

PLEDGES TO THE GLOBAL PARTNERSHIP FOR EDUCATION

The background features a series of overlapping, rounded shapes in shades of orange, red, and purple. The shapes are layered, with the purple shape at the bottom left, the red shape in the middle, and the orange shape at the top. The shapes have a white outline and are set against a white background.

Copenhagen, Denmark

November 8, 2011

GLOBAL
PARTNERSHIP
for EDUCATION

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SECTION I: INTRODUCTION

On 8 November, 2011 in Copenhagen, Denmark, representatives from 52 countries came together to inaugurate a replenishment campaign to commit substantial resources between 2011 and 2014 to achieve quality education for all children, coupled with policy pledges to ensure the best use of those funds. The partner commitments made at this first ever Global Partnership for Education (Global Partnership) Pledging Conference in Copenhagen carry the potential for a dramatic reshaping of roles within the Global Partnership, away from the donor/non-donor divisions of the past toward a new collaboration based on what each can contribute to achieving the Global Partnership goals. Sixty pledges were presented in Denmark from governments, civil society organisations, the teaching profession, the private sector, private foundations and multilateral agencies, which represent a mutual compact to intensify efforts to get every child in school and learning. To achieve a major transformation in global education, the Pledging Conference showcased commitments of new resources, better aid effectiveness, more education programming for vulnerable children and stronger education sector development efforts which will translate into real results over the next three years.

This document summarizes these commitments and their implications and looks at remaining challenges to be addressed in order to track progress both in building the partnership and in achieving its goals. In Section II, an overview of the aims and objectives of the replenishment is provided, along with a brief analysis of the collective contributions of donor partners, developing country partners, civil society, the private sector and private foundations. Section III includes a summary of the Ministerial Session on Girls' Education by the Chair of the Board of the Global Partnership and Section IV includes the Global Partnership pledge. Section V contains a summary of each pledge made by the members of the Global Partnership on the occasion of the Pledging Conference. Finally, Section IV contains a summary of the way forward, including steps to monitor the delivery of the pledges made over the next three years as part of efforts currently underway to strengthen accountability and improve the results-focus of the Global Partnership.

The Global Partnership set ambitious replenishment targets: to raise between \$1.75 billion and \$2.5 billion dollars for the Global Partnership for Education Fund (Global Partnership Fund) and an additional \$5.5 billion in external resources for basic education development in low-income countries around the world over the next three years.¹ The Global Partnership also emphasised the operational framework for the Global Partnership's activities, calling for a comprehensive commitment to the Paris Declaration principles and measurable efforts to improve development effectiveness in the education sector. Finally, the Global Partnership called for a united focus on four important policy priorities: (1) improving gender equality, including the achievement of gender parity in primary and lower secondary school; (2) improving early learning outcomes, including increasing grade 3 literacy rates; (3) improving support for basic education in conflict-affected and fragile states, including increasing technical and financial support; and (4) improving education access for out-of-school children.

In the months leading up to the Global Partnership's Pledging Conference advocates built unprecedented momentum to revitalise the global commitment to realise universal quality basic education. These efforts resulted in an initial commitment of \$1.5 billion in new funds and reflows for the Global Partnership Fund - which matched the pre-conference goal for the event and will enable immediate financial support for

¹ Commitments to increase domestic education financing may include external financing from donor partners and therefore are not mutually exclusive of donor commitments to increase basic education aid. Similarly, the financial value of civil society and the private sector and foundations pledges may include funds from donor governments and agencies and therefore further work is required to determine additionality. However, it is likely that developing country partners, civil society and private sector and foundations are providing additional financing above the bilateral aid levels.

partner countries in 2011. As the replenishment campaign continues, the Global Partnership expects to raise an additional \$500 million for the Global Partnership for Education Fund in 2012.

The Pledging Conference aimed not only to raise funds for the Global Partnership Fund, but also to mobilise support for education through domestic, organisational and bilateral channels. Importantly, five bilateral donors – Australia, the European Commission, Germany, France and the United Kingdom -- all pledged to increase their bilateral aid for basic education in low-income countries. Also, 18 developing country partners collectively pledged to increase their domestic education budgets by over \$2.5 billion between 2011 and 2014, with several others incrementally increasing education expenditures to as much as 20 percent of the national budget. These increases will amount to at least an additional \$5 billion in education investments between 2012 and 2014 (over the 2011 baseline). Across the board, Global Partnership countries showed a strong commitment to continue strengthening and expanding their education systems. In support of these efforts, civil society organisations (ActionAid, The Elders, Oxfam International, Plan International, Save the Children) and the teaching profession (Education International) pledged over \$2 billion worth of organisational investments in efforts to expand quality learning opportunities, especially for vulnerable populations and in conflict-affected and fragile states. In addition, Pearson, Microsoft and the private foundations constituency committed nearly \$750 million towards education development activities between 2012 and 2014. Finally UNICEF, UNESCO and the World Bank will leverage their policy research, financing and country-level programmes to improve education for marginalised groups, especially in conflict-affected and fragile states, while strengthening government systems and building capacity of education stakeholders.

SECTION II: Overview of Pledges

2.1: METHODOLOGY

The Global Partnership replenishment campaign is unique in that it takes an inclusive approach to partner contributions, with bilateral aid, domestic financing and policy commitments from all the partners counted, in addition to direct contributions to the Global Partnership Fund. In order to ensure a clear framework to include legitimate commitments that contribute to the collective aims of the Global Partnership, the Global Partnership's Secretariat developed the following criteria to assess bilateral, domestic and policy pledges. In addition, a short questionnaire was sent to all partners to ascertain the value of pledges made to the Global Partnership replenishment campaign (see Annex 1).

The Global Partnership invited commitments from **donor governments** to increase bilateral aid by \$5.5 billion above current levels, to improve aid effectiveness and to accelerate progress in the priority areas of the Partnership.

- *Additional resources:* Bilateral aid commitments were considered additional using the baseline of average aid to basic education in 2008/2009 to countries eligible to join the Global Partnership.² (Where 2010 or 2011 figures are available, these will be used as the baseline).
- *Aid effectiveness:* Bilateral aid commitments were considered on the basis of policy commitments to improve the effectiveness of donor aid to basic education. The following quantitative indicators were used to assess the commitments made during the November Pledging Conference: predictability, focus on basic education, alignment with national education plans (sector-wide or interim) and donor harmonisation.
- *Policy commitments:* Pledges to increase bilateral support to improve progress in the current policy areas of the Global Partnership were also assessed. Donors who pledged to provide additional financing, develop additional programmes, scale up efforts to improve girls' education and early grade learning, reduce the out-of-school population and support education in conflict-affected and fragile states were assessed using both qualitative and quantitative indicators.

Information provided to the Global Partnership in the Pledging Conference Questionnaire provides the basis for the following analysis. On-going policy dialogue and regular reporting on donor government support for basic education will allow more in-depth evaluation in the future, as part of a joint monitoring process which the Global Partnership will facilitate. While five major donors committed to increase their bilateral aid for education between 2011 and 2014, currently the exact amount of additional external resources specifically for basic education in low-income countries is uncertain. Therefore, figures in Table 2 for aid levels between 2011 and 2014 may include aid for non-basic education subsectors and non-low-income countries, as well as multilateral contributions. In order to track these commitments effectively, agreements will be needed on donor reporting procedures to monitor the quantity of external resources which support basic education development specifically in Global Partnership-eligible countries. Further efforts will also be needed to improve the predictability of basic education aid to allow better planning at country-level given the relative lack of information regarding future aid commitments. The Global Partnership will work to ensure that bilateral aid flows are channelled effectively to Global Partnership-

² Currently, countries eligible for Global Partnership for Education technical and policy assistance include all IDA I, II and II countries (low-income countries according to the World Bank's International Development Association). Countries eligible for grant financing from the Global Partnership for Education Fund include IDA I and II countries (with a GDP per capita below \$1,335).

eligible countries in direct support of nationally owned education strategies (and as country-programmable aid where possible).

In addition to donor government commitments, ***developing country partners*** were invited to join in equal partnership to pledge their own financial and policy contributions. Although further work is required to determine the proportion of domestic financing which is internal and additional (as opposed to externally funded by donors), the replenishment campaign included this important indicator as a component of developing country pledges.

- *Increased domestic financing:* Domestic financing commitments were considered additional using the baseline of budget allocations to basic education (or to the education sector as a whole where this was the only information available) in 2011. Domestic education financing was considered additional based on the percentage increase in basic education (or total education) expenditure between 2011 and 2014.
- *Improved policies:* The policy commitments of Global Partnership countries were assessed according to their focus on the policy areas identified as collective priorities for the Global Partnership and Local Education Groups (LEGs), subject to the country context and status of national education plan implementation in each partner country. Commitments to improve girls' education, improve early grade learning and target out-of-school populations was also considered.

While these efforts are embedded in endorsed sector plans which provide the basis for coordination among country-level education stakeholders, annual joint monitoring of these plans will be undertaken by the Global Partnership to track progress toward specific targets and indicators in the policy priority areas. All pledges should be assessed within the context of the LEGS to ascertain, report on and track measurable indicators related to the pledges made. A table with the specific interventions each country has pledged to undertake is in Annex B.

Finally, commitments from United Nations agencies, the World Bank, civil society, the teaching profession, the private sector and private foundations were invited on the basis that they clearly articulate how they will contribute to the policy priorities of the Global Partnership. These pledges addressed the areas of girls' education, conflict-affected and fragile states, learning outcomes and out-of-school children and included implementation, advocacy, research, monitoring and campaigning activities.

2.2: GLOBAL PARTNERSHIP FOR EDUCATION FUND CONTRIBUTIONS

The Global Partnership pledged to achieve the following in developing country partners:

- An additional 25 million primary school children to enrol in school
- Halving the population of out-of-school children
- An increase in primary school completion rates by 7.5%
- A reduction in the number of grade 3 children who cannot read by 50% in 20 countries over 5 years
- 50 million new textbooks in classrooms
- An increase in teaching quality by providing in-service training to 600,000 teachers

- Increasing the level of education coverage is predicted to reduce the number of children who die annually of preventable causes by 350,000 and to save the lives of 14,000 mothers each year.

The Copenhagen Pledging Conference kicked off the replenishment campaign with an impressive \$1.5 billion in pledges, setting a solid foundation for accelerating education development over the next three years. Fifteen donors – Australia, Belgium, Canada, Denmark, the European Commission, Ireland, Germany, France, Japan, the Netherlands, Norway, Spain, Sweden, the United States and the United Kingdom all pledged to commit new resources to the Global Partnership for Education Fund. Critically, Australia, Denmark, Canada, the European Commission, France, Germany, Ireland, the Netherlands, Norway, Sweden, Switzerland and the UK have committed to predictable, multi-year contributions. This means Global Partnership for Education developing country partners can trust they will get the financing and technical assistance they need to train teachers and deploy them, build schools and to fill them with students, distribute textbooks and ensure that they are being read and to support the transformation of a first grader into a third grader who can read, calculate and think critically. The Global Partnership anticipates future annual funding commitments from existing and other donors in 2012, 2013 and 2014, which will bring the Global Partnership for Education Fund to its ultimate target of \$2.5 billion. New donors, both traditional and emerging, are expected to join the Partnership within the next year. France has committed to providing proceeds raised from the Financial Transaction Tax to support the Global Partnership. The Global Partnership expects to continue its expansion to include new members and will work with its donors to ensure effective resource stewardship to leverage every dollar raised and tap into the collective expertise of its partners to achieve maximum impact.

The Table below sets out the pledges made in Copenhagen. The bulk of the financial commitments are for the new Global Partnership Fund, with some pledges for the Catalytic Fund. Some of the Catalytic Fund pledges reflect commitments made in the period leading up to the Copenhagen Pledging Conference: the total sum already committed is \$122 million.

At the time of the Pledging Conference the Global Partnership had been advised of further pledges of \$128 million from two donors who did not wish yet to announce these commitments publicly. Since 8th November the German Parliament has approved a modest increase in Germany’s funding and Sweden has increased its contribution in 2011. Furthermore, indications from existing donors of further commitments and increases in funding in the out-years of the replenishment period amount to \$218 million (n.b. these are **not** formal pledges as yet, simply informal indications of intent). The following table provides a statement of funds in US dollars as of November 8, 2011 based on an exchange rate of 1.378 with the Euro.

TABLE 1. Commitments to the Global Partnership for Education Fund

Country	Global Partnership for Education Fund	Previous Commitments to other funds for 2011	TOTAL
Australia	278		278
Belgium*		8.1	8.1
Canada*	45	12	57
Denmark	149.7	51.7	201.4
European Commission*	43.1	7.7	50.8
France*		65.5	65.5
Germany*+	21	1	22
Ireland	19.1		19.1
Japan*	2.4	3	5.4
Netherlands	165.1		165.1
Norway+	98		98
Romania*	0.1		0.1
Russia*		2	2
Spain*	26.2		26.2

Sweden+	45	55.7	100.7
Switzerland*+	5.4		5.4
United Kingdom	352.6	50	402.6
United States*	20	2**	22
GPE Secretariat (Investment Income)		59	59
	\$1,270.7	\$317.7	\$1,588.4

* Denotes pledges which are for 2012 only or do not cover the full replenishment period to December 2014. Some pledges are subject to approval by the relevant parliamentary or federal authorities.

** A previous contribution of US\$2 million was provided by the United States to the Secretariat for work on monitoring and evaluation.

+ Includes additional funding committed and/or received since November 2011.

2.3: DONOR PARTNER PLEDGES

Increasing aid to basic education

Australia, France, Germany, the European Commission and the United Kingdom all pledged to increase aid to basic education in low-income countries between 2011 and 2014. Australia announced previously and reconfirmed in its pledge that it would increase education aid to 25 percent of its total aid programme, amounting to \$5 billion overall by 2015. This increase in total education aid will allow Australia to increase the proportion of its financing supporting basic education sub-sectors in low-income countries, which Australia reported amounted to roughly \$500 million in 2010/11. Over the next three years the Global Partnership expects that Australia will become one of the largest external supporters of basic education in the world, with a significant amount of funding provided to the poorest countries, particularly in the East Asia and Pacific region. The European Commission currently provides €2.2 billion in bilateral aid to education in low-income countries and has committed 20 percent of its aid for human development, much of it focused on basic education in countries with the worst education gaps. The United Kingdom continues to provide significant financing for basic education, disbursing an average of \$360 million in support of basic education in 2008/9 to low-income countries and committing to significant increases in future years. Through its bilateral aid programmes, the U.K. Girls Education Challenge and support for the Global Partnership Fund, the United Kingdom is now one of the most important donors in the education sector. France and Germany also pledged to increase their bilateral support for basic education in low-income countries. Because these two countries have historically spent a small proportion of their total education aid on basic education sub-sectors, their commitment to increase basic education aid in low-income countries has the potential to make a real difference in terms of the availability of external support for the implementation of national education plans, though this is not yet

certain. Finally, Norway’s stated policy goal is to keep education support to “at least the same level as in 2008,” which was NOK 1,5 billion (including higher education).

Both Ireland and Spain are working hard to protect their education sector spending between 2012 and 2014 in a context of declining overall aid levels due to the economic crisis. Denmark has committed to maintaining its education aid levels, while channelling more aid through multilateral channels such as the Global Partnership Fund. The Netherlands will reduce education aid between 2011 and 2012, as planned under its new aid policy which de-prioritises education. Belgium, Canada, Japan, Sweden and the United States did not provide information on future aid levels. It will be important for the international community to maintain a transparent exchange of information about the flow of donor resources from all of these countries in order to gauge and mitigate the impact of potential education aid budget cuts in future years. Likewise, the five donors that have pledged to increase their basic education aid were not yet able to provide information on aid levels past 2012 and so the scale of increased resources from these countries is still uncertain.

While the increasing leadership from Australia, the European Commission and United Kingdom will be an important buffer against potential decreases in foreign assistance from other governments, it is essential that greater burden-sharing across all partners be developed in order to reduce the overall vulnerability of the sector to year-by-year funding fluctuations.

Although the Global Partnership has adopted a target of \$5.5 billion additional bilateral aid for basic education in low-income countries, the lack of data currently makes it impossible to ascertain the extent to which this target will be achieved. The European Commission operates in 6 year budget cycles and was only able to provide information on the total budget for that time period and not the annual breakdown. Only the Netherlands, Ireland and Norway provided approximate funding levels for all years between 2011 and 2014. France, Germany, Denmark and the United States provided information on aid levels for basic education in 2011 and 2012. The lack of data from donor partners on future financing levels indicates that predictability is still a major issue warranting attention. In addition, some of the education aid levels provided include programmes for middle-income countries or for non-basic sub-sectors and therefore do not accurately reflect actual resources allocated to low-income countries for basic education. A table has been included in Annex 2 reflecting the level of basic and secondary education aid to all Global Partnership-eligible countries.

TABLE 2. Bilateral basic education aid commitments

COUNTRY	2011	2012
DONORS WHICH PLAN TO INCREASE BILATERAL AID TO BASIC EDUCATION		
Australia	\$480	N/A
France	\$243	\$243
Germany	\$88	\$110
European Commission	N/A	N/A

United Kingdom	N/A	N/A
DONORS WHICH MAY DECREASE AID TO BASIC EDUCATION		
Denmark	\$48	\$68
Ireland	\$68	\$68
Netherlands	\$264	\$202
Norway	\$260	\$260
DONORS WHICH DID NOT PROVIDE ANY INFORMATION		
Spain	N/A	N/A
Belgium	\$94	N/A
Canada	\$347	N/A
Japan	N/A	N/A
Sweden	N/A	N/A
United States of America	\$703	\$740

Valuations based on exchange rates as of 31 December 2011 and represent USD millions. Please note that 2011 and 2012 commitments may include aid to non-basic education sub-sectors and to middle-income countries due to variations in self-reported aid figures provided to the Global Partnership Secretariat.

Improving aid effectiveness

Donors across the board agreed to improve their aid effectiveness, including a greater use of country systems, pooled funding arrangements, better results-focus and better division of labour among donors. Several commitments to improve aid effectiveness are enshrined in policy documents and actions plans; notably Australia (*An Effective Aid Program for Australia: Making a Real Difference – Delivering Real Results*), Canada (*Aid Effectiveness Action Plan 2009-2012*), the European Commission (*Operational Framework on Aid Effectiveness*), Ireland (*Building Education Systems*), Spain (*European Union Code of Conduct*) and the United States (*USAID Forward*). In these cases, very clear commitments were made as part of pledges delivered in Copenhagen. Australia will provide more development assistance through developing country partner systems and processes and will harmonise with other donors through pooled funding mechanisms. Similarly, Canada will increase the amount of basic education aid which is untied between 2011 and 2014 and enhance predictability in its programme-based approaches. Denmark pledged strong support for the aid effectiveness agenda and will “use the most appropriate aid modalities” to support strong national ownership. The European Commission will work to improve the quality and pertinence of general budget support indicators and financial management, in addition to strengthening its focus on improving country-owned management of technical cooperation and the use of local and regional expertise in accountability and transparency. Over 50 percent of Ireland’s education aid is channelled directly to education sectors in its four programme countries and it will work to strengthen

planning, reporting and monitoring systems. Belgium, Germany, France, Denmark, Norway, Spain, Sweden and the United Kingdom also pledged to improve aid effectiveness.

Policy Pledges

Girls' education: Australia, Canada, the European Commission, France, Germany, the Netherlands, Norway and the United Kingdom have all explicitly made girls' education a core part of their education aid programmes. **Australia** will continue to support improvements in women and girls' education in developing countries particularly in Asia and the Pacific. Similarly, gender equality is a cross-cutting theme in **Canada's** aid programme, where a gender analysis is conducted of every policy and programme. Canada will also fund projects and programmes that directly target girls as the primary beneficiaries. In addition, Canada will work to strengthen legislative and policy frameworks, strategies and plans to address girls' education, increase enrolment and participation of girls in basic education, improve girls' learning outcomes and transitions between grades, increase the proportion and capacity of female teachers, ensure girl-friendly school environments, support the collection of disaggregated data and catalyse attitudinal changes in communities' support for girls' education. The **European Commission** will pay particular attention to gender equality at all levels of education and in support of delivering on the Millennium Development Goal of gender parity. **France** pledged to support girls' education in 2012 and 2013 through contributions to UNICEF for work to reduce gender violence, gender discrimination, provide cash transfers to promote school retention and to provide psycho-social and medical support for girls in Burkina Faso, Côte d'Ivoire, Niger and Mali. **Germany** dedicated one of its "Ten Goals for Education" to gender equality, with a focus on improving girls' learning outcomes. Although the **Netherlands** primarily supports education through aligned aid, it will also support girls' education through civil society, UN organisations and business organisations when it is insufficiently included in national education policies. **Sweden** will adopt a special focus on girls' inclusions and **Spain** will reinforce gender equality in its programmes, for example through preferential attention to girls' literacy. **Norway**, in partnership with UNICEF, also explicitly gives particular priority to gender equality in education and finally, the **United Kingdom** committed to a major girls' education effort through its recently announced Girls Education Challenge Fund. The Girls Education Challenge Fund will work with new partners including the private sector and aims to get girls into primary and secondary education, keep them there and enable them to learn. It intends to accomplish the target of reaching at least 1 million marginalised girls through the allocation of funds to projects that are able quickly and effectively to expand education opportunities as well as to innovative projects that test new ideas or explore new ways of supporting girls in education.

Early learning outcomes: The importance of early learning achievement as the foundation for educational progress was confirmed by many of the donor governments that pledged in Copenhagen. **Australia** will prioritise early learning by increasing its focus on literacy, numeracy and basic skills acquisition in basic post-basic, formal and non-formal education. Australia will also emphasise early grade literacy and numeracy in Asia and the Pacific, especially in mother tongue instruction where appropriate and by supporting teacher training in holistic literacy practices and assessment, with differentiated assessment for children with disability, investments in early childhood education, involvement of mothers in literacy acquisition and support for community early learning centres. To improve early learning outcomes, **Canada** will work to improve child and school readiness through the establishment of early childhood development centres and pre-primary classes and schools, the provision of literacy classes for mothers of school children, after-school programmes, improved teacher training certification and accreditation systems for teacher training institutions, school and community libraries and local language books and improved learning environments. **France** will support improvements in quality education and learning achievement through support for improved mother tongue instruction in Benin, Burkina Faso, Burundi, Cameroon, Democratic Republic of Congo, Mali, Niger and Senegal and

improved teacher training in Francophone Africa. **Germany** will support improvements in early learning through investments to improve education quality, for example through early childhood education and the conditions of teachers. In all engagements at the global and national level, **Ireland** will put a strong focus on improving national capacity to assess learning, including through the establishment of new learning assessment systems which provide baseline data and inform targets for improving learning. **Norway** will support early learning through a variety of programmes implemented by multilateral institutions, national governments and civil society. **Sweden** also pledged to place special focus on quality in education. The **United Kingdom** pledged to ensure that all DFID programmes will measure a proportion of children who can read with sufficient fluency for comprehension in the early grades of primary school and the **United States** pledged to improve reading skills for 100 million children in primary grades by 2015.

Conflict-Affected and Fragile States: Several donor governments committed to focusing on education in conflict-affected and fragile states, while others have not made conflict-affected and fragile states a strategic priority but nevertheless provide aid to selected countries affected by conflict or fragility. **Australia** committed more than 50 percent of its regional and bilateral aid programmes to countries that are considered to be fragile. In addition, Australia will support strong, coordinated responses through UNICEF, the Inter-Agency Network for Education in Emergencies (INEE) and the International Save the Children Alliance to ensure that education is a core element of any emergency response. It will also address the importance of disaster preparedness training through adult education, early attention to education in disaster response and improving access to school for children in displaced populations. **Canada** will work to ensure children and youth in situations of emergency, conflict, post-conflict and fragility have access to relevant and appropriate services and opportunities, particularly through support to multi-donor trust funds in Afghanistan, Sudan and South Sudan, as well as through direct support for activities such as non-formal learning opportunities for out-of-school youth. **Denmark** will increasingly focus on education in conflict-affected and fragile states, particularly in Afghanistan, Pakistan, Myanmar and South Sudan. The **European Commission** will also continue to support conflict-affected and fragile states, with 17 out of 46 Global Partnership for Education developing country partners receiving one-third of the European Commission's funding for basic education and technical vocational training, including recent commitments to Sudan, South Sudan and Somalia. The **United Kingdom** will commit approximately 50 percent of its direct education aid in conflict-affected and fragile states such as the Democratic Republic of Congo, Liberia, Sierra Leone, Somalia, Sudan and Zimbabwe. The **United States** has made education in crisis and conflict environments the third pillar of its education strategy and it will support equitable access to education for 15 million learners in these environments by 2015 by investing in learning opportunities for children and youth, strengthening crisis prevention efforts and developing country capacity to provide education services.

Several donors will support education in conflict-affected and fragile states through their bilateral and multilateral education aid, for example, **France** will support education development in Haiti, Côte d'Ivoire, Burundi, Togo, Niger, Central African Republic and Madagascar while **Ireland** will support education in the Palestinian Territories. **Belgium** provides a significant proportion of its aid to conflict-affected and fragile states, particularly in the Democratic Republic of Congo and Burundi. **The Netherlands** will strengthen human security, social cohesion and resilience in 10 post-conflict countries through its contribution of €120 million to the *Peacebuilding and Education Programme*, which will be implemented by UNICEF from 2012 to 2014. **Germany** and **Japan** will both take into special consideration the situation and needs of fragile states, as will **Norway**, which commits to increasing the emphasis on education as an element of humanitarian assistance.

Out-of-school children: Building on the progress made over the past decade to improve access to basic education, several donors explicitly pledged to work toward universal access to learning

opportunities for all children. **Australia** will use a range of approaches and interventions, such as reducing financial and social barriers to schools, upgrading school facilities and staffing and improving participation at all levels of education and training, especially for children with disabilities and marginalised girls. Australia will support government disability-inclusive education programmes by incorporating disability-appropriate policies in national education plans, improving research and data on education for children with disabilities and providing teacher training to develop appropriate school and classroom environments. **Canada** has also made access to quality education a central feature of its aid programme and will contribute to this objective by promoting community-based and non-formal education, targeting remote and hard to reach children, promoting accelerated and alternative learning classes for youth, supporting school construction and fee-free schooling, providing cash and other demand-side incentives and financing and strengthening local capacity for school feeding programmes. **Denmark and Ireland both** reinforced their rights-based approach to education and pledged to work to fulfil the right of all children in all countries to a quality education. In all of its education development programmes, the **European Commission** places special emphasis on equity of access, including through targeted approaches to address disadvantaged and marginalised groups. **Germany** pledged to promote inclusive education that addresses all children, especially marginalised groups as part of a holistic approach that includes early childhood development, basic, secondary, vocational and adult education. The **Netherlands** supports interventions to reach out-of-school children through its support for national education plans in nine countries, including several such as Burkina Faso, Mali, Pakistan, Yemen and Zambia which are home to millions of out-of-school children.

2.4: DEVELOPING COUNTRY PARTNER PLEDGES

Increasing domestic education budgets³

Almost every developing country partner that attended the Pledging Conference aspires to significantly increase education expenditures over the next three years. Based on annual budget information for 21 developing country partners provided to the Global Partnership Secretariat, governments have committed to increase spending on education from a cumulative total of approximately \$7.4 billion in 2011, up to \$8.4 billion in 2012, \$9 billion in 2013 and \$9.8 billion in 2014. These commitments represent an absolute cumulative increase in education budgets of approximately \$2.5 billion which will amount to at least \$5 billion in additional education expenditures across these 21 countries in 2012, 2013 and 2014.⁴ Guinea Bissau and Lesotho will more than double their education budgets, while Zimbabwe (+75%), Côte d'Ivoire (+63%) and Tajikistan (+68%) all pledged to increase their domestic education budgets by over 60 percent within three years. Several other countries pledged to increase domestic education expenditures by over 30 percent, notably Burkina Faso (+31%), Guyana (+30%), Malawi (+37%), Mali (+40%), Mozambique (+37%), Yemen (+30%) and Zambia (+43%), with Niger committing to increase its education budget by 59 percent. Other partners committed to increase their education budgets as a proportion of the total national budget, with the Central African Republic and Timor Leste aiming to bring their expenditures up to between 16 and 20 percent of the total national budget. Cameroon and Sierra Leone also pledged to increase education expenditures; however they did not provide more specific information. Finally, Burundi has committed to maintaining already high levels of education expenditures.

³ Figures have been reported in the currency in which they were provided in the Pledge Questionnaire; these amounts refer to either total education spending or basic education spending depending on the country. Given the relatively large proportion of many education budgets dedicated to tertiary education, monitoring of basic education allocations should be undertaken by Local Education Groups and others with a view to ensuring that overall increases in education expenditures benefit pre-primary, primary, lower secondary and basic skills for youth and adults.

⁴ Note that these amounts have not taken into account possible currency fluctuations and may also include external financing components. Please refer to individual country national education plans and medium-term expenditure frameworks for the exact breakdown of available financing versus external financing needs.

TABLE 3. Developing Country Partner Domestic Education Commitments

DEVELOPING COUNTRY PARTNER	2011	2012	2013	2014
Afghanistan** (USD millions)	545	612	658	702
Benin* (XOF millions)	100,039	101,928	108,337	113,879
Bhutan** (BTN millions)	3,506	3,681	3,865	N/A
Burkina Faso* (XOF millions)	128,131	138,855	152,730	168,460
Burundi***	Maintaining education expenditures at 27% of national budget			
Cameroon	N/A			
Central African Republic* (Proportion of national budget for basic education)	12%	14%	15%	16%
Côte d'Ivoire (XOF millions)	354,590	484,080	532,960	581,850
Ethiopia* (USD millions)	420	484	282	186
Gambia (Proportion of national budget for education)	17%	18%	19%	20%
Ghana	N/A			
Guinea	N/A			
Guinea Bissau* (XOF millions)	3,400	4,100	6,400	7,100
Guyana*	96	105	115	125
Lao PDR***	180	200	220	235
Lesotho (Total increase for basic education in USD millions)	9	12	16	21
Malawi* (USD millions)	207	243	266	285
Mali (XOF millions)	218,780	249,961	277,250	307,518

Mauritania (USD millions)	Increasing to 418 million by 2014			
Moldova***	430	460	488.6	513.7
Mozambique*** (USD millions)	611	683	749	839
Niger* (XOF millions)	124,000	167,000	184,000	198,000
Senegal* (XOF millions)	252,763	252,279	277,507	305,256
Sierra Leone	Increases being negotiated currently			
Tajikistan* (TJS millions)	1,363	1,671	1,914	2,299
Timor Leste***	Increasing to 20% of national budget			
Togo*** (USD millions)	82	88	97	104
Yemen* (USD millions)	866	934	1,002	1,126
Zambia* (ZMK trillions)	2,431	2,821,	3,137	3,492
Zimbabwe* (USD millions)	469	581	693	822

* Basic Education ** Grades 1 - 12 *** Education Sector

Policy Pledges

Overall, significant efforts are currently underway to expand and improve gender parity in education, reach out-of-school children and improve learning outcomes. Developing country partners demonstrated their strong political will to achieve bold targets in education by 2014. The commitments from these partners encompassed a variety of strategies to increase the teaching workforce and improve the quality of teachers, expand early childhood education, increase gender-specific interventions, construct classrooms and increase the supply, relevance and use of pedagogical materials, improve demand-side interventions targeting out-of-school children, implement national assessments in early grades and improve education governance.

To improve **education quality**, developing country partners are investing in a number of reforms to strengthen education systems. By investing in teachers, pre-primary education, learning assessments and other school-based activities (such as mother tongue instruction, provision of free pedagogical materials, increased hours of class-time), developing country partners will improve early learning outcomes. Widespread teacher shortages in many developing country partners will be filled by major recruitment, training and deployment of new teachers and countries will improve in-service training, professional development and teacher management. Major efforts to recruit teachers and reduce pupil teacher ratios will be undertaken; for example, over the next three years, Benin pledged to recruit 10,000 new teachers, **Burkina Faso** will recruit 12,000 new teachers, **Côte d'Ivoire** will recruit 7,500 new teachers, **Malawi** will recruit 6,000 new teachers and **Zambia** will recruit 19,000 teachers by 2020. Every country that pledged also committed to improving teacher policies by professionalising community teachers,

strengthening distance training, providing accommodation and incentives for teachers who deploy to under-served areas, training teachers in early grade assessments and other skills, improving pre-service and in-service teacher training and increasing teacher satisfaction.

Several countries also pledged to increase access to pre-primary education through the annexation of pre-primary classes in primary schools, increased community child care programmes, parental education and the elimination of pre-primary fees. **Afghanistan, Bhutan, Gambia, Guyana, Lao PDR, Lesotho, Moldova, Mozambique, Niger, Senegal, Sierra Leone, Tajikistan, Timor Leste, Togo, Yemen** and **Zimbabwe** all made early childhood development a central component in their education strategies and pledges, including by making pre-primary education compulsory in some cases and lowering the age of grade one intake to age 6 in cases of low pre-primary enrolment.

Critically, many countries pledged to improve the focus on early learning outcomes, utilizing a number of strategies to increase student achievement in literacy, maths, science, technology and basic life skills. **Afghanistan, Côte d'Ivoire, Ethiopia, Gambia, Guinea Bissau, Guyana, Lesotho, Lao PDR, Mozambique, Sierra Leone, Tajikistan** and **Zimbabwe** all pledged to strengthen early learning diagnostic tools and assessments. Many countries will reform curricula and pedagogical materials, improve textbook and school manual distribution and provide free teaching and learning materials to schools. In addition, increasing mother tongue and national language instruction was explicitly referred to by **Ethiopia, Gambia, Mozambique, Mali, Niger** and **Senegal** and many countries pledged to provide remedial instruction and support for slow learners, reform curricula and textbooks and introduce literacy and numeracy teaching methods. Finally a number of countries pledged to increase the number of school days per year, the number of hours of instruction per day, the amount of contact between teachers and pupils and the quality of teachers.

To improve *education equity*, many developing country partners pledged to increase the availability of education, implement strategies to track and target out-of-school children and provide demand-side incentives to overcome educational barriers faced by the most vulnerable children. Already, **Benin, Bhutan, Burundi, Cameroon, Lao PDR, Lesotho, Mozambique, Timor Leste, Yemen, Zambia and Zimbabwe** expressed support in their pledges for the provision of fee-free schooling for all children, through the abolition of school fees and the adoption of constitutional frameworks to ensure the right to education. Further progress in reducing the financial barriers to education is part of the efforts expressed by these countries, as well as by **Côte d'Ivoire, Gambia, Malawi, Sierra Leone and Senegal** which all committed to provide cash transfers, scholarships, block grants for schools, or other demand-side incentives.

Afghanistan, Burundi, Burkina Faso, Cameroon, Côte d'Ivoire, Gambia, Guinea Bissau, Lao PDR, Lesotho, Malawi, Mali, Mozambique, Niger, Senegal, Tajikistan and **Yemen** will all implement policies specifically targeting girls, through strategies such as the recruitment of female teachers, accelerated learning programmes for female teacher candidates, efforts to decrease violence against women and girls and gender stereotypes in the classroom, scholarship programmes, child-friendly school infrastructure, reducing the distance to schools, the introduction of girl-friendly teaching methodologies, increasing the representation of women on school management committees, supporting income-generating activities for women and other targeted strategies to help overcome gender inequality. These efforts will also complement other generalised strategies to encourage out-of-school children to attend school. Thousands of new classrooms will be built, rehabilitated and equipped and will include separate latrines and water sources to reduce the distance to schools and improve school safety and sanitation. Free transportation, free uniforms, construction of dormitories, school feeding programmes, the distribution of dry rations, micronutrients and essential medicines will improve demand for schooling and sensitisation campaigns to educate communities about the importance of education will be developed and expanded in a number of countries. Developing country partners will also improve second-chance

learning opportunities for youth, introduce sub-cycles in each grade to reduce drop-out and repetition and increase literacy and vocational training for youth and adults.

In general, the developing country partner pledges contained robust and ambitious targets for 2014 and beyond and if realised, will represent a major turning point in education development. Developing country partners will implement a series of major reforms to accelerate progress towards universal basic education and improved learning outcomes around the world. Countries reported that these efforts will benefit over 68 million children in pre-primary, primary and lower-secondary, as well as out-of-school children and youth.

2.5: MULTILATERALS AND DEVELOPMENT BANKS

In addition to the traditional bilateral donors, international organisations such as **UNESCO**, **UNICEF** and the **World Bank** also pledged their organisational leadership and finances to support the objectives of the Global Partnership. UNESCO will work to ensure quality inclusive education, notably concerning access, the learning environment and successful outcomes by leading efforts to increase female literacy, strengthening technical capacity to analyse quality constraints and developing a comprehensive, systemic and generic General Education Quality Diagnosis/Analysis Framework to guide rigorous quality reviews of education systems. UNICEF pledged to expand its work via the Out-of-School Children's Initiative into 30 to 40 countries through increased specialised technical assistance to countries and will advocate for stronger social protection policies, strategies and approaches to address the problem of out-of-school children. This will include support for abolishing school fees and eliminating household cost-barriers to education within education sector planning and reform processes. It will also use its role in the Global Partnership in 21 out of the 46 Global Partnership Local Education Groups and its role as Implementing Agency in Madagascar and Guinea and Supervising Entity in Afghanistan to promote the Paris Principles of Aid Effectiveness. The World Bank pledged to redouble its efforts in post-conflict countries and to mobilise substantial financial support to the Millennium Development Goal challenge, including through the implementation of its 2010 commitment to increase support for basic education in low-income countries by \$750 million.

2.6: CIVIL SOCIETY, THE TEACHING PROFESSION, THE PRIVATE SECTOR AND PRIVATE FOUNDATIONS PLEDGES

The civil society, teaching profession, private sector and private foundations constituencies of the Global Partnership made pledges to advance progress aligned with its policy priorities, valued at nearly \$2 billion in organisational investments in education programming between 2011 and 2014. Six international civil society organisations and the Global Campaign for Education network committed significant resources and programmatic activities to provide advocacy and operational support to maintain momentum on the Education for All agenda. Non-governmental organisations, namely the **Elders**, **Oxfam**, **Save the Children**, **Plan International**, **Education International** and **ActionAid** will all provide important contributions to the Education for All movement, including working with communities to advocate for education rights, monitor education sector reform, increase awareness of gender equality issues, child labour, child marriage and early childhood development and develop policies to overcome the worst barriers to high-equity, high-quality education. In addition, organisations such as Save the Children will expand their implementation activities, particularly in fragile states to help another 1.36 million children access school and provide much needed support for education in emergencies.

The teaching profession, with Education International representing 20 million members, will partner with the Global Campaign for Education to launch a campaign in late 2012 to early 2013 to recruit and train and deploy 1.8 million teachers into high-needs areas in Global Partnership for Education developing country partners.

The private foundations constituency of the Global Partnership for Education Board collectively pledged to commit \$687 million through their own education programming initiatives to improve gender equality, improve learning outcomes and particularly literacy outcomes, improve access to education for children in fragile states and decrease the overall number of children out of school. The private foundations constituency will invest in remedial education programmes, develop assessments to measure achievement, strengthening school-to-work programmes, support scale-up of national models to develop early childhood development staff and monitoring resource flows in education. In addition, the constituency committed to provide regular training to teachers in conflict-affected countries, fund community-based organisations to support school attendance and retention, support school-based de-worming and support reforms to improve access to the poorest, ethnic minorities, children of migrants, children affected by HIV/AIDS and children with physical or mental disabilities. For example, the **William and Flora Hewlett Foundation** will invest \$36 million between 2012 and 2014 to improve learning by investing in civil society learning assessments, scaling approaches to improve teaching-learning processes, promoting global and national learning outcomes indicators and monitoring education resources. Private sector companies also showed a strong commitment to increase their leadership and investment in the education sector. **Microsoft** and **Pearson** pledged a combined \$30 million between 2012 and 2015 to increase school access, improve teacher development, school innovation and effective use of Information and Communication Technologies (ICT) in Global Partnership developing country partners, develop clear measurable and agreed metrics for literacy and numeracy in non-OECD countries and to develop, pilot and scale sustainable educational models.

SECTION III: CHAIR'S SUMMARY OF THE MINISTERIAL SESSION- ALL GIRLS READING

During the Pledging Conference, the Global Partnership for Education convened ministerial representatives from 30 countries and 5 development partners in a closed session to discuss the challenges to ensuring positive learning outcomes for girls who face disproportionate disadvantage in their educational experiences. The session focused on what is needed to bring girls' learning outcomes to the level of boys and then to ensure that all children are learning in child-friendly environments where their cognitive and emotional ability to learn is nurtured and thrives. The session concluded with a firm commitment of all participants to prioritise learning for all children, including targeted interventions which will decrease the barriers to girls' learning and improve their educational achievement.

On the occasion of the first Global Partnership for Education Pledging Conference hosted by the Government of the Kingdom of Denmark, in Copenhagen, on 8 November 2011, a gathering of over 35 high-level officials comprised of ministers of education from developing countries, development ministers, heads of international organisations, including the Elders, the Global Partnership for Education, UNESCO, UNICEF and the World Bank, met to discuss the challenge of ensuring that effective policies and programmes are put in place to achieve the goal of enabling all girls to read.

Summary: *We are committed to ensuring that all girls realise their right to a safe, secure and high-quality learning environment where they can gain vital life skills and knowledge. We commit to take immediate action to ensure that girls and boys are learning equally and that both are learning much more. We know that when all girls – and all boys – are able to achieve strong learning outcomes, the world is much more likely to reduce civil strife, improve health and make prosperity for all a greater possibility. The Global Partnership for Education will play a vital role to advance an equitable learning agenda.*

Background: *We are concerned that there are still 67 million children out of school. Over half of those – 35 million – are girls. In some countries, girls are the last to enrol and the first to drop out in difficult times. And it is not just about access; there is also a global learning crisis for girls and boys. Many children who are in school are simply not learning: around 200 million girls and boys in primary school are learning so little that they are struggling to read basic words. The average learning level of children in low-income countries would put them in the bottom five percent of children in high-income countries. This crisis matters and it matters in particular for girls. Girls often receive less time for studying because of home responsibilities; in the classroom, they do not receive as much attention as boys in terms of follow-up questions from their teachers; and they are more likely to drop out because of the lack of sanitary facilities, the prevalence of sexual harassment, early marriage and other factors which affect girls disproportionately.*

Boys' and girls' learning is the key to successful development and to the realization of human rights. Nothing has a greater impact on other development outcomes, such as child health and maternal mortality, than girls becoming literate. An extra year of schooling can boost a girl's future wages by 10 to 25 percent; women typically reinvest 90 percent of their income in their family, compared to 30 to 40 percent of men's income; and educated girls tend to marry later and have fewer and healthier children. In Global Partnership countries, a 10-point improvement in girls' primary completion rate can save 350,000 children's lives per year.

Objectives:

We commit to ensuring that all children and especially girls:

- *master age-appropriate reading skills by the end of grade 2*
- *master the relevant reading and writing skills by the end of primary school*

In order for girls to succeed in mastering reading and other subjects, we commit to:

- *addressing the financial and social barriers to girls' education, including conditional cash transfers and advocacy programmes to involve parents, the community and civil society on the importance of girls' education*
- *providing inclusive educational environments for girls, including appropriate sanitation facilities*
- *ensuring that schools are staffed with motivated and competent teachers, including female teachers as role models*
- *promoting gender equality in society, including cultivating role models for girls and combating child marriage*
- *ensuring schools have high-quality and gender-inclusive curriculum and learning materials*
- *addressing the need for the post-primary education of girls and development of skills for employment*
- *conducting literacy programmes for adult women*

Delivering results: *These goals are achievable. Based on our discussions and technical inputs from the Global Partnership for Education and others, we will take the following steps: i) create a climate where all actors are accountable for whether children are reading: the ministries, parents, teachers, principals; ii) ensure sufficient time in the curriculum so that reading can be effectively taught; iii) provide our teachers with the skills they need to teach better, including the skills to better recognise and tap the potential of girls; iv) provide all children and teachers access to reading materials and ensure reduction in gender stereotypes in reading materials; v) support instruction in mother tongue; and, vi) ensure appropriate ways to measure and assess reading. In order for girls to succeed in mastering reading and other subjects, we will develop educational environments and approaches that are supportive to girls and employ gender-responsive strategies to reduce the educational barriers they face. The international community must help to deliver the support countries need to achieve strong and equitable learning outcomes, in reading, mathematics, science and life skills.*

Our commitment: *We commit to quick but thoughtful actions to improve reading outcomes for girls and boys and especially to reduce gender inequality in reading achievement. We also commit to scale up successful models as rapidly as possible. The result will be to reduce the number of boys and girls who cannot read by at least half within five years.*

SECTION IV: The Global Partnership for Education Pledge

The Global Partnership for Education Secretariat also pledged its un-wavering commitment to a results-focused agenda to deliver concrete improvements in support for developing country partners. This pledge is a collective promise to the next generation and it will require the full effort of the Partnership. By convening its partners and coordinating efforts to improve early learning, expand access to quality education for out-of-school children, increase support in conflict-affected and fragile states and end gender disparity in education, the Global Partnership for Education pledges to deliver results. But the responsibility to achieve these bold targets will depend on the ability of our partners to reflect the importance of education in their own national budgets, to work with each other in a coordinated way and to create inclusive policy dialogues that give voice to the people they aim to serve. If successful, we will be rewarded with 25 million more children in school, a 50 percent increase in the number of literate third graders in our partner countries and gender equality through all cycles of the education system. In the long-term, this will translate into greater stability, stronger social cohesion, more equitable distribution of opportunities and resources and healthier, happier, more productive families. In short, we aim to inoculate every succeeding generation against illiteracy, ignorance and vulnerability and by doing so, to shape the direction of human development.

The following pledge was delivered by Robert Prouty, Head of Secretariat on 8 November 2011.

67 million children are out of school because of poverty, disability, poor health and conflict, or just because they have fallen through the cracks somehow. 200 million children are in school but not learning. Girls are affected the most. This contributes to high infant and maternal mortality rates and flagging economies.

The Global Partnership for Education looks to a world where every child has the opportunity to attend school and receive a quality education. It seeks...by which I mean 'we seek', for the Global Partnership is all of us and these are joint commitments which engage us all...We seek nothing less than fundamentally transformed education systems across the countries we support, with full access for even the most vulnerable children, vast improvements in learning and a safe learning environment.

1. The Global Partnership for Education pledges to improve learning:

(i) It will help all its developing partner countries to assess reading outcomes regularly.

(ii) It will cut in half the number of non-readers in at least 20 countries over the next five years and will provide 50 million new textbooks and reading books. This will be done with a focus on the most marginalised and vulnerable children.

(iii) It will develop consensus approaches to assess and improve mathematics instruction over the next two years.

2. The Partnership pledges to reduce the number of out-of-school children by 25 million and increase primary school completion rates by at least 7.5% over five years. It will do this in part through professional development for 600,000 new teachers.

3. The Global Partnership pledges to seek gender parity in the transition of girls to secondary school.

4. The Partnership pledges to take a rigorous approach to monitoring and reporting of results. The Secretariat will present progress toward the outcomes described here on an annual basis, country by country.

5. *It pledges to increase financing to conflict-affected and fragile states. Currently 10 of these countries have received Global Partnership funding. This will increase to 14 by the end of 2011, to at least 16 in 2012 and to at least 19 in 2013.*
6. *The Partnership will continue to pursue vigorously the aid effectiveness agenda and to report in detail every second year on aid effectiveness trends in education in all partner countries.*
7. *The Partnership pledges to increase its rate of disbursements. In 2010, disbursements reached \$242 million. This year, it will disburse about \$400 million and will average well over \$500 million for the next three years, depending on replenishment totals. The time from allocation to grant signature will be kept under 6 months.*

SECTION V: Pledges

ACTIONAID

ActionAid pledged to expand its programmatic and advocacy work in 5,000 communities in 30 low-income countries to improve accountability for quality public education systems, including budget monitoring and tracking the implementation of education sector reform plans. It will provide education rights training for ActionAid partners and national education coalitions on the charter of 10 core rights that all schools should respect and will collate district and national level citizen's reports on the state of education rights to track progress over time. In addition, ActionAid will support new work on education rights by domestic tax justice campaigns, including advocacy to promote alternative macro-economic models among ministries of finance which challenge the short-term time frames of current economic policy approaches. ActionAid will also work with its partners in the Global Campaign for Education to promote the *Fund the Future* report on aid effectiveness and hold donor governments to account for increasing the quantity and improving the quality of their aid. In addition to strengthening its advocacy activities and accountability efforts, ActionAid will scale up its work on girls' education by partnering with national universities to rigorously document and evaluate girls' education rights and promote effective approaches and international benchmarks on women's literacy using the *Reflect* model.

AFGHANISTAN

	2011	2012	2013	2014
Education Expenditures (USD millions)	\$545	\$612	\$658	\$702

After increasing education expenditures by 32 percent each year for the past four years, Afghanistan committed to continue increasing the education budget for grades 1 through 12 to \$702 million by 2014. To improve girls' education, qualified female teachers will be recruited from urban centres and deployed to rural schools where there is a shortage of female teachers, coupled with monthly incentives and relocation grants to encourage female teachers to teach in rural schools. Local female adolescents who have some education and the potential to become teachers will be identified in close consultation with local community Shuras and will be provided accelerated learning simultaneously with teacher training. These trained female graduates will be recruited as teachers in under-served schools. The Ministry of Education will work with the Ministry of Women Affairs and the Afghanistan Independent Administrative Reform and Civil Service Commission to incorporate the provision of incentives and relocation grants for female teachers into the civil service law.

A system for assessment of student learning achievement will be developed and implemented to identify language and maths learning achievements at completion of grade 3. Primary grade textbooks will be revised with a focus to improve literacy and numeracy rates in early grades. Multiple pathways to education and community negotiated programmes including the expansion of Community-based Education, Accelerated Learning classes, investment in mosque-based education and the enhancement of social mobilisation. Re-opening of closed schools through community mobilisation and empowerment will be rigorously implemented as a strategy in areas with high numbers of closed schools. Greater emphasis will also be placed on creating mutually reinforcing synergies between school-based formal education and mosque-based informal education. The concentration of literacy courses will shift from urban centres to rural areas and attention will be paid to groups with special needs, including people with disabilities and Kuchis. Graduates of the literacy courses will be enrolled in grade 3-4 of primary schools,

depending on the level of their literacy and numeracy. Social mobilisation activities will be expanded to engage communities to find local solutions for the development of education. New schools will be established to make education more easily accessible to children in the areas where walking distance to school is long. These activities will allow Afghanistan to increase student enrolment by 1.8 million -- from 7.8 million to 9.6 million (grade 1-12), increase the national literacy rate to 43 percent, increase the number of schools from 13,000 to 14,600, establish 2,500 new School Management Shura (SMS) and train 66,000 teachers.

AUSTRALIA

	2011	2012	2013	2014
GPE Fund Contribution (AUS millions)	\$30	\$35	\$85	\$120
Increasing Bilateral Aid for Basic Education in Low-income Countries?	YES			
Pledges to Improve Aid Effectiveness?	YES			

Australia pledged to increase bilateral aid for education to 25 percent of its total aid, in line with its 2010 commitment to invest AUD\$5 billion in education aid by the end of 2016. Australia pledged to increase its support for basic education in low-income countries: in 2011, Australia's aid for pre-primary, primary and lower-secondary education was AUD\$480 million (and AUD\$51 million for technical/vocational training for youth and adults) to all partner countries including large middle income economies such as Indonesia and Philippines. Providing more children in developing countries with a quality basic education will remain the major focus of Australia's aid programme, with future allocations to basic education guided by the needs and priorities of its partner countries.

Following on its new policy guide for its education sector development "*An Effective Aid Program for Australia: Making a real difference - Delivering real results,*" Australia pledged to improve the effectiveness of its bilateral aid, building on its performance management and accountability through a series of programmes and corporate reforms. The Australian Government committed to deliver aid that is aligned with the education development priorities identified by partner countries, provide more education development assistance harmonised through pooled funding arrangements with other donors and through the systems and processes of partner governments (to the maximum extent possible) while building capacity in governance and financial management systems. AusAID will also strengthen its results-focus through the development of a high-level results framework and a transparency charter to ensure that data are published in a comprehensive, accessible and timely way.

Australia will continue to support improvements in women and girls' education in developing countries, particularly in Asia and the Pacific. Australia's efforts will include a focus on the barriers to gender equity, particularly at secondary level, including school fees, school location, security issues, early marriage and the low value placed on girls' education in some communities. Australia pledged to increase attention to literacy, numeracy and basic skills acquisition in basic and post-basic, formal and non-formal education. Australia will focus on early grade literacy and numeracy in the Pacific, supported through training teachers in holistic literacy practices and assessment, with differentiated assessment for children with disabilities. In addition, Australia will increase its involvement in early childhood education, including approaches such as involvement of mothers in literacy acquisition, learning assessment in the early grades

and early childhood learning by supporting community early learning centres and early grade mother tongue instruction if appropriate. Australia pledged to commit more than 50 percent of their regional and bilateral aid programmes to countries considered fragile. Based on need, Australia will support the work of non-state providers to maintain education services where the state is not capable of providing them. In post-conflict or post-emergency situations, Australia will support strong coordinated responses through UNICEF, the Inter-Agency Network for Education in Emergencies and the International Save the Children Alliance to ensure education is a core element of any emergency response. Australia will use a range of approaches to improve access and participation at all levels of education and training. These may include reducing financial and social barriers to education, upgrading school facilities and ensuring that schools are adequately staffed with motivated and competent teachers. Australia will also support government disability-inclusive education programmes that benefit all students, with a focus on incorporating disability-appropriate policies in national education plans, improving research and data on education for children with disabilities and teacher training for developing enabling school and classroom environments. Australia's largest bilateral education aid programmes will continue to be in Indonesia, Papua New Guinea, the Pacific and the Philippines.

BELGIUM

	2011	2012	2013	2014
GPE Fund Contribution (EUR millions)	€6	N/A	N/A	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	N/A			
Pledges to Improve Aid Effectiveness?	YES			

Belgium will maintain and possibly expand its support for basic education in the coming years as a reflection of the priority accorded basic education in the legal texts of its development policy. In the Democratic Republic of Congo and Burundi, education is the priority sector for Belgian aid and it will take up the role of lead donor in Burundi's local education group. Belgium will provide, indicatively, €70 million from 2010 to 2013 to support programmes in Democratic Republic of Congo and Burundi, in addition to its existing commitments in Vietnam, Uganda, Niger, Cambodia and Rwanda and €16 million for the Palestinian territories.

BENIN

	2011	2012	2013	2014
Basic Education Expenditures (XOF millions)	100,039	101,928	108,337	113,879

Benin will increase its basic education budget by approximately \$30 million over the coming three years. In order to meet new challenges which have grown out of Benin's *Plan Decennal de Developpement du Secteur de l'Education 2006-2015*, including the elimination of fees for pre-primary and primary school, progressively fee-free secondary school and a commitment to provide better teacher working and living conditions, Benin has pledged 20 percent of its national budget for the education sector. These

investments, coupled with external support from development partners, will allow Benin to build and equip 10,000 new classrooms, create more than 1,000 school canteens, recruit and train 10,000 teachers and strengthen technical teaching, professional development and second chance learning opportunities for youth between 2011 and 2014. The central objectives of Benin's pledge are to improve learning outcomes by 2014 and to achieve a minimum primary completion rate of 90 percent.

BHUTAN

	2011	2012	2013	2014
Basic Education Expenditures (BTN millions)	3,506	3,681	3,865	N/A

The Royal Government of Bhutan will increase its education sector expenditures above 2010-2011 amounts by 5 percent annually, including expenditures for curriculum development, administration, monitoring and support services, as well as higher secondary education. Expenditures following 2013 will fall into the next five-year development plan and are therefore uncertain. Bhutan's National Education Policy will ensure access to basic education for all children, irrespective of gender, social status or ability by designing and implementing effective strategies for reaching the unreached. Such groups include those with special needs (both mentally and physically challenged as well as those with learning disabilities) and special groups who are constrained from accessing education by various factors such as poverty and nomadic lifestyles, among others. Bhutan pledged to target children with special educational needs, improve coverage of early childhood care and development programmes and improve teacher quality. Through the implementation of the Special Educational Needs Policy, Bhutan will ensure that all children with special educational needs –those with disabilities as well as gifted children-- have equal access to quality education that is enabling and responsive to their needs. Bhutan will also implement a policy to provide quality early childhood interventions (age 3 to 6) and support the transition to school among 6- to 8-year-olds. They will ensure that there is a proper mechanism in place to effectively deploy teachers based on need and to enhance the quality of teachers. Bhutan will implement an improved professional development system guided by a comprehensive in-service teacher training master-plan, motivating and incentivising teachers so that they are happy in their profession, thereby leading to better teaching-learning practices. This policy includes five areas; professional development for teachers, teacher recruitment, career tracks for teachers, teacher performance management and teacher deployment. Bhutan pledged to increase net enrolment in basic education to 100 percent, improve learning outcomes in all core subjects (English, Maths, Science) from 40 to 55 percent in 2009 to 60 to 70 percent by 2013 and increase the teacher satisfaction level from 24 percent in 2009 to 70 percent by 2013.

BURKINA FASO

	2011	2012	2013	2014
Education Expenditures (XOF millions)	128,131	138,855	152,730	168,460

Burkina Faso pledged to increase its education budget by 10 percent annually between 2011 and 2014, which will allow it to increase the amount of financing for all levels of education and training to achieve 100 percent primary completion by 2020, with interim targets of 100 percent primary school enrolment and completion rates of 75 percent by 2015. Burkina Faso will also reduce illiteracy from 70 percent in 2009 to 25 percent in 2020, with an interim target to reduce illiteracy to 60 percent (of whom 60 percent

will be women) in 2015. These objectives will be achieved through school expansion, including the construction of 10,000 classrooms and the recruitment and training of 12,000 teachers. More than 67,000 youth will also receive vocational training in nine vocational specialties between 2011 and 2014. Burkina Faso will also continue to expand social mobilisation activities and research to improve enrolment, especially of girls. In order to improve education quality and relevance, Burkina Faso pledged to reduce repetition rates, improve school retention, reduce the student/teacher ratio, increase the number of teaching hours, reform curriculum according to the competence approach and strengthen the initial and in-service training of teachers and support personnel, including pedagogical supervision, continued staffing of student and school textbooks and educational kits. These efforts will be implemented within a framework to optimise the administration and fiduciary management of the education system, including mobilising internal and external resources for basic education and making more efficient and effective use of human, financial and material resources in educational governance. These activities will allow Burkina Faso to increase pre-primary enrolment to 7.8 percent, increase primary gross enrolment to 93.7 percent (with 92.6 percent for girls), increase the primary completion rate to 71.3 percent, increase lower secondary gross enrolment to 71 percent and increase the literacy rate to 60 percent by 2015.

BURUNDI

	2011	2012	2013	2014
Education Expenditures	Burundi pledges to maintain the education budget at or above 27% of the national budget for at least 5 years			

Burundi will maintain its education budget at 27 percent of the national budget. Burundi also pledged to implement strong education system reforms to reduce primary repetition and increase primary completion, following the recent introduction of fee-free primary school which almost doubled the number of children enrolled in primary school. Burundi has added three years to basic education (from 6 to 9 years) as it expands to meet demand for post-primary education. Burundi will construct and equip new classrooms, increase the number of hours of instruction, review the curriculum to improve education quality, reform pre-service and in-service teacher training and professional development and improve the efficiency and effectiveness of resource allocation and implementation. In addition, Burundi will increase education access at the secondary level, especially for girls through a strategy that begins in 2012. They will also develop technical and vocational education to achieve at least a 20 percent employment rate for youth leaving the school system.

CAMEROON*

	2011	2012	2013	2014
Education Expenditures			N/A	

*Further information has been requested.

Cameroon pledged to further the objectives in its 10 year education strategy to universalise primary schooling: 1) reduce gender disparity, 2) improve early learning and education quality, 3) increase access for uneducated children, 4) promote inclusive education and 5) improve education system governance. Cameroon will engage in primary school construction and equipment, increasing the distribution and use of school manuals and introducing ICT in schools. Cameroon will also improve the quality of education through recruitment and professionalisation of contract teachers and improvements in teaching

conditions, through capacity building of the teacher workforce (including initial training, in-service and distance learning) and strengthening supervision and improvements in the governance of the education system. Cameroon will decentralise authority, competencies and resources to sub-national levels and create school councils. They will fight school-based corruption and integrate human rights and citizenship education into curricula. To reach the goal of gender parity and reduce gender violence in school, Cameroon will promote an awareness raising and lobbying campaign (with UNGEI, *Ecole Amie Des Filles*), provide school kits, girls excellence groups, materials and dry rations to those in need. Additionally, they will establish school cafeterias for school feeding programmes. Finally, Cameroon will work to enhance partnerships with the private sector as well as civil society organisations.

CANADA

	2011	2012	2013	2014
GPE Fund Contribution (USD millions)	\$21 million + \$12 million previously committed	\$12 million previously committed	\$12 million previously committed	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	N/A			
Pledges to Improve Aid Effectiveness?	YES			

Canada will contribute an additional \$21 million to the Global Partnership for Education Fund on top of \$12 million annual contributions for 2011, 2012 and 2013. Preliminary 2010/11 data indicate that Canada provided approximately \$335 million in bilateral funding for basic education (primary, lower secondary, life skills training and literacy for women and youth). Canada will continue to improve its aid effectiveness, which will include harmonisation, alignment, predictability, use of country systems, joint missions and joint reviews and inclusive education partnerships. Over the past decade, Canada made progressive efforts to provide development assistance in the most aid effective manner, with 62 percent of its total basic education disbursements in 2009/2010 made through programme-based approaches such as general and sector budget support, pooled funds and other mechanisms such as multi-donor trust funds. CIDA's Aid Effectiveness Action Plan (2009-2012) commits CIDA to "promote the use of joint funding mechanisms and modalities in situations of conflict and fragility, in order to more effectively bridge humanitarian, recovery and longer-term development phases," which includes the education sector. Canada will increase the proportion of untied basic education aid above 90 percent between 2011 and 2014, will increasingly engage in annual technical reviews and joint missions with other donors and development partners and participate in multi-stakeholder efforts to strengthen the role of civil society in development through the promotion of a more favourable environment, improved models of donor support and increased CSO effectiveness and accountability.

CENTRAL AFRICAN REPUBLIC

	2011	2012	2013	2014
Basic Education Expenditures (Percent of national budget)	12%	14%	15%	16%

The Central African Republic has pledged to increase the proportion of its national budget dedicated to basic education from 12 percent to 16 percent in 2014. The Central African Republic will strive to achieve gender parity in primary and lower secondary schools and improve learning outcomes results, which will include a significant rise in literacy rates in grade 3, as well as an increase of access for out-of-school children through school construction, rehabilitation and equipment. The Central African Republic will also improve education quality through teacher training for pre-primary through secondary school grades and provision of school manuals – leading to decreases in the student/class ratio, pupil/teacher ratio and the pupil/textbook ratio. The Central African Republic will also reduce repetition rates to zero, increase primary net enrolment to 100 percent and reduce the illiteracy rate from 67 percent to 50 percent. By 2020, the Central African Republic aims to increase pre-school enrolment to 17.2 percent, increase primary enrolments to 260,000, increase higher education enrolment to 40,000 and increase technical and professional enrolment to 7,000.

CÔTE D'IVOIRE

	2011	2012	2013	2014
Basic Education Expenditures (XOF millions)	354,590	484,080	532,960	581,850

Côte d'Ivoire will increase its investment in basic education by over \$300 million between 2011 and 2014, bringing education expenditures over a billion dollars annually. Côte d'Ivoire pledged to re-establish quality basic education through the construction of three new teacher training centres and a large campaign to recruit and hire 7,500 new teachers. In-service training will also be provided for 5,700 teachers, with an anonymous evaluation of the academic level of teachers to identify knowledge gaps and inform content for refresher teacher training. In addition, 11,900 head teachers and civil servants will be trained in new management procedures (school registration, transfers, keeping charts, financial management) and evaluation tools. In addition, Côte d'Ivoire will undertake the construction of 6,260 new classrooms, the rehabilitation of 4,000 classrooms and the installation of 1,500 water sources and 1,500 latrines in schools. Côte d'Ivoire also pledged to stimulate demand for education through school feeding (546,000 rations), the distribution of dry rations to rural girls (15,000), free school kits and the provision of micronutrients and essential medicines for vulnerable children (30,000). In order to reduce the repetition rate to 10%, Côte d'Ivoire will adopt of a system of sub-cycles, accompanied by measures such as monitoring communication, remedial teaching and school council engagement to support retention of students. Côte d'Ivoire will also implement standardised assessment of student achievement, with results communicated so as to make such assessments a central tool of national and local education reform.

DENMARK

	2011	2012	2013	2014
GPE Fund Contribution (EUR millions)	€36	€36	€36	€36
Increasing Bilateral Aid for Basic Education in Low-income Countries?	NO			
Pledges to Improve Aid Effectiveness?	YES			

Denmark clearly stated its objective to increase aid to 1 percent of GNI over the coming years, with significant commitment to education development. The current finance bill includes €86 million for the education sector in 2012, with €50 million dedicated for government to government cooperation through bilateral support and €36 million for the Global Partnership Fund. In addition, Denmark will allocate funding for basic education through its core support for multilateral institutions, civil society and general budget support. Denmark will also target a proportion of its bilateral aid to support basic education in fragile states including Afghanistan, Pakistan, Myanmar and South Sudan. The Danish government commits itself to the international aid effectiveness agenda and its key principles of national ownership, alignment, harmonisation and results. Denmark pledged to use the most effective aid modalities to support strong national ownership, including budget support, core funding and harmonised joint approaches.

EDUCATION INTERNATIONAL

To improve gender equality in education, including the achievement of gender parity in primary and lower secondary school, Education International (EI) will support the institutionalisation and expansion of Regional Women's Educator Networks in Latin America, Africa and Asia to provide advocacy for girls' education and leadership training for women educators. EI will also develop and disseminate policies to tackle the barriers that prevent girls from benefitting from education, stepping up efforts to promote gender-safe schools and non-sexist pedagogy and curricula. To improve early learning, EI will work with its members to develop a robust definition and multiple ways of measuring the quality of education that goes beyond achievement test scores. EI and members will launch the Global Network on Teaching Quality with UNESCO and the International Council on Education for Teaching (Academia) and other regional and national partners. In addition, EI will implement a new Early Childhood Education Strategy that will lay out specific guidelines for equity and quality in the early years and offer graduate degree scholarships for members that pursue graduate studies in education. EI will set up regional and sub-regional Working Groups on Early Childhood Education (ECE), conduct research and seminars on a study on the provision of ECE. Through the Quality Educators for All Project EI will provide technical and financial support for the development and implementation of competence profiles for primary education teachers. EI will also advocate and support training and upgrading programmes for unqualified and under-qualified teachers, as well as professional development programmes for qualified teachers and school leaders with the intention to scale up the project to additional countries. To improve support for education development in fragile states, Education International will establish a consortium of member organisations to carry out capacity building, professional development and policy guidance activities for teachers' organisations in fragile states, with a special focus on Haiti, Liberia, the Middle East and North Africa. EI will seek active participation with the Interagency Network for Education in Emergencies, to contribute to the policy debate over conflict-affected and fragile states and ensure that member

organisations from donor and fragile countries enforce the implementation of INEE Minimum Standards for Education in Emergencies. To improve education access for out of-school-children, including the reduction in the number of out-of-school children, Education International will target barriers to access, such as child labour, school fees and the professional teacher shortage. EI will partner with ILO-IPEC and the Global March Against Child Labour, to mobilise members and develop policies to tackle child labour and fully implement the ‘road map.’ EI will carry out a study on the elimination of stereotyping in school curricula and the development of models for the delivery of inclusive education. Finally, EI will partner with the Global Campaign for Education to launch a campaign in late 2012 to early 2013 to recruit, train and deploy 1.8 million teachers into high-needs areas in Global Partnership countries. Education International investments in education development will increase from \$1.5 million in 2011 \$1.5 million in 2011 to \$2 million annually between 2012 and 2014, for a total investment of \$7.5 million over 4 years.

THE ELDERS

The Elders committed to support the goal of gender equality by working to end child marriage through its international partnership *Girls Not Brides: The Global Partnership to End Child Marriage*. The partnership will bring together civil society organisations working to end child marriage. It will enable them to raise awareness of the harmful impact of child marriage; to learn from each other; and to mobilise policy, financial and other support to end child marriage.

ETHIOPIA

	2011	2012	2013	2014
Basic Education Expenditures (USD millions)	\$419.9	\$483.7	\$282	\$186.3

Although Ethiopia pledged to increase basic education investments, its internal budget estimates provided to the Global Partnership Secretariat reflect a shortfall in available funds. Nevertheless, Ethiopia will build on major progress in access over the past decade and improve learning outcomes by implementing early grade reading and writing assessments, preparing supplementary reading materials, text books and syllabi in a number of mother tongues and integrating civics and peace education. In addition, Ethiopia will focus attention on efforts to improve education for pastoralists, children with special needs and those living in rural areas.

EUROPEAN COMMISSION

	2011	2012	2013	2014
GPE Fund Contribution (EUR millions)	€15.9	N/A	€15.9	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	YES			
Pledges to Improve Aid Effectiveness?	YES			

In its current programming cycle (2007/8 to 2013), the European Commission will support education in 46 countries with a total amount of €3.9 billion in bilateral aid. Direct support to primary and secondary education will amount to €2.2 billion during this period. Out of the 46 countries, 17 are conflict-affected and fragile countries: 33% of European Commission funding to basic education and TVET, equivalent to €900m, goes to these countries. The EU's renewed Development Policy - *Increasing the impact of EU Development Policy: an Agenda for Change* - commits the European Commission to spend at least 20% of funds on human development and social inclusion. The European Commission will increasingly focus its support on the poorest and most fragile countries and on helping these countries achieve their education objectives. The European Commission's *Operational Framework on Aid Effectiveness* establishes practical steps of implementation for the Commission and Member States including complementarity, division of labour, use of country systems, technical cooperation and accountability and transparency. The European Commission will use a range of aid instruments, general and sector budget support ('sector reform contracts'), pooled funding, projects and mainstreaming (to address gender equality in particular), with intensified policy dialogue. The European Commission will continue to work with partner countries to improve the quality and pertinence of the indicators used for monitoring budget support. The European Commission will promote and support partner government responsibility for improved PFM including the transparency and accountability of the national budget. Taking steps to increase the use of country systems for project support is also a key priority as well as country-owned management of technical cooperation and the use of local and regional expertise in accountability and transparency. The European Commission will support sector reforms that increase access to quality education services and strengthen partner country capacities to respond to global challenges. Attention will be given to ensure an enabling school environment, a relevant curriculum, good teachers, good school management, effective education information systems, systems to strengthen and measure learning outcomes, targeted programmes to address disadvantaged and marginalised groups and making appropriate links with other sectors. Regular and participatory sector reviews will help monitor the national education plans. In the current programming cycle (2007/8 – 2013) the EU supports education (excluding higher education) in Angola, Botswana, Comoros, Côte d'Ivoire, Eritrea, Gabon, Liberia, Namibia, Niger, Seychelles, Somalia, South Africa, Sudan, South Sudan, Swaziland, Zimbabwe, Aruba, Barbados, Dominican Republic, Trinidad and Tobago, Papua New Guinea, New Caledonia, Bangladesh, Cambodia, China, India, Indonesia, Kyrgyz Republic, Lao PDR, Myanmar, Nepal and Pakistan.

FRANCE

	2011	2012	2013	2014
GPE Fund Contribution (EUR millions)	€15.83 previously committed	€15.83 previously committed	€15.83 previously committed	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	YES			
Pledges to Improve Aid Effectiveness?	YES			

France previously committed to multi-year funding for the Global Partnership Fund, which amounted to €47 million from 2011 to 2013. As a member of the Pilot Group on Innovative Financing, France pledged in Copenhagen to implement a financial transaction tax and to dedicate a portion of the revenues raised through this tax to education. In addition, France pledged to implement debt swaps for education in Côte d'Ivoire and the Democratic Republic of Congo. France's bilateral aid for basic education in low-income countries will also increase in the coming years, with €23 million in 2011 committed to support progress in areas such as girls' education, mother tongue instruction and teacher training. France will continue to support education development in Côte d'Ivoire, Benin, Burundi, Burkina Faso, Democratic Republic of Congo, Mali, Niger, Haiti, Chad, Togo, Cameroon, Senegal, Central Africa Republic and Madagascar, particularly through partnerships with UNICEF, direct support from Agence Française de Développement and by becoming a supervising entity for Global Partnership grants.

GAMBIA

	2011	2012	2013	2014
Basic Education Expenditures (Percent of national budget)	17%	18%	19%	20%

The Gambia will increase investments in the basic education budget from 17 percent in 2011 to 20 percent by 2014. The Gambia pledged to implement several new policies to improve basic education between 2011 and 2014. To improve learning and equity, the Government of Gambia will intensify the annexation of early childhood development centres to existing lower basic schools in deprived communities for increased access to pre-school education, provide free teaching and learning materials to schools, increase the use of early grade literacy assessments to improve reading skills (EGRA) and implement national language instruction to enhance reading abilities for early graders. To improve equity, the Gambia will provide a Conditional Cash Transfer (CCT) scheme to help attract out-of-school children (in difficult circumstances), provide scholarships to girls attending lower and upper secondary in order to maintain gender parity for the former and bridge the parity gap in favour of girls for the latter and provide accommodation and financial incentives to attract teachers to serve in deprived communities. Finally, the Gambia pledged to reduce the walking distance to school in deprived regions and introduce donkey carts as a customised means of school transport for children, particularly early graders, from their communities to the nearest school and back. These efforts will lead to more children in basic education, an increase in the number of children who are literate and have improved learning outcomes and the achievement of universal free pre-primary school for all children.

GERMANY

	2011	2012	2013	2014
GPE Fund Contribution (EUR millions)	€5	€6	€5.4	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	YES			
Pledges to Improve Aid Effectiveness?	YES			

Germany will contribute €16.4 million to the Global Partnership Fund between 2011 and 2013. Germany also pledged to increase its aid to basic education in low-income countries. With a total commitment of €224 million for pre-primary through adult education in 2010, Germany will continue the trend of 10 percent annual increases in education aid. Germany will also continue to support education sector development in Global Partnership countries – it has increased primary education aid to these countries from €8 million in 2002 to €99 million in 2010. In 2011 Germany provided €64 million for indicatively, but will increase its allocation to €80 in 2012. Germany also pledged to at least double its total education aid in Africa from €68.5 million in 2009 to a minimum of €137 million in 2013, though exact allocations for basic education sub-sectors are not yet known. Germany will commit increased bilateral resources, both financial and human, for multi-lateral education initiatives under the framework of the Global Partnership – including support to its capacity development initiatives in innovative financing, out-of-school children, education in mother tongue and training and development for teachers. In addition to increasing its basic education aid in Global Partnership countries, Germany also aims to take on more responsibility as a supervising entity for Global Partnership grants in partner countries. Germany is committed to the principles of harmonisation and alignment and will improve its aid effectiveness by supporting education sector strategies with its partner countries, guided by their needs and priorities and in close cooperation with other partners. Finally, Germany will also finance jointly organised international events to bring education stakeholders together to address issues to improve the impact of investments in education.

GHANA*

	2011	2012	2013	2014
Basic Education Expenditures			N/A	

*Further information has been requested.

Ghana pledged to guarantee the constitutional right to education which is free of charge, with a renewed focus on quality and learning outcomes. Ghana will strengthen early childhood development programmes and school readiness. Ghana will also increase teacher supply, by improving teacher training and accountability. In addition Ghana pledged to improve school management by providing management training and tying teacher tenure to performance and by reforming the education sector financial system. Ghana will also ensure that funds are targeted to the neediest children to improve educational equity and will investigate new opportunities in public private partnerships.

THE GLOBAL CAMPAIGN FOR EDUCATION

The Global Campaign for Education (GCE) pledged to strengthen civil society participation in education at both national and global levels. First, GCE pledged that in at least 40 countries national education coalitions will be directly involved in local education group policy dialogues as well as the development of National Education Sector Plans (including ensuring that child labour, poverty and education linkages are addressed) and will deepen their engagement with parliamentarians. GCE will also campaign for increased and improved resource allocation at the national level, including increased transparency and participation in the debate of education policies and monitoring resource allocation and implementation. At the global level, GCE will participate in education policy dialogue through their elected representatives on the GPE Board and will be proactive in debating how to best take forward the GPE so it fulfils its potential. This will include supporting more action on the full Education for All agenda and areas not covered by the current GPE priorities, including an emphasis on and more resources for children with disabilities in low-income countries and Early Childhood Care and Education. The Global Campaign for Education will also support specific policies at the national, regional and global level to promote gender equality in and throughout education systems and to improve learning and teaching conditions (such as supporting child nutrition, inclusive schools, Early Childhood Care and Development and improving teacher training). They will also tackle education challenges in fragile states by monitoring donor support and by establishing a Working Group focused on fragile states to promote shared learning and experience.

GUINEA*

	2011	2012	2013	2014
Basic Education Expenditures			N/A	

* Further information has been requested.

Guinea pledged to tackle the infrastructure and human resource constraints which currently lead to minimum class sizes of 100 children per primary class. With external support for education, Guinea will build 3,004 new classrooms and implement in-service teacher training to raise the quality of teaching.

GUINEA BISSAU

	2011	2012	2013	2014
Basic Education Expenditures (XOF millions)	3,400	4,100	6,400	7,100

Guinea Bissau is committed to increasing its basic education budget by over 100 percent, to 7.1 XOF billion by 2014. Given that the primary school net attendance rate is currently still limited at 67% and the completion rate at 61%, the Ministry of Education of Guinea Bissau is committed to urgently address access to education, through classroom construction and by increasing children's learning time, which is currently limited by widespread double or triple shift systems. Guinea Bissau will also implement initiatives to attract and maintain girls and vulnerable children in school and improve equity through programmes such as school feeding and community sensitisation campaigns, especially in remote or rural areas. In addition, Guinea Bissau pledged to improve learning outcomes through the provision of textbooks and pedagogical materials, the creation of a new teacher recruitment and training policy to expand the system, as well as a policy to reinforce school inspection, supervision and the system of national assessment. Given that Guinea Bissau is a fragile state, it commits to restore and reinforce vital

system capacities of the Ministry of Education, including administrative and financial management and planning and will put in place all the enabling factors for the implementation of subsequent phases of the strategy. Guinea Bissau will reduce the number of children who are out of school by 40 percent, increase enrolment of girls to achieve gender parity, increase the number of trained teachers and reinforce the capacity of the Ministry of Education.

GUYANA

	2011	2012	2013	2014
Basic Education Expenditures (USD millions)	\$96	\$105	\$115	\$125

Guyana will increase its basic education budget by nearly \$30 million between 2011 and 2014, bringing it up to \$125 million. Guyana pledged to improve gender equality in education, including the achievement of gender parity in primary and lower secondary school, by reforming teacher training programmes and encouraging qualified male candidates for teacher training programmes. Guyana will also reform teacher training and review and redesign the curriculum to ensure the delivery of quality education for all. Guyana will improve the quality of classroom teachers and managers through Continuous Professional Development, Non-Graduate Certificate and Education Management Programmes and by 2014 80 percent of the teaching force will be fully trained or graduated. Guyana will also enhance the use of ICT in education. Guyana pledged to improve early learning outcomes and will increase grade 3 literacy rates by making pre-primary education compulsory in its new Education Act, thus ensuring universal pre-primary education by 2013. Accelerated literacy programmes will be strengthened to ensure students meet required standards and structured remediation will be provided to struggling learners. Guyana will also implement the Grade Four Literacy Certificate Assessment to measure students' literacy standards and inform corrective measures in order to ensure that all students are certified as literate before the completion of primary school. Finally, Guyana pledged to improve education access for out-of-school children by decreasing the number of out-of-school children, reducing drop-out rates and expanding inclusive education. Guyana will expand social programmes such as school uniforms, school feeding, transportation and dormitory services and provide more access and equitable opportunities for the indigenous population and other vulnerable groups.

IRELAND

	2011	2012	2013	2014
GPE Fund Contribution (EUR millions)	€3.95	€3.33	€3.33	€3.33
Increasing Bilateral Aid for Basic Education in Low-income Countries?	NO			
Pledges to Improve Aid Effectiveness?	YES			

Ireland pledged €13.95 million to the Global Partnership for the period of 2011 to 2014. Ireland also committed to delivering its bilateral aid through the most aligned and harmonised channel in their partner countries. Over 50% of Ireland's Education budget is channelled directly to education sectors in

four Global Partnership developing country partners: Lesotho, Mozambique, Uganda and Zambia. The most aligned and harmonised channel of aid delivery available will be used in all four countries. In Mozambique, Ireland will work with other donors and the Ministry of Education to finalise a new MOU which will govern a more aligned and harmonised pooled fund. In Lesotho, Ireland will work closely with the Global Partnership Supervising Entity, the World Bank, to strengthen existing planning, monitoring and reporting mechanisms and both agencies will pool funds and use joint monitoring systems. In Uganda Ireland will provide support through a complementary mix of channels: (a) to the Sector Budget Support mechanism – which is fully aligned with government systems and (b) to a range of projects and programmes which will be part of the Ministry of Education’s budget and will be monitored by the Ministry. In Zambia, Ireland will channel aid for the education sector to the sector pooled fund and will place a stronger emphasis in its policy dialogue on strengthening financial and other systems in the sector. In all of its partner countries, Ireland pledges to mainstream gender equality as a policy priority in its education programmes and will make it a focus of its policy dialogue with all partners. This policy priority will be pursued in funding choices and in policy dialogue to partners in bilateral support programmes and through engagement with the Global Partnership. In all engagements at the global and national level a strong focus on improving national capacity to assess learning will be adopted. Ireland is one of a small number of donors who will support the implementation of the education sector plan of the National Palestinian Authority and will also provide support to the UNRWA for education service delivery to the Palestinian Diaspora.

JAPAN

	2011	2012	2013	2014
GPE Fund Contribution (USD millions)	\$5.4	N/A	N/A	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	N/A			
Pledges to Improve Aid Effectiveness?	YES			

Japan will contribute \$5.4 million to the Global Partnership Fund in 2011. As outlined in its Education Cooperation Policy 2011-2015, Japan pledged to strengthen its support for the Global Partnership. It will also promote and implement its “School for All” assistance model to improve learning environments and continue to support education in conflict and disaster-affected countries.

LAO PDR

	2011	2012	2013	2014
Basic Education Expenditures	The Government of Lao PDR is committed to achieving the target of 18% of government budget to education by 2015.			

Lao PDR will increase its education budget to 18 percent of the national budget by 2015. The 2011/12 budget includes for the first time, an allocation to support per-capita non-wage recurrent grants to improve the quality of pre-primary and primary education. The Government of Lao PDR pledged to eliminate significant disparities in education such as those between boys and girls, rural and urban areas and minority groups. It will also expand non-formal approaches at pre-school and primary schools for

children in remote areas without access to traditional schools. A national Early Childhood Development policy is being presented to lay a framework for quality programmes in the domains of health, nutrition, child protection and education for children who are under schooling age. Lao PDR will expand its holistic *Schools of Quality* approach to lower secondary level (in addition to the existing policy for primary) which encompasses six dimensions of quality : inclusive of all children, gender-responsive, healthy, safe and protective environment, effective teaching and learning, strong school leadership and management and community engagement. A series of policies to address teacher development and management will be implemented, including the reform of teacher training practices and a needs-based teacher deployment policy. In order to ensure the health of students, Lao PDR will implement school feeding programmes with incentives for families who keep their children in school. The government is developing a non-formal education policy for learners in remote areas. A policy for student assessment will be enacted to regularly assess student learning outcomes at grade 3 level (in addition to existing grade 5) and include an early grade reading assessment at grade 3. Based on current projections and MDG2 targets, the interventions outlined above are expected to nearly double of the number of children who have access to pre-primary education and increase primary completion rates to grade 5 by almost 50 percent by 2015, which will boost transition rates to lower secondary school.

LESOTHO

	2011	2012	2013	2014
Planned Increases in Basic Education Expenditures (USD millions)	\$9	\$12	\$16	\$21

Lesotho will increase its expenditures on basic education by \$21 million above current levels by 2015. Lesotho pledged to improve the foundation for school by ensuring that more children access early childhood care and development, especially vulnerable groups and girls. The Government of Lesotho will attach reception classes (catering for 5 year old children) to 525 existing primary schools in remote, poor communities to achieve 50 percent pre-primary coverage. Lesotho will implement a curriculum and assessment policy which will reduce the number of primary school subjects from 14 to 6 thematic areas and increase the focus on literacy, numeracy and formative and summative national assessments in grades 3, 6 and 9 to further strengthen school readiness among learners. Lesotho will also improve the literacy and numeracy skills of teachers, equip teachers to assess student learning, incentivise qualified teachers to teach in difficult or remote schools and provide distance teacher education by the Lesotho College of Education to train unqualified teachers in difficult locations. Lesotho also pledged to increase access to secondary schools by capping secondary school fees to help encourage transition from primary to secondary school. By 2015, Lesotho will increase pre-primary enrolment to 40 percent, reduce the student/teacher ratio to 40:1 by 2014, achieve universal access to primary education, reduce repetition to 10 percent and improve grade 3 literacy by 10 percent.

MALAWI

	2011	2012	2013	2014
Basic Education Expenditures (USD millions)	\$207	\$243	\$266	\$285

Malawi will increase its basic education budget from \$207 in 2011 up to \$285 million in 2014. Malawi pledged to achieve gender parity in Standard 7-8 and Form 1 by improving retention, performance and transition of girls by 2014. It also will implement zero-tolerance measures to eliminate gender-based harassment in schools. Malawi will continue efforts to provide separate, clean and safe sanitation for girls in schools, introduce girl friendly teaching methodologies, construct dormitories for girls, train more female teachers, provide bursaries/grants schemes for vulnerable girls, establish mother groups to retain girls in school, increase representation of women in school committees and develop a girls' education communication strategy to act as a major advocacy tool for retaining girls in schools. In order to improve early learning outcomes, Malawi will introduce a more learner-centred curriculum, issue guidelines to emphasise the importance of a maximum class size of 60 in lower standards and introduce literacy and numeracy teaching methods involving modelling and guided and independent practices. Malawi also pledged to assist pupil retention through interventions such as school meals programmes and grant support for orphans and vulnerable children. Malawi will also construct 5 primary teacher training colleges, decentralise teaching and learning materials to districts and expand Primary School Improvement Plans (PSIP) grants to all 34 educational districts. Finally, Malawi pledged to construct 3,500 classrooms across the country which meet national quality standards and increase the supply of qualified teachers to reduce the pupil to teacher ratio. To decrease the number of out-of-school children, Malawi pledged to improve education access by implementing a Complementary Basic Education programme to offer out-of-school children basic skills, equivalent to the completion of Standard 5 and which allow completers of the programme to enrol in upper primary school. Malawi will scale up its Complementary Basic Education programme so that another 200,000 out-of-school children acquire basic skills by 2014. These activities will allow Malawi to reduce the pupil/teacher ratio in primary schools, reduce the pupil/classroom ratio, effectively deliver teaching and learning materials to all primary schools, reduce the drop-out rate, increase access to primary school and improve community participation in school development.

MALI

	2011	2012	2013	2014
Basic Education Expenditures (XOF millions)	218,780	249,961	277,250	307,518

Mali will increase its basic education investments by nearly 30 percent between 2011 and 2014. Mali pledged to rapidly and sustainably improve teacher quality through five policies which will include: increasing the amount of annual teacher training, developing multi-grade schools for areas with low population density, accelerating curriculum reform (particularly in the domain of national language usage in lower education), improving the acquisition and distribution of learning materials and ensuring that every child has a textbook and enhancing teacher training programmes with a special focus on science and technology. Mali pledged to have 100% primary school enrolment by 2015. To ensure this, the Government of Mali will construct 3,000 new classrooms each year, gradually transform community schools into public schools, offer training to all teachers and increase funds and human resources to

certain areas to address geographic inequalities. It will also address gender inequality, through increased advocacy efforts as well as by studying the root of the problem in 4 regions most affected by gender inequality. Mali pledged to increase the efficiency of the education system through management reforms. It will do this by accelerating the decentralisation process, improving human resource practices and implementing a new system for data collection. These activities will allow Mali to improve the pre-school enrolment of children aged 4-6 years from 3.9 percent in 2009 to 8 percent, increase primary completion to 69.1 percent, increase lower secondary completion to 42.9 percent and increase secondary completion to 15.3 percent by 2013. Mali will also increase the number of class days to 150 by 2013.

MAURITANIA*

	2011	2012	2013	2014
Basic Education Expenditures			N/A	

* Further information has been requested.

Mauritania pledged to achieve the Education for All goals through the implementation of the Education Sector Plan 2011 – 2020.

MICROSOFT

Microsoft's pledge involved a focused investment in Global Partnership-eligible countries through established programmatic support. Microsoft pledged to increase access and quality of education through Microsoft *Partners in Learning*. Through this component Microsoft will continue to work with governments in Global Partnership-eligible countries between 2012-2014 in the areas of teacher development, increasing access, school innovation and the effective use of ICT to improve learning outcomes. The focus will be on Helping Transform Education in partnership with the local government and education stakeholders. Included is a partnership with the British Council, which was first developed in Haiti and will be deployed in at least 5 sub Saharan African countries. Microsoft will deploy 5 digital hubs, which will train 37,500 teachers and benefit over 1,875,000 students. Microsoft will also improve support for education development in fragile states, including increasing technical and financial support and improving education access for out-of-school children, including decreasing the number of out-of-school children. Microsoft also pledged focused support for governments to deliver ICT skills-based education through Microsoft IT Academy. Microsoft will provide in GPE Eligible Countries low-cost access to technical training and certification in secondary schools and universities with a focus on increasing the level of science, technology, engineering, maths and technical skills, supporting increased access to jobs and opportunities for students completing the courses. Between 2012-2014, 900 Microsoft IT Academies will be established or supported, with 202,500 students trained and at least 20,000 students certified. The total value of Microsoft's pledge between 2012 and 2014 is \$10 million.

MOLDOVA

	2011	2012	2013	2014
Basic Education Expenditures (USD millions)	\$430	\$460	\$488	\$514

Moldova's national education plan commits to increasing expenditures on education by nearly \$100 million between 2011 and 2014, raising its expenditures to \$514 million. Moldova will make significant

efforts for advancing the inclusion agenda through the National Programme for the Development of Inclusive Education 2011-2020 which foresees increased access to mainstream kindergartens and schools to special needs children. Quality will be addressed through a shift to child-centred approaches and an on-going training/mentoring system for educators, which will directly impact the quality of students' learning outcomes. More attention will be paid to day-to-day school attendance and absenteeism, health education including HIV/AIDS prevention and possible discriminations and violence at school against vulnerable children (especially girls, Roma, children with disabilities and very poor children). These activities will allow Moldova to increase the enrolment rate for pre-school programmes for 3- to 6-year-old children to 78 percent in 2015 and for 6- to 7-year-old children to 98 percent. The enrolment rate for general secondary education will increase to 98 percent in 2015 and discrepancies between rural and urban areas and disadvantaged and middle-income groups will be reduced by at least 5 percent.

MOZAMBIQUE

	2011	2012	2013	2014
Basic Education Expenditures (USD millions)	\$434	\$483	\$528	\$558

Mozambique will increase its domestic education funding by 37 percent between 2011 and 2014. Mozambique also pledged to improve early childhood development and early learning outcomes through improved inter-ministerial collaboration, increased community involvement and preparation for the future introduction of pre-primary, nutritional (parental) education. Mozambique will also implement additional measures to ensure the participation and retention of the most vulnerable children, especially girls, through school feeding, material and/or financial contributions to families and other demand-side interventions such as direct support to schools for the elimination of fees. Mozambique also pledged to reform teacher training with an increased focus on female teacher recruitment, practical skills, classroom management and support and will introduce diagnostic tools to accompany child learning at classroom level. Mozambique will also expand bilingual education, prioritise resource allocation to the first grades of primary education, improve school management and ensure child-friendly school environments. These activities will allow Mozambique to ensure that more children enter primary school at the right age and stay in school until they complete a seven-year primary education, attain basic reading and writing skills in grade 3 and transition to secondary school, specifically by narrowing the gender gap to achieve gender parity.

NETHERLANDS

	2011	2012	2013	2014
GPE Fund Contribution (EUR millions)	€30	€30	€30	€30
Increasing Bilateral Aid for Basic Education in Low-income Countries?	NO			
Pledges to Improve Aid Effectiveness?	YES			

The Netherlands will contribute €30 million annually to the Global Partnership Fund. In the period 2012-2014 the Netherlands will continue to support national education sector plans in 9 countries in a harmonised and aligned manner, often through common baskets with other donors and managed by partner countries themselves. In addition to aligned support to national plans, the Netherlands will support civil society, UN organisations and business organisations in areas such as girls' education and technical and vocational training and education, which are often insufficiently included in education policies. In the period 2012-2014, the Netherlands' aid policy will continue to support education sector plans in Bangladesh, Burkina Faso, Indonesia, Mali, Pakistan, South Africa, Uganda, Yemen and Zambia. However, the Netherlands will progressively decrease its aid for basic education from €198 million in 2011 to €132 million in 2014.

NIGER

	2011	2012	2013	2014
Basic Education Expenditures (XOF millions)	N/A	167,000	184,500	198,900

Niger will increase its budget allocation for basic education to 198 billion francs. Niger pledged to improve education access, quality and institutional development, increasing the share of its budget for education from 18 percent in 2010 to 25 percent in 2016. Niger will engage parents and local officials in the development of pre-school programmes and mass school registration campaigns, increase the number of years of basic education to 10, build 2,500 schools each year, establish school canteens in nomadic and remote areas, increase the use of national languages for instruction, improve the distribution system for textbooks in both formal and informal settings and provide high-quality, low-cost manuals and guides for learners and teachers. Niger also pledged to develop a career plan for contract teachers, including the progressive recruitment of 3,500 to the public sector and 6,000 contract teachers, the provision of teacher training and professional development and progressive support from the government for holiday pay of community teachers. To eliminate gender disparities in education, Niger will establish an effective communication mechanism to encourage behavioural change in favour of girls' education, provide dry rations for girls in rural zones with low rates of female enrolment and implement legal and operational frameworks to overcome barriers to girls' education and training. By 2014, Niger will increase pre-primary enrolment rates to 8.7 percent, increase primary enrolment rates to 81 percent, increase primary completion to 60.6 percent and reduce the number of repeaters to 10 percent. Lower secondary enrolments will increase to 16.7 percent, adult literacy will increase to 34 percent and over 100 million out-of-school children and teenagers aged 9 to 14 years will have access to non-formal or formal education.

NORWAY

	2011	2012	2013	2014
GPE Fund Contribution (NOK millions)	150	150	N/A	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	N/A			
Pledges to Improve Aid	YES			

Norway provided a total of €63 million to the Global Partnership Fund, increasing its 2011 commitment by €10 million during the Pledging Conference itself. Norway also pledged to channel an increasing share of education aid through multilateral institutions, as a contribution to better division of labour between development partners. Around 50 % of Norwegian education support is channelled through multilateral organisations. Main partner countries that receive direct support (including focus areas for budget support) are Nepal, Palestinian territories, Madagascar, Pakistan, Afghanistan and Burundi. Norway will also give particular priority to gender equality in education, where UNICEF is a key partner. Finally, Norway will improve support for education development in fragile states, specifically through increased emphasis on education as an element of humanitarian assistance.

OXFAM INTERNATIONAL

Oxfam pledged to monitor the commitments made by donor partners, specifically governments and multi-lateral institutions, to the Global Partnership as well as to basic education more generally. They will track the delivery of financial commitments to ensure that donors are following through on their promises. They will also monitor progress against commitments to improve aid effectiveness made in association with the Global Partnership for Education replenishment campaign as well as the upcoming Fourth High-Level Forum on Aid Effectiveness in Busan, Korea. Finally, they will continue to work with the Global Partnership to support ongoing improvements in the initiative so that it reaches its full potential as a robust, ambitious and effective mechanism in support of the Education for All goals. Oxfam will also support Southern NGO partners financially and technically (through the facilitation of learning and capacity development) to monitor and hold their governments accountable for the delivery of high quality education programmes, especially for girls, and to engage in education policy dialogue. To respond to the challenge identified by the Global Partnership to improve the quality of education, Oxfam pledged to support the professionalisation of un(der)qualified teachers in order to sustain the continuing expansion of access to basic education, the quality of education and by extension, learning outcomes. They will collaborate with coalition partners and the Global Partnership in removing obstacles to effective teaching in line with the EFA goals, the EFA Teacher Task Force and the upcoming ADEA Triennale in 2012: Education and Training for Sustainable Development in Africa.

PEARSON

Pearson pledged to work with the Global Compact on Learning to develop clear, measurable and agreed metrics by which to measure the success of the Compact's goals and thus provide a mechanism to demonstrate progress. This mechanism would include the development of a test of literacy and numeracy for non-OECD countries enabling a common set of standards that will be locally applied to improve the performance of both learners and nations. Specifically, Pearson will provide time, resources and expertise to achieve this over the next 12 months. Working with governments, NGOs, donors, foundations and others, Pearson pledged to invest time, expertise and funding to develop, pilot and scale sustainable and innovative models to deliver high-quality educational outcomes that are independently validated and are self sustaining. Pearson also pledged to develop new qualifications and mechanisms to support the development of a generation of 'Edupreneurs' – people not only trained as teachers but also in entrepreneurial skills to enable them to establish and scale 'right cost' schools in the developing world. To achieve this, Pearson will work with other partners to develop a unique 'Eduprenuer' course and qualification for delivery in Africa, Latin America and Asia. Pearson will also offer seed funding to candidates who are able to demonstrate a clear and sustainable business model for implementation. In order to deliver on these three goals, Pearson pledged to make significant investments, up to the value of

\$20 million, in low-cost, sustainable solutions, existing or new and invited partnership investments with governments, CSO's, donors and others.

PLAN INTERNATIONAL

Plan International pledged to increase funding for its education programmes by 32% (\$55 million) from 2011 to 2014, with a particular focus on supporting girls' education and marginalised children. In the next 5 years, Plan will develop a global campaign called Because I am a Girl (BIAAG) that will officially launch on September 22, 2012 with the 2012 Girls Report and will work locally, nationally and internationally to influence and improve both education institutions and the systems that govern them. It will promote and support child-friendly and gender-sensitive learning environments through strategic partnerships with communities and alliances with other stakeholders. In 2011 Plan's programmes will reach 56.5 million students, approximately half of them girls, from pre-primary to lower secondary school. They expect to reach 8.1 million additional girls and 8.4 million additional boys in the next 3 years.

PRIVATE FOUNDATIONS CONSTITUENCY

The Private Foundations Constituency of the Global Partnership pledged to collectively support the policy priorities of the Global Partnership through financial and technical assistance. The 10 Private Foundations in this constituency will increase their support for education development from \$213 million in 2011 to \$238 million in 2014 to benefit 50 million children directly in 27 Global Partnership countries. The constituency pledged to invest its resources in order to improve gender equality in education, including the achievement of gender parity in primary and lower secondary school, better access to and quality of relevant post-primary education, increased educational retention of girls through interventions that delay pregnancy, stop early marriage, increase girls' safety, support economic empowerment and support the transition to work. In addition, the constituency will support gender-disaggregated research on learning achievement.

To improve early learning outcomes, which include increasing grade 3 literacy rates, the Private Foundations Constituency will strengthen remedial education programmes (in cooperation with governments), develop assessments to measure achievement in literacy, numeracy, cognitive skills, critical thinking, knowledge and socialisation, support civil society assessments of children's learning and trials of scalable, cost-effective approaches to improve teaching-learning processes and strengthen school-to-work transition programmes for young people to give them access to knowledge, skills, networks and technology to succeed in the global economy and lead change in their communities. In addition, they will support models at a national scale that develop Early Childhood Development staff capacity, building on the southern Africa experience with Ilifa Labantwana, support advocacy for adequate and effective resources invested to improve children's learning and monitor education resource allocations, flows and expenditures.

To improve support for education development in conflict-affected and fragile states, which involve increasing technical and financial support, the Private Foundations Constituency will strengthen the ability of Ministries of Education, such as in Liberia and South Sudan, to lead education reform in the country. They will also provide regular training to teachers to teach critical thinking in conflict-affected and fragile countries and participate in or collaborate with the Inter-Agency Network for Education in Emergencies (INEE) and the Inter Agency Standing Committee (IASC) Education Cluster. To improve education access for out-of-school children, the Private Foundations Constituency will support reforms for the poorest, ethnic minorities, children of migrants, those affected by HIV/AIDS and children with physical or mental disabilities and support the expansion of school-based de-worming. They will also fund community-based organisations (CBOs) to support increased access to and attendance in school, will help build CBO capacity to reach more vulnerable children and families, will advocate for increased

resource flows to communities and will advocate for budget priorities and accountability mechanisms that protect the rights of all children to access, inclusion and protection in education.

The William and Flora Hewlett Foundation specifically pledged to improve early learning outcomes, including the increase of grade 3 literacy rates by financing and supporting civil society assessments of children’s learning, trials of scalable, cost-effective approaches to improve teaching-learning processes, promoting of global and national learning outcomes indicators and investing in advocacy to ensure adequate and effective investment of resources to improve children’s learning and monitoring of education resource allocations, flows and expenditures. These efforts will include global programmes that influence work in many countries, as well as country-based programmes primarily in 6 Global Partnership developing country partners: Ghana, Kenya, Mali, Senegal, Tanzania and Uganda.

SAVE THE CHILDREN FUND

Save the Children pledged to increase the education access of children in conflict-affected and fragile states, to increase the quality of the learning environment and experiences of children in schools and to scale up the delivery of Literacy Boost, which is Save the Children’s proven method for improving early grade literacy skills. Save the Children, having succeeded in ensuring that 1.64 million children in conflict-affected and fragile states have access to school, committed to secure access to education for another 1.36 million children, half of whom will be girls. Save the Children also pledged to scale up support for children to acquire early grade reading and writing skills, which include testing, teacher training, community mobilisation in support of literacy and through more print-rich environments (through Literacy Boost which will benefit 550,000 children). These pledges are a small proportion of Save the Children’s overall education programmes, which will increase from a total of \$300 million in 2012 to \$400 million by the end 2014 for a total investment of \$1.05 billion.

SENEGAL

	2011	2012	2013	2014
Basic Education Expenditures (XOF millions)	252,763	252,279	277,507	305,256

The Government of Senegal pledged to increase basic education investments from 252 billion francs in 2011 to 305 billion francs in 2014. Senegal will develop early childhood care programmes, which will include community day care centres and pre-school opportunities and diversify education opportunities, particularly by taking an inventory of Koranic schools, creating a unified curriculum for these types of establishments and strengthening Franco-Arab schools. Senegal will also improve education quality through human resource management reforms to increase efficiency and the transfer of best practices to improve education outputs and national strategies to improve quality. Senegal will also improve its support for out-of-school children through the implementation of a new information system for tracking out-of-school children and scale up diversified non-formal education programmes and multi-cultural, multi-lingual initiatives to improve literacy. Finally, Senegal pledged to increase demand-side incentives for marginalised girls to improve gender parity in school.

SIERRA LEONE

	2011	2012	2013	2014
Basic Education Expenditures	Increases are being negotiated currently.			

Sierra Leone pledged to provide scholarships for girls who sit for and pass the national Grade 9 (lower secondary) examination to encourage female retention and completion of basic education and bring about gender parity especially in Grades 7 to 9 (lower secondary). Sierra Leone will ensure that all schools have and are able to maintain a source of potable water, safe, hygienic and separate toilet facilities for male and female students and teachers as well as access to community health care and de-worming facilities. It will also increase teacher/student contact hours by phasing out double-shift schooling and increasing the length of the school day. Sierra Leone will carry out national early grade reading and mathematics assessments in order to confirm the findings of small scale studies and take necessary actions to address identified learning deficiencies and make changes necessary to improve learning at all levels of schooling. The findings from the national assessments will lead to changes in: (i) structure and content of the curriculum; (ii) methodology of instruction in schools; (iii) teaching/learning materials content and availability; (iv) methods, content and intervals of national assessment; and (v) structure, content and duration/frequency of pre-service and in-service training programmes. Sierra Leone also pledged to fully commence the functioning of a Teaching Service Commission, which will help to ensure the availability of qualified and competent teachers in areas suffering from teacher shortages. Finally, Sierra Leone will establish, equip and staff schools in areas that lack such facilities and are thus unattractive to private providers and missions and undertake innovative practices designed to attract out-of-school children. These activities will allow Sierra Leone to significantly improve learning achievement at all levels of schooling, reduce gender and geographical disparities in schooling and learning achievement, increase the demand for higher education and improve Sierra Leone's social and economic stability.

SPAIN

	2011	2012	2013	2014
GPE Fund Contribution (EUR millions)	€20	N/A	N/A	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	NO			
Pledges to Improve Aid Effectiveness?	YES			

In addition to Spain's pledge of €20 million to the Global Partnership Fund, the government of Spain also offered its technical cooperation and specialised staff in 14 low-income countries to support basic education development. Spain is also committed to aid effectiveness, including a commitment to the Code of Conduct for a better division of labour between the European Union donors in low and middle-income countries, though future education aid policies will depend on the outcomes of the upcoming general elections.

SWEDEN

	2011	2012	2013	2014
GPE Fund Contribution (SEK millions)	185	100	100	100
Increasing Bilateral Aid for Basic Education in Low-income Countries?	N/A (currently under evaluation)			
Pledges to Improve Aid Effectiveness?	YES			

In addition to committing 485 million Swedish kroner to the Global Partnership Fund, Sweden committed to improve aid effectiveness by harmonising the policy and directions of donors and governments, developing more coherent and effective systems of financing education and of reporting results and providing follow-up. Sweden's basic education aid will focus primarily on the inclusion of girls and education quality and they will support education development in Afghanistan, Tanzania, Bangladesh, Cambodia and Bolivia.

TAJIKISTAN

	2011	2012	2013	2014
Basic Education Expenditures (TJS millions)	1,363	1,671	1,914	2,299

Tajikistan pledged to increase coverage of early childhood education and development, increase enrolment and attendance in remote areas especially of girls and improve the health status of students. In order to improve early learning, Tajikistan will reform the pre-school system to increase coverage with Early Childhood Development including structure and content. Tajikistan will lower the Grade 1 intake age (from 7 years old to 6 years old) to address low enrolment (7%) in pre-school education. Tajikistan intends to address issues of physical access to safe schools especially for girls including the lack of classrooms, distance to schools in remote areas and water and sanitation problems to increase education access. Tajikistan will work to strengthen education management, use resources more efficiently and expand their financing reform to other levels of education. Tajikistan will implement an assessment system to monitor quality, which will include aspects of the learning environment, teacher and materials quality and curriculum and will develop new standards for the curriculum by 2014.

TIMOR LESTE*

	2011	2012	2013	2014
Education Expenditures	Timor Leste commits to increasing its education budget to 20% of the national budget.			

*Further information has been requested.

Timor Leste is committed to increasing its education budget to 20 percent of the national budget. Timor Leste pledged to improve education quality and achieve universal access to all levels of education. Timor will provide nine years of free basic education and promote equal opportunities for school access and

completion. Timor will improve the quality of school governance as well as the effectiveness of school management, create safe school environments and strengthen learning outcomes. By 2015, Timor Leste pledged to achieve 50 percent enrolment in pre-primary among children aged 3 to 5 years, 95 percent enrolment in primary school and increase retention to almost 100 percent.

TOGO

	2011	2012	2013	2014
Basic Education Expenditures (USD millions)	\$82	\$88	\$97	\$104

Basic education is at the centre of the new education plan of Togo, with expected increases in basic education expenditures of over \$20 million between 2011 and 2014. The government will strive to achieve quality universal primary education and expand access and completion of lower secondary education. Togo will improve pre-primary education opportunities, especially in rural areas and increase enrolment in pre-primary programmes to 22 percent by 2020. To address basic education access, Togo will work to construct more classrooms and convert community schools into public schools. By 2020, 1,800 new teachers will be recruited and trained and 5 teacher training colleges will be built. In secondary education, the government will focus on access and retention by constructing more classrooms and converting community centres into schools. Finally, Togo will work to improve the management and governance of the education sector.

UNESCO

UNESCO will leverage the expertise of its Headquarters, Regional Bureaus and the International Institute for Educational Planning to support the development of robust, evidence-based national education strategies and to build the technical capacities of civil servants and ministries of education to analyse and prioritise the binding constraints to the attainment and sustenance of desirable levels of education quality and learning outcomes. UNESCO will work to ensure quality inclusive education, notably concerning access, the learning environment and successful learning outcomes. It will do this by leading efforts to increase female literacy and improve gender equality and by reviewing and monitoring education policies in selected countries to ensure the inclusion of disadvantaged children in quality education. It will also provide technical, policy and normative standards to bear in fragile states, which include planning and management in post-conflict states as well as support for curriculum development, teacher training and psycho-social support in the classroom. In order to better fulfil this mandate, UNESCO will reform its presence in the field to strengthen its role in the interface between domestic policy dialogue and external aid. UNESCO will also contribute to improvements in education quality through support for teacher training and teaching quality and monitoring and evaluation to ensure the availability of good data and information, especially through the Global Monitoring Report and the UNESCO Institute for Statistics. As part of its role to improve education data, UNESCO will develop a comprehensive, systemic and generic General Education Quality Diagnosis/Analysis Framework that Member States can adapt and use to guide rigorous quality reviews of their systems. UNESCO's programmes will contribute \$120 million in 2012 and 2013 to its education development activities.

UNICEF

UNICEF pledged to strengthen national capacity, specifically in fragile contexts and to increase access to quality education for children, particularly girls and other marginalised/vulnerable children. Approximately 60% of UNICEF's country level expenditures are in OECD/DAC identified fragile states. Of the 27 countries supported by the Education in Emergencies and Post-Conflict Transition programmes in

2010, 56% were affected by conflict and 31% were in a period of post-conflict transition. UNICEF will maintain its engagement in these states. UNICEF will use its role as Coordinating Agency (CA) in 21 out of the 46 Global Partnership developing country partners (as well as its role as Implementing Agency in Madagascar and Guinea and Supervising Entity in Afghanistan) to promote the Paris Principles of Aid Effectiveness in the following ways: encourage and facilitate development partner harmonisation and coordination, ensure government leadership and strengthen participatory approaches in developing education sector plans and Global Partnership funding proposals, strengthen community engagement and local delivery systems, invest its basic education Country Programmes in alignment and support of education sector plans and Global Partnership processes and influence national investments from an equity perspective. UNICEF will support the Global Partnership’s stated objectives primarily through a steadfast commitment to equity and by reaching all children everywhere, especially the most disadvantaged and marginalised including girls and children growing up in some of the most challenging circumstances such as fragile states. Reaching children, especially girls, in fragile and transitioning states will be achieved primarily through the provision of school and other supplies, Back-to-School Campaigns, second-chance education opportunities and accelerated learning programmes, investments in teachers through training and the provision of teaching and learning materials, support to communities and families (School Management Committees and Parent Teacher Associations) and national capacity development and strengthening of education management information systems.

UNICEF is now leading the Global Out-of-School Children Initiative (OOSCI), launched in 2010 together with the UNESCO Institute for Statistics (UIS) in 25 countries in 7 regions. The OOSCI aims to achieve a breakthrough in reducing the number of out-of-school children as well as in addressing disparities in access, attendance and completion. UNICEF will consolidate its work on OOSCI together with its partners, build on the lessons learned from the 25 countries and roll-out the work on out-of-school children into more (30 to 40). They will include those with high rates of primary school-age children out of school, e.g. Djibouti, Eritrea and Niger; as well as Afghanistan, Haiti and Zimbabwe. This will be done through increased specialised technical assistance to countries and through knowledge-building and knowledge-sharing. UNICEF will advocate for stronger social protection policies, strategies and approaches to address the problem of out-of-school children, including abolishing school fees and eliminating household cost-barriers to education within education sector planning and reform processes.

UNITED KINGDOM

	2011	2012	2013	2014
GPE Fund Contribution (GBP millions)	£70	£50	£50	£50
Increasing Bilateral Aid for Basic Education in Low-income Countries?	YES			
Pledges to Improve Aid Effectiveness?	YES			

The United Kingdom (UK) pledged to contribute £220 million for the Global Partnership Fund with the release of its 2011 leverage fund of £70 million. It will continue to support the Global Partnership in the coming years, with future contributions conditioned on the performance of the Global Partnership and the level of contributions from other donors. The UK pledged to improve aid effectiveness in accordance with the Paris Declaration. The Department for International Development (DFID) will also support girls’ education through the previously announced Girl’s Education Challenge Fund, which will reach up to one

million girls, especially those from marginalised backgrounds. DFID also pledged to measure the proportion of children who can read with sufficient fluency for comprehension at early grades of primary school. Finally, DFID pledged to spend around half of its direct education aid in conflict-affected and fragile states.

UNITED STATES OF AMERICA

	2011	2012	2013	2014
GPE Fund Contribution (USD millions)	\$2	\$20	N/A	N/A
Increasing Bilateral Aid for Basic Education in Low-income Countries?	NO			
Pledges to Improve Aid Effectiveness?	YES			

The United States of America pledged a contribution of \$20 million to the Global Partnership Fund, following a grant of \$2 million to support monitoring and evaluation by the Global Partnership Secretariat. The United States also pledged to improve its aid effectiveness through the USAID Forward Initiative, which aims to reform and revitalise USAID’s strategic policy, planning and evaluation capabilities and to redefine how USAID will engage with partner countries. These reforms are key to implementing the aid effectiveness principles while ensuring more effective programming and closer collaboration with local actors in education and other sectors. The United States pledged to focus particular support for early learning outcomes and education in fragile states. In the first case, the United States pledged to improve reading skills for 100 million children in primary grades by 2015 and in the second case the United States will increase education access for 15 million learners in conflict-affected and fragile states by 2015 by strengthening crisis prevention efforts, supporting learning opportunities for youth and developing partner country institutional capacity to provide education services.

WORLD BANK

The World Bank reaffirmed its pledge (original made in September 2010) of an additional \$750 million in funding for basic education by 2015 from the International Development Association (IDA) to help low-income countries off track to reach the education Millennium Development Goals. Using a ten-year baseline (\$763 annual average investment between 2001 and 2010), the Bank will meet its pledge by 2015 by sustaining support for basic education at about \$1 billion per year over the next three years (FY2013-FY2015). The Bank will also continue to provide financial, technical and administrative support to the Global Partnership Secretariat, at the request of the Global Partnership Board and partner governments and is committed to exploring co-financing from IDA for Global Partnership countries to leverage additional resources for basic education. The World Bank committed to improve the impact of its education financing, consistent with the Paris Declaration on Aid Effectiveness, and to supporting subsequent agreements to achieve more effective delivery of aid. The World Bank will also integrate education development in policy dialogue with country governments to promote the importance of investments in basic education. Finally, through its Education Sector Strategy 2010, the Bank will support the policy priorities of the Global Partnership by supporting policies, programmes and interventions that evidence shows improve access to learning opportunities for the poorest children, girls, ethno-linguistic minorities and persons with disabilities. The Bank will work with country governments and development partners through its new System Assessment and Benchmarking for Education Results (SABER) initiative,

in order to help countries assess progress on reducing gender gaps in education, promoting education in fragile states and increasing the enrolment and attendance of out-of-school children. The World Bank will also redouble efforts to improve basic education in post-conflict and fragile states through its post-conflict hub in Kenya. .

YEMEN

	2011	2012	2013	2014
Basic Education Expenditures (USD millions)	\$866	\$934	\$1,002	\$1,126

Yemen provided a pledge despite being unable to attend the Pledging Conference. Yemen committed to improve gender equality in education by increasing awareness of the importance of education for girls, (also for hard to reach children and children with special needs) and will recruit and deploy 2,000 female teachers to rural areas. Yemen will improve the learning environment and achievement in reading and writing in grades one through three, which will include increased support for teaching and learning for general supervisors and school directors. The government of Yemen will also support the efforts of non-government institutions to improve literacy and provide basic training skills in vocational areas such as computers, henna, hairdressing, cosmetics and incense industries. This will be coupled with new programmes such as microfinance and small business training. These efforts will result in a decrease in the gender parity index in basic education from 17 points to 13 points by increasing net enrolment rates for females and improvements in 4th grade student achievement on TIMS assessments. Yemen will also increase the number of people enrolled in illiteracy eradication programmes to 5 percent of the total illiterate population.

ZAMBIA

	2011	2012	2013	2014
Basic Education Expenditures (ZMK billions)	2,431	2,821	3,137	3,492

Zambia pledged to increase its investment in basic education by nearly one trillion Zambian Kwacha by 2014. These additional resources will enable the country to deliver on its pledge to make education free and compulsory for grades 1 to 12 learners. To improve the transition rate from primary to secondary school, the government of Zambia will construct more secondary schools to absorb the increased population of post-primary learners. To improve the quality of education, the Ministry will recruit 19,000 teachers from 2012 to 2019. To increase access at both primary and secondary school levels, Zambia will build education infrastructure using both the community and contractor modes. Zambia will also increase community participation in education through the absorption of community schools into the public sector. These measures will allow the country to increase the transition from primary school to secondary school, reduce the teacher/pupil ratio, eliminate multi-shift schools at primary school level, improve transition and completion rates and increase contact time between teachers and pupils.

ZIMBABWE

	2011	2012	2013	2014
Basic Education Expenditures (USD millions)	\$469	\$581	\$693	\$822

Zimbabwe pledged to establish a national baseline of early primary (grade 3) literacy rates by 2012, from which it will be able to track and improve these rates. It will work to improve literacy rates with targeted measures such as the mainstreaming of early childhood development in all primary schools, teacher development and quality enhancing. Zimbabwe will reduce primary drop-out rates and increase transition from primary to lower secondary through a phased reduction of compulsory school fees and levies. To address out-of-school children, particularly orphans and vulnerable children, Zimbabwe will introduce a major programme of 2nd chance and skills education. Zimbabwe intends to retain gender parity in primary and lower secondary education and expand access to quality basic education, especially for orphans and vulnerable children. Additionally, it will improve the quality of learning by a 10 percentage point increase in end of primary examinations by 2015. Finally, Zimbabwe will increase pre-primary enrolment of 5 year olds and primary completion to 90 percent, with an increased rate of transition to secondary school of at least 80 percent by 2015.

CONCLUSION: Delivering Results

The Global Partnership is nothing less than its partners and by establishing a platform for dialogue and interaction among the world's education stakeholders, the Pledging Conference witnessed a resounding affirmation of the vision of Dakar in Denmark. In total, the Pledging Conference featured 60 pledges – which is only the beginning of a renewed effort to galvanize a global commitment to deliver quality education for all children by 2015. The pledges delivered at the Pledging Conference for the Global Partnership represent an unequivocal show of political will to achieve quantum leaps in education development over the coming three years. By investing \$1.5 billion in grant funding from the Global Partnership Fund in some of the world's poorest countries, the international community takes the first step in filling the major resource needs to achieve universal quality basic education.

Each of the developing country partners has developed national education strategies which are now the basis for cooperation in the sector, bringing donor and civil society partners together in support of country-owned plans to scale up education. Each of these countries has committed to substantial domestic investments in education development. Their ability to maintain these ambitious increases in education expenditure will depend in part on the ability of the international community to provide predictable, effective aid for basic education to fill their financing gaps. Many countries have made serious advances over the past decade, increasing education expenditures, eliminating primary school fees, recruiting and training thousands of teachers and expanding school construction. These policies have in turn led to increased education access for millions of children and the international community has responded by providing much-needed resources to continue to improve upon the gains made.

This demonstration of international commitment to invest time and resources to achieve Education for All is an important next step for the Global Partnership. The education investments that partners have collectively committed must now be extended to cover the full global need to ensure each child has a safe childhood, full of books, teachers and classrooms. Donors, the teaching profession, the private sector, private foundations and civil society organisations must be prepared to commit the remaining resources to support developing country governments in their task to ensure that the right to education is enjoyed by all children, regardless of gender, income, race, ethnicity, location or ability.

The compact between donor governments and developing country partners must now be embedded in a clear framework to deliver the resources and the results. The Global Partnership Secretariat is currently developing this framework, which will operationalise the results-focus of the Global Partnership's monitoring and evaluation of progress in the education sector. As part of these efforts, the Mutual Accountability Matrix will allow a clear delineation of the roles, responsibilities and pledges of each partner, at both global and local levels. By establishing a transparent framework with clear indicators, enabled by a cooperative approach to monitoring, the Global Partnership will measure progress on the delivery of commitments. The Secretariat will present this monitoring framework for presentation to the Board of Directors in early 2012, which will form the basis for improving accountability in the Global Partnership. This will help to ensure that the Global Partnership, comprised of 46 developing country partners (and growing), 20 donor governments and hundreds of civil society, private sector, foundations and teacher organisations – now revitalised, reformed and re-launched – will reach its full potential in keeping education for all children at the forefront of national budgets and policy strategies. The time has come to translate all of the momentum of the past decade into lasting, sustainable change for the world's children and to deliver on the next revolution in development.

ANNEX 1: Survey Questionnaires

Developing Country Partner Replenishment Pledge Questionnaire

The Global Partnership for Education has undertaken a replenishment campaign to mobilise resources and political commitment to achieve the Education for All goals. Our partners have been invited to join us in Copenhagen on 8 November 2011 at the Global Partnership for Education Pledging Conference to deliver their pledges. As such, we are seeking commitments which contribute to the financial and policy goals of the Partnership for the period 2011-2014. These replenishment campaign objectives are:

- \$2.5 billion in contributions to the Global Partnership for Education Fund
- \$5.5 billion in total additional financing for basic education in low-income countries, including increased bilateral aid and domestic financing for basic education
- Improved effectiveness and impact of bilateral and multilateral aid to basic education in low-income countries
- Expanded programmes and activities to improve gender equality in education, improve early learning outcomes and education quality, increase access to education for out-of-school children and increase support for fragile states

We request that your pledges express concrete action that your government plans to undertake towards the achievement of these goals over the next three years and that these commitments reflect new or expanded efforts to achieve progress towards Education for All. In order to measure the value of contributions to the Global partnership for Education replenishment campaign and to accurately report on your pledge, we request that all partners attending the Pledging Conference complete and return this short questionnaire to Sarah Beardmore at sbeardmore@globalpartnership.org by 28 October 2011. If you are unable to provide any of the information requested below, please indicate when you expect to be able to provide it. All of the information you provide us on this questionnaire will be kept strictly confidential until 8 November 2011. If you need more space to provide your answers please feel free to include additional documentation.

1. Country
2. Name of delegation contact person for this pledge
3. Email address of delegation contact
4. Are you planning to increase your domestic financing for basic education above current levels between 2012 and 2014 (including increased expenditures for pre-primary, primary and lower secondary education, as well as for basic life skills for youth and adults) (YES/NO)?
5. Are you planning to increase your domestic financing for basic education above current levels between 2012 and 2014 (including increased expenditures for pre-primary, primary and lower secondary education, as well as for basic life skills for youth and adults) (YES/NO)?

6. If YES, what is the estimated increase in expenditures for basic education? Please indicate the estimated total budget allocation for basic education for the following years: 2011, 2012, 2013 and 2014.

The policy objectives set by the Global Partnership for Education over the period of 2012-2014 are to:

- **Improve gender equality in education, including the achievement of gender parity in primary and lower secondary school**
- **Improve early learning outcomes, including increasing grade 3 literacy rates**
- **Improve support for education development in fragile states, including increasing technical and financial support**
- **Improve education access for out-of-school children, including decreasing the number of out-of-school children**

7. Are you planning to implement any new policies between 2012 and 2014 which will improve basic education quality and/or access (YES/NO)? If YES, what policies are you planning to implement and how will they help to improve basic education and achieve the above objectives?
8. What are the anticipated outcomes of your pledge?
9. How many pre-primary, primary and lower secondary school-age children will benefit from your pledge?

Donor Partner Replenishment Pledge Questionnaire

The Global Partnership for Education has undertaken a replenishment campaign to mobilise resources and political commitment to achieve the Education for All goals. Our partners have been invited to join us in Copenhagen on 8 November 2011 at the Global Partnership for Education Pledging Conference to deliver their pledges. As such, we are seeking commitments which contribute to the financial and policy goals of the Partnership for the period 2011-2014. These replenishment campaign objectives are:

- \$2.5 billion in contributions to the Global Partnership for Education Fund
- \$5.5 billion in total additional financing for basic education in low-income countries, including increased bilateral aid and domestic financing for basic education
- Improved effectiveness and impact of bilateral and multilateral aid to basic education in low-income countries
- Expanded programmes and activities to improve gender equality in education, improve early learning outcomes and education quality, increase access to education for out-of-school children and increase support for fragile states

We request that your pledges express concrete action that your government plans to undertake towards the achievement of these goals over the next three years and that these commitments reflect new or expanded efforts to achieve progress towards Education for All. In order to measure the value of contributions to the Global partnership for Education replenishment campaign and to accurately report on your pledge, we request that all partners attending the Pledging Conference complete and return this short questionnaire to Sarah Beardmore at sbeardmore@globalpartnership.org by 28 October 2011. If you are unable to provide any of the information requested below, please indicate when you expect to be able to provide it. All of the information you provide us on this questionnaire will be kept strictly confidential until 8 November 2011. If you need more space to provide your answers please feel free to include additional documentation.

1. Country
2. Name of delegation contact person for this pledge
3. Email address of delegation contact
4. Are you making a contribution to the Global Partnership for Education Fund (YES/NO)? If YES, what is the amount of your contribution to the Global Partnership for Education Fund in 2011, 2012, 2013 and 2014?
5. Are you planning to increase your bilateral aid to basic education for low-income countries (YES/NO)? If NO, are you planning to decrease your bilateral aid to basic education below 2009 levels at any point between 2012 and 2014 (YES/NO)?
6. How much is your estimated total aid to basic education (including pre-primary, primary, lower secondary and basic life skills for youth and adults) in low-income countries in 2011, 2012, 2013 and 2014?

7. Are you making a commitment to improve the effectiveness of your bilateral aid to basic education between 2012 to 2014 to better comply with the Paris Declaration on Aid Effectiveness (YES/NO)? If YES, please explain which principles will be adopted and how your operations will improve in terms of the Paris principles and indicators.

The policy objectives set by the Global Partnership for Education over the period of 2012-2014 are to:

- **Improve gender equality in education, including the achievement of gender parity in primary and lower secondary school**
- **Improve early learning outcomes, including increasing grade 3 literacy rates**
- **Improve support for education development in fragile states, including increasing technical and financial support**
- **Improve education access for out-of-school children, including decreasing the number of out-of-school children**

8. How will your pledge contribute to the achievement of the above objectives?
9. What are the anticipated outcomes of your pledge?
10. How many pre-primary, primary and lower secondary school-age children will benefit from your pledge?
11. In which countries?

Civil Society, Private Sector and Private Foundations Replenishment Pledge Questionnaire

The Global Partnership for Education has undertaken a replenishment campaign to mobilise resources and political commitment to achieve the Education for All goals. Our partners have been invited to join us in Copenhagen on 8 November 2011 at the Pledging Conference to deliver their pledges. As such, we are seeking commitments which contribute to the financial and policy goals of the Partnership for the period 2011-2014. These replenishment campaign objectives are:

- \$2.5 billion in contributions to the Global Partnership for Education Fund
- \$5.5 billion in additional financing for basic education in low-income countries, including increased bilateral aid and domestic financing for basic education
- Improved effectiveness and impact of bilateral and multilateral aid to basic education in low-income countries
- Expanded programmes and activities to improve gender equality in education, improve early learning outcomes and education quality, increase access to education for out-of-school children and increase support for fragile states

We request that your pledges express concrete action that your organisation plans to undertake towards the achievement of these goals over the next three years and that these commitments reflect new or expanded efforts to achieve progress towards Education for All. In order to measure the value of contributions to the Global partnership for Education replenishment campaign and to accurately report on your pledge, we request that all partners attending the Pledging Conference complete and return this short questionnaire to Sarah Beardmore at sbeardmore@globalpartnership.org by 28 October 2011. If you are unable to provide any of the information requested below, please indicate when you expect to be able to provide it. All of the information you provide us on this questionnaire will be kept strictly confidential until 8 November 2011. If you need more space to provide your answers please feel free to include additional documentation.

1. Organisation
2. Name of delegation contact person for this pledge
3. Email address of delegation contact:
4. Are you making a contribution to the Global Partnership for Education Fund (YES/NO)? If YES, what is the amount of your contribution to the Global Partnership for Education Fund in 2011, 2012, 2013 and 2014?

The policy objectives set by the global partnership for education over the period of 2012-2014 are to:

- **Improve gender equality in education, including the achievement of gender parity in primary and lower secondary school**

- **Improve early learning outcomes, including increasing grade 3 literacy rates**
- **Improve support for education development in fragile states, including increasing technical and financial support**
- **Improve education access for out-of-school children, including decreasing the number of out-of-school children**

5. How will your pledge contribute to the achievement of the above objectives?
6. What are the anticipated outcomes of your pledge?
7. How many pre-primary, primary and lower secondary school-age children will benefit from your pledge?
8. What is the estimated financial value of your pledge in 2012, 2013 and 2014?
9. If your pledge represents an increase over your current levels of investment in basic education in low-income countries please indicate the amount of your current financial investments in basic education for 2011.

ANNEX 2: Donor aid for education

The following table shows levels of aid for basic education and secondary education for all Global Partnership for Education-eligible countries using the GMR database based on OECD-DAC figures.

Countries eligible for funding from the Global Partnership for Education include: Afghanistan, Angola, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Cameroon, Central African Republic, Chad, Comoros, Republic of Congo, Democratic Republic of Congo, Cote d'Ivoire, Djibouti, Eritrea, Ethiopia, The Gambia, Ghana, Guinea, Guinea Bissau, Haiti, Kenya, Kiribati, Kyrgyzstan, Lao PDR, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Moldova, Mongolia, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Papua New Guinea, Rwanda, Sao Tome and Principe, Senegal, Sierra Leone, Solomon Islands, Somalia, Sudan and South Sudan, Tajikistan, Tanzania, Timor Leste, Togo, Tonga, Uganda, Uzbekistan, Vanuatu, Viet Nam, Yemen, Zambia, Zimbabwe -- as outlined in the Global Partnership's Needs and Performance Framework.

Levels of aid for basic education include direct aid for basic education, 50% of education (level unspecified) and 10% of general budget support. Levels of aid for secondary education include direct aid to secondary education, 25% of education (level unspecified) and 5% of general budget support.

Basic and Secondary Education Aid Commitments and Disbursements (\$US millions)						
BASIC EDUCATION						
Country	2008		2009		Average Commitment for Basic Education in 2008 and 2009	Average Disbursement for Basic Education in 2008 and 2009
	Commitment	Disbursement	Commitment	Disbursement		
Australia	52	37	38	52	45	45
Belgium	27	29	36	34	31	32
Canada	114	149	234	158	174	154
Denmark	50	41	31	37	41	39
France	125	102	52	90	88	96
Germany	154	101	101	138	128	120
Ireland	47	47	42	42	44	44
Italy	21	13	25	27	23	20
Japan	124	159	182	177	153	168
Korea	12	5	6	11	9	8
Luxembourg	5	5	7	7	6	6
Netherlands	223	288	102	203	162	245
Norway	54	75	88	77	71	76
Spain	25	117	117	120	71	118
Sweden	14	67	102	59	58	63
Switzerland	11	11	23	16	17	13
United Kingdom	63	183	487	327	275	255
United States	403	200	460	324	431	262

SECONDARY EDUCATION						
Country	2008		2009		Average Commitment for Secondary Education in 2008 and 2009	Average Disbursement for Secondary Education in 2008 and 2009
	Commitment	Disbursement	Commitment	Disbursement	Commitment	Disbursement
Australia	14	10	1	12	7	11
Belgium	28	23	40	28	34	26
Canada	56	26	133	61	95	43
Denmark	3	11	17	17	10	14
France	45	56	33	48	39	52
Germany	69	62	65	68	67	65
Ireland	25	25	18	18	22	22
Italy	6	8	6	6	6	7
Japan	45	54	109	94	77	74
Korea	49	14	52	19	51	16
Luxembourg	8	8	9	9	8	8
Netherlands	62	25	32	27	47	26
Norway	16	14	35	18	25	16
Spain	18	28	21	30	20	29
Sweden	7	12	29	9	18	11
Switzerland	11	9	4	8	7	9
United Kingdom	43	67	202	126	122	96
United States	44	17	20	19	32	18