trotta met with Regional Director of the Latin American and the Caribbean Open Society Foundation Pedro Abramovay to discuss university policies. They reaffirmed the understanding that universities are a space for the defense and protection of human rights through national, regional and global perspectives.²²³⁷ Furthermore, both agreed to cooperate in upholding equal conditions and opportunities in education and other public care policies.²²³⁸

On 6 March 2020, Minister Trotta implemented the new Secondary School Completion Plan (FinEs) in an effort to help people over the age of 18 complete primary and secondary education.²²³⁹ The plan also aims to assist those in their final year of secondary education who lack the necessary requirements to graduate.²²⁴⁰

On 12 March 2020, Minister Trotta met with Secretary of Education Adrianna Puiggrós at the first Federal Planning Table.²²⁴¹ The meeting sought to bring together leaders in education and discuss educational planning and innovation, educational management and quality, and social and cultural education.²²⁴²

On 16 March 2020, Minister Trotta presented the program of continuing education, which aims to resume education in light of the COVID-19 pandemic. The program will present online resources such as self-learning resources, suggestions for families and teachers, films, interviews, educational and communication proposals through social networks and videoconferencing tools, proposals for free time and an online events agenda.²²⁴³ Additionally, the Ministry of Education worked with telecommunications providers to ensure that browsing the sites will not cost money nor consume data, allowing students unrestricted access to education during the outbreak.²²⁴⁴

²²³⁵ Education and Health agree on joint programs, Gobierno de Argentina (Buenos Aires) 28 February 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/educacion-y-salud-acuerdan-programas-conjuntos>

²²³⁶ Education and Health agree on joint programs, Gobierno de Argentina (Buenos Aires) 28 February 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/educacion-y-salud-acuerdan-programas-conjuntos>

²²³⁷ The Ministry of Education and the Open Society Foundation agreed on joint projects, Gobierno de Argentina (Buenos Aires) 5 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-y-la-fundacion-open-society-acordaron-proyectos-en-conjunto>

²²³⁸ The Ministry of Education and the Open Society Foundation agreed on joint projects, Gobierno de Argentina (Buenos Aires) 5 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-y-la-fundacion-open-society-acordaron-proyectos-en-conjunto>

²²³⁹ The Ministry of Education continues the FinEs Plan and announces new lines of work, Gobierno de Argentina (Buenos Aires) 6 March 2020. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-da-continuidad-al-plan-fines-y-anuncia-nuevas-lineas-de-trabajo>

²²⁴⁰ The Ministry of Education continues the FinEs Plan and announces new lines of work, Gobierno de Argentina (Buenos Aires) 6 March 2020. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-da-continuidad-al-plan-fines-y-anuncia-nuevas-lineas-de-trabajo>

²²⁴¹ The first Federal Planning Table was held, Gobierno de Argentina (Buenos Aires) 12 March 2020. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/se-realizo-la-primera-mesa-federal-de-planeamiento>

²²⁴² The first Federal Planning Table was held, Gobierno de Argentina (Buenos Aires) 12 March 2020. Access Date: 3 April 2020. <https://www.argentina.gob.ar/noticias/se-realizo-la-primera-mesa-federal-de-planeamiento>

²²⁴³ The Ministry of Education presented the program Continuing Educating, Gobierno de Argentina (Buenos Aires) 16 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-presento-el-programa-seguimos-educando>

²²⁴⁴ The Ministry of Education presented the program Continuing Educating, Gobierno de Argentina (Buenos Aires) 16 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/el-ministerio-de-educacion-presento-el-programa-seguimos-educando>

On 17 March 2020, Minister Trotta announced that 20 online courses will be enabled for teachers to facilitate the mediation of information and communication technologies. These courses aim to assist 900,000 teachers in the transition to online classes, while maintaining quality education for Argentina's youth.²²⁴⁵

On 19 March 2020, Minister Trotta agreed to a 16 per cent salary increase for university non-teaching workers, noting that the maintenance of university operations is vital to facilitating universities' role in enabling social mobility in the most neglected sectors.²²⁴⁶ This agreement also compensates workers for the following four months of expected inflation, due to the economic situation inherited from the previous administration.²²⁴⁷

Argentina fully complied with this commitment by investing in all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. Specifically, Argentina invested in quality education for achieving sustainable development and inclusive growth through its efforts to address educational accessibility, early childhood development, and capacity-development of teachers. Furthermore, Argentina invested in education for creating innovation, and contributed to education for resilient and inclusive futures through addressing the educational accessibility of hard-to-reach and vulnerable populations.

Thus, Argentina receives a score of +1.

Analysts: Harris Johnston and Diego Vasquez

Australia: +1

Australia fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 18 July 2019, the government supplied AUD30.2 million to the Local Schools Community Fund. This increased funding aims to benefit students in Catholic and independent schools by funding small scale-projects.²²⁴⁸

On 19 August 2019, Minister for Education Dan Tehan launched an AUD93.7 million fund for the Destination Australia Program. This funding aims to support regional tertiary education providers by offering high quality education to domestic and international students.²²⁴⁹ This program allows tertiary providers, including that of vocational education and training, to apply for funding that

²²⁴⁵ INFoD offers virtual training for teachers of all levels and modalities in the country, Gobierno de Argentina (Buenos Aires) 17 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/el-infod-ofrece-formacion-virtual-para-docentes-de-todos-los-niveles-y-modalidades-del-pais>

²²⁴⁶ Joint agreement with university non-teachers, Gobierno de Argentina (Buenos Aires) 19 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/acuerdo-paritario-con-los-no-docentes-universitarios-0>

²²⁴⁷ Joint agreement with university non-teachers, Gobierno de Argentina (Buenos Aires) 19 March 2020. Access Date: 25 March 2020. <https://www.argentina.gob.ar/noticias/acuerdo-paritario-con-los-no-docentes-universitarios-0>

²²⁴⁸ Local Schools Community Fund Guidelines — 2019, Australian Government — Department of Education, Skills and Employment (Canberra) 18 July 2019. Access Date: 8 February 2020. <https://docs.education.gov.au/node/52944>

²²⁴⁹ Destination Australia open for applications, Australian Government — Department of Education, Skills and Employment (Canberra) 19 August 2019. Access Date: 8 February 2020. <https://www.education.gov.au/news/destination-australia-open-applications>

facilitates increased domestic and international study in regional Australia. Scholarships are valued at AUD15,000 per student per year.²²⁵⁰

On 28 August 2019, Minister Tehan announced that the government will create a University Foreign Interference Taskforce to provide better protection against foreign intervention in the university sector.²²⁵¹ The taskforce will comprise of a committee and working groups that focus on cybersecurity, research and intellectual property, foreign collaboration, and culture and communications. The taskforce will bring together universities and the government to develop guidelines based on potential risks, and further foster world-class research.²²⁵²

On 5 September 2019, the Department of Education, Skills and Employment (AESE) initiated a research project to share the experiences and case studies of Australian educators who have provided or are providing education and training in Indonesia.²²⁵³ The goal of the project is to outline models of engagement and regulatory settings across all sectors, and further assist Australia's ongoing efforts to advance education services in Indonesia.²²⁵⁴

On 23 September 2019, the AESE announced the establishment of up to 60 medical Commonwealth Support Places (CSPs). Hosted at universities and higher education providers, CSPs are partially subsidized by the government. They are drawn from existing university allocations in three-year intervals, redistributing between universities to support key health workplace priorities. In 2021, CSPs are also expected to support the development of a rural and regional medical workforce.²²⁵⁵

On 1 November 2019, Minister Tehan announced that 35 higher education and vocational education providers will make 1200 scholarships available to international and domestic students.²²⁵⁶ The AUD93.7 million Destination Australia program now features 84 locations aimed at developing regional tertiary education institutions and offering high-quality learning experiences.²²⁵⁷

²²⁵⁰ Destination Australia open for applications, Australian Government — Department of Education, Skills and Employment (Canberra) 19 August 2019. Access Date: 8 February 2020.

<https://www.education.gov.au/news/destination-australia-open-applications>

²²⁵¹ Establishment of a University Foreign Interference Taskforce, Australian Government — Department of Education, Skills and Employment (Canberra) 29 August 2019. Access Date: 8 February 2020.

<https://www.education.gov.au/news/establishment-university-foreign-interference-taskforce>

²²⁵² Establishment of a University Foreign Interference Taskforce, Australian Government — Department of Education, Skills and Employment (Canberra) 29 August 2019. Access Date: 8 February 2020.

<https://www.education.gov.au/news/establishment-university-foreign-interference-taskforce>

²²⁵³ Stronger Education Partnerships, Australian Government — Department of Education, Skills and Employment (Canberra) 5 September 2019. Access Date: 8 February 2020. <https://www.education.gov.au/news/stronger-education-partnerships>

²²⁵⁴ Stronger Education Partnerships, Australian Government — Department of Education, Skills and Employment (Canberra) 5 September 2019. Access Date: 8 February 2020. <https://www.education.gov.au/news/stronger-education-partnerships>

²²⁵⁵ Redistribution pool of medical places — Discussion Paper, Australian Government — Department of Education, Skills and Employment (Canberra) 23 September 2019. Access Date: 8 February 2020.

<https://www.education.gov.au/news/redistribution-pool-medical-places-discussion-paper>

²²⁵⁶ Available now: Scholarships to study in regional Australia, Australian Government — Department of Education, Skills and Employment (Canberra) 1 November 2019. Access Date: 8 February 2020.

<https://www.education.gov.au/news/available-now-scholarships-study-regional-australia>

²²⁵⁷ Available now: Scholarships to study in regional Australia, Australian Government — Department of Education, Skills and Employment (Canberra) 1 November 2019. Access Date: 8 February 2020.

<https://www.education.gov.au/news/available-now-scholarships-study-regional-australia>

On 7 November 2019, Minister Tehan announced that the government will provide an additional AUD20 million in funding through the Special Circumstances Fund. This funding aims to support non-governmental schools facing financial difficulties during ongoing drought conditions.²²⁵⁸

On 3 December 2019, the AESE launched the new ComparED website, which provides information about Australian higher education institutions for prospective students.²²⁵⁹ This will allow recent secondary school graduates, prospective mature students, and those transitioning from vocational training to compare over 100 institutions.²²⁶⁰

As of 9 January 2020, Minister Tehan is inviting comments on proposed amendments to the Higher Education Support Act 2003. The amendments call for specific language with regards to the freedom of speech, in order to prevent current legal ambiguity from restricting the freedom of expression.²²⁶¹

As of 17 January 2020, the government announced support for bush-fire affected communities. This includes AUD8 million in mental health support for early childhood education and school communities, AUD5 million to expand the Community Child Care Fund and Child Care Subsidy activity test exemption, and an additional AUD400 in payment for children and 1100 scholarships for regional students. The goal of this increased funding is to promote healthy resettlement of affected communities by alleviating financial burdens and supplying support staff.²²⁶²

On 4 February 2020, the government responded to the Senate Select Committee on Red Tape Report with regards to the effects of regulatory barriers on private education. The government reaffirmed its commitment to reducing red tape and regulatory burdens through cooperating with

²²⁵⁸ 2019/20 Drought Relief — funding for non-government schools, Australian Government — Department of Education, Skills and Employment (Canberra) 7 November 2019. Access Date: 8 February 2020. <https://www.education.gov.au/201920-drought-relief-funding-non-government-schools>

Draft 2020 Higher Education Research Data Collection (HERDC) Specifications released, Australian Government — Department of Education, Skills and Employment (Canberra) 2 October 2019. Access Date: 8 February 2020. <https://www.education.gov.au/news/draft-2020-higher-education-research-data-collection-herdc-specifications-released>

²²⁵⁹ ComparED: Making informed decisions about future study options, Australian Government — Department of Education, Skills and Employment (Canberra) 3 December 2019. Access Date: 8 February 2020. <https://www.education.gov.au/news/compared-making-informed-decisions-about-future-study-options>

²²⁶⁰ ComparED: Making informed decisions about future study options, Australian Government — Department of Education, Skills and Employment (Canberra) 3 December 2019. Access Date: 8 February 2020. <https://www.education.gov.au/news/compared-making-informed-decisions-about-future-study-options>

²²⁶¹ Consultation on free speech amendments to the Higher Education Support Act, Australian Government — Department of Education, Skills and Employment (Canberra) 9 January 2020. Access Date: 8 February 2020. <https://www.education.gov.au/news/consultation-free-speech-amendments-higher-education-support-act>
Report of the Independent Review of Freedom of Speech in Australian Higher Education Providers, Australian Government — Department of Education, Skills and Employment (Canberra) 19 March 2019. Access Date: 25 March 2020. https://docs.education.gov.au/system/files/doc/other/report_of_the_independent_review_of_freedom_of_speech_in_australian_higher_education_providers_march_2019.pdf

²²⁶² Support for bushfire-affected communities, Australian Government — Department of Education, Skills and Employment (Canberra) 17 January 2019. Access Date: 8 February 2020. <https://education.govcms.gov.au/support-bushfire-affected-communities#MentalHealth>

Support for bushfire-affected families, Australian Government — Department of Education, Skills and Employment (Canberra) 17 January 2020. Access Date: 8 February 2020. <https://www.education.gov.au/news/support-bushfire-affected-families>

state and territorial governments to deliver national policies and programs under Australia's Deregulation Agenda.²²⁶³

On 24 February 2020, the Higher Education Panel invited stakeholder comments on a consultation paper regarding draft amendments to the Higher Education Standards Framework (2015). The amendments addressed efforts to improve the functionality of the Tertiary Education Quality and Standard Agency and clarify the categories of providers in Australia's higher education sector.²²⁶⁴

As of 27 February 2020, the government hired the Centre for Program Evaluation at the University of Melbourne Graduate School of Education to prepare the Teaching Practice Evaluation Framework. The framework provides guidance for the implementation of teacher evaluation systems to promote professional development in schools.²²⁶⁵

On 19 March 2020, the AESE hosted a free webcast to inform childcare providers and services of support mechanisms to assist the early childhood education sector in managing the impacts of COVID-19.²²⁶⁶

Through its efforts to provide Australians with quality education, long-term strategies for vocational improvement, and accessible schooling for hard-to-reach demographics, Australia fully complied with this commitment by investing in all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development.

Thus, Australia receives a score of +1.

Analyst: Harris Johnston

Brazil: 0

Brazil has partially complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 11 July 2019, the Ministry of Education released its National Commitment for Basic Education initiative.²²⁶⁷ As a part of this initiative, the Ministry of Education plans to open more than 4,000

²²⁶³ Australian Government Response to the Senate Select Committee on Red Tape Report, Australian Government — Department of Education, Skills and Employment (Canberra) 4 February 2020. Access Date: 25 March 2020.

<https://education.govcms.gov.au/news/australian-government-response-senate-select-committee-red-tape-report> Departmental Document, Australian Government response to the Red Tape Committee report: Effect of red tape on private education, Australian Government — Department of Education, Skills and Employment (Canberra) 4 February 2020. Access Date: 25 March 2020. <https://docs-edu.govcms.gov.au/node/53245>

²²⁶⁴ Consultation on Amendments to the Higher Education Standards Framework Provider Category Standards, Australian Government — Department of Education, Skills and Employment (Canberra) 24 February 2020. Access Date: 25 March 2020. <https://education.govcms.gov.au/news/consultation-amendments-higher-education-standards-framework-provider-category-standards>

²²⁶⁵ Teaching Practice Evaluation Framework, Australian Government — Department of Education, Skills and Employment (Canberra) 27 February 2020. Access Date: 25 March 2020.

<https://education.govcms.gov.au/news/teaching-practice-evaluation-framework>

²²⁶⁶ Watch our webcast for childcare providers and services about the support available to help manage the impacts of COVID-19, Australian Government — Department of Education, Skills and Employment (Canberra) 18 March 2020. Access Date: 25 March 2020. <https://education.govcms.gov.au/news/watch-our-webcast-child-care-providers-and-services-about-support-available-help-manage-impacts>

²²⁶⁷ Brazil to have 108 Civiv-Military Schools Implemented by 2023, Agência Brasil (Brasilia) 11 July 2019. Access Date: 20 December 2019. <http://agenciabrasil.ebc.com.br/en/educacao/noticia/2019-07/brazil-have-108-civic-military-schools-implemented-2023>

nursery schools by 2022, improve internet accessibility in 6,500 schools in rural areas, and open 108 civic-military schools by 2023. This initiative further aims at strengthening primary education in Brazil, defined as all grades up to high school.²²⁶⁸

Brazil complied with two of the three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. It has supported quality basic education to achieve sustainable development and inclusive growth, and further provided quality education to those in hard-to-reach or marginalized communities. However, Brazil has not complied with the second pillar of the G20 Initiative, as Brazil has not demonstrated any action in support of education for creating innovation.

Thus, Brazil receives a score of 0.

Analyst: Isabelle Buchanan

Canada: +1

Canada has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 31 July 2019, the government announced a CAD400 million commitment to women and girls' education in fragile, conflict and crisis situations, in support of the G7 Charlevoix Declaration on Quality Education for Girls, Adolescent Girls and Women in Developing Countries.²²⁶⁹

On 12 August 2019, Parliamentary Secretary to the Minister of Families, Children and Social Development Adam Vaughan and the Minister of Immigration, Refugees and Citizenship Honourable Ahmed Hussen announced that seven early learning and child care innovation projects in the Greater Toronto Area are receiving approximately CAD1.8 million in funding. This funding will support innovative projects in early childhood education.²²⁷⁰

On 16 August 2019, Minister of International Development and Minister for Women and Gender Equality Maryam Monsef announced that the government is investing in four projects to engage men and boys in gender equality.²²⁷¹ Alberta Council of Women's Shelters will receive CAD212,000 to promote sports figures as role models and increase awareness of gender-based violence and healthy masculinity. Catalyst Canada will receive CAD100,000 to promote workplace inclusion and support men as disrupters of sexism in the workplace. FOXY, a non-profit organization that focuses on sexual health and empowered decision-making, will receive CAD125,000 to engage indigenous youth, particularly young men and boys, on gender equality in the Northwest Territories. Next Gen Men

²²⁶⁸ Brazil to have 108 Civiv-Military Schools Implemented by 2023, Agência Brasil (Brasilia) 11 July 2019. Access Date: 20 December 2019. <http://agenciabrasil.ebc.com.br/en/educacao/noticia/2019-07/brazil-have-108-civic-military-schools-implemented-2023>

²²⁶⁹ Canada announces support to improve access to quality education for women and girls in fragile, conflict and crisis situations, Global Affairs Canada (Ottawa) 16 July 2019. Access Date: 4 February 2020. <https://www.canada.ca/en/global-affairs/news/2019/07/canada-announces-support-to-improve-access-to-quality-education-for-women-and-girls-in-fragile-conflict-and-crisis-situations.html>

²²⁷⁰ Seven new Government of Canada projects will support innovative practices in early learning and childcare in the Greater Toronto Area, Employment and Social Development Canada (Toronto) 12 August 2019. Access Date: 4 February 2020. <https://www.canada.ca/en/employment-social-development/news/2019/08/seven-new-government-of-canada-projects-will-support-innovative-practices-in-early-learning-and-child-care-in-the-greater-toronto-area.html>

²²⁷¹ The Government of Canada invests in engaging men and boys in gender equality, Women and Gender Equality Canada (Calgary) 16 August 2019. Access Date: 4 February 2020. <https://www.canada.ca/en/status-women/news/2019/08/the-government-of-canada-invests-in-engaging-men-and-boys-in-gender-equality.html>

and the University of Calgary will receive CAD125,000 to build networks and spaces for pro-feminist male leaders.²²⁷²

On 20 August 2019, Minister of International Development and Minister for Women and Gender Equality Maryam Monsef announced that the government will invest CAD2 million in indigenous-led initiatives to engage indigenous youth on gender equality and build a more inclusive society by sharing ideas on how to advance gender equality.²²⁷³

On 26 August 2019, Prime Minister Justin Trudeau announced a CAD9 million investment to support the Incubator Network, which will generate sustainable jobs in India, Indonesia, the Philippines, Thailand, and Vietnam. The employment opportunities will focus on waste management, particularly for women and marginalized populations, and support local governments, community organizations and the private sector.²²⁷⁴

On 26 August 2019, Prime Minister Trudeau announced a CAD30 million investment to establish a new School Feeding Programme for children and adolescents to increase attendance at the primary and secondary school levels. This investment will further improve learning conditions in displacement settings and address barriers to education and adequate nutrition faced by adolescent girls.²²⁷⁵

On 26 August 2019, Prime Minister Trudeau announced a CAD2 million investment to the Interagency Network on Education in Emergencies (INEE), an open global network of UN agencies, NGOs, donors, governments, universities, schools, and affected populations working together to ensure that all persons have the right to quality education in emergency situations and during post-crisis recovery.²²⁷⁶

On 26 August 2019, Prime Minister Trudeau announced a CAD9.5 million investment to Empowering Adolescent Girls to Learn and Earn (EAGLE) — Mozambique project. This funding will expand basic literacy, numeracy and skills development for 3,000 vulnerable, out-of-school adolescent girls, including adolescent mothers and those with disabilities or HIV/AIDS.²²⁷⁷

On 26 August 2019, Prime Minister Trudeau announced a CAD7 million investment to promote girls' rights to education by reducing gender disparities in schools and in family environments. The project will also offer innovative solutions in education to address vulnerabilities in Niger. This project will directly benefit up to 100,000 school-aged girls between seven to eighteen years old.²²⁷⁸

²²⁷² The Government of Canada invests in engaging men and boys in gender equality, Women and Gender Equality Canada (Calgary) 16 August 2019. Access Date: 4 February 2020. <https://www.canada.ca/en/status-women/news/2019/08/the-government-of-canada-invests-in-engaging-men-and-boys-in-gender-equality.html>

²²⁷³ Government of Canada invests in Indigenous-led solutions for gender equality amongst youth, Women and Gender Equality Canada (Ottawa) 20 August 2019. Access Date: 4 February 2020. <https://www.canada.ca/en/status-women/news/2019/08/government-of-canada-invests-in-indigenous-led-solutions-for-gender-equality-amongst-youth.html>

²²⁷⁴ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁷⁵ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁷⁶ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁷⁷ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁷⁸ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

On 26 August 2019, Prime Minister Trudeau announced a CAD8.2 million investment in School Reintegration for Child Survivors of Sexual and Gender-Based Violence (SGBV) in the provinces of South and North Kivu in the Democratic Republic of Congo (DRC). This funding will support the reintegration of child survivors of SGBV into a safer school system in conflict-affected and marginalized communities in North and South Kivu²²⁷⁹. More than 14,000 girls and 14,000 boys aged 6 to 16, including 720 female and 180 male survivors of SGBV, will directly benefit from the project.²²⁸⁰

On 26 August 2019, Prime Minister Trudeau announced a CAD10 million investment in the Equal Access to Education project in Cameroon. This project will promote educational inclusion for girls and children aged 4-15, in particular those who have disabilities and those who live in regions affected by humanitarian crises in the Far North, Littoral and West regions of Cameroon. The project will focus on girls who are refugees, returnees and internally displaced persons.²²⁸¹

On 26 August 2019, Prime Minister Trudeau announced a CAD14 million investment in the project Strengthen the Right of Girls to Complete Safe and Timely Schooling in Burkina Faso. The project aims to ensure the right of girls and boys aged 6 to 16 to obtain a safe and gender-sensitive education. The project is specifically targeted at addressing the urgent and growing needs of children in areas of Burkina Faso where security is compromised.²²⁸²

On 26 August 2019, Prime Minister Trudeau announced a CAD7 million investment in the project Equality for Girls' Access to Education in the Democratic Republic of Congo. This funding strives to reduce barriers that prevent girls from attending school, further emphasizing the importance of quality and gender-responsive formal and non-formal education services in the provinces of North Kivu and Kasai.²²⁸³

On 26 August 2019, Prime Minister Trudeau announced a CAD11 million investment in the project Improving Learning Transitions and Retention for Girls' Empowerment in Rural and Remote Areas of Somalia. This funding will improve access to quality education for up to 25,000 marginalized young girls aged 10-19, including sedentary and nomadic girls, girls with disabilities, and children affected by conflict and violence.²²⁸⁴

On 26 August 2019, Prime Minister Trudeau announced a CAD20.3 million investment to the project Improving Adolescent Girls Inclusive Education: Mali, which will promote the right to inclusive, quality and gender-responsive education for 90,000 adolescent girls in 11 communities in Segou and Mopti's conflict-affected regions. This initiative will be implemented by Plan International Canada in partnership with World Vision Canada and Save the Children Canada.²²⁸⁵

²²⁷⁹ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸⁰ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸¹ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸² Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸³ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸⁴ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸⁵ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

On 26 August 2019, Prime Minister Trudeau announced a CAD9.2 million investment in the project Educating Vulnerable and Hard to Reach girls and adolescent girls in northeastern Nigeria. This project will have a specific focus on conflict-affected states in northeastern Nigeria, including Yobe, Adamawa, and parts of Borno. The project will aim to improve the basic skills of girls and women affected by conflict and enhance their ability to earn an independent income.²²⁸⁶

On 26 August 2019, Prime Minister Trudeau announced a CAD8.5 million investment in the project Community Based Education in South Sudan, an initiative that will improve access to education and learning opportunities for 9,900 marginalized and vulnerable out of school children. With an emphasis on girls this project will increase access to schooling by establishing 300 non-formal schools and offering quality primary education.²²⁸⁷

On 26 August 2019, Prime Minister Trudeau announced a CAD5 million investment in the Global Partnership to End Violence against Children. This project will work with UNICEF to support activities in five African countries and focus on addressing violence as a barrier to girls' education.²²⁸⁸

On 26 August 2019, Prime Minister Trudeau announced a CAD5 million investment in UNdaunted — Educating Girls with Disabilities in Somalia. This project will use Canada's investment to leverage additional funding from Canadian philanthropists and subsequently invest in removing barriers to girls' education. The project seeks to benefit 22,500 adolescent girls in Somalia.²²⁸⁹

On 26 August 2019, Prime Minister Trudeau announced a CAD4 million investment in Inclusive Education for Palestinian Children with Disabilities — West Bank and Gaza. This project promotes educational inclusion and the access of girls and boys with disabilities in the West Bank and Gaza to gender and disability-responsive education.²²⁹⁰

On 26 August 2019, Prime Minister Trudeau announced a CAD10 million investment in SALALEM: Prosperity and Advancement for Palestinian Women and Youth — West Bank and Gaza. This project serves to improve the learning outcomes of young women and youth with disabilities in the West Bank and Gaza. The project will result in improved learning for work skills and job readiness, and further reduce barriers to workforce entry.²²⁹¹

On 26 August 2019, Prime Minister Trudeau announced a CAD10 million investment in the project Gender-Responsive and Inclusive Technical and Vocational Education and Training in the West Bank, which aims to provide improved and equitable learning and employment outcomes for women and girls, especially women with disabilities in the West Bank.²²⁹²

²²⁸⁶ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸⁷ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸⁸ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁸⁹ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁹⁰ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁹¹ Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

²²⁹² Creating a better future, Justin Trudeau, Prime Minister of Canada (Biarritz) 26 August 2019. Access Date: 4 February 2020. <https://pm.gc.ca/en/news/backgrounders/2019/08/26/creating-better-future>

On 26 August 2019, at the G7 Biarritz Summit in France, Canada and its G7 counterparts pledged to tackle “inequality in developing countries through gender-responsive education and quality technical and vocational education and training.”²²⁹³

On 29 August 2019, Minister of International Development and Minister for Women and Gender Equality Maryam Monsef announced an investment of up to CAD1.5 million to address resource gaps in post-secondary institutions and enhance the prevention and response to gender-based violence on university campuses.²²⁹⁴

On 9 December 2019, Minister of International Development Karina Gould announced funding of up to CAD21 million over the next five years in support of a gender-sensitive approach to women’s reproductive health services in Pakistan. The Healthy Families Pakistan initiative, led by the UN Population Fund in partnership with the Aga Khan Development Network, will provide women and adolescent girls with safe and accessible family planning resources.²²⁹⁵

On 17 January 2020, Global Affairs Canada announced a CAD991,699 investment in the Peace and Stabilization Operations Program. This program is implemented by Search For Common Ground. It aims to reduce the spread of Ebola in the conflict-affected region of Nord-Kivu in the Democratic Republic of Congo by encouraging positive communication between local actors fighting the virus, namely including police officers and vulnerable populations.²²⁹⁶

On 17 January 2020, Global Affairs Canada announced multiple Canada-Africa projects. The projects include a CAD18 million investment in the Mozambican Rural Women’s and Girls’ Participatory Economic Empowerment, which aims to improve rural women’s and girls’ economic empowerment in Mozambique. A CAD15 million investment will be provided to the project Combat Absenteeism and Barriers to Education, which will help Mozambique combat absenteeism and barriers to education, particularly with regards to girls. CAD10 million will be provided to the project Action for Girls and Young Women’s Sexual and Reproductive Health and Rights in Mozambique, which aims to improve gender equality by promoting adolescent girls and young women’s sexual and reproductive health and rights. Furthermore, CAD250,000 will be invested in the project Advancing Sexual and Reproductive Health in Cabo Delgado, which seeks to advance sexual and reproductive health. CAD250,000 will be disbursed to the project Mozambique Recovery Facility, in an effort to help the government of Mozambique’s Office for Post-Cyclone Idai Reconstruction, specifically with regards to recovery planning and coordination of reconstruction efforts. CAD250,000 will be invested in the project Reducing Mozambique’s High Trade Costs, which helps to identify the causes of high trade costs and an unfavourable trade environment. Lastly, a CAD50,000 investment will be

²²⁹³ Declaration on Gender Equality and Women Empowerment, G7 Information Centre (Biarritz) 26 August 2019. Access Date: 24 March 2020. <http://www.g7.utoronto.ca/summit/2019biarritz/declaration-on-gender-equality.pdf>

²²⁹⁴ Government of Canada supports framework to end gender-based violence at post-secondary institutions, Women and Gender Equality Canada (Toronto) 29 August 2019. Access Date: 4 February 2020. <https://www.canada.ca/en/status-women/news/2019/08/government-of-canada-supports-framework-to-end-gender-based-violence-at-post-secondary-institutions.html>

²²⁹⁵ Minister Gould announces new support for women’s reproductive health services in Pakistan, Global Affairs Canada (Ottawa) 9 December 2019. Access Date: 4 February 2020. <https://www.canada.ca/en/global-affairs/news/2019/12/minister-gould-announces-new-support-for-womens-reproductive-health-services-in-pakistan.html>

²²⁹⁶ Canada announces funding to provide humanitarian assistance to flood-affected people in the Republic of Congo and to fight Ebola and other crises in the Democratic Republic of Congo, Global Affairs Canada (Brazzaville) 17 January 2020. Access Date: 4 February 2020. <https://www.canada.ca/en/global-affairs/news/2020/01/canada-announces-funding-to-provide-humanitarian-assistance-to-flood-affected-people-in-the-republic-of-congo-and-to-fight-ebola-and-other-crises-i.html>

provided to the project Supporting Gender Integration into Policy Planning at the Sudanese Ministry of Labour and Social Welfare, which will support gender integration in policy planning.²²⁹⁷

Canada fully complied with its commitment by investing in all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. Canada invested in quality education for achieving sustainable development and inclusive growth by enhancing early childhood and basic education around the world. In the second pillar, education for creating innovation, Canada contributed to vocational and skill-based training and innovation through private sector collaboration. Lastly, in the third pillar of education for resilient and inclusive future, Canada emphasized educational accessibility for marginalized populations such as refugees, women and girls, hard-to-reach demographics, populations affected by ongoing conflict, and individuals with disabilities.

Thus, Canada receives a score of +1.

Analyst: Dmitry Frolovskiy

China: +1

China has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 8 July 2019, the Communist Party Central Committee and the State Council published new guidelines to advance education reform and improve compulsory education. The guidelines aim to foster the development of well-rounded moral, intellectual, physical and aesthetic grounding. Schools are encouraged to integrate more technology in classroom learnings, especially in rural and remote areas where more free and high-quality educational resources are needed. The guidelines also highlight the importance of having “high-quality and professional” teaching personnel, thus proposing more training for teachers and improved salaries and benefits.²²⁹⁸

On 9 July 2019, the Ministry of Education introduced a plan to promote labor education, ranging from household chores to community service, in primary and secondary schools and colleges. Fuzhi Zheng, Vice-Minister of Education, emphasized the need to increase labor education and practical opportunities for students to learn about subjects such as agriculture, production and business.²²⁹⁹

On 10 July 2019, the Ministry of Education announced new guidelines aimed at reducing excessive workloads for primary and middle school students. Rather than focusing on grades, the new and more comprehensive evaluation system will assess schools based on high-quality and professional teaching.²³⁰⁰

²²⁹⁷ Canada-Africa project announcements, Global Affairs Canada (Ottawa) 17 January 2020. Access Date: 4 February 2020. <https://www.canada.ca/en/global-affairs/news/2020/01/canada-africa-project-announcements.html>

²²⁹⁸ China issues new guideline to improve compulsory education, State Council of the People's Republic of China (Beijing) 8 July 2019. Access Date: 14 March 2020. http://english.www.gov.cn/policies/latestreleases/201907/08/content_WS5d233d2ac6d03ce67879a083.html

²²⁹⁹ China to promote labor education in schools, State Council of the People's Republic of China (Beijing) 9 July 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/statecouncil/ministries/201907/09/content_WS5d248a83c6d03ce67879a28e.html

²³⁰⁰ Schools urged to cut burden of student work, State Council of the People's Republic of China (Beijing) 10 July 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/policies/policywatch/201907/10/content_WS5d257943c6d03ce67879a2c2.html

On 17 July 2019, the Ministry of Education approved name changes for 15 higher vocational schools to universities. This initiative strives to cultivate professional skills and encourage employment by placing emphasis on vocational education.²³⁰¹

On 17 July 2019, the Ministry of Education, the National Development and Reform Commission and the Ministry of Finance jointly issued a document aimed at eliminating “super-sized” classes by the end of 2020, defined as classes that accommodate more than 66 primary or middle school students. This document requires local authorities to set up small rural schools and boarding schools in towns and townships, and further improve the conditions of these schools by building dining halls and sports venues. Where possible, rural schools should also make efforts to integrate technology into learning.²³⁰²

On 29 July 2019, Premier Li Keqiang presented reforms and developments in elementary education, specifically highlighting the importance of distributing education resources and greater support to poverty-stricken areas. Premier Li also spoke about the multi-pronged measures that will be taken to improve preschool education and emphasize kindergarten enrollment. Security precautions will be taken on school campuses to create a safe environment for students and ease parents’ concerns.²³⁰³

On 19 September 2019, the State Council Information Office released a white paper entitled “Equality, Development and Sharing: Progress of Women’s Cause in 70 Years Since New China’s Founding.” According to the paper, China promulgated laws and regulations to protect women’s economic rights and interests in the workforce.²³⁰⁴

On 10 October 2019, the Ministry of Education announced plans to promote innovation and entrepreneurship education through building demonstration zones at colleges and universities. The Central Finance Department designated RMB880 million to build these zones, and to date, demonstration bases have been set up in 19 colleges and universities.²³⁰⁵

On 12 October 2019, the Ministry of Education issued guidelines to propose four areas for reform: the management of education and teaching, systems of education and teaching, teaching personnel and organizational guarantee. The guidelines called for the development of “Internet Plus Education” and “smart” education to reform university classroom teaching and improve the quality of the courses. The guidelines also requested that universities improve appraisal systems to punish academic misconduct and improve standards for degree conferral. To strictly control examinations

²³⁰¹ 15 higher vocational schools graduate to university status, State Council of the People’s Republic of China (Beijing) 17 July 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/statecouncil/ministries/201907/17/content_WS5d2eb2afc6d00d362f66856b.html

²³⁰² China to reduce oversized classes to improve education, State Council of the People’s Republic of China (Beijing) 17 July 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/statecouncil/ministries/201907/17/content_WS5d36a400c6d00d362f668b85.html

²³⁰³ Premier Li calls for high-quality, fair elementary education, State Council of the People’s Republic of China (Beijing) 29 July 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/premier/news/201907/29/content_WS5d3efa67c6d0c6695ff7ddcd.html

²³⁰⁴ China publishes white paper on progress of women’s cause in 70 years, State Council of the People’s Republic of China (Beijing) 19 September 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/news/topnews/201909/19/content_WS5d83338ac6d0bcf8c4c13aed.html

²³⁰⁵ Chinese colleges have 28,000 teachers for innovation, entrepreneurship, State Council of the People’s Republic of China (Beijing) 10 October 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/statecouncil/ministries/201910/10/content_WS5d9f3857c6d0bcf8c4c14dbc.html

and graduation, the guidelines called for efforts to improve the country's academic assessment system by combining process-oriented and result-oriented assessments.²³⁰⁶

On 22 October 2019, the State Council Leading Group Office of Poverty Alleviation and Development introduced new policies to support individuals living with disabilities and in poverty. The new policies will focus on compulsory education, basic medical care, housing security and safe drinking water.²³⁰⁷

On 16 January 2020, Vice-Premier Sun Chunlan spoke about further reforms of vocational education and the need to optimize skilled talent. Reform measures will include building a team of teachers for vocational training, improving their eligibility certification and management, and hiring teachers from companies.²³⁰⁸

On 19 February 2020, the Communist Party of China Central Committee and the State Council published new guidelines reforming the educational supervision and guidance system. The guidelines call for new ways of overseeing local governments in their educational responsibilities and the performance of existing schools.²³⁰⁹

China fully complied with its commitment to invest in all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. China enhanced the quality assurance of teachers, invested in vocational and skill-based training in innovation and entrepreneurship, and highlighted the educational accessibility of individuals with disabilities and in hard-to-reach regions.

Thus, China receives a score of +1.

Analyst: Coco Yang

France: +1

France has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 26 July 2019, the Ministry of National Education and Youth introduced “Loi pour l'École de la Confiance” (law for a school of trust). This bill aims to guarantee the mastery of foundational knowledge for all students by lowering the age of compulsory education to three years. The bill also establishes a new body to evaluate schools and improve the management of teachers with additional training.²³¹⁰

²³⁰⁶ China issues guideline to deepen reform on undergraduate education, State Council of the People's Republic of China (Beijing) 12 October 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/statecouncil/ministries/201910/12/content_WS5da1bb01c6d0bcf8c4c14f85.html

²³⁰⁷ Better support for severely disabled poor people, State Council of the People's Republic of China (Beijing) 22 October 2019. Access Date: 14 March 2020.

http://english.www.gov.cn/statecouncil/ministries/201910/22/content_WS5dae38d9c6d0bcf8c4c1582c.html

²³⁰⁸ Vice-premier stresses deepening vocational education reform, State Council of the People's Republic of China (Beijing) 16 January 2020. Access Date: 14 March 2020.

http://english.www.gov.cn/statecouncil/sunchunlan/202001/16/content_WS5e1f99fac6d0891feec0248f.html

²³⁰⁹ China issues guideline for enhancing educational supervision, guidance, State Council of the People's Republic of China (Beijing) 19 February 2020. Access Date: 14 March 2020.

http://english.www.gov.cn/policies/latestreleases/202002/19/content_WS5e4d35c6c6d0595e03c21122.html

²³¹⁰ National Reforms in School Education — Law for a school of trust, Eurydice — European Commission (Paris) 26 July 2019. Access Date: 16 March 2020. https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-school-education-23_en

On 26 August 2019, at the G7 Biarritz Summit, France and its G7 counterparts pledged to tackle “inequality in developing countries through gender-responsive education and quality technical and vocational education and training.”²³¹¹

On 30 August 2019, the Ministry of National Education and Youth and Ministry of Higher Education, Research and Innovation introduced “Cadre de référence des compétences numériques,” also known as CRCN — the framework for digital skills. This system creates a reference for levels of digital skill mastery and issues certification and assessment through the Pix platform.²³¹²

France fully complied with its commitment to invest in all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. Specifically, France invested in training teachers, enhancing vocational and skill-based educational resources for innovation, and committed to gender-responsive education.

Thus, France receives a score of +1.

Analyst: Coco Yang

Germany: +1

Germany has fully complied with its commitment to reaffirm the G20’s commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 26 August 2019, at the G7 Biarritz Summit, Germany and its G7 counterparts pledged to tackle “inequality in developing countries through gender-responsive education and quality technical and vocational education and training.”²³¹³

On 18 September 2019, the German Development Bank financially supported the launch of a high-tech vocational training centre in Sri Lanka.²³¹⁴

On 1 November 2019, Germany and India signed a joint declaration of intent to cooperate in the field of vocational education.²³¹⁵

On 1 November 2019, Germany and India signed an “addendum to the memorandum of understanding” on cooperation in the field of higher education.²³¹⁶

²³¹¹ Declaration on Gender Equality and Women Empowerment, G7 Information Centre (Biarritz) 26 August 2019. Access Date: 24 March 2020. <http://www.g7.utoronto.ca/summit/2019biarritz/declaration-on-gender-equality.pdf>

²³¹² National Reforms related to Transversal Skills & Employability, Cadre de référence des compétences numériques, Eurydice — European Commission (Paris) 30 August 2019. Access Date: 16 March 2020. https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-related-transversal-skills-and-employability-23_en

²³¹³ Declaration on Gender Equality and Women Empowerment, G7 Information Centre (Biarritz) 26 August 2019. Access Date: 24 March 2020. <http://www.g7.utoronto.ca/summit/2019biarritz/declaration-on-gender-equality.pdf>

²³¹⁴ US\$7.6m hi-tech training centre set up in Kilinochchi, Daily News (Colombo) 21 September 2019. Access Date: 7 February 2020. <https://www.dailynews.lk/2019/09/21/local/197560/us-76-m-hi-tech-training-centre-set-kilinochchi>

²³¹⁵ India, Germany ink deal for cooperation in skills development, vocational education, Outlook India (New Delhi) 1 November 2019. Access Date: 7 February 2020. <https://www.outlookindia.com/newscroll/india-germany-ink-deal-for-cooperation-in-skills-development-vocational-education/1653139>

²³¹⁶ India, Germany ink deal for cooperation in skills development, vocational education, Outlook India (New Delhi) 1 November 2019. Access Date: 7 February 2020. <https://www.outlookindia.com/newscroll/india-germany-ink-deal-for-cooperation-in-skills-development-vocational-education/1653139>

On 19 November 2019, Germany and Egypt signed five agreements to invest in vocational education.²³¹⁷ The agreements include provisions on training teachers and upgrading vocational schools at the expense of EUR10 million.²³¹⁸

On 24 November 2019, the German Development Bank signed an agreement with the Jordanian Ministry of Planning and International Cooperation, pledging EUR20 million to a program that promotes technical and vocational training in Jordan.²³¹⁹ This funding will build a college for technical training and aims to develop high quality vocational and education training programs that align with the demands of Jordan's labour market.²³²⁰

On 6 February 2020, Chancellor Angela Merkel signed a joint initiative with South African President Cyril Ramaphosa to promote vocational training in South Africa.²³²¹

On 24 February 2020, President Frank-Walter Steinmeier announced that Germany will cooperate with Kenya in vocational and higher education, in order to “promote youth employment and transform the manufacturing and agricultural sectors, as well as the blue economy through technical and vocational education training.”²³²²

Germany fully complied with this commitment by investing in all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. Specifically, Germany has contributed to quality assurance in teacher training, financially supported vocational programs in developing countries, and pledged to tackle gender inequality through education.

Thus, Germany receives a score of +1.

Analyst: Loyal Hallal

India: +1

India has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

²³¹⁷ Egypt, Germany sign agreements worth 330 mln euros on renewable energy, vocational training, Al-Ahram (Cairo) 19 November 2019. Access Date 7 February 2020. <http://english.ahram.org.eg/NewsContent/3/12/356238/Business/Economy/Egypt,-Germany-sign-agreements-worth--mln-euros-on.aspx>

²³¹⁸ Egypt, Germany sign agreements worth 330 mln euros on renewable energy, vocational training, Al-Ahram (Cairo) 19 November 2019. Access Date 7 February 2020. <http://english.ahram.org.eg/NewsContent/3/12/356238/Business/Economy/Egypt,-Germany-sign-agreements-worth--mln-euros-on.aspx>

²³¹⁹ Germany grants 20m euros to fund vocational training in Kingdom, The Jordan Times (Amman) 24 November 2019. Access Date: 7 February 2020. <https://jordantimes.com/news/local/germany-grants-20m-euros-fund-vocational-training-kingdom>

²³²⁰ Germany grants 20m euros to fund vocational training in Kingdom, The Jordan Times (Amman) 24 November 2019. Access Date: 7 February 2020. <https://jordantimes.com/news/local/germany-grants-20m-euros-fund-vocational-training-kingdom>

²³²¹ Merkel in SA: Ramaphosa calls for Germany to help in tackling jobs, power challenges, IOL News (Cape Town) 6 February 2020. Access Date: 7 February 2020. <https://www.iol.co.za/news/politics/merkel-in-sa-ramaphosa-calls-for-germany-to-help-in-tackling-jobs-power-challenges-42223992>

²³²² Kenya, Germany to partner in vocational training, The Star (Nairobi) 24 February 2020. Access Date: 24 March 2020. <https://www.the-star.co.ke/news/2020-02-24-kenya-germany-to-partner-in-vocational-training/>

On 28 June 2019, the Ministry of Human Resource Development launched a five-year vision plan entitled “Education Quality Upgradation and Inclusion Programme.” This plan endeavors to upgrade higher education and enhance quality assurance.²³²³

On 5 July 2019, the Union budget allocated IND4 billion to building higher education institutions. The budget also launched the Study in India program to attract foreign students and invite direct investment.²³²⁴

On 21 August 2019, the Human Resource Development Ministry launched a teacher’s training program that aims to train 42 million teachers through online platforms, including a training website with online modules and a mobile app.²³²⁵

On 28 August 2019, Union Human Resource Development Minister Ramesh Pokhriyal Nishank launched an education portal entitled “Shagun,” which links approximately 15 million schools across India.²³²⁶ Shagun increases the transparency of the education system by providing online information and allowing the public to provide direct feedback. Minister Nishank also announced the creation of the integrated National School Education Treasury, which strives to serve as a fully integrated and instantly accessible information network for all parameters relating to students, teachers, and schools in the country.²³²⁷

On 4 October 2019, Minister Nishank launched an initiative entitled the “Pradhan Mantri Innovative Learning Programme.”²³²⁸ The program is a platform to support students in science, technology, engineering and mathematics (STEM) and the performing arts. The program sponsored 60 students to help them foster “future-ready” skills and confront challenges such as climate change, pollution, and terrorism.²³²⁹

On 1 February 2020, the Union Budget 2020 announced the allocation of an additional IRS4.5 million to the education sector to implement a New Education Policy.^{2330,2331}

²³²³ Five-year vision plan 'Education Quality Upgradation and Inclusion Programme (EQUIP)' finalised and released by HRD Ministry, Press Information Bureau, Government of India, Ministry of Human Resource Development (New Delhi) 28 June 2019. Access Date: 8 February 2020. <https://pib.gov.in/newsite/PrintRelease.aspx?relid=190979>

²³²⁴ Modi’s government just presented India’s new budget. Here are the highlights, CNBC (Englewood Cliffs) 5 July 2019. Access Date: 8 February 2020. <https://www.cnbc.com/2019/07/05/india-budget-agriculture-infrastructure-investments-fiscal-deficit.html>

²³²⁵ HRD Ministry launches NISHTHA, world’s biggest teacher training program, Hindustan Times (New Delhi) 21 August 2019. Access Date: 6 February 2020. <https://www.hindustantimes.com/education/hrd-ministry-launches-nishtha-world-s-biggest-teacher-training-program/story-vLjf4Se3K00twoOGp1ZRRM.html>

²³²⁶ HRD Minister launches education portal ‘Shagun’ which links over 15 lakh schools across India, Hindustan Times (New Delhi) 28 August 2019. Access Date: 6 February 2020. <https://www.hindustantimes.com/education/hrd-minister-launches-education-portal-shagun-which-links-over-15-lakh-schools/story-yMCDTqPlnxnfBZHuz6FuaL.html>

²³²⁷ HRD Minister launches education portal ‘Shagun’ which links over 15 lakh schools across India, Hindustan Times (New Delhi) 28 August 2019. Access Date: 6 February 2020. <https://www.hindustantimes.com/education/hrd-minister-launches-education-portal-shagun-which-links-over-15-lakh-schools/story-yMCDTqPlnxnfBZHuz6FuaL.html>

²³²⁸ Union HRD minister launches innovative learning programme for students, The Economic Times (Bengaluru) 10 October 2019. Access Date: 6 February 2020. <https://economictimes.indiatimes.com/industry/services/education/union-hrd-minister-launches-innovative-learning-programme-for-students/articleshow/71524303.cms>

²³²⁹ Union HRD minister launches innovative learning programme for students, The Economic Times (Bengaluru) 10 October 2019. Access Date: 6 February 2020. <https://economictimes.indiatimes.com/industry/services/education/union-hrd-minister-launches-innovative-learning-programme-for-students/articleshow/71524303.cms>

²³³⁰ Union Budget: FM allocates Rs 99,300 crore for education sector in FY21, to bring new policy soon, The Economic Times (New Delhi) 1 February 2020. Access Date: 6 February 2020. <http://timesofindia.indiatimes.com/articleshow/73833519.cms>

On 14 February 2020, the Ministries of Women and Child Development and Skill Development and Entrepreneurship announced the “Skill India Mission.” Union Minister for Skill Development and Entrepreneurship Mahendra Nath Pandey announced that this initiative is a dedicated intervention to make the overall skills ecosystem more responsive and friendly to female participants in the work force. This initiative will help the country harness its advantage in human capital by enabling jobs and entrepreneurial opportunities for future generations.²³³²

India fully complied with this commitment to reaffirm its investment in all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. India’s initiatives targeted diverse groups of stakeholders including teachers, addressed educational accessibility for marginalized communities such as girls and youth, and invested in skill-based development in STEM disciplines and entrepreneurship.

Thus, India receives a score +1.

Analyst: Anushka Kurian

Indonesia: +1

Indonesia has fully complied with its commitment to reaffirm the G20’s commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 20 September 2019, the government created a joint working group with the government of France to increase overall cooperation in vocational education and early childhood education.²³³³ The joint working group will oversee the exchange of technology, technology teaching for teachers and students, and exchange of students and educators between the two countries.²³³⁴

On 25 September 2019, the Ministry of Education and Culture (MEC) created the Secretariat for the Acceleration of Papua and West Papua Educational Development to accelerate the improvement and even distribution of quality education among the provinces.²³³⁵ The MEC will coordinate district and city governments as manager of basic education, early childhood education, and non-formal education, and further cooperate with agencies outside the Ministry of Education.²³³⁶

²³³¹ Budget 2020: Indian education sector will now get students and funds from foreign lands, Business Insider (New Delhi) 1 February 2020. Access Date: 6 February 2020. <https://www.businessinsider.in/budget/news/new-education-schemes-reforms-policies-in-budget-2020/articleshow/73836166.cms>

²³³² WCD and Skill Development Ministries Partner to empower women entrepreneurs, Indus Dictum (New Delhi) 14 February 2020. Access Date: 6 March 2020. <https://indusdictum.com/2020/02/14/wcd-ministry-partners-with-ministry-of-skill-development-to-empower-women-entrepreneurs/#main>

²³³³ Indonesia-France Strengthen Cooperation in Education Sector, Ministry of Education and Culture (Jakarta) 20 September 2019. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2019/09/indonesiaprancis-perkuat-kerja-sama-bidang-pendidikan>

²³³⁴ Indonesia-France Strengthen Cooperation in Education Sector, Ministry of Education and Culture (Jakarta) 20 September 2019. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2019/09/indonesiaprancis-perkuat-kerja-sama-bidang-pendidikan>

²³³⁵ Ministry of Education and Culture Accelerates Educational Development in Papua and West Papua, Ministry of Education and Culture (Jayapura) 23 September 2019. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2019/09/kemendikbud-percepat-pembangunan-pendidikan-papua-dan-papua-barat>

²³³⁶ Ministry of Education and Culture Accelerates Educational Development in Papua and West Papua, Ministry of Education and Culture (Jayapura) 23 September 2019. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2019/09/kemendikbud-percepat-pembangunan-pendidikan-papua-dan-papua-barat>

On 16 October 2019, the MEC presented programs to digitalize schools in the Papua province, This action strives for equitable education across the country by allowing disadvantaged students on the country's frontier to access an online education portal provided by the Ministry.²³³⁷

On 17 October 2019, the MEC sent 94 teachers to Community Learning Centres in Malaysia to guarantee that all Indonesian children receive quality education.²³³⁸

On 18 November 2019, Minister of Education and Culture Nadiem Anwar Makarim made a statement expressing the need for early childhood education to instill the spirit of cooperation and tolerance.²³³⁹ The Minister encouraged parents to equip their children with the ability to adapt at an early age, and further allow their children to develop proper cognitive abilities and socialization skills through classroom participation.²³⁴⁰

On 1 December 2019, the MEC held the National Seminar on community education and performance evaluation of early childhood education and Dikmas management. The seminar aimed to promote the potential of digital resources and technological competences, in order to ensure that the Indonesian workforce can innovate and harness digitalization.²³⁴¹ The event also encouraged the use of online resources by disadvantaged families.²³⁴²

On 4 December 2019, the MEC held an Exhibition and Teaching Factory Seminar to strengthen the work character and entrepreneurship of vocational high school students in the Fourth Industrial Revolution.²³⁴³ The goal of the exhibition is to produce quality education to skilled students who can subsequently offer required services for business and industry standards.²³⁴⁴

²³³⁷ Ministry of Education and Culture Presents School Digitalization in Papua, Ministry of Education and Culture (Wamena) 15 October 2019. Access Date: 8 February 2020.

<https://www.kemdikbud.go.id/main/blog/2019/10/kemendikbud-hadirkan-digitalisasi-sekolah-di-papua>

²³³⁸ Realizing Equitable Education Services, Ministry of Education and Culture Send 94 Teachers to Malaysia, Ministry of Education and Culture (Jakarta) 17 October 2019. Access Date: 8 February 2020.

<https://www.kemdikbud.go.id/main/blog/2019/10/wujudkan-pemerataan-layanan-pendidikan-kemendikbud-kirim-94-guru-ke-malaysia>

²³³⁹ Minister of Education and Culture: Provide Children with Qualified Character Education and Adaptation Ability, Ministry of Education and Culture (Jakarta) 18 November 2019. Access Date: 8 February 2020.

<https://www.kemdikbud.go.id/main/blog/2019/11/mendikbud-bekali-anak-dengan-pendidikan-karakter-dan-kemampuan-adaptasi-yang-mumpuni>

²³⁴⁰ Minister of Education and Culture: Provide Children with Qualified Character Education and Adaptation Ability, Ministry of Education and Culture (Jakarta) 18 November 2019. Access Date: 8 February 2020.

<https://www.kemdikbud.go.id/main/blog/2019/11/mendikbud-bekali-anak-dengan-pendidikan-karakter-dan-kemampuan-adaptasi-yang-mumpuni>

²³⁴¹ Ministry of Education and Culture Strengthens Community Education Role Gives Birth to Young Entrepreneurs, Ministry of Education and Culture (Yogyakarta) 3 December 2019. Access Date: 8 February 2020.

<https://www.kemdikbud.go.id/main/blog/2019/12/kemendikbud-perkuat-peran-pendidikan-masyarakat-lahirkan-wirasahawan-muda>

²³⁴² Ministry of Education and Culture Strengthens Community Education Role Gives Birth to Young Entrepreneurs, Ministry of Education and Culture (Yogyakarta) 3 December 2019. Access Date: 8 February 2020.

<https://www.kemdikbud.go.id/main/blog/2019/12/kemendikbud-perkuat-peran-pendidikan-masyarakat-lahirkan-wirasahawan-muda>

²³⁴³ Ministry of Education and Culture Holds Creative Products Exhibition for Vocational Students' Students, Ministry of Education and Culture (Jakarta) 4 December 2019. Access Date: 8 February 2020.

<https://www.kemdikbud.go.id/main/blog/2019/12/kemendikbud-gelar-pameran-produk-kreatif-karya-siswa-smk>

²³⁴⁴ Ministry of Education and Culture Holds Creative Products Exhibition for Vocational Students, Ministry of Education and Culture (Jakarta) 4 December 2019. Access Date: 8 February 2020.

<https://www.kemdikbud.go.id/main/blog/2019/12/kemendikbud-gelar-pameran-produk-kreatif-karya-siswa-smk>

On 11 December 2019, Minister Makarim set out four aspects of the “Merdeka Belajar” education policy: the introduction of the National Standard School Examination (USBN), National Examination, Learning Implementation Plan (RPP), and Zoning Regulations for Student Acceptance PPDB.²³⁴⁵ The USBN will design a test conducted to survey students’ abilities, allowing teachers and schools to independently evaluate learning outcomes and redirect the USBN budget to improve educational quality. The RPP gives teachers more freedom in choosing, creating, using, and developing the RPP format. Specifically, the efficient writing of lesson plans will allow teachers more time to evaluate the learning process. Lastly, the PPDB provides more flexible policies to accommodate unequal educational access and quality in varying regions, granting regional authorities the ability to determine the proportion and distribution of education resources.

On 12 December 2019, the MEC signed a memorandum of understanding with Telekomunikasi Tbk on curriculum alignment in the field of fibre optics, a commitment that aims to prepare reliable network vocational school graduates.²³⁴⁶ The program includes fibre optic technology training and certification, fibre laboratory, and industry curriculum services targeting 50 participating schools. As part of the Vocational High School Development Revitalization ordered by the President, this memorandum has the goal of synchronizing the curriculum between vocational education institutions and the needs of the business world.²³⁴⁷

On 24 January 2020, Makarim launched the Merdeka Belajar policy. Merdeka Campus for universities aims to provide public and private universities with accredited autonomy to create new programs. The universities can work with world-class companies, non-profit organizations, or top global universities to develop new study programs that improve human capital across all sectors and align with the needs of industry.²³⁴⁸

On 28 January 2020, the government agreed to strengthen bilateral cooperation with Singapore in developing the competitive edge of the industrial sector. This agreement entails increasing investment in vocational education and training, further reaffirming Singapore’s position as a top investor in Indonesia and promoting the development of the region of the Association of South East Asian Nations.²³⁴⁹

²³⁴⁵ Minister of Education and Culture Sets Four Principles of “Merdeka Belajar” Education Policy, Ministry of Education and Culture (Jakarta) 11 December 2019. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2019/12/mendikbud-tetapkan-empat-pokok-kebijakan-pendidikan-merdeka-belajar>

²³⁴⁶ Ministry of Education and Culture Teams Up with Telkom Indonesia to Prepare SMK Graduates in Optical Fiber Technology, Ministry of Education and Culture (Jakarta) 11 December 2019. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2019/12/kemendikbud-gandeng-telkom-indonesia-siapkan-lulusan-smk-bidang-teknologi-serat-optik>

²³⁴⁷ Ministry of Education and Culture Teams Up with Telkom Indonesia to Prepare SMK Graduates in Optical Fiber Technology, Ministry of Education and Culture (Jakarta) 11 December 2019. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2019/12/kemendikbud-gandeng-telkom-indonesia-siapkan-lulusan-smk-bidang-teknologi-serat-optik>

²³⁴⁸ Merdeka Campus Policy Give Higher Education Autonomy Open New Study Programs, Ministry of Education and Culture (Jakarta) 28 January 2020. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2020/01/kebijakan-kampus-merdeka-beri-otonomi-perguruan-tinggi-buka-prodi-baru>

²³⁴⁹ Indonesia, Singapore cooperate to improve industrial competitiveness, Antara News (Jakarta) 28 January 2020. Access Date: 8 February 2020. <https://en.antaranews.com/news/140399/indonesia-singapore-cooperate-to-improve-industrial-competitiveness>

On 3 February 2020, President Joko Widodo issued a presidential regulation that converted the Hindu Dharma State Institute in Denpasar Bali to the I Gusti Bagus Sugriwa State Hindu University. This regulation will provide Hindu higher education programs with further support.²³⁵⁰

On 6 February 2020, the government ratified the Indonesia-Australia Comprehensive Economic Partnership Agreement, streamlining bilateral market access by removing 99 per cent of tariff barriers. This agreement will allow Australian businesses involved in vocational training to work freely in Indonesia.²³⁵¹

On 7 February 2020, Makarim reaffirmed the need for learning supervision by universities and lecturers outside academic study programs.²³⁵² He stated that the Merdeka policy facilitates an autonomous learning environment whereby students can gain cross-disciplinary experience and knowledge, preparing them for the future of work.²³⁵³

On 7 February 2020, Acting Director of Learning and Student Affairs Directorate General of Higher Education Paristiyanti Nurwardani invited universities to explore the Merdeka Campus policy. Such exploration prompts university collaboration with the government, companies, community institutions, and other agencies. The aim of the exploration is to improve the quality of education through sharing field experience with other institutions.²³⁵⁴

On 10 February 2020, the government changed the distribution and use of School Operational Assistance (SOA) to improve honorary teacher welfare. Makarim stated that increased financial autonomy allows schools to formulate a better response to their needs in sustaining educational staff. Additionally, SOA funds will be sent directly to the honorary teacher, thus increasing efficiency and freeing the education system from regulatory burdens.²³⁵⁵

On 12 February 2020, the government announced that it will transfer SOA funds directly from the Ministry of Finance to school accounts in order to increase transparency and accountability. The

²³⁵⁰ Jokowi creates country's first Hindu state university, The Jakarta Post (Jakarta) 3 February 2020. Access Date: 8 February 2020. <https://www.thejakartapost.com/news/2020/02/03/jokowi-creates-countrys-first-hindu-state-university.html>

²³⁵¹ Trade pact can only further cement close bond with Indonesia, The Australian (Sydney) 6 February 2020. Access Date: 8 February 2020. <https://www.theaustralian.com.au/inquirer/trade-pact-can-only-further-cement-close-bond-with-indonesia/news-story/1bed1c5f96f19b98c580775a214ad0bf>

Article, Indonesia ratifies long-awaited free trade deal with Australia, The Jakarta Post (Jakarta) 6 February 2020. Access Date: 8 February 2020. <https://www.thejakartapost.com/news/2020/02/06/indonesia-ratifies-long-awaited-free-trade-deal-with-australia.html>

²³⁵² Merdeka Campus: Study Outside Study Program Under Lecturer Supervision, Ministry of Education and Culture (Jakarta) 7 February 2020. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2020/02/kampus-merdeka-pembelajaran-luar-prodi-di-bawah-pengawasan-dosen>

²³⁵³ Merdeka Campus: Study Outside Study Program Under Lecturer Supervision, Ministry of Education and Culture (Jakarta) 7 February 2020. Access Date: 8 February 2020. <https://www.kemdikbud.go.id/main/blog/2020/02/kampus-merdeka-pembelajaran-luar-prodi-di-bawah-pengawasan-dosen>

²³⁵⁴ Kemendikbud Invites Higher Education Exploration of Independent Campus Policy, Ministry of Education and Culture (Jakarta) 7 February 2020. Access Date: 25 March 2020. <https://www.kemdikbud.go.id/main/blog/2020/02/kemendikbud-ajak-perguruan-tinggi-eksplorasi-kebijakan-kampus-merdeka>

²³⁵⁵ Merdeka Belajar: Changing the Mechanism of the BOS Funds to be the First Step in Improving Teacher Welfare, Ministry of Education and Culture (Jakarta) 10 February 2020. Access Date: 25 March 2020. <https://www.kemdikbud.go.id/main/blog/2020/02/merdeka-belajar-perubahan-mekanisme-dana-bos-menjadi-langkah-pertama-peningkatan-kesejahteraan-guru>

MEC is also preparing a technological platform for the planning, distribution, and reporting of SOA funds.²³⁵⁶

On 12 February 2020, Makarim invited representatives from partner countries to the Discussion with Development Partners on Policy Direction and Potential Collaboration forum. Makarim encouraged joint efforts with educational institutions to facilitate a shift in Indonesia's educational culture and prioritize creativity, curiosity, resilience, empathy, critical thinking, problem-solving skills, confidence, and cooperation.²³⁵⁷

On 29 February 2020, the MEC announced that the administration process of study program accreditation will be simplified and automated. This action intends to lessen the burden of administrative processes and thereby allow tertiary institutions to focus on improving the quality of education.²³⁵⁸

On 2 March 2020, the MEC launched the Mobilization Organization Program (MOP), inviting all social organizations to cooperate in the advancement of Indonesia's education through the construction of Activator Schools. The MOP intends to help educators understand the students' learning processes and align learning characteristics with the stage of cognitive development. This program also strives to promote a community of activists consisting of parents, leaders and community organizations in support of improved quality of education.²³⁵⁹

On 13 March 2020, the MEC announced further support for the MOP by providing greater funding to ensure autonomy and diversity in building Activator schools.²³⁶⁰

Through Indonesia's efforts to facilitate early childhood development and basic education, establish online education portals to provide accessible and digitalized vocational education, and provide education to frontier and minority communities, Indonesia fully complied with its commitment to the G20 Initiative on Human Capital Investment for Sustainable Development.

Thus, Indonesia receives a score of +1.

Analyst: Harris Johnston

²³⁵⁶ Enhancing BOS Fund Accountability, Ministry of Education and Culture Prepares Technology Platform, Ministry of Education and Culture (Jakarta) 12 February 2020. Access Date: 25 March 2020. <https://www.kemdikbud.go.id/main/blog/2020/02/tingkatkan-akuntabilitas-dana-bos-kemdikbud-siapkan-platform-teknologi>

²³⁵⁷ Ministry of Education and Culture Opens Opportunities for Educational Cooperation with Companions, Ministry of Education and Culture (Jakarta) 13 February 2020. Access Date: 25 March 2020. <https://www.kemdikbud.go.id/main/blog/2020/02/kemdikbud-buka-peluang-kerja-sama-pendidikan-dengan-negara-sahabat>

²³⁵⁸ Accreditation Administration Process Made Easier, Higher Education Encouraged to Focus More on Quality, Ministry of Education and Culture (Jakarta) 29 February 2020. Access Date: 25 March 2020. <https://www.kemdikbud.go.id/main/blog/2020/02/proses-administrasi-akreditasi-dipermudah-perguruan-tinggi-didorong-lebih-fokus-ke-kualitas>

²³⁵⁹ Activator Organization Program: Ministry of Education and Culture Involves Community Organizations in Education Field, Ministry of Education and Culture (Jakarta) 2 March 2020. Access Date: 25 March 2020. <https://www.kemdikbud.go.id/main/blog/2020/03/umumkan-program-organisasi-penggerak-kemdikbud-libatkan-organisasi-kemasyarakatan-bidang-pendidik>

²³⁶⁰ Ministry of Education and Culture Embraces Community Organizations To Create Activator Schools, Ministry of Education and Culture (Jakarta) 13 March 2020. Access Date: 25 March 2020. <https://www.kemdikbud.go.id/main/blog/2020/03/kemdikbud-rangkul-organisasi-masyarakat-wujudkan-sekolah-penggerak>

Italy: +1

Italy has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 26 August 2019, at the G7 Biarritz Summit in France, Italy and its G7 counterparts pledged to tackle “inequality in developing countries through gender-responsive education and quality technical and vocational education and training.”²³⁶¹

On 5 November 2019, Italy announced that it will introduce climate change and sustainable development in the curriculum of public schools.²³⁶² This will encourage future generations to develop innovative ideas for climate mitigation.

On 5 March 2020, Deputy Minister of Foreign Affairs Emanuela Claudia Del Re reaffirmed that Italy will support education in Sudan and installed “a new block of the Mayo Girls Basic School in Al Yarmouk’s Block 7 in Mayo, Khartoum State.”²³⁶³

Italy fully complied with its commitment to reaffirm human capital investment as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development. Italy has enhanced basic education, pledged to tackle gender inequality through technical and vocational training, and further promoted innovation in education by incorporating climate change and sustainable development into its curriculum. Furthermore, Italy has supported education for girls in Sudan.

Thus, Italy receives a score of +1.

Analyst: Loyal Hallal

Japan: +1

Japan has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 4 July 2019, Minister of Education, Culture, Sports, Science and Technology Shibayama Masahiko attended the G7 Education Ministers’ meeting in Paris. He also visited the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Audrey Azoulay to discuss measures underway in the field of education.²³⁶⁴

On 9 July 2019, the government announced the theme of the 7th Tokyo International Conference on African Development (TICAD7): “Advancing Africa’s Development through People, Technology,

²³⁶¹ Declaration on Gender Equality and Women Empowerment, G7 Information Centre (Biarritz) 26 August 2019. Access Date: 24 March 2020. <http://www.g7.utoronto.ca/summit/2019biarritz/declaration-on-gender-equality.pdf>

²³⁶² Italy’s government becomes first to mandate climate change education in schools, The Washington Post (Washington) 6 November 2019. Access Date: 25 March 2020. <https://www.washingtonpost.com/world/2019/11/06/thats-why-we-exist-italys-government-becomes-first-mandate-climate-change-education-schools/>

²³⁶³ Italian Deputy Minister Foreign Affairs Commits €1.3 m to further Peacebuilding Efforts; Inaugurates Girls School Block in Mayo, UNDP (Khartoum) 8 March 2020. Access Date: 25 March 2020. <https://www.sd.undp.org/content/sudan/en/home/presscenter/pressreleases/2020/italian-deputy-minister-foreign-affairs-inaugurates-girls-school.html>

²³⁶⁴ MEXT Minister holds meeting with Director-General of UNESCO, Ministry of Education, Culture, Sports, Science and Technology — Japan (Tokyo) 4 July 2019. Access Date: 8 February 2020. <https://www.mext.go.jp/en/news/topics/detail/1419789.htm>

and Innovation.” This thematic focus aims to express growing interest in African development and highlight the strengths of Japan’s assistance to Africa.²³⁶⁵

On 29 July 2019, the Japan International Cooperation Agency (JICA) signed a grant of JPY2.726 billion to the government of Myanmar for the Japan-Myanmar Aung San Vocational Training Institute. This institute aims to bring high-skilled labour in line with Myanmar’s labour requirements and facilitate new positions for students and youth.²³⁶⁶

On 1 August 2019, the government pledged a grant of NAD42 million for equipment used in vocational and technical education and training in Namibia.²³⁶⁷

On 2 August 2019, the First Council Meeting of the Turkish-Japanese Science and Technology University discussed the establishment of university in Turkey, in order to strengthen bilateral cooperation in education, science, technology, and academic exchange.²³⁶⁸

On 26 August 2019, at the G7 Biarritz Summit in France, Japan and its G7 counterparts pledged to tackle “inequality in developing countries through gender-responsive education and quality technical and vocational education and training.”²³⁶⁹

On 28 August 2019, the Ministry of Education held a ministerial seminar on science, technology, and innovation as part of TICAD7. This conference aims to promote dialogue between political leaders both domestic and foreign to Africa, and further facilitate sustainable development within the continent.²³⁷⁰

On 30 August 2019, Prime Minister Shinzo Abe reaffirmed Japan’s support to UNESCO, expressing that Japan will actively cooperate with the organization in education, culture, artificial intelligence, disaster risk reduction, and education for sustainable development, in particular with regards to Africa.²³⁷¹

On 27 September 2019, the government signed the Partnership on Sustainable Connectivity and Quality Infrastructure, which aims to promote infrastructure development based on sustainability

²³⁶⁵ Announcement of the Theme of the 7th Tokyo International Conference on African Development (TICAD 7), Ministry of Foreign Affairs of Japan (Tokyo) 9 July 2019. Access Date: 8 February 2020. https://www.mofa.go.jp/press/release/press4e_002510.html

²³⁶⁶ Signing of Grant Agreement with Myanmar: Contributing to human resource development through the development of a vocational training institute employing Japanese expertise, Japan International Cooperation Agency (Tokyo) 30 July 2019. Access Date: 8 February 2020.

https://www.jica.go.jp/english/news/press/2019/20190729_11_eg.html

²³⁶⁷ Japan pledges N\$42 million to Namibia’s TVET, New Era Live (Windhoek) 2 September 2019. Access Date: 8 February 2020. <https://neweralive.na/posts/japan-pledges-n42-million-to-namibias-tvet>

²³⁶⁸ The First Council Meeting of the Turkish-Japanese Science and Technology University (TJU), Ministry of Foreign Affairs of Japan (Tokyo) 5 August 2019. Access Date: 8 February 2020.

https://www.mofa.go.jp/press/release/press4e_002571.html

²³⁶⁹ Declaration on Gender Equality and Women Empowerment, G7 Information Centre (Biarritz) 26 August 2019. Access Date: 24 March 2020. <http://www.g7.utoronto.ca/summit/2019biarritz/declaration-on-gender-equality.pdf>

²³⁷⁰ Sisi will head 7th TICAD in Japan: Japan’s Prime Minister, Egypt Independent (Cairo) 28 August 2019. Access Date: 8 February 2020. <https://egyptindependent.com/sisi-will-head-7th-ticad-in-japan-japans-prime-minister/>

²³⁷¹ Japan renews commitment to UNESCO through enhanced cooperation on artificial intelligence and cultural diversity, UNESCO (Paris) 4 September 2019. Access Date: 8 February 2020. <https://en.unesco.org/news/japan-renews-commitment-unesco-through-enhanced-cooperation-artificial-intelligence-and>

and equality. One dimension of this partnership concerns support for education and research development.²³⁷²

On 5 December 2019, JICA signed a Record of Discussions with the government of Bhutan for the Promotion of Technology Education and Diffusion through Digital Fabrication Laboratory (Fab-Lab).²³⁷³ JICA aims to create new educational models that connect technological capabilities with the needs of industry via establishing Fab-Labs at the College of Science and Technology. Specifically, Fab-Labs will introduce digital fabrication technology and open innovation.²³⁷⁴

On 12 December 2019, JICA signed a grant agreement with the government of Mozambique to provide JPY2.283 billion for the construction of secondary schools in the province of Zambezia. The project aims to establish four new secondary schools and improve educational facilities, in order to increase the province's low enrollment rate in comparison to the national average. In addition, this project will increase educational accessibility and foster the quality of learning by building libraries and laboratories. JICA Overseas Cooperation Volunteers will be dispatched to further improve education quality.²³⁷⁵

As of 10 January 2020, the Ministry of Foreign Affairs and the Ministry of Education completed a ten-day program aimed at strengthening educational connections between Malaysia and Japan. Nine Malaysian educators visited three Japanese schools to practice the Education for Sustainable Development curriculum.²³⁷⁶

On 21 January 2020, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) released its plans to support the schooling of foreign children.²³⁷⁷ This message is intended for local governments, some of which have designated that basic education in Japan is not compulsory for foreign or non-domestic children.²³⁷⁸

²³⁷² Meeting between Foreign Minister Motegi and European Union High Representative, European Commission Vice-President Mogherini, Ministry of Foreign Affairs of Japan (Tokyo) 21 October 2019. Access Date: 8 February 2020.

https://www.mofa.go.jp/press/release/press6e_000221.html

The EU-Japan connectivity partnership: a sustainable initiative awaiting materialisation, Real Instituto Elcano (Madrid) 4 February 2020. Access Date: 8 February 2020.

http://www.realinstitutoelcano.org/wps/portal/rielcano_en/contenido?WCM_GLOBAL_CONTEXT=/elcano/elcano_in/zonas_in/ari12-2020-esteban-armanini-eu-japan-connectivity-partnership-sustainable-initiative-awaiting-materialisation

Signing of Record of Discussions on Technical Cooperation Project with Bhutan: Support for developing new technical educational models through the introduction of digital fabrication technology and open innovation, Japan International Cooperation Agency (Tokyo) 6 December 2019. Access Date: 8 February 2020.

https://www.jica.go.jp/english/news/press/2019/20191206_31_en.html

Signing of Record of Discussions on Technical Cooperation Project with Bhutan: Support for developing new technical educational models through the introduction of digital fabrication technology and open innovation, Japan International Cooperation Agency (Tokyo) 6 December 2019. Access Date: 8 February 2020.

https://www.jica.go.jp/english/news/press/2019/20191206_31_en.html

²³⁷⁵ Signing of Grant Agreements with Mozambique: Contributing to the improvement of access and quality of secondary education and securing stable electric power in the northern interior region of the country, Japan International Cooperation Agency (Tokyo) 13 December 2019. Access Date: 8 February 2020.

https://www.jica.go.jp/english/news/press/2019/20191212_41_en.html

²³⁷⁶ Japan hosts 10-day visit for educators from universities, religious schools, New Straits Times (Kuala Lumpur) 9 February 2020. Access Date: 8 February 2020. <https://www.nst.com.my/education/2020/01/555393/japan-hosts-10-day-visit-educators-universities-religious-schools>

²³⁷⁷ Ministry in push for foreign kids to go to school, learn Japanese, The Asahi Shimbun (Osaka) 22 January 2020. Access Date: 8 February 2020. <http://www.asahi.com/ajw/articles/AJ202001220051.html>

²³⁷⁸ Ministry in push for foreign kids to go to school, learn Japanese, The Asahi Shimbun (Osaka) 22 January 2020. Access Date: 8 February 2020. <http://www.asahi.com/ajw/articles/AJ202001220051.html>

On 30 January 2020, in cooperation with the Department of Defense Education Activity and the Consulate General of the United States to Naha, the Okinawa Liaison Office of the Ministry of Foreign Affairs held an English language training program for elementary school teachers in Okinawa.²³⁷⁹ The program helped 83 teachers teach English, in preparation for English to become compulsory in all Japanese elementary schools starting in April 2020.²³⁸⁰

Japan fully complied with its commitment to invest in all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. In the first pillar, Japan has enhanced basic education systems and strengthened quality assurance for teacher training. Moreover, Japan has funded the growth of vocational schools and language apprehension programs to encourage increased domestic school attendance. Lastly, Japan participated in international collaborations to facilitate investment in educational infrastructure and enhance equality and accessibility in education.

Thus, Japan receives a score of +1.

Analyst: Harris Johnston

Korea: 0

Korea has partially complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 25 October 2019, as part of President Moon Jae-in's campaign to promote social fairness and reduce social inequality, the government announced its educational reform plans, which includes an abolition of all elite high schools nationwide.²³⁸¹ Set to take effect in 2025, the plan outlines the intent for schooling to become "general" and more accessible.²³⁸²

On 20 November 2019, at the ASEAN-Korea summit, the government reaffirmed its commitment to working towards human capital development. At this summit, Korea served as the co-chair of the Southeast Asia Regional Program Forum, and the theme of this meeting in 2020 was human capital development.²³⁸³

On 6 February 2020, the Ministry of Education released the 2020 Early Childhood Fee Support Plan, which aims to increase educational opportunities for low-income families.²³⁸⁴ The program subsidizes the cost of attending private kindergartens and supports early childhood tuition and after-school courses.

²³⁷⁹ The Training program of English language teaching for elementary school teachers in Okinawa, Ministry of Foreign Affairs of Japan (Tokyo) 3 February 2020. Access Date: 8 February 2020.

https://www.mofa.go.jp/press/release/press4e_002768.html

²³⁸⁰ The Training program of English language teaching for elementary school teachers in Okinawa, Ministry of Foreign Affairs of Japan (Tokyo) 3 February 2020. Access Date: 8 February 2020.

https://www.mofa.go.jp/press/release/press4e_002768.html

²³⁸¹ (LEAD) South Korea sets 'drastic' reform of college admission system in motion, Yonhap News Agency (Seoul) 25 October 2019. Access Date: 9 February 2020. <https://en.yna.co.kr/view/AEN20191025004151315>

²³⁸² South Korea to abolish elite high schools in 2025 to fix education disparity that causes social inequality, The Straits Times (Seoul) 8 November 2019. Access Date: 7 February 2020. <https://www.straitstimes.com/asia/east-asia/south-korea-to-abolish-elite-high-schools-in-2025-to-fix-education-disparity-that>

²³⁸³ [ASEAN-Korea summit] Rising Southeast Asia, region of strategic priority to OECD, The Korea Herald (Seoul) 20 November 2019. Access Date: 6 February 2020. <http://www.koreaherald.com/view.php?ud=20191119000933>

²³⁸⁴ 2020 Early Childhood Fee Support Plan, Ministry of Education (Seoul) 6 February 2020. Access Date: 14 February 2020. <https://www.moe.go.kr/boardCnts/view.do?boardID=312&lev=0&statusYN=W&s=moe&m=03&opType=N&boardSeq=79685>

Korea partially complied with its commitment to reaffirm human capital investment as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development. Korea has emphasized early childhood development under the first pillar of the G20 Initiative, but it has not taken action to invest in education for creating innovation nor education for a resilient and inclusive future.

Thus, Korea receives a score of 0.

Analyst: Anushka Kurian

Mexico: +1

Mexico has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 4 July 2019, the Ministry of Education and the government of Germany ratified their commitment to collaboration on the Mexican Dual Training Model, which will enhance youth training.²³⁸⁵

On 18 July 2019, the Ministry of Public Education announced that starting on 22 July 2019, it will teach three courses to improve the digital skills and pedagogical competences of teachers.²³⁸⁶

On 21 July 2019, the National Commission of Free Textbooks and the state government of Tabasco announced the distribution of 3,280,531 free textbooks to young people for the 2019-2020 school year. Of those textbooks, 4 million will be dedicated to special education.²³⁸⁷

On 1 August 2019, the Ministry of Education awarded scholarships to 315 young people, who will continue their higher education, research and projects in France. The scholarships were awarded to students from the Mexico Professional Technology Program and the Mexico France Engineers Technology Program.²³⁸⁸

²³⁸⁵ Boletín No.94 Ratifican SEP y Alemania trabajo conjunto para impulsar educación dual y convertir a México en potencia económica, Secretaría de Educación Pública (Mexico City) 4 July 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-94-ratifican-sep-y-alemania-trabajo-conjunto-para-impulsar-educacion-dual-y-convertir-a-mexico-en-potencia-economica?idiom=es>

²³⁸⁶ Boletín No.104 Impartirán SEP y Fundación Telefónica cursos a docentes en innovación educativa, Secretaría de Educación Pública (Mexico City) 18 July 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-104-impartiran-sep-y-fundacion-telefonica-cursos-a-docentes-en-innovacion-educativa?idiom=es>

²³⁸⁷ Boletín No.107 Inician CONALITEG y gobierno de Tabasco distribución de libros de texto gratuitos para el ciclo escolar 2019-2020, Secretaría de Educación Pública (Mexico City) 21 July 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-107-inician-conaliteg-y-gobierno-de-tabasco-distribucion-de-libros-de-texto-gratuitos-para-el-ciclo-escolar-2019-2020?idiom=es>

²³⁸⁸ Boletín No.114 Entrega SEP becas a 315 jóvenes mexicanos para que continúen estudios de educación superior en Francia, Secretaría de Educación Pública (Mexico City) 1 August 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-114-entrega-sep-becas-a-315-jovenes-mexicanos-para-que-continuen-estudios-de-educacion-superior-en-francia?idiom=es>

On 9 August 2019, Secretary of Public Education Esteban Moctezuma Barragán launched the workshops of the Educational Extension Program as part of the new curriculum of the New Mexican School.²³⁸⁹

On 10 August 2019, Secretary of Public Education Esteban Moctezuma Barragán reaffirmed the government's commitment to “the interculturality of education [to] promote harmonious coexistence between people and communities for the respect and recognition of differences and rights in a framework of social inclusion and joint creation of culture.” The Ministry of Public Education will provide educational materials for literacy in 64 native languages.²³⁹⁰

On 9 September 2019, Secretary of Public Education Esteban Moctezuma Barragán met with the Director of the Finnish National Agency of Education Olli-Pekka Heinonen to discuss bilateral cooperation on educational matters.²³⁹¹

On 28 October 2019, Assistant Secretary for Basic Education Marcos Bucio Mújica stated that the constitutional reforms to Article 3 require educational authorities to develop a new approach that will influence the conditions of students, particularly those in conditions of social vulnerability. Secretary of Public Education Esteban Moctezuma Barragán acknowledged that before the reform, children under the age of three were not properly cared for by public policies. This reform aims to improve early childhood education.²³⁹²

On 13 November 2019, Secretary of Public Education Esteban Moctezuma Barragán met with French Minister of National Education and Youth Jean Michel Blanquer to confirm their educational cooperation. The two parties agreed to strengthen dual education that combines student training with active participation in the industry. They further reaffirmed the importance of educational inclusion in marginalized, indigenous and migrant areas.²³⁹³

²³⁸⁹ Boletín No.123 Inaugura Esteban Moctezuma Barragán talleres del Programa de Extensión Educativa, Secretaría de Educación Pública (Mexico City) 9 August 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-123-inaugura-esteban-moctezuma-barragan-talleres-del-programa-de-extension-educativa?idiom=es>

²³⁹⁰ Boletín No.124 Reciben más de 64 mil personas de comunidades indígenas, servicios de alfabetización, primaria y secundaria del INEA, Secretaría de Educación Pública (Mexico City) 10 August 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-124-reciben-mas-de-64-mil-personas-de-comunidades-indigenas-servicios-de-alfabetizacion-primaria-y-secundaria-del-inea?idiom=es>

²³⁹¹ Boletín No.150 Se fortalecen la cooperación y el diálogo en materia educativa con Finlandia: Moctezuma Barragán, Secretaría de Educación Pública (Mexico City) 9 September 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-150-se-fortalecen-la-cooperacion-y-el-dialogo-en-materia-educativa-con-finlandia-moctezuma-barragan?idiom=es>

²³⁹² Boletín No.195 Garantiza reforma constitucional en materia educativa el derecho a la educación en la primera infancia: SEP, Secretaría de Educación Pública (Mexico City) 28 October 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-195-garantiza-reforma-constitucional-en-materia-educativa-el-derecho-a-la-educacion-en-la-primera-infancia-sep?idiom=es>

²³⁹³ Boletín No.212 Se reúne el Secretario de Educación Pública, con el Ministro de Educación Nacional y Juventud de la República Francesa, Secretaría de Educación Pública (Mexico City) 13 November 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-212-se-reune-el-secretario-de-educacion-publica-de-mexico-esteban-moctezuma-barragan-con-el-ministro-de-educacion-nacional-y-juventud-de-la-republica-francesa-jean-michel-blanquer?idiom=es>

On 14 November 2019, Secretary of Public Education Esteban Moctezuma Barragán affirmed Mexico's commitment to working with UNESCO to achieve the 2030 Agenda, specifically with regards to inclusive and equitable quality education and lifelong learning.²³⁹⁴

On 18 November 2019, Secretary of Public Education Esteban Moctezuma Barragán and Finnish Minister of Education Li Sigríd Andersson agreed to promote the strengthening of educational programs for Mexican youth. Barragán and Andersson discussed cooperation in training teachers by engaging Finnish specialists, who will travel to Mexico to share their experiences.²³⁹⁵

On 18 November 2019, the National Commission of Free Textbooks and the Institute of Mexicans Abroad distributed 163,000 textbooks to Mexican migrants in the US. These textbooks are meant to teach Mexicans abroad about their country, customs, and traditions, encourage the use of their mother tongue, and improve education and training resources.²³⁹⁶

On 4 December 2019, Secretary of Public Education Esteban Moctezuma Barragán emphasized the Ministry of Education's focus on open and distance higher education as an alternative learning experience.²³⁹⁷

On 9 December 2019, the Under-Secretary of Higher Education held consultations on the preliminary draft of the General Law of Higher Education. This new law will take into account comments and opinions from teachers and academics by reforming the educational legal framework and transforming the policies of higher education, science and technology.²³⁹⁸

On 16 December 2019, Secretary of Public Education Esteban Moctezuma Barragán instructed the National Institute for Adult Education to develop a quality education model that responds to the interests and needs of the prison population and promotes their social reintegration.²³⁹⁹

²³⁹⁴ Destaca Moctezuma Barragán ante Asamblea General de la UNESCO y ministros de educación del mundo, el apoyo a educación indígena y especial, Secretaría de Educación Pública (Mexico City) 14 November 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/destaca-moctezuma-barragan-ante-asamblea-general-de-la-unesco-y-ministros-de-educacion-del-mundo-el-apoyo-a-educacion-indigena-y-especial?idiom=es>

²³⁹⁵ Boletín No. 215 Acuerda Esteban Moctezuma Barragán fortalecimiento de programas y proyectos educativos con Finlandia, Secretaría de Educación Pública (Mexico City) 18 November 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-215-acuerda-esteban-moctezuma-barragan-fortalecimiento-de-programas-y-proyectos-educativos-con-finlandia?idiom=es>

²³⁹⁶ Boletín No. 219 Distribuye CONALITEG 163 mil libros de texto gratuitos para migrantes mexicanos en Estados Unidos, Secretaría de Educación Pública (Mexico City) 18 November 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-219-distribuye-conaliteg-163-mil-libros-de-texto-gratuitos-para-migrantes-mexicanos-en-estados-unidos?idiom=es>

²³⁹⁷ Boletín No. 240 Promueve SEP educación superior abierta y a distancia como alternativa para el aprendizaje de jóvenes y adultos, Secretaría de Educación Pública (Mexico City) 4 December 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-240-promueve-sep-educacion-superior-abierta-y-a-distancia-como-alternativa-para-el-aprendizaje-de-jovenes-y-adultos?idiom=es>

²³⁹⁸ Boletín No. 244 Continúan los foros de consulta del anteproyecto de la Ley General de Educación Superior, Secretaría de Educación Pública (Mexico City) 9 December 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-244-continuan-los-foros-de-consulta-del-anteproyecto-de-la-ley-general-de-educacion-superior?idiom=es>

²³⁹⁹ Boletín No.250 Atiende SEP con servicios de educación básica a más de 15 mil personas en centros de readaptación social y tutelares del país, Secretaría de Educación Pública (Mexico City) 16 December 2019. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-250-atiende-sep-con-servicios-de-educacion-basica-a-mas-de-15-mil-personas-en-centros-de-readaptacion-social-y-tutelares-del-pais?idiom=es>

On 19 December 2019, Secretary of Public Education Esteban Moctezuma Barragán and French Minister for Europe and Foreign Affairs Yves Le Drian signed a cooperation agreement to promote the French language in Mexico through a pilot program taught in 34 public high schools.²⁴⁰⁰

On 3 January 2020, Secretary of Public Education Esteban Moctezuma Barragán stated that a priority for the government is to train professionals who can contribute to building a just and peaceful society. In order to realize this goal, the Ministry of Education will focus on ensuring that all young people have the same opportunities to access higher education, cutting-edge knowledge, and innovative technologies.²⁴⁰¹

On 8 January 2020, the Ministry of Public Education hosted the meeting of Community of Latin American and Caribbean States, where Secretary of Public Education Esteban Moctezuma Barragán discussed the change of course of education in Mexico. Barragán stated that Mexico's goal is to produce "inclusive individuals, with curious spirits to discover the secrets of science and technology, environmentally friendly, innovative and productive, with social responsibility and desires to cultivate physically, intellectually, environmentally, emotionally, culturally and socially." Furthermore, Barragán announced that more than 10 million scholarships have been awarded to students and families of basic, upper and higher education, and special scholarships have been allocated to at-risk individuals.²⁴⁰²

On 10 January 2020, the Secretariat of Public Education and the UN Economic Commission for Latin America signed a framework collaboration agreement, increasing actions that contribute to the objectives of sustainable development and social inclusion.²⁴⁰³

On 20 January 2020, Secretary of Public Education Esteban Moctezuma Barragán announced a technology project with augmented reality and artificial intelligence (ARGeo). This project is designed by researchers from the National Technological Institute of Mexico and will seek to improve student learning. Specifically, ARGeo develops learning environments for geometry and chemistry, and it will be put into practice in summer school in 2020.²⁴⁰⁴

On 24 February 2020, Secretary of Public Education Esteban Moctezuma Barragán announced that the goal of the New Mexican School is to guarantee equal opportunities for students in marginalized

²⁴⁰⁰ Boletín No.255 Firman SEP y Ministerio para Europa y Asuntos Exteriores de Francia, acuerdo para la enseñanza del idioma francés, Secretaría de Educación Pública (Mexico City) 19 December 2019. Access Date: 24 March 2020.

<https://www.gob.mx/sep/es/articulos/boletin-no-255-firman-sep-y-ministerio-para-europa-y-asuntos-exteriores-de-francia-acuerdo-para-la-ensenanza-del-idioma-frances?idiom=es>

²⁴⁰¹ Boletín No.3 La SEP está comprometida para que todos los jóvenes tengan las mismas oportunidades de ingreso a la educación superior, Secretaría de Educación Pública (Mexico City) 3 January 2020. Access Date: 24 March 2020.

<https://www.gob.mx/sep/es/articulos/boletin-no-3-la-sep-esta-comprometida-para-que-todos-los-jovenes-tengan-las-mismas-oportunidades-de-ingreso-a-la-educacion-superior?idiom=es>

²⁴⁰² Boletín No. 8 Se busca construir a través de la educación un país inclusivo, productivo y democrático: Esteban Moctezuma Barragán, Secretaría de Educación Pública (Mexico City) 10 January 2020. Access Date: 24 March 2020.

<https://www.gob.mx/sep/es/articulos/boletin-no-8-se-busca-construir-a-traves-de-la-educacion-un-pais-inclusivo-productivo-y-democratico-esteban-moctezuma-barragan?idiom=es>

²⁴⁰³ Boletín No. 9 Firman SEP y CEPAL convenio de colaboración para contribuir con los objetivos para el desarrollo sostenible, Secretaría de Educación Pública (Mexico City) 10 January 2020. Access Date: 24 March 2020.

<https://www.gob.mx/sep/es/articulos/boletin-no-9-firman-sep-y-cepal-convenio-de-colaboracion-para-contribuir-con-los-objetivos-para-el-desarrollo-sostenible?idiom=es>

²⁴⁰⁴ Boletín No. 18 Crean investigadores del TecNM tecnología con realidad aumentada para el fortalecimiento del aprendizaje, Secretaría de Educación Pública (Mexico City) 20 January 2020. Access Date: 24 March 2020.

<https://www.gob.mx/sep/es/articulos/boletin-no-18-crean-investigadores-del-tecnm-tecnologia-con-realidad-aumentada-para-el-fortalecimiento-del-aprendizaje?idiom=es>

areas of the country. Barragán acknowledged the importance of technological education to achieving the 2030 Agenda.²⁴⁰⁵

On 25 February 2020, the National Commission for the Continuous Improvement of Education met with the secretaries of education of the states and of Mexico City to discuss methods to improve basic and upper secondary education. The discussion emphasized training teachers, improving working conditions, monitoring policies and increasing the quality of education.²⁴⁰⁶

On 28 February 2020, the Ministry of Public Education, the National Association of Universities and Institutions of Higher Education and the Germany Ministry of Education and Research met to discuss the implementation of actions to strengthen dual education in Mexico. Secretary of Public Education Esteban Moctezuma Barragán emphasized the importance of innovation in education and proposed actions such as workshops, study tours to Germany, and training courses.²⁴⁰⁷

On 1 March 2020, the Ministry of Public Education held a conference with educational authorities, academics, researchers and experts to discuss building a better curriculum that incorporates sustainable development policies.²⁴⁰⁸

On 12 March 2020, Secretary of Public Education Esteban Moctezuma Barragán met with 1992 Nobel Peace Prize winner Rigoberta Menchú Tum to discuss and reaffirm the government's commitment to advancing education on indigenous culture and languages. Acknowledging the country's history of excluding indigenous communities, Barragán spoke about how the New Mexican School guarantees access to all levels of education and prioritizes indigenous peoples' participation.²⁴⁰⁹

On 13 March 2020, El Instituto Nacional para la Educación de los Adultos (INEA) announced educational services in 34 states in the United States for Mexican people 15 years and older, including

²⁴⁰⁵ Boletín No. 54 Promueve Tecnológico Nacional de México una educación de calidad e incluyente en zonas marginadas del país: SEP, Secretaría de Educación Pública (Mexico City) 24 February 2020. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-54-promueve-tecnologico-nacional-de-mexico-una-educacion-de-calidad-e-incluyente-en-zonas-marginadas-del-pais-sep?idiom=es>

²⁴⁰⁶ Comunicado. La coordinación con autoridades educativas del país es fundamental para mejorar la educación básica y media superior: MEJOREDU, Secretaría de Educación Pública (Mexico City) 25 February 2020. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/comunicado-la-coordinacion-con-autoridades-educativas-del-pais-es-fundamental-para-mejorar-la-educacion-basica-y-media-superior-mejoredu?idiom=es>

²⁴⁰⁷ Boletín No. 57 Fortalecen Ministerio de Educación alemán y SEP educación dual en los sectores automotriz, aeronáutico y especial, Secretaría de Educación Pública (Mexico City) 28 February 2020. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-57-fortalecen-ministerio-de-educacion-aleman-y-sep-educacion-dual-en-los-sectores-automotriz-aeronautico-y-especial?idiom=es>

²⁴⁰⁸ Boletín No. 60 Deben garantizar planes y programas de estudio el desarrollo de personas con un alto sentido de responsabilidad: SEP, Secretaría de Educación Pública (Mexico City) 1 March 2020. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-60-deben-garantizar-planes-y-programas-de-estudio-el-desarrollo-de-personas-con-un-alto-sentido-de-responsabilidad-sep?idiom=es>

²⁴⁰⁹ Boletín No. 70 Reconoce Premio Nobel de la Paz impulso de la educación hacia pueblos originarios en México, Secretaría de Educación Pública (Mexico City) 12 March 2020. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-70-reconoce-premio-nobel-de-la-paz-impulso-de-la-educacion-hacia-pueblos-originarios-en-mexico?idiom=es>

in penitentiary centers. INEA's services include online training, technical assistance, the provision of textbooks and certificates, and literacy services.²⁴¹⁰

On 17 March 2020, the Ministry of Public Education, as part of the Schools Mexico program, delivered 9000 free textbooks for girls and boys in basic education in Guatemala.²⁴¹¹

Mexico fully complied with its commitment to invest in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development. In addition to engaging in international partnerships, Mexico has made efforts to enhance early childhood development and basic education, improve skill-based education for innovation, and highlight the importance of educational accessibility for girls and marginalized communities.

Thus, Mexico receives a score of +1.

Analyst: Sonja Dobson

Russia: 0

Russia has partially complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 20 December 2019, Deputy Prime Minister for Social Policy, Labour, Health and Pension Provision Tatyana Golikova announced that the first year of implementation of the national project in education was successful. Government spending resulted in 15 mobile quantumiums or technoparks, 26 industrial parks, 21 information technology cube centres and 2,049 "growth points," which are educational and scientific centers embedded in rural schools. The project aims to spread awareness about the digital economy and the Fourth Industrial Revolution throughout schools in remote rural areas.²⁴¹²

Russia partially complied with its commitment to invest in human capital as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development. Through its efforts to prepare for the Fourth Industrial Revolution, Russia complied with one of the three pillars in this G20 Initiative by contributing to education for innovation.

Thus, Russia receives a score of 0.

Analyst: Dmitriy Frolovskiy

²⁴¹⁰ Boletín No. 71 Ofrece INEA servicios educativos a connacionales en 250 plazas comunitarias de Estados Unidos, Secretaría de Educación Pública (Mexico City) 13 March 2020. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-71-ofrece-inea-servicios-educativos-a-connacionales-en-250-plazas-comunitarias-de-estados-unidos?idiom=es>

²⁴¹¹ Boletín No. 73 Dona SEP Libros de Texto Gratuitos para 3 mil niñas y niños de educación básica de Guatemala, Secretaría de Educación Pública (Mexico City) 17 March 2020. Access Date: 24 March 2020. <https://www.gob.mx/sep/es/articulos/boletin-no-73-dona-sep-libros-de-texto-gratuitos-para-3-mil-ninas-y-ninos-de-educacion-basica-de-guatemala?idiom=es>

²⁴¹² Голикова назвала успешным первый год реализации нацпроекта "Образование" [Golikova nazvala uspeshnym pervyy god realizatsii natsproyekta "Obrazovaniye"], Tass (Moscow) 20 December 2019. Access Date: 4 February 2020. <https://tass.ru/nacionalnye-proekty/7388835>

Saudi Arabia: +1

Saudi Arabia has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 10 July 2019, Saudi Arabia hosted a conference at the United Nations headquarters to discuss “the importance of quality education in increasing women’s participation in the labor force.”²⁴¹³

On 30 August 2019, Saudi Arabia issued a decree to create an artificial intelligence (AI) center, which will “enhance the drive toward innovation and digital transformation in Saudi Arabia.”²⁴¹⁴ The Minister of Communications and Information Technology Abdulla Al-Sawaha stated that AI will improve productivity and stimulate entrepreneurship.²⁴¹⁵

On 7 November 2019, the Ministry of Culture and the Ministry of Education agreed to expand the curriculum of government and private schools to include culture and arts.²⁴¹⁶

On 12 November 2019, at the seventh meeting of the Steering Committee of the Sustainable Development Goals for Education 2030, Minister of Education Hamad Al-Asheikh stated that Saudi Arabia will commit itself to the fourth objective of the UNESCO 2030 agenda.²⁴¹⁷ This includes “ensuring equitable and comprehensive provision of quality education for displaced and affected people, improving the quality of teaching and learning, increasing funding for education and innovating its use.”²⁴¹⁸ Among these three policies, Saudi Arabia will emphasize improving the quality of teaching and learning by reforming its school curriculum and the assessment of teachers.²⁴¹⁹

On 16 December 2019, Saudi Arabia hosted the first meeting for the G20 Education Working Group, which focused on “providing fair and high-quality educational opportunities from an early age, and on internationalizing children’s education.”²⁴²⁰

On 23 December 2019, Minister of Education Hamad Al-Asheikh pledged to re-adjust the country’s education system by providing vocational training in community colleges to meet the demands of the job market.²⁴²¹

On 4 February 2020, Saudi Arabia approved a program to set up eleven new cultural development authorities.²⁴²² Specifically, the authority responsible for theater and performing arts will adopt vocational training programs.²⁴²³

²⁴¹³ ‘Quality education’ key to boosting Saudi women’s workforce participation, Arab News (New York) 12 July 2019. Access Date: 8 February 2020. <https://www.arabnews.com/node/1524411/saudi-arabia>

²⁴¹⁴ AI center confirms Saudi Arabia’s drive toward innovative future, Arab News (Riyadh) 1 September 2019. Access Date: 8 February 2020. <https://www.arabnews.com/node/1548051/saudi-arabia>

²⁴¹⁵ AI center confirms Saudi Arabia’s drive toward innovative future, Arab News (Riyadh) 1 September 2019. Access Date: 8 February 2020. <https://www.arabnews.com/node/1548051/saudi-arabia>

²⁴¹⁶ Culture and arts set to be part of Kingdom school curriculum, Saudi Gazette (Riyadh) 7 November 2019. Access Date: 8 February 2020. <http://www.saudigazette.com.sa/article/582022>

²⁴¹⁷ We seek to improve quality of teaching, Saudi education minister tells UNESCO meeting, Arab News (Paris) 14 November 2019. Access Date: 8 February 2020. <https://www.arabnews.com/node/1583821/saudi-arabia>

²⁴¹⁸ We seek to improve quality of teaching, Saudi education minister tells UNESCO meeting, Arab News (Paris) 14 November 2019. Access Date: 8 February 2020. <https://www.arabnews.com/node/1583821/saudi-arabia>

²⁴¹⁹ We seek to improve quality of teaching, Saudi education minister tells UNESCO meeting, Arab News (Paris) 14 November 2019. Access Date: 8 February 2020. <https://www.arabnews.com/node/1583821/saudi-arabia>

²⁴²⁰ G20 Education Working Group holds first meeting, Arab News (Riyadh) 18 December 2019. Access Date: 8 February 2020. <https://www.arabnews.com/node/1600991/saudi-arabia>

²⁴²¹ Jobs market ‘will drive Saudi education,’ says education minister, Arab News (Riyadh) 23 December 2019. Access Date: 8 February 2020. <https://www.arabnews.com/node/1602796/saudi-arabia>

Saudi Arabia fully complied with its commitment to reaffirm the G20's commitment to human capital investment as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development. Specifically, Saudi Arabia has recognized the importance of providing quality education for children and emphasized teacher training. Saudi Arabia has also promoted vocational training programs and pledged to work alongside the international community in providing quality education for marginalized and disadvantaged groups.

Thus, Saudi Arabia receives a score of +1.

Analyst: Loyal Hallal

South Africa: 0

South Africa has partially complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 9 July 2019, Minister of Basic Education Angie Motshekga presented the Department of Basic Education's annual performance plan.²⁴²⁴ Over the next five years, the department will implement the Early Childhood Development system.²⁴²⁵ The system enforces "two years of compulsory schooling before starting Grade 1" to teach foundational literacy and numeric skills.²⁴²⁶

On 9 July 2019, Minister of Basic Education Angie Motshekga announced the establishment of the Computer Applications Technology program.²⁴²⁷ Over the next five years, this program will train teachers in technology and coding and incorporate these skills into Grade 10-12 curriculums.²⁴²⁸

On 9 July 2019, Minister of Basic Education Angie Motshekga announced that the General Education Certificate (GEC) is being finalized and will be piloted in 2020.²⁴²⁹ The GEC is received after completing Grade nine.²⁴³⁰ The GEC allows students to choose between three streams: an academic stream, a technical vocational stream, and a technical or occupational stream.²⁴³¹

On 18 February 2020, Minister of Basic Education Angie Motshekga announced that the Coding and Robotics Curriculum is being piloted in Grades R-3 and will be further implemented in all Grades

²⁴²² Saudi Cabinet launches 11 new cultural development authorities for Kingdom, Arab News (Jeddah) 5 February 2020. Access Date: 8 February 2020. <https://www.arabnews.com/node/1622901/saudi-arabia>

²⁴²³ Saudi Cabinet launches 11 new cultural development authorities for Kingdom, Arab News (Jeddah) 5 February 2020. Access Date: 8 February 2020. <https://www.arabnews.com/node/1622901/saudi-arabia>

²⁴²⁴ Department of Basic Education 2019/20 Annual Performance Plan, with Minister, Parliamentary Monitoring Group (Johannesburg) 9 July 2019. Access Date: 6 February 2020. <https://pmg.org.za/committee-meeting/28524/>

²⁴²⁵ Department of Basic Education 2019/20 Annual Performance Plan, with Minister, Parliamentary Monitoring Group (Johannesburg) 9 July 2019. Access Date: 6 February 2020. <https://pmg.org.za/committee-meeting/28524/>

²⁴²⁶ Big Changes Coming to South Africa, BusinessTech (Johannesburg) 16 July 2019. Access Date: 6 February 2020. <https://businesstech.co.za/news/government/329507/big-changes-coming-to-south-african-schools/>

²⁴²⁷ Department of Basic Education 2019/20 Annual Performance Plan, with Minister, Parliamentary Monitoring Group (Johannesburg) 9 July 2019. Access Date: 6 February 2020. <https://pmg.org.za/committee-meeting/28524/>

²⁴²⁸ Department of Basic Education 2019/20 Annual Performance Plan, with Minister, Parliamentary Monitoring Group (Johannesburg) 9 July 2019. Access Date: 6 February 2020. <https://pmg.org.za/committee-meeting/28524/>

²⁴²⁹ Department of Basic Education 2019/20 Annual Performance Plan, with Minister, Parliamentary Monitoring Group (Johannesburg) 9 July 2019. Access Date: 6 February 2020. <https://pmg.org.za/committee-meeting/28524/>

²⁴³⁰ Department of Basic Education 2019/20 Annual Performance Plan, with Minister, Parliamentary Monitoring Group (Johannesburg) 9 July 2019. Access Date: 6 February 2020. <https://pmg.org.za/committee-meeting/28524/>

²⁴³¹ Basic Education on General Education Certificate Misleading Reports, South African Government (Johannesburg) 27 September 2019. Access Date: 6 February 2020. <https://www.gov.za/speeches/basic-education-general-education-certificate-misleading-reports-27-sep-2019-0000>

R-9 by 2022.²⁴³² This curriculum intends to prepare students for the Fourth Industrial Revolution and equip students with useful digital skills for future career development.²⁴³³

Through initiatives supporting inclusive growth and vocational education, South Africa complied with two of the three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. Specifically, South Africa supported quality basic education for early childhood development and teacher skills development. It has also enhanced vocational skill-based training to prepare for the Fourth Industrial Revolution. However, South Africa has not complied with the third pillar of the G20 Initiative; it has not taken actions to invest in education for a resilient and inclusive future.

Thus, South Africa receives a score of 0.

Analyst: Isabelle Buchanan

Turkey: +1

Turkey has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 1 September 2019, in collaboration with the United Nations Relief and Works Agency for Palestine Refugees in the Near East, the Turkish Cooperation and Coordination Agency (TIKA) opened a new girl's school in Amman, Jordan. This school will serve as a preparatory institution for Palestinian refugee children. TIKA contributed to the renovation of the school, created new classes, and prepared new educational resources for the 2019-2020 school year.²⁴³⁴

On 4 December 2019, the government announced its digital educational development program in Ankara, Turkey. The program aims to advance the skills of teachers, innovation, and quality of education for children in Turkey. Minister of National Education Ziya Selçuk stated that the program endeavors to reach a total of one million teachers.²⁴³⁵

On 27 February 2020, the government announced its plan to open a technical and vocational training school in Kigali, Rwanda. Turkish Ambassador to Rwanda Burcu Çevik stated that the goal of this new institute is to provide training for Rwanda's youth and support their self-sufficiency and economic independence.²⁴³⁶

²⁴³² It will soon be compulsory for South African kids to start school at an earlier age — new laws to be tabled this year, BusinessTech (Johannesburg) 19 February 2020. Access Date: 5 March 2020. <https://businesstech.co.za/news/government/375375/it-will-soon-be-compulsory-for-south-african-kids-to-start-school-at-an-earlier-age-new-laws-to-be-tabled-this-year/>

²⁴³³ It will soon be compulsory for South African kids to start school at an earlier age — new laws to be tabled this year, BusinessTech (Johannesburg) 19 February 2020. Access Date: 5 March 2020. <https://businesstech.co.za/news/government/375375/it-will-soon-be-compulsory-for-south-african-kids-to-start-school-at-an-earlier-age-new-laws-to-be-tabled-this-year/>

²⁴³⁴ Government of Turkey supports UNRWA education programme in Jordan through TIKA, UNRWA (Amman) 24 September 2019. Access Date: 20 March 2020. <https://www.unrwa.org/newsroom/press-releases/government-turkey-supports-unrwa-education-programme-jordan-through-tika#mm-2>

²⁴³⁵ Turkish education minister unveils digital transformation program, Hurriyet Daily News (Ankara) 5 December 2019. Access Date: 20 March 2020. <https://www.hurriyetdailynews.com/turkish-education-minister-unveils-digital-transformation-program-149481>

²⁴³⁶ Turkey plans to open technical training college in Rwanda, Anadolu Agency (Ankara) 27 February 2020. Access Date: 20 March 2020. <https://www.aa.com.tr/en/africa/turkey-plans-to-open-technical-training-college-in-rwanda/1746325>

On 11 March 2020, the government announced the completion of a school renovation project in Asuncion, Paraguay. The project transformed the school by constructing a two-story building and renewing the school's facilities and outdoor and indoor spaces. The school was one of TIKA's first projects, and TIKA pledged its continued support for this school.²⁴³⁷

Turkey fully complied with this commitment by equipping teachers with skills training, investing in vocational and skill-based education for innovation, and emphasizing the importance of educational accessibility for hard-to-reach communities and refugees.

Thus, Turkey receives a score of +1.

Analyst: Nour Elassinty

United Kingdom: +1

The United Kingdom has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 26 August 2019, at the G7 Biarritz Summit in France, the UK and its G7 counterparts pledged to tackle "inequality in developing countries through gender-responsive education and quality technical and vocational education and training."²⁴³⁸

On 30 August 2019, Prime Minister Boris Johnson announced GBP14 billion in funding for education by 2023.²⁴³⁹ By 2021, GBP780 million will be allocated to education for children with special needs and disabilities.²⁴⁴⁰

On 9 January 2020, Education Secretary Gavin Williamson announced that further education colleges and other post-16 education and training providers can "sign up to teach the next wave of the government's new T Levels."²⁴⁴¹ By 2022, the Ministry of Education will introduce an additional 15 T Levels, which will include courses in agriculture, animal care, legal course and accounting.²⁴⁴²

On 11 January 2020, Prime Minister Boris Johnson and Irish Prime Minister Leo Varadkar resumed negotiations of the Stormont Deal.²⁴⁴³ One condition included in the deal is a review of education in Northern Ireland.²⁴⁴⁴ Part of this review will focus on "tackling problems faced by pupils from

²⁴³⁷ Turkey's TIKA renovates school in Paraguay's Asuncion, Daily Sabah (Ankara) 11 March 2020. Access Date: 20 March 2020. <https://www.dailysabah.com/turkey/education/turkeys-tika-renovates-school-in-paraguays-asuncion>

²⁴³⁸ Declaration on Gender Equality and Women Empowerment, G7 Information Centre (Biarritz) 26 August 2019. Access Date: 24 March 2020. <http://www.g7.utoronto.ca/summit/2019biarritz/declaration-on-gender-equality.pdf>

²⁴³⁹ Prime Minister Boost Schools with GBP14 Billion Package, Gov.uk (London) 30 August 2019. Access Date: 27 January 2020. <https://www.gov.uk/government/news/prime-minister-boosts-schools-with-14-billion-package#history>

²⁴⁴⁰ Prime Minister Boost Schools with GBP14 Billion Package, Gov.uk (London) 30 August 2019. Access Date: 27 January 2020. <https://www.gov.uk/government/news/prime-minister-boosts-schools-with-14-billion-package#history>

²⁴⁴¹ Third Wave of Further Education Providers Invited to Teach Pioneering New T Levels from 2022, Gov.uk (London) 9 January 2020. Access Date: 27 January 2020. <https://www.gov.uk/government/news/third-wave-of-further-education-providers-invited-to-teach-pioneering-new-t-levels-from-2022>

²⁴⁴² Third Wave of Further Education Providers Invited to Teach Pioneering New T Levels from 2022, Gov.uk (London) 9 January 2020. Access Date: 27 January 2020. <https://www.gov.uk/government/news/third-wave-of-further-education-providers-invited-to-teach-pioneering-new-t-levels-from-2022>

²⁴⁴³ Stormont Deal: BBC News NI Experts Examine the Detail, BBC News NI (Belfast) 10 January 2020. Access Date: 3 February 2020. <https://www.bbc.com/news/uk-northern-ireland-51063140>

²⁴⁴⁴ Stormont Deal: What's Next, BBC News NI (Belfast) 14 January 2020. Access Date: 3 February 2020. <https://www.bbc.com/news/uk-northern-ireland-51089350>

disadvantaged backgrounds.”²⁴⁴⁵ The Education Department of Northern Ireland will also receive GBP10 million in educational funding for children with special needs and disabilities.²⁴⁴⁶

On 20 January 2020, Education Secretary Gavin Williamson spoke at the Education World Forum.²⁴⁴⁷ Williamson took this opportunity “to announce a one-year extension to this International School Exchange programme, and its expansion to include primary school children in Years five and six.”²⁴⁴⁸ This programme allows “children from disadvantaged backgrounds” to study in other countries.²⁴⁴⁹

On 30 January 2020, “new legislation laid in Parliament” guarantees that every school will receive a minimum of GBP5,000 per student and every primary school will receive a minimum of GBP3,750 per student.²⁴⁵⁰

On 11 March 2020, Chancellor of the Exchequer Rishi Sunak announced the UK’s budget for 2020.²⁴⁵¹ The budget pledged GBP7,000,000 “to open 11 specialist maths schools for 16- to 19-year-olds.”²⁴⁵²

On 11 March 2020, Chancellor Sunak announced that the UK’s 2020 budget will create a GBP2.5bn “National Skills Fund for England to improve the technical skills of adults across the country.”²⁴⁵³

On 11 March 2020, Chancellor Sunak pledged that in the UK’s 2020 budget, sufficient funds will be allocated to an apprenticeship program for students in small to medium-sized businesses.²⁴⁵⁴

The UK fully complied with all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. It has achieved sustainable development and inclusive growth in education by focusing on disadvantaged groups. It has also expanded vocational education and provided quality education for children with special needs and children at-risk.

²⁴⁴⁵ Stormont Deal: What’s Next, BBC News NI (Belfast) 14 January 2020. Access Date: 3 February 2020. <https://www.bbc.com/news/uk-northern-ireland-51089350>

²⁴⁴⁶ Stormont Money Boost for Special Needs Education, BBC News NI (Belfast) 27 January 2020. Access Date: 3 February 2020. <https://www.bbc.co.uk/news/uk-northern-ireland-51274047>

²⁴⁴⁷ Education Secretary Sets Ambition for International Collaboration, Gavin Williamson (London) 20 January 2020. Access Date: 4 February 2020. <https://www.gov.uk/government/speeches/education-secretary-sets-ambition-for-international-collaboration>

²⁴⁴⁸ Education Secretary Sets Ambition for International Collaboration, Gavin Williamson (London) 20 January 2020. Access Date: 4 February 2020. <https://www.gov.uk/government/speeches/education-secretary-sets-ambition-for-international-collaboration>

²⁴⁴⁹ Education Secretary Sets Ambition for International Collaboration, Gavin Williamson (London) 20 January 2020. Access Date: 4 February 2020. <https://www.gov.uk/government/speeches/education-secretary-sets-ambition-for-international-collaboration>

²⁴⁵⁰ PM Guarantees Minimum Funding Levels for all Schools, Gov.uk (London) 30 January 2020. Access Date: 4 February 2020. <https://www.gov.uk/government/news/pm-guarantees-minimum-funding-levels-for-all-schools>

²⁴⁵¹ Chancellor pledges specialist maths school in every English region, The Guardian (London) 11 March 2020. Access Date: 17 March 2020. <https://www.theguardian.com/uk-news/2020/mar/11/chancellor-pledges-specialist-maths-school-in-every-english-region>

²⁴⁵² Chancellor pledges specialist maths school in every English region, The Guardian (London) 11 March 2020. Access Date: 17 March 2020. <https://www.theguardian.com/uk-news/2020/mar/11/chancellor-pledges-specialist-maths-school-in-every-english-region>

²⁴⁵³ Chancellor pledges specialist maths school in every English region, The Guardian (London) 11 March 2020. Access Date: 17 March 2020. <https://www.theguardian.com/uk-news/2020/mar/11/chancellor-pledges-specialist-maths-school-in-every-english-region>

²⁴⁵⁴ Chancellor pledges specialist maths school in every English region, The Guardian (London) 11 March 2020. Access Date: 17 March 2020. <https://www.theguardian.com/uk-news/2020/mar/11/chancellor-pledges-specialist-maths-school-in-every-english-region>

Thus, the UK receives a score of +1.

Analyst: Isabelle Buchanan

United States: +1

The United States has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 26 August 2019, at the G7 Biarritz Summit in France, the US and its G7 counterparts pledged to tackle “inequality in developing countries through gender-responsive education and quality technical and vocational education and training.”²⁴⁵⁵

On 8 November 2019, the Department of Education pledged USD540 million “to support science, technology, engineering and math (STEM) education, including computer science.”²⁴⁵⁶

On 4 February 2020, in his State of the Union Address, President Donald Trump asked Congress to support his plan “to offer vocational and technical education in every single high school in America.”²⁴⁵⁷

On 4 February 2020, President Trump called on Congress to pass the Education Freedom Scholarships and Opportunities Act, which seeks to provide children more educational and schooling options.²⁴⁵⁸ This Act will give one million children more freedom in selecting their schooling opportunities and further seek to improve scholarship programs.²⁴⁵⁹

On 21 February 2020, the United States Agency for International Development launched an Early Grade Reading Program with Ghana's Ministry of Education to advance reading skills for school children.²⁴⁶⁰

The US fully complied with this commitment by investing in all three pillars of G20 Initiative on Human Capital Investment for Sustainable Development. It has pledged to tackle gender-based and other forms of inequality through education and provide technical and vocational training alongside education in science, technology, engineering and mathematics.

²⁴⁵⁵ Declaration on Gender Equality and Women Empowerment, G7 Information Centre (Biarritz) 26 August 2019.

Access Date: 24 March 2020. <http://www.g7.utoronto.ca/summit/2019biarritz/declaration-on-gender-equality.pdf>

²⁴⁵⁶ U.S. Department of Education Advances Trump Administration's STEM Investment Priorities, U.S. Department of Education (Washington) 8 November 2019. Access Date: 8 February 2020. <https://www.ed.gov/news/press-releases/us-department-education-advances-trump-administrations-stem-investment-priorities>

²⁴⁵⁷ Full Transcript: Trump's 2020 State of the Union Address, The New York Times (New York) 4 February 2020. Access Date: 8 February 2020. <https://www.nytimes.com/2020/02/05/us/politics/state-of-union-transcript.html>

²⁴⁵⁸ Remarks by President Trump in State of the Union Address, The White House (Washington) 4 February 2020. Access Date: 8 February 2020. <https://www.whitehouse.gov/briefings-statements/remarks-president-trump-state-union-address-3/>

²⁴⁵⁹ President Trump is fighting for every family's freedom to choose the best possible education for their children, The White House (Washington) 4 February 2020. Access Date: 8 February 2020. <https://www.whitehouse.gov/briefings-statements/president-trump-is-fighting-for-every-familys-freedom-to-choose-the-best-possible-education-for-their-children/>

²⁴⁶⁰ United States of America and Ghana Partner to Improve Early Education Reading Skills, CNBC Africa (Johannesburg) 24 February 2020. Access Date: 25 March 2020. <https://www.cnbc.com/africa/apo/2020/02/24/united-states-of-america-and-ghana-partner-to-improve-early-education-reading-skills/>

Thus, the United States receives a score of +1.

Analyst: Layal Hallal

European Union: +1

The European Union has fully complied with its commitment to reaffirm the G20's commitment to investing in human capital, as emphasized in the G20 Initiative on Human Capital Investment for Sustainable Development.

On 26 August 2019, at the G7 Biarritz Summit, the EU and its G7 counterparts pledged to tackle “inequality in developing countries through gender-responsive education and quality technical and vocational education and training.”²⁴⁶¹

On 26 September 2019, the EU held an education summit in Brussels, Belgium. The summit gathered ministers, teachers, and experts to discuss the future of education in the EU. This year's summit focused on the need for increased recruitment and support for teachers. The summit also included workshops on innovation, classroom environments, and the future of education.²⁴⁶²

On 9 November 2019, the EU launched a second pilot for the ERASMUS+ program with an expected 12 per cent increase of EUR3 billion for 2020.²⁴⁶³ The goal of the program is to create 35,000 opportunities for students as a part of the Africa-Europe Alliance for sustainable investment and jobs. The program will provide European students with an opportunity to study abroad, increase professional opportunities, and diversify and expand educational prospects.²⁴⁶⁴ In addition to the vocational education and training sector, ERASMUS+ also provides support for youth and sport training and adult education. ERASMUS+ further intends to create equal access for participants of all economic, social, and cultural backgrounds, including disadvantaged groups.²⁴⁶⁵

On 13 November 2019, the EU held a meeting in Brussels, Belgium, to discuss the project “Towards a European STE(A)M Platform.” This meeting emphasized the development and implementation of national education strategies in science, technology, engineering and mathematics (STEM).²⁴⁶⁶

On 17 March 2020, the EU announced the extension of the second stage of the Conditional Cash Transfer for Education program. The program strives to aid refugee children by offering financial

²⁴⁶¹ Declaration on Gender Equality and Women Empowerment, G7 Information Centre (Biarritz) 26 August 2019. Access Date: 24 March 2020. <http://www.g7.utoronto.ca/summit/2019biarritz/declaration-on-gender-equality.pdf>

²⁴⁶² Education experts gather at the European Education Summit, NESET (Brussels) 4 October 2019. Access Date: 8 February 2020. <https://nesetweb.eu/en/news/education-experts-gather-at-the-european-education-summit/>

²⁴⁶³ Erasmus+: EU will invest over 3 billion in young Europeans to study or train abroad in 2020, Modern Diplomacy. 9 November 2019. Access Date: 10 February 2020. <https://moderndiplomacy.eu/2019/11/09/erasmus-eu-will-invest-over-e3-billion-in-young-europeans-to-study-or-train-abroad-in-2020/>

²⁴⁶⁴ Second Pilot on European Universities' alliance launched, University World News (London) 9 November 2019. Access Date: 8 February 2020. <https://www.universityworldnews.com/post.php?story=20191108070614822>

²⁴⁶⁵ Erasmus+: EU will invest over 3 billion in young Europeans to study or train abroad in 2020, Modern Diplomacy. 9 November 2019. Access Date: 10 February 2020. <https://moderndiplomacy.eu/2019/11/09/erasmus-eu-will-invest-over-e3-billion-in-young-europeans-to-study-or-train-abroad-in-2020/>

²⁴⁶⁶ BusinessEurope- Education and Training Working Group, EU Stem Coalition (Brussels) 13 November 2019. Access Date: 11 February 2020. <http://www.stemcoalition.eu/publications/business-europe-education-and-training-working-group>

support, removing educational barriers, and increasing enrolment and attendance rates. In enabling the second phase of the program, the EU has contributed EUR50 million to refugee education.²⁴⁶⁷

The EU has taken steps to fully comply with all three pillars of the G20 Initiative on Human Capital Investment for Sustainable Development. Specifically, the EU focused on enhancing teacher training, providing vocational training in STEM disciplines and innovation, and highlighting educational accessibility for disadvantaged groups such as girls and refugees.

Thus, the EU receives a score of +1.

Analyst: Nour Elassinty

²⁴⁶⁷ UNICEF and EU Announce the Extension of the “conditional cash transfer for education” program, UNICEF (Ankara) 17 March 2020. Access Date: 20 March 2020. <https://www.unicef.org/turkey/en/press-releases/unicef-and-eu-announce-extension-conditional-cash-transfer-education-ccte-programme>