

PLEDGING CONFERENCE SUMMARY REPORT

Copenhagen, Denmark

November 8, 2011



GLOBAL
PARTNERSHIP
for EDUCATION

INTRODUCTION

On 8 November, 2011 in Copenhagen, Denmark, representatives from 52 countries around the world 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. In the months leading up to the Global Partnership for Education's first-ever pledging conference, advocates built unprecedented momentum to provide help for out-of-school children, improve early learning outcomes, mobilize more support for children in fragile states and achieve gender equality in education. These efforts resulted in an initial commitment to jump-start the replenishment with \$1.5 billion for the Global Partnership for Education Fund. The pledges of \$1.5 billion for the Global Partnership for Education Fund matched the pre-conference goal for this kick-off event, for which the target is to reach \$2.5 billion before the end of the three-year replenishment period. In addition, the Pledging Conference featured pledges to increase domestic spending on basic education by more than \$2 billion and pledges to increase bilateral aid for basic education from at least five major donors. Civil society, the teaching profession, the private sector and foundations also pledged to invest almost \$2 billion of their own organizational resources to expand activities in universal quality basic education programs over the replenishment period. In total the Pledging Conference featured 57 pledges – which is only the beginning of a renewed effort to galvanize a global commitment to deliver quality education for all children by 2015.

PARTICIPANTS

| | | |
|-------------------------------|------------------------------------|-------------------|
| Action Aid | Guinea | Rwanda |
| Afghanistan | Guinea Bissau | Save the Children |
| Australia | Guyana | Senegal |
| Belgium | Hewlett Foundation | Sierra Leone |
| Benin | Ireland | Spain |
| Bhutan | Japan | Sweden |
| Burkina Faso | Lao PDR | Tajikistan |
| Burundi | Lesotho | The Elders |
| Cameroon | Malawi | The Netherlands |
| Canada | Mali | Timor L'Este |
| Central African Republic | Mauritania | Togo |
| Cote D'Ivoire | Microsoft | UNESCO |
| Denmark | Moldova | UNICEF |
| Education International | Mozambique | United Kingdom |
| Ethiopia | Niger | United States |
| European Commission | Norway | World Bank |
| France | Oxfam | Zambia |
| Gambia | Pearson | Zimbabwe |
| Germany | Plan International | |
| Global Campaign for Education | Private Sector/Private Foundations | |
| | Constituency | |

GLOBAL PARTNERSHIP FOR EDUCATION FUND CONTRIBUTION SUMMARY

The Global Partnership for Education Fund provides supplemental financing to low income countries to support the improvement and expansion of their basic education systems – so that all children, no matter their income, ability, ethnicity or gender, can gain the knowledge and skills they need for a better life. From 2003 to 2010, the Global Partnership for Education has raised US\$2.2 billion dollars through its Catalytic Fund and Education Program Development Fund, which has provided grant funding to support national education plans in 37 low income countries on four continents around the world. This funding, coupled with strong domestic political will and well-coordinated education aid has supported the construction of over 30,000 classrooms, one year of training for 337,000 teachers, and the distribution of over 200 million textbooks. By supporting the efforts of partner governments to strengthen and expand their education systems, Global Partnership for Education Funding and technical assistance has enabled an additional 19 million out of school children to attend primary school since 2003.

Yet, the progress achieved has not been enough: 67 million children around the world are still out of primary school and low income countries still face major financing shortfalls to achieve Education for All. As a response to the enduring discrimination, poverty and exploitation that many children still face as obstacles to gaining a basic education and the urgent challenge to deliver quality learning opportunities, the Global Partnership for Education has launched a new, more flexible and independent fund structure – the Global Partnership for Education Fund. This fund will allow the Global Partnership for Education to deliver both traditional aid and innovative funding – results-based financing, sector budget support, private sector funding and even donations from individuals – to ensure that a truly global partnership of willing governments, hearts and minds can pool their energy and resources into making sure all national school systems have the resources they need to get every child in school, learning.

In light of the education crisis – compounded by the financial crisis, the growing population of young people in the world, and the pressing need to invest in the future of the next generation of leaders -- the Global Partnership for Education launched a replenishment campaign to ensure that no child, no matter where she or he is born, is abandoned to a fate of illiteracy and vulnerability. The target set – to raise \$2.5 billion in grant funding for basic education by 2014 – would allow 25 million children to go to school for the first time. It will also support improvements in education quality, including training for 600,000 new teachers and the distribution of 50 million textbooks – ultimately reducing illiteracy among third graders in Global Partnership for Education countries by 50 percent in at least twenty countries. Over the next five to twenty-five years, these improvements in basic education, which will translate into greater empowerment and life skills, will save the lives of 350,000 children and 14,000 mothers annually. In order to mobilize international support to achieve these transformative goals, the Global Partnership for Education convened 17 donor governments and agencies in Copenhagen to ensure that enough funding from the Global Partnership for Education Fund is available from 2012 to 2014 to support robust, ambitious education strategies in at least 46 countries. This direct funding for national education development will also be complemented by important technical assistance and country support from the Global Partnership for Education Secretariat and its partners to develop and implement strong education strategies with ambitious targets.

The Pledging Conference event kicked off the Global Partnership for Education's replenishment campaign with an impressive \$1.5 billion dollars in contributions, 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 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 partner countries can trust they will get the financing and technical assistance they need to both train teachers and deploy them, to both build schools and to fill them with students, to both 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 for Education also anticipates future annual funding commitments from other donors in 2013 and 2014, which will bring the fund closer to its ultimate target of \$2.5 billion for the period of 2011-2014.

In addition, 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 for Education, if implemented. The 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 the tap into the collective expertise of its partners to achieve maximum impact.

As the replenishment campaign continues, the Global Partnership for Education expects to hit its target of \$2.5 billion and to continue to provide well-coordinated, aligned and efficiently invested resources to support national education plans in a growing list of countries which have stepped up their efforts to eradicate illiteracy and improve the quality of life for children around the world.

GLOBAL PARTNERSHIP FOR EDUCATION FUND CONTRIBUTIONS

| Donor Country Partners | 2004 – 2010 | 2011 – 2014 |
|------------------------|-------------|------------------|
| Australia | 38 | 278 |
| Belgium | 25 | 8 |
| Canada | 55 | 57* |
| Denmark | 72 | 201* |
| EU – EC | 127 | 53* |
| France | 31 | 65* |
| Germany | 21 | 21* |
| Ireland | 50 | 19 |
| Italy | 35 | 0 |
| Japan | 6 | 5.4 |
| The Netherlands | 488 | 167 |
| Norway | 162 | 100 |
| Romania | 1 | .1 |
| Russia | 13 | 2* |
| Spain | 326 | 28 |
| Sweden | 117 | 74 |
| Switzerland | 8 | 0 |
| UK | 425 | 352 |
| USA | 0 | 22 |
| Secretariat | | 59** |
| TOTAL | | \$1,511.5 |

*Includes a proportion of funding committed prior to 8 November 2011

**Includes expected carry-over funds from the Catalytic Fund

DEVELOPING COUNTRY PARTNERS PLEDGE SUMMARY

In an unprecedented show of support for basic education, 30 developing country partners have pledged to expand their efforts to improve education access and quality, including major investments to improve girls' education, learning achievement and support for out of school children. Between 2011 and 2014, the Global Partnership for Education's developing country partners pledged to increase domestic expenditures for basic education by at least \$2.2 billion dollars. Some developing country partners have pledged to increase their basic education budgets by hundreds of millions and others are literally doubling their basic education expenditures in the span of 4 years. Afghanistan, Benin, Bhutan, Burkina Faso, Cameroon, Central African Republic, Cote D'Ivoire, The Gambia, Guinea Bissau, Guyana, Mali, Malawi, Mozambique, Lesotho, Lao PDR, Niger, Zambia, Senegal, Tajikistan, Togo, Zimbabwe and Zambia have all pledged to increase education expenditures, with other developing partner countries committing to maintain already high levels (18 to 27 percent of national budgets) for domestic basic education. These increased domestic investments in basic education, representing enormous political will on the part of ministries of education around the world (and in part enabled by the support of external funding from the Global Partnership for Education Fund and bilateral aid from donor governments), will allow the scale-up of ambitious programs to increase enrolment in pre-primary programs, achieve universal primary completion, improve transition rates to lower secondary school, and improve early learning outcomes so that the 57 million primary-school aged children in these countries can gain vital literacy, numeracy and life skills.

In order to tackle the barriers that prevent out of school children, especially girls, from accessing a quality basic education, many developing partner countries will expand scholarships and conditional cash transfers, reduce school fees, provide micronutrients, dry rations of food, free transportation and dormitory services, and other demand-side incentives, second chance learning opportunities and informal education, and community mobilization campaigns to sensitize parents about the importance of education. Developing country partners pledged to increase school infrastructure: in Afghanistan and Cote D'Ivoire alone 8,860 new classrooms will be built between 2011 and 2014, with several other countries also pledging to build thousands of additional classrooms, and rehabilitate thousands more to ensure that schools provide sources of safe, potable water and hygienic and separate toilet facilities for girls and boys. Virtually all developing country partners have also pledged to recruit and train thousands of teachers, which will lead to major reductions in the student-teacher ratio, the elimination of double and triple-shift classes and increase the number of hours of instruction to ultimately improve the quality of learning in the classroom. This will be coupled with improved teacher training and more effective school management and supervision to ensure that sufficient supports are in place to improve the teaching-learning experience in the classroom.

Several countries such as Afghanistan, Burkina Faso, Cameroon, Gambia, Guinea Bissau, and Malawi also face major gender disparities and have pledged to increase interventions specifically targeting gendered barriers to education. Many have pledged to recruit and deploy tens of thousands of female teachers to rural and deprived areas through incentive schemes, female recruitment, and accelerated learning and training for female teacher candidates. Countries have also pledged to improve girls attendance and retention by increasing the number of

mother's groups and female representation in school management committees, developing girls' education communication strategies, introducing girl friendly teaching materials and reducing gender stereotyping in the curriculum, working to eliminate child marriage, and increase grants and bursaries schemes for vulnerable girls.

To improve learning outcomes, developing country partners have also pledged to increase the number of children accessing pre-primary education, including Bhutan, Guyana, Lesotho, Moldova, Mozambique, Niger, Senegal and others, with plans to scale up early childhood development services by attaching reception classes to primary schools, increasing community nurseries, and implementing parental education programs. This will allow children to get an early start, by providing them with the stimulation, nutrition and care they need to be school ready and able to learn by the time they reach first grade.

National assessments of early grade reading will be introduced or strengthened to ensure that learning outcomes are monitored and strategies put in place to increase the number of literate third graders, for example in the pledges submitted by Afghanistan, Cote D'Ivoire, Ethiopia, Guyana, Lao PDR, Lesotho, Mozambique, Sierra Leone, Tajikistan and Zimbabwe. More effective monitoring and evaluation of reading (math, science and other subjects) will be coupled with increased use of mother tongue instruction, curriculum reform, distribution of free textbooks and pedagogical materials to provide the inputs needed to ensure that children have what they need to begin learning.

DONOR PARTNER PLEDGE SUMMARY

In addition to commitments from developing country partners to increase their domestic investments in basic education, five leading education donors will increase their bilateral aid to education despite mounting pressure to decrease foreign aid. Australia, the European Commission, France, Germany and the United Kingdom will all increase their bilateral aid to basic education between 2011 and 2014. Australia plans to increase its total education investments to \$5 billion by 2015, with levels to basic education increasing above current levels of \$480 million in 2011. The European Commission will likewise increase its investments in education, including basic education, with one third of funds dedicated to fragile states, in line with plans to commit at least 20 percent of its bilateral aid to human development and social inclusion in low income countries. The European Commission will continue to will continue to support comprehensive national education plans, where possible, through budget support and making use of country systems. France and Germany also commit to increasing the share of their aid to basic education with France committing to invest at least 176 million euros annually and Germany committing to double aid to sub-Saharan Africa and increase support for basic education. Finally, the United Kingdom will increase its support for basic education with the aim of supporting 9 million children in primary school and 2 million secondary school children between 2011 and 2015, including through its recently announced initiative for girls' education.

In addition to these important increases in bilateral aid to support basic education development in low income countries, several donor partners have stated a broad commitment to aid effectiveness principles and have explicitly pledged to increase their adherence to the Paris Declaration principles. Australia, Canada, Denmark, European Commission, France, Germany, Ireland, The Netherlands, and Norway have pledged their support for aid effectiveness

principles, including increasing the use of country systems and coordinating bilateral aid to education.

In addition to the traditional bilateral donors, international organizations such as UNICEF, UNESCO and the World Bank have also pledged their organizational leadership and finances to support the objectives of the Global Partnership for Education. UNICEF pledges to expand its work via the Out Of School Children's Initiative into 30 to 40 countries through increased specialized 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 for Education in 21 out of the 46 Global Partnership for Education 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 pledges to redouble its efforts in post-conflict countries and to mobilize 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. Finally, 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 analyze quality constraints and developing a comprehensive, systemic and generic General Education Quality Diagnosis/Analysis Framework to guide rigorous quality reviews of education systems.

CIVIL SOCIETY PLEDGE SUMMARY

Four international civil society organizations 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. Action Aid pledged to track government budgets and the implementation of education sector reform plans in 5000 communities across 30 low income countries to improve the quality and accountability of government schools for education rights, domestic tax justice, girls' education and women's literacy monitoring and advocacy. In conjunction with Action Aid, the Global Campaign for Education will ensure that civil society groups are actively participating in local education groups in 40 countries and will promote the introduction and implementation of legal and policy frameworks, especially for girls' education, early childhood development, aid effectiveness, child labor and fragile states through research and policy advocacy.

Plan International also pledges to organize and empower communities to advocate for their education rights, including through the launch of a five year a global campaign (called Because I am a Girl) between 2011 and 2016 which involves capacity building of rights-holders to advocate from a gender perspective for improvement in education access, quality and governance. In addition, Plan will provide \$55 million worth of services in infrastructure, curriculum, learning materials, teacher training, etc to support education access and quality in 27 Global Partnership for Education countries and 7 potential partner countries. Save the Children also commits over \$1 billion between 2011 and 2014 to improving literacy for over half a million children in developing countries and helping 1.36 million children in conflict affected fragile states, half of

whom will be girls, gain access to school and improve literacy skills for over 550,000 children. Finally, Oxfam pledges to support the professionalization of un(der)qualified teachers in order to sustain continuing expansion of access to basic education, the quality of education, and by extension, learning outcomes.

The teaching profession, represented by Education International, pledged to support the institutionalization and expansion of Regional Women's Educator Networks in Latin America, Africa, Asia and the Middle East, launch a Global Network on Teaching Quality with UNESCO and the International Council on Education for Teaching, and implement a new Early Childhood Education Strategy including regional and sub-regional Working Groups on ECE. In addition, Education International will provide technical and financial support for the development and implementation of competence profiles for primary education teachers through the Quality Educators for All project and support training and upgrading programmes for unqualified and under-qualified teachers and will mobilize members and develop policies to tackle child labour and finally, EI will partner with GCE to launch a campaign in late 2012 to early 2013, to recruit and train 1.8 million teachers in Global Partnership for Education countries.

All Civil Society Organizations commit to monitoring donor country pledges, holding leaders to account for their commitments and supporting developing country colleagues in advocating for increased domestic spending on education, improved access to education, and greater transparency in domestic budgets to minimize corruption in education spending.

PRIVATE SECTOR AND FOUNDATIONS PLEDGE SUMMARY

The private sector and private foundation constituency of the Global Partnership for Education Board has 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 sector and foundation constituency will investing in remedial education programs, developing assessments to measure achievement, strengthening school to work programs, supporting scale up of national models to develop early childhood development staff, and monitoring resource flows in education. In addition the constituency commits to provide regular training to teacher in conflict affected countries, fund community based organizations to support school attendance and retention, support school-based deworming, 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 ability. For example, the Hewlett Foundation will invest \$36 million between 2012 and 2014 to improve learning by investing in civil society learning assessments, scaling approaches to improving teaching-learning processes, promoting global and national learning outcomes indicators and monitoring education resources.

Microsoft has also pledged to invest \$10 million between 2012 and 2015 to increase school access, teacher development, school innovation and effective use of ICT in GPE partner countries by implementing its Microsoft Partners in Learning and Microsoft IT Academies. Pearson will provide time, resources and expertise to achieve clear measurable and agreed

metrics for literacy and numeracy in non-OECD countries; develop, pilot and scale sustainable and innovative models to deliver high quality and low-cost educational outcomes; and invest in innovative methods to support educational entrepreneurs to extend access to high quality learning opportunities – all worth up to \$20 million.

CONCLUSION

While the Pledging Event provided a global opportunity to establish commitments from members of the Global Partnership for Education, this summary presents a brief snapshot of the quantity and quality of commitments presented in Copenhagen, Denmark on 8 November 2011. Further work will be done to analyze, monitor and track the delivery of these pledges. The Global Partnership for Education Secretariat will subsequently publish detailed information on each pledge in a forthcoming Pledge Report, post all Pledge Speeches on the Global Partnership website, and set out a timeline for reporting on delivery of commitments and progress towards pledge objectives.

Please note that the data in this report was based on information received by the Global Partnership for Education Secretariat prior to and during the event on 8 November 2011 and may not include all pledges. A more detailed report on each pledge will be forthcoming, however if there are any inaccuracies in this initial summary please contact Nancy Pinto (npinto@globalpartnership.org) and Michelle Mesen (mmesen@globalpartnership.org).