Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement by ActionAid

Delivered by David Archer, Head of Education

ActionAid will work in 5000 communities across 30 low income countries to improve the quality of government schools and the accountability of public education systems - tracking government budgets and the implementation of education sector reform plans in practice on the ground.

We will train our partners and national coalitions on promoting a charter of ten core rights that all schools should respect, collating district level and national citizens' reports on the state of education rights and tracking changes over time.

We will scale up our work with innovative solutions for the education of girls - based on accumulated learning from our groundbreaking work in Ghana, Nigeria, Kenya, Mozambique and Tanzania - developing new strategic partnerships with national universities to ensure rigorous baseline documentation and evaluation.

ActionAid will promote effective approaches to women's literacy, using the Reflect approach (which has won five UN international literacy prizes in the past eight years) documenting the inter-connections between women's literacy and girls' education - and promoting the use (and updating) of the international benchmarks on adult literacy.

We will work with national and regional civil society coalitions and the Global Campaign for Education - and use our role on the Global Partnership Board - to hold all partners to account for ensuring quality aid to basic education, based on the ten principles articulated in the Fund

the Future report, promoting these in Busan and in other follow up processes on aid effectiveness.

Finally, ActionAid will develop new work on linking domestic tax justice campaigns to work on education rights and propose alternative macro-economic models to Ministries of Finance that will enable strategic investments in education to be seen as part of the solution to the financial crisis - particularly challenging the short-term time frames that dominate present economic policy and undermine investment in education.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Islamic Republic of Afghanistan

Delivered by His Excellency Farooq Wardak, Minister of Education

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I have a case to present on how The Global Partnership to Education (GPE) will benefit the children and people of Afghanistan.

The first and foremost source of our confidence is the political support of our leadership for education, which is reflected in our Constitution and in the steady increase in domestic financial allocation to education. In the past four years, our recurrent budget for education has increased by an average of 32% each year, and the planned budget for the coming three years shows an average annual increase of 12% or an increased budget of 157 million USD (Equivalent to 9.5 billion Afs) in total.

Our second major source of confidence is the ever-growing support of our people. Social mobilization and community empowerment are located at the HEART of our strategy aimed at communities taking ownership of education and coming to the forefront of expanding, protecting and defending it. The community will strengthen and reinforce multiple pathways toward making education accessible to all through CBE, MBE, ALP, deployment of female teachers to hard to reach areas, reopening of schools closed for security reasons and many others alternatives.

Our third asset is the MOE ever growing institutional capacity, and the dedicated international community that stands by us during difficult times. Our recent membership of the GPE is the testimony of our capacity to fulfill the pre condition for this membership which was not there before.

Ladies and gentlemen! We have planned to achieve the GPE aims in Afghanistan via three distinct policy objectives:

1. Improving gender parity,
2. Enhancing learning outcomes, and
3. Increasing access to out-of-school children and youth including those in less secure and hard to reach areas.

Our strategies for achieving these objectives are as follows:

1. To reduce gender-disparity, we plan to recruit qualified female teachers who are willing to work in remote and insecure areas, pay them attractive incentive wages, and deploy them to districts with acute shortage of female teachers. These qualified female teachers will educate more secondary-school female graduates, who will be qualified in two years to teach in their own communities – thereby creating a local nucleolus of qualified female teachers.
2. To assess and improve national learning outcomes, we will establish a student learning achievement assessment system, for which globally tested achievement assessment tools such as TIMSS, PISA, SACMEQ, PIRL etc will be used. Our initial effort will be measuring math and language learning outcomes using a national sample of students completing grade-three. We will develop base-line data upon which educational progress, in terms of student learning, can be measured annually. This will guide our curriculum reform and teacher education efforts to become more focused on improving students learning achievements.
3. To reach to the most underprivileged, in less secure and geographically difficult areas, we will introduce multiple pathways to education and community-negotiated programs including expansion of Community-Based Education, Accelerated Learning classes, Mosque- and home-based schooling and reopening of schools which remained closed for security reasons. Same efforts will be used to reach other marginalized populations such as people with disabilities and Kuchis.

Through the GPE valuable partnership and support from our other development partners, our Education Interim Plan (EIP) expects to achieve the following results in three years:

1. Student enrolment will increase by 1.8 million.
2. 2,600 new schools and 2,500 new School Management Councils will be established.
3. Literacy training will be provided to 1.9 million adults.
4. Qualifications of 66,000 teachers (40 percent female) will be upgraded.
5. The first national learning achievement test will be administered, that will guide revision of the primary grade textbooks.

Overall, 8.7 million boys and girls will benefit from this pledge of the government of Afghanistan.

Ladies and gentlemen! This is a remarkable impact we expect in the next three years; for which we are extremely grateful.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Australia

Delivered by Peter Baxter, Director General, Australian Agency for International Development

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Thank you, Madam Chair.

Ministers, distinguished guests, ladies and gentlemen.

I would like to thank the Government of Denmark for hosting this event – the very first pledging conference of the Global Partnership for Education.

Australia is very pleased to be a co-sponsor of this event.

We are here today because we are bound by the firm belief in the power of education.

We are here today because we know that much more needs to be done to give all children the opportunity to transform their lives through education.

Over one third of all children out of school around the world live in my region, the Asia-Pacific.

Australia is committed to doing its part to help get these children into school.

We are working to improve access and quality at all levels of education by helping poor families send their children to school; upgrading school facilities; and training teachers.

Australia is investing almost 850 million Australian dollars in education this year to get millions of children into school in countries including Afghanistan, Pakistan, Papua New Guinea and Indonesia.

Last year, we committed to spending 5 billion Australian dollars on education before the end of 2016.

We expect our investment in education to increase to be 25 per cent of the aid program by 2015, making Australia one of the largest donors to education.

More than 50 per cent of Australia's development assistance will continue to support countries considered to be fragile.

There is an overwhelming moral imperative that all children should be given the chance to benefit from the opportunities that a quality education can provide.

Today it is my great honour to announce that Australia will increase more than five-fold its previous pledge of 50 million Australian dollars provided to GPE over the past four years.

Today, Australia pledges 270 million Australian dollars to GPE over four years from 2011 to 2015.

I am very pleased to make this pledge and to be part of this historic moment for education.

I sincerely hope that today and over the coming months, GPE can achieve its replenishment ambitions so the Partnership can work to provide a quality education to millions of children around the world.

I call on national governments and donors alike to increase their investment in the education of our children.

Together we can close the gap and give all children, everywhere, the chance to build their own futures through education.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Belgium

Delivered by Kris Panneels, Director of Multilateral and European Programmes

Belgian Development Cooperation

Ladies and Gentlemen,

Let me start by presenting the regrets of Minister Chastel for not being able to be with us at this Pledging Event. He has requested that I make the Belgian intervention on his behalf.

Belgium has been an early supporter of the Education for All Fast Track Initiative. We were an early believer of the approach and still believe in the principles that lie at the basis of the initiative.

FTI in earlier times and the Global Partnership for Education as of now, have a meaning for us. It means

= interventions that are aligned to Government strategies

= all actors working together for a common goal, especially at local level

= a well developed and credible sector approach

= harmonization of donor-practices

= complementarity between bilateral and multilateral resources

We are pleased with the way the Global Partnership for Education is now evolving. The initiative is moving towards an alliance of crucial stakeholders and supporters of the education sector and applying an approach of high political visibility that has proven its mobilizing power in the health sector. The partnership has now been gifted with a clear governance structure and

a more inclusive decision making process. The partnership is also working towards a more results oriented business model and a more transparent resource allocation mechanism.

We think that the value of the original philosophy of ownership, alignment and harmonization, are (and need to be) maintained in the new set-up. We also continue to view the MDG-ambition of providing access to basic education as the top priority and the fundamental driving force of the partnership.

In terms of funding, let me first report on our bilateral programmes. Within the context of the new division of labor, education was chosen as a priority sector in two of our most important partner countries, the Democratic Republic of Congo and Burundi. The indicative programs for both countries provide for a total sectoral support of 70 million euro for the period 2010-2013. In Burundi, Belgium will take up the role of lead donor. Education is also part of the new indicative program for the Palestine territories in the amount of 16 million euro. We will of course also continue to honor our existing commitments in other countries such as Vietnam, Uganda, Niger, Cambodja, and Rwanda, in the latter case through delegated cooperation with DFID.

Given our bilateral commitments in fragile countries, Belgium is interested in further discussing how the Global Partnership for Education will increase its involvement and support to those countries.

Concerning the multilateral channels, apart from the regular contributions to the different international financial institutions, funds, programs and agencies, we are pleased to report that we are able this year again to provide additional support to FTI Catalytic Fund. Our contribution to the Catalytic Fund has therefore increased from 1 million euro in 2008 and 2009 to 5 million in 2010 and 6 million euro in 2011.

The political context in Belgium is evolving these days, but I am sure you will understand that we are not yet in a position to formally make commitments for the new incoming government in budgetary terms or policy-wise. We are confident however that the traditional support that Belgium has been providing towards basic education will continue and hopefully expand in the coming years, as this priority is embedded in the legal texts underlying our development policy.

Thank you for your attention.

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of Benin

Delivered by His Excellency Eric Kouagou N'da, Minister of Early Childhood Education of Benin to the Global Partnership for Education Conference

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Distinguished Guests,

Ladies and Gentlemen,

I would like to reiterate the strong desire of my country, Benin, to make education a key driver of its development. My remarks reflect the aspirations of Benin, a country that has taken significant steps to tackle major challenges in the education sector.

In order to successfully implement its education policy, Benin adopted a Ten-Year Education Sector Development Plan covering the **2006–2015 period**. With the aim of executing this plan, the Government made important decisions and implemented appropriate measures using internal resources (***20 percent of the budget***), as well as resources from the technical and financial partners obtained through the Fast-Track Initiative and from bilateral sources. I would like to express my appreciation at this forum for the responsiveness of these partners and bilateral donors, which has been demonstrated time and time again, and for their speedy response to our various requests.

The foregoing decisions include free early childhood and primary education, the gradual provision of free secondary education for girls, significant improvement in the living and working conditions of teachers, and the construction of schools.

These commendable efforts have paved the way for very encouraging results, among them the rise in the number of children attending school from **1,356,818 in 2006** to **1,787,400** in **2010 (a 24 percent increase)** and the increase in the net school attendance rate of girls from **72.75 percent** in **2007** to **87.53 percent** in **2010.**

Ladies and Gentlemen,

As you can see, the measures adopted by the Government of Benin have not only led to clear interest in school attendance, but also to new needs that must be addressed in the years ahead. They are:

- The construction and furnishing of more than **10,000** classrooms;
- The establishment of more than **1,000** new school cafeterias;
- The recruitment and training of more than **10,000** teachers ; and
- The creation and strengthening of the professional technical and vocational training areas that offer potential, with the aim of reducing the barriers faced by young people to joining the work force.

The importance of these challenges in terms of improving the quality of our education system is well understood. For this reason, Benin has started the process of updating its Ten-Year Plan so as to place greater emphasis on these areas during the 2012-2015 period. ***This effort will call for an additional investment of more than US$100 million.***

Ladies and Gentlemen,

Despite the fact that its resources are meager, Benin is determined to continue to improve its education system, with a view to achieving the Millennium Development Goals in this sector by 2015.

With this in mind, it is my fervent hope that my remarks are viewed as a renewed appeal to the entire international community and, more specifically, to the Global Partnership for Education (GPE), so that they can assist us with implementation of the updated version of our Ten-Year Education Sector Development Plan.

I am counting on the kindness of each and every one of you to ensure that education for all becomes a reality for thousands of children who are still shut out of the school system.

I would like to express my wish for an enduring Global Partnership for Education.

Thank you.

Pledging Conference

Copenhagen (Denmark), November 8, 2011

Statement from the Government of Burkina Faso

Delivered by Koumba Boly Barry, Minister of Education

Thank you Madam Chair,

Ladies and Gentlemen,

I would like to avail myself of this opportunity to commend the organizers of this conference aimed at mobilizing resources for the education sector. The support of the Global Partnership and of other development partners has allowed Burkina Faso to make tremendous strides in the education sector. It must be stressed that, as a result of this partnership, Burkina Faso has eliminated its 12 percent funding shortfall in education for the 2009-2011 two-year period. The partnership has also made it possible to consolidate the holistic vision of the education sector, build the capacities of education system actors and, above all, to improve the quality of and access to this education system.

Despite this progress, challenges remain: training teachers, both male and female, educating girls, and ensuring youth, adolescent, and adult literacy. To face these challenges, the Government of Burkina Faso is pledging to ramp up resources over the next three years. Indeed, financing will be increased from CFAF 128 billion in 2011 to CFAF 168 billion in 2014, a figure that corresponds to a substantial annual increase of 10 percent. Burkina Faso's efforts will, of course, enable it to achieve a preschool enrollment rate of 7.8 percent, a 93 percent primary school enrolment rate, a 60 percent overall literacy rate and thus a 60 percent female literacy rate. The country will not be able to tackle these challenges by itself. We are therefore counting on the support of the Global Partnership and other donors in the sector. It is our hope that in the years to come, supervision of partnership funds will be more inclusive of other

donors and, above all, that the consultation frameworks already in place will participate in the management of these funds.

I would therefore like to wish you every success in your work and to reiterate how delighted I am to be in your midst.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Bhutan

Delivered by Aum Sangay Zam, Secretary, Ministry of Education

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Bhutan has made good progress in both the EFA and MDG goals for education. Since the EFA Assessment and the signing of the MDGs in 2000, Bhutan's Gross Primary Enrolment Ratio has increased from 72% to 120% and the Net Primary Enrolment Ratio from 53% to 95% today. 100% completion rate for primary school has been achieved and the survival rate to grades 5 and 7 have increased to 97% and 93% respectively.

All this has been made possible mainly because of the Royal Government of Bhutan (RGoB)'s commitment to education and the generous support of our development partners.
For example, in areas where the World Food Programme has withdrawn its support from schools, the Royal Government of Bhutan has stepped in with its scarce resources, in order to ensure that those children can continue to attend school.

Today, while we are on track towards achieving the target of 100% Net Enrolment Ratio, many new challenges still remain.

The Ministry of Education now has the difficult task of enrolling and retaining the remaining few children who are presently out of school for various reasons. This task will be harder as these are the children in the hardest to reach areas such as the nomadic communities, and children with special needs.

Despite the difficulties and costs involved in getting these children into school, the RGoB is committed to put in place various interventions to ensure access to inclusive education for all.

Additionally to make the education provided meaningful to the beneficiaries, we will strive to provide quality education in all parts of the country.

It is in this regard that we pledge to increase the net enrolment ratio to 100% and to further enhance the quality of education so that there is a marked improvement in the learning outcomes of children in core subjects i.e English, Maths and Science (from 40%-55% in 2009 to 60-70% by 2013) and to raise the teacher satisfaction level (from 24% in 2009 to 70% by 2013). Towards the achievement of these goals Bhutan pledges to implement the National Education Policy and its subsidiary policies which will ensure access to quality basic education for all children, irrespective of gender, social status or ability.

The subsidiary policies such as the Special Educational Needs Policy, the ECCD Policy and the Teacher HR Policy will support our efforts to provide equal access to a quality education.
An education system that is responsive to all children with special needs, and that which will provide quality early childhood care and development interventions, and addresses the need to enhance teacher quality through the development of a proper teacher deployment system, teacher career tracks, a comprehensive professional development and performance system for teachers.

In addition to fulfilling the obligation enshrined under Article 9 of our Constitution to provide free basic education to all, the RGoB stands by our commitment to meet the goals and obligations of the MDGs, EFA, CEDAW and the CRC.

Bhutan is at a critical juncture where it is in the process of transitioning into a fully fledged democratic society, and the role of education in empowering our citizens into literate voters and decision makers cannot be overstated.
Despite our achievements, the sustainability of our successes in the education sector is a matter of concern with the imminent withdrawal of traditional donor partners like WFP and DANIDA from the upcoming plan period (starting July 2013).

Therefore, in order to help us maintain the momentum gained thus far in terms of achieving the goals for education in our country, and to also help us build further upon our achievements, we appeal to the international community to continue being our partners in this important journey that we have embarked upon.

Thank you and TashiDelek.

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of Burundi

Delivered by Buzingo Severin, Minister for Basic and Secondary Education, Vocational Training and Literacy

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Ministers,

GPE Partners and Representatives,

Distinguished Guests,

It is an honor for me to be here with you to share the challenges to be addressed by Burundi in order to strengthen and supplement the progress made in the area of education over the past five years.

When primary education became free in 2005, there was a very sharp increase in school enrolment rates. The number of primary school students rose from 1,000,000 in 2004 to 1,800,000 in 2010, with this number being split evenly between boys and girls.

Burundi accords great importance to developing a better performing education system, as evidenced by the steady increase in the share of the State budget allocated to the education sector. In 2010, the portion of the State budget allocated to education stood at 27 percent.

In 2010, a new direction was taken in order to extend primary education from six to nine years. This reform affects the entire education system, which will need to mobilize a significant amount of additional resources.

The following are the main challenges to be addressed in the years ahead:

- Reducing the repetition rate;
- Increasing actual teaching hours and ensuring the quality of instruction;
- Revising the school curriculum;
- Reforming the initial teacher training system; and
- Improving management with a view to greater effectiveness and efficiency.

At the secondary level, instruction will be reorganized by increasing the access rate, particularly among girls, and special emphasis will be placed on technical and vocational instruction.

The details of the reform process extending primary education to nine years, the financing of this reform, and its implementation will be provided during the first quarter of 2012, through the revision of our Sectoral Education Plan.

To ensure the balanced and sustainable development of all levels of education, from preschool to higher education, we will focus on the following:

- Building and furnishing new classrooms;
- Training teachers in the areas of technical and vocational education;
- Instituting a structured system of coordination among the ministries responsible for education;
- Improving the running of the system, with the support of our education statistical information system;
- Enhancing annual programming by focusing on priority activities; and
- Strengthening the alignment and coordination of external assistance, through the Common Education Fund, in particular.

Thank you for your kind attention.

Pledging Conference
Copenhagen, Denmark, November 8, 2011

Statement from the Government of Cameroon
Delivered by Ms. Youssouf Hadidja Alim, Minister of Basic Education in Cameroon

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Madam Chair of the Board of Directors,
Ministers,
Donors,
Ladies and Gentlemen,

I am extremely honored to have this opportunity to address this donor conference of the Global Partnership for Education.
I wish to thank you Madam Chair for giving me the opportunity to speak about Cameroon's experience with the implementation of the EFA/Fast-Track Initiative.
I will speak primarily about the programs implemented to:

- Reduce gender disparities;
- Improve early learning outcomes and the quality of education;
- Increase access to education for unenrolled children;
- Promote inclusive education; and
- Improve governance of the education system.

Cameroon, a country in Central Africa, currently has a population of approximately 20 million inhabitants, 60 percent of whom are young people.
It is a bilingual country, with French and English being the two official languages.
The constitution recognizes Education as a national priority. Primary education is compulsory and free. Cameroon adopted an education framework law and established an institutional framework (six ministerial departments for the sector were created: Basic Education, Secondary Education, Higher Education, Scientific Research and Innovation, Employment and Vocational Training, and Youth).
In June 2006, after an in-depth diagnostic analysis of the education system [Status Report on the National Education System *Rapport d'Etat sur le Système Educatif National* RESEN], Cameroon drafted and adopted a ten-year education policy document. The primary objective of this Education Sector Strategy is the achievement of universal primary education. It includes several priority areas:
1-Improvement of access and quality of education through the:

- Establishment of many primary schools;

- Hiring of contract teachers trained in public schools and the improvement of their working conditions;
- Capacity building of teaching staff (refresher, continuing education, distance education);
- Strengthening of the teacher supervision system;
- Construction and equipping of educational facilities;
- Reduction of the repetition rate among students subsequent to administrative measures (collective promotion) combined with teaching measures (competency-based approach);
- Improvement in the level of ownership of textbooks (establishment of a national commission for the approval of textbooks and teaching materials, school libraries, the issuing of textbooks to students in priority education zones, and educational kits to teachers; and
- Inclusion of ICT education in school curriculums.

2- Promotion of gender through the reduction of disparities and combating violence in the school environment, promotion of excellence, implementation of programs and projects for the education of girls (the launch of the campaign to lobby and raise awareness: UNGEI Cameroon, School is Good for Girls); distribution of school kits and dry rations, and establishment of school cafeterias.

3- Strengthening of partnerships with the private sector and civil society.

4- Improvement of governance of the education system:

- Rationalization of the management of teachers in schools "hazard reduction";
- Deconcentration of the management of staff and resources (schools' operating expenses, minimum packages, transfer of skills and resources to decentralized regional authorities);
- Combating corruption in the school environment (the establishment of an anti-corruption unit, experimenting with the rapid results initiatives in pilot schools);
- Inclusion in school curriculums of the teaching of morality, education on responsible citizenship, and human rights; and
- Establishment of school councils.

After the approval of the education sector strategy by the Technical and Financial Development Partners, Cameroon became eligible for international financing. The national budget, the French resources from the C2D (Debt Reduction and Development Contract), and the Catalytic Fund (US$47.5 million) administered by the World Bank, also jointly financed a major program for the recruitment of 37,200 teachers in five years (2007-2011), a situation which arose from the economic crisis that besieged Cameroon during the 1990s and which resulted in a hiring freeze for teachers in the Public Service.

This program helped to address a major shortage of teachers, estimated at over 30,000, improve the student-teacher ratio from 63 to 51 percent, and reduce the hazard rate from 45 to 34 percent.

This program has had several positive effects:

- Improvement in the indicators for the entire system (2006-2010): the gross enrolment rate (110 percent), net enrolment rate (89 percent), the completion rate moved from 48 to 73 percent; the repetition rate decreased from 30 to 16 percent; the student-teacher ratio decreased from 63 to 51; the student-class ratio reduced from 64 to 52; and
- Streamlining of human resource management through the privilege granted to Priority Education Zones (PEZ) and the deconcentration of resource management.

Moreover, in the context of the implementation of universal primary enrolment, the introduction of free primary education approved by the Head of State in 2000 allowed for a significant increase in the demand for education and the reduction of gender inequalities. Incentive programs (School is Good for Girls – school cafeterias - dry rations - promotion of excellence – hiring of teachers), and awareness-raising campaigns about educating young girls also contributed significantly.

Although the teacher recruitment program has ended, there is still a significant shortfall. The State is committed to pursuing the hiring of trained teachers and paying them out of its own budget. For 2011, 2,260 teachers were hired. When the Education for All project was assessed, all the effort that had been made was very evident.

Other measures designed to improve the quality of education were also implemented, especially studies to measure learning outcomes. The results of these studies have facilitated the development of remedial tools.

In short, this is the strategy that has been adopted by Cameroon since 2006 and implemented with the invaluable support of the FTI. A new boost from the Global Partnership for Education would enable our country to make significant progress toward the full achievement of the Millennium Development Goals, with the threefold assurance of improved access, quality, and the reduction of inequalities.

This means, ladies and gentlemen, that Cameroon's political will is at the root of all these developments. This is evident in the increase in the budget envelope for the education sector, gender-sensitive budgeting, the introduction of support measures, the development of several programs and projects, and the strengthening of partnerships.

Madam Chair,
Ministers,
Donors,
Ladies and Gentlemen,

On behalf of the Cameroonian Government, allow me to express sincere gratitude to the Chair of the Board of Directors, and all the donors, for all the assistance provided.

Using its own resources, and with the support of the TFPs, Cameroon is committed to continue the actions initiated during the past few years. Being cognizant of the importance of and the need for partnership, Cameroon supports all initiatives designed to ensure the mobilization of resources to improve the quality of education. It encourages aid for countries and fragile states. Congratulations Madam Chair on this wonderful initiative and for the tremendous mobilization of States and donors.
Thanks to the Danish authorities for the very warm welcome and the perfect organization of the conference.

Thank you for your kind attention.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Canada

Delivered by Christine Reissmann, Director of Global Initiatives Directorate at Canadian International Development Agency

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Basic education, particularly for girls, remains a central feature of Canadian official development assistance, and is an essential goal of CIDA's Child and Youth Strategy. Through access to quality education, Canada is ensuring that girls and young women have the opportunity to realize their full potential and contribute to transforming their societies. Over the past six years, basic education has represented an average of 10% CIDA's total aid budget.

Preliminary 2010/11 data indicate that. Canada provided approximately $347 million in funding for basic education, which takes in the first 10 years of formal education and includes life skills training, and literacy for women and youth. This includes an annual $12 million grant to the Global Partnership for Education. Total funding for education, including secondary, college programs and teacher training, brings Canada's investments to $416 million for 2010-2011.

Canada's current commitment to the GPE extends until 2013. We share a keen interest in supporting the GPE in their achievement of their policy objectives with girls, learning outcomes and fragile states.

Canada's current commitment to the GPE extends until 2013. We share a keen interest in supporting the GPE in the achievement of their policy objectives with girls' education, learning outcomes, and fragile states. Canada is pleased to contribute today to this international effort, with a commitment of $45M to the GPE for this replenishment period, of which $21M represents additional contributions to what we have previously committed.

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of the Central African Republic

Delivered by Gisèle Annie Nam, Minister of Education

Madam Chair, Thank You

Ladies and Gentlemen, Ministers, Heads of Delegations,

It is truly a pleasure and a great honor for me to address you on behalf of the President and the Government of the Central African Republic, to express our gratitude and appreciation to the Global Partnership for Education, which, through the Fast Track Initiative Catalytic Fund, has provided financial support to my country in the form of a grant totaling US$37.8 million, which has helped address the deficiencies in the education sector.

At present, this project's execution rate is 55.32 percent and the commitment rate is 78 percent.

Since this grant does not cover the entire education sector, my country is once again approaching the Global Partnership for Education, not only to request its continued support of the first cycle of the basic education sub-sector, but also to extend this support to the other sectors that have not been taken into account, especially early childhood, general secondary, and technical and vocational education. The challenges therefore facing the Ministry of Education are the following:

- Universal primary education and the development of early childhood education;
- Improvement of the quality of teaching in secondary and higher education;
- Awareness raising about the education of girls in general, and in the rural environment in particular;
- Education about STIs, HIV-AIDS, and environmental protection;

- The development of literacy programs;
- The development of short vocational courses; and
- The professionnalization of higher education programs.

Ladies and Gentlemen, it would be remiss of me to conclude my remarks without reaffirming, on behalf of the Government of my country, my gratitude to the Global Partnership for Education, for all that is being done and will be done for the Central African education system.

I thank you for your kind attention.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of the Republic of Côte d'Ivoire

Delivered by Madam Kandia Camara, Minister of National Education

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Dear colleagues,

Represented by the delegation of which I am head, Côte d'Ivoire is pleased to be participating in this Pledging Conference for the Global Partnership for Education, which is being held in the wake of the severe crisis that recently rocked our country and which you all followed.
As I address this august gathering, I would like to avail myself of this opportunity to express our appreciation to the organizers for inviting us to participate in this important event aimed at mobilizing financial resources to support the development of Education For All.

Ladies and Gentlemen, Côte d'Ivoire has, like most countries, opted to join the far-reaching movement promoting quality Education For All.
Unfortunately, successive crises in our country seriously thwarted this effort and added to the challenges we faced.

The admission of our country last September 12 as a member of the Global Partnership for Education is, in our view, not only a recognition of all the efforts made by the national education community with the support of local technical and financial partners, but also a vote of confidence and an incentive to vigorously continue implementing actions already initiated.

On behalf of the President of the Republic of Côte d'Ivoire, His Excellency Alassane Ouattara, and the Ivorian Government, I would like to thank you for this honor and assure you of the strong motivating force now driving our efforts.

Ladies and Gentlemen, over the next three years, the Ivorian Government intends to revive the education system in three ways: (i) restore its functionality; (ii) continue the reforms initiated before the crisis in order to address structural weaknesses; and (iii) take into account the new challenges posed by training a new generation of men and women capable of transforming Côte d'Ivoire into an emerging economy by 2020.

A Medium-Term Action Plan was designed and developed jointly by the three subsectors of education/training in Côte d'Ivoire to achieve this objective.

The following specific measures are planned for the basic education subsector for the 2012-2014 period: (i) the recruitment of 7,500 primary school teachers; (ii) the construction of 6,260 classrooms; (iii) the rehabilitation of 4,000 classrooms; (iv) the installation of 1,500 water points; and (v) the construction of 1,500 latrines in schools.

The participation of grassroots communities, NGOs, and enterprises will help decentralize project management and boost capacity construction while lowering construction costs.

Demand for education will be stimulated through (i) ongoing increased support to school cafeterias with the provision of meals to 546,000 students each year, as well as the distribution of dry food rations to 15,000 third-cycle primary school girls in rural areas; (ii) the free distribution of textbooks and school kits to 5,600,000 first-cycle primary schoolchildren, to 7,480,000 second-cycle primary students, to 6,512,000 third-cycle primary students, and to 30,000 AIDS orphans; and (iii) the provision of essential medicines and micronutrients, etc.

The rehabilitation, expansion, and, above all, the construction of three primary school teacher training centers (CAFOP) will help boost the numbers of teachers in training and strengthen the continuing education mechanism for primary school teachers.

With a view to improving governance and management of the education system, monitoring and evaluation tools and guides outlining the new management procedures will be developed

and made available to 11,900 executive, management, and supervisory staff who will be trained.

In addition, as a result of capacity building in the responsible departments, standardized student assessments will be regularly administered. A communication campaign will be organized to make these assessments a key tool for managing and improving the quality of national and local education.

The adoption of a system of automatic progression within a subcycle will reduce the repetition rate. The success of this strategy will hinge upon a number of support measures, namely, monitoring, communication, follow-up, academic remediation, and decision making by school councils.

In terms of school coverage, for the 2012-2014 period, we are planning the enrolment of (i) 669,497 four- to five-year olds at the preschool level; (ii) 1,559,249 students in the first cycle of primary education; and (iii) 615,696 students in Grade 6; and (iv) literacy education for 777,089 persons.

All told, initiatives covered by budget contributions from the State and technical and financial partners will benefit 2,844,442 preschool, primary, and lower secondary students.

To that end, the financial resources that will be mobilized for the basic education subsector are estimated at CFAF 1,953.48 billion.

Ladies and Gentlemen, distinguished colleagues,

On behalf of the Government of Côte d'Ivoire, I would like to reiterate our gratitude to you and assure you of our commitment to making Education For All our top priority.

Thank you.

Statement from the Government of Denmark

Delivered by Christian Friis Bach, Minister of Development Cooperation, Danish Ministry of Foreign Affairs

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Thank you for the word.

Madam Chairperson, distinguished delegates and colleagues.

The Danish Government has a rights-based approach to development. We believe, citizens in all countries have basic rights and that we – who have the privilege of being elected into government have an obligation to work to fulfill these rights. Education is a basic human right for all children in all countries, and the Danish Government will encourage any effort to fulfill these rights. The Danish Government also strongly supports the international aid effectiveness agenda, and its key principles of national ownership, alignment, harmonization and results. We want to support strong national ownership to development within all sectors, and we commit to use the most appropriate aid modalities in support of this, including budget support, core funding and harmonized joint approaches like the GPE.

Denmark recognizes the ambition and immense efforts in many developing countries to provide education for all girls and boys. We also recognize the significant progress over the past years. Many countries now have well-developed educational plans and a modern curriculum. Many countries also prioritize education in their national budgets and aim at improving public financial management, transparency, value for money, access, quality and learning results. The Danish Government will continue to support such national efforts.

The Danish Government support the education sector through a number of different channels, being it cooperation through civil society, the UN-system, the European Commission, the

International Finance Institutions, the Global Partnership for Education and also through general budget support and sector support in our partner countries.

Denmark has for many years provided ODA for above the UN target of 0.7% of GNI. Last year we provided 0.9%, and the government has clearly stated its objective of reaching 1.0% og GNI over the coming years. Denmark will also commit significantly to education in the coming years. Based on the Finance Bill, we have just tabled at the Danish Parliament, - but which has not yet been approved - we pledge in the order of € 86 million directly to the education sector in 2012. Of this, € 36 million is for the Global Partnership for Education, while the remaining € 50 million is for government-to- government cooperation within the education sector in a number of countries. On top of this pledge, we support education through Danish core support to multilateral institutions, through civil society and through general budget support.

We intend to keep our high level of support also in the coming years, that is € 36 million for Global Partnership for Education in each of the years 2013 and 2014. On top of this, we will also in 2013 and 2014 be funding the education sector through other channels. I foresee a significant part of the latter to be targeted at support to education in fragile states, including Afghanistan, Pakistan, Burma and South Sudan.

With this, I assure you Denmark remains highly committed to education for all, to the goal of all children reading, and to the Global Partnership for Education.

Thank you!

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from Education International

Delivered by Fred Van Leeuwen, General Secretary, Education International

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The GPE policy objectives are in line with the fundamental principles and objectives of Education International which promote inclusive and quality public education for all. Our program and budget for the period 2012-2014 is anchored in the implementation of the new EI Education Policy Paper adopted by delegates representing our 30 million members during EI's 6th World Congress held this past July in Cape Town, South Africa. The Education Policy paper includes, but is not limited to the policy objectives adopted by GPE but includes many others that EI and our members consider fundamental for the achievement of universal access to free, public, high quality education.

Through production and dissemination of knowledge, evidence-based advocacy, communication, policy guidance and capacity building, EI and members will deliver concrete results and contribute to making the GPE a real and effective partnership.
Education International pledges the following:

- **To improve gender equality in education, including the achievement of gender parity in primary and lower secondary school,** Education International will support the institutionalization and expansion of Regional Women's Educator Networks in Latin America, Africa, Asia including the Middle East to raise the profile of gender equality on national education policy agendas and 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 outcomes, including increasing grade 3 literacy rates** EI will carry out regional consultations and technical workshops with members with a view to

developing a robust definition of quality and multiple ways of measuring quality of education that goes beyond achievement test scores. Specifically, EI will focus its efforts on the improvement of teaching and learning conditions and ensuring a basic level of supports and processes for success, (rather than on narrow, sanctions-based external assessments). EI and members will launch a Global Network on Teaching Quality with UNESCO and the International Council on Education for Teaching (Academia) and other regional and national partners to create a global clearinghouse on Quality Teaching. 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, particularly in Early Childhood Education and Development in African Universities. EI will set up regional and sub-regional Working Groups on ECE, conduct a study on the provision of ECE (public and private) and organise regional and sub-regional seminars in order to facilitate information and knowledge exchange among its members and partners. EI will also seek to bring our professional teaching knowledge to bear on the Global Compact on Learning by involving our members who specifically focus on reading and literacy. EI will deepen its work on the future of the teaching profession, partnering with the OECD and the United States Department of Education to hold the Second International Summit on the Teaching Profession in 2012, which will focus on 'Preparing teachers and developing school leaders' and ensure that the findings are shared among GPE countries.

Through the Quality Educators for All project and in partnership with Oxfam Novib and multiple in-country stakeholders, 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 a view to scaling up the project to additional countries.

To improve support for education development in fragile states**,** Education International will establish consortia of member organizations to carry out capacity building, professional

development and policy guidance activities for teachers' organizations 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, with a view to contributing to the policy debate and ensuring that member organizations 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 decreasing the number of out of school children, Education International will target the barriers to access such as child labor, school fees and the professional teacher shortage. EI will partner with ILO-IPEC and the Global March Against Child Labour, to mobilize members and develop policies to tackle child labour and fully implement the 'road map.' EI will also work to scale up a significant number of teacher union led projects that help teachers in GPE countries with high levels of child labour identify child laborers in their classrooms and advocate for their rights. EI will carry out a study on the elimination of stereotyping in school curricula & the development of models for the delivery of inclusive education. And finally, EI will partner with GCE 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 GPE countries.

EI is uniquely positioned to not only deliver on our pledge, but monitor and advocate for GPE donors and partners to make good on their pledges to the future of the worlds' children. In donor countries our members advocate for governments to contribute their fair share to the partnership and in partner countries we advocate for domestic investment and transparent use of GPE funds. There is no other group more aware of the importance of our Education for All goals than the teaching profession. We understand that access without quality is senseless and we are committed to benchmarking the inputs, outputs and processes that make quality a reality… but equally we believe that quality for a few without access for the rest is nothing short of an abrogation of everyone's human right to education and hence criminal.

Education is a system aimed to accomplish numerous social and individual goals simultaneously. Teachers are obviously an important part of that system but cannot be understood in isolation from the processes designed to recruit, prepare, deploy, support and develop them. I congratulate the partners for having the foresight to invite us to the table. Our profession takes the challenges before us seriously and commits our full energies and resources to obtain all the education for all goals.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Ethiopia

Delivered by Demeke Hassen Mekonnen, Minister of Education

Madam chair!

Distinguished guests!

Honorable Ministers!

Ladies & gentlemen!

It gives me a pleasure & honor to deliver the progress report of Ethiopia for the participants of this meeting. Ethiopia is one of the most populous country in Africa with the population of more than 80 millions. To make education accessible for such a huge number, the1994 education &training policy of the country has contributed a lot. Currently, there are more than 20 million students at school. The growth enrollment rate has reached to 96 % and the net enrollment rate is 87.This result is observed because of the commitments of the government. Education is the top prior issue of the country & is freely provided to all citizens up to secondary level. Every year, the government allocates nearly 22% of its budget to this ministry. Parallel to this, the contribution of development partner has played a paramount role for the mentioned success.

Though the country is on the right truck to achieve EFA & MDG goal, still there are a lot of bottlenecks like;

- Addressing pastoralists
- Reaching the underserved regions
- Treating & enabling students with special needs &

@ The issue of Quality assurance.

I believe that my country will overcome all this challenges. In this regard, the five years growth & transformation plan clearly stated the means of tackling this bottlenecks & sustaining the progress.

Therefore, I u r g e y o u all to maintain your usual support (even more) by considering your significant role if we are going to achieve this global agenda!

I thank you all!!!!

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the European Commission

Delivered by Kristian Schmidt, Director for Human and Society Development Directorate, Directorate-General for Development and Cooperation, EuropeAid, European Commission

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Honourable Ministers, Colleagues, Ladies and Gentlemen,

On behalf of the European Commissioner for Development, M. Andris Piebalgs, it is an honour to convey this message of support to the Global Partnership for Education (GPE).

Let me first join others in thanking Carol for her leadership and campaigning making this conference possible. I'd also like to thank the host – Denmark – and the co-sponsors - Australia, Guyana, Ireland, Norway, Rwanda and Sweden.

We appreciate the approach taken by the GPE to this Pledging Conference, that is, inviting both financial and policy commitments from all partners: partner countries, donors, international organisations, civil society and private sector & foundations. This approach will contribute to forging a stronger Partnership, which builds on the comparative advantage of each partner and the shared responsibility of all to achieve results.

Education is a priority in the EU's development cooperation. We believe in the balanced development of the whole sector, building on the gains made in primary education in the last decade, and transforming them into further gains in sustainable human and social development and inclusive growth. We will reinforce our focus on the quality and equity of education.

The Commission's priority on education is reflected in our education support in the current programming cycle (2007/8-2013):

- We support education in 46 countries with a total amount of €3.9 billion:
- €2.2 billion for primary and secondary education,
- €0.5 billion for Technical and Vocational Education and Training ,
- €1.2 billion for the EU's higher education programmes with the developing world.

We accept working in difficult conditions. Out of the 46 countries we support, 17 are fragile or affected by conflict, so that €900 Million (or 33% of our funding to basic education and TVET) goes to these countries. We have recently committed new funding to Sudan, South Sudan (€12 million each) and Somalia (€30 million in addition to an earlier commitment of €55 million).

In our bilateral support to education, we will ensure good complementarity with support awarded from the GPE's trust fund. At country level we will continue to work actively within the Local Education Groups, which are the heart of the GPE.

In addition to direct support to education, we will continue to provide a substantial contribution via general budget support to countries many of which are GPE-endorsed. The total amount of general budget support amounts to €3.4 billion (2007/8-2013), out of which €2.3 billion for GPE-endorsed countries.

The Commission proposes to strengthen our commitment to education in our renewed development policy. In our "Agenda for Change", we propose that EU support should focus on those sectors which build the foundation for sustainable growth and help ensure that it is inclusive. These include education, health and social protection for all.

Therefore, in the multi-year budget for 2013-20, the Commission proposes to spend at least 20% of funds on human development and social inclusion. We seek an increase of volume, and a higher share going to countries most in need.

We will continue our active support to and engagement with the Global Partnership for Education. We have been on board since the beginning in 2002, and I am pleased to announce a new pledge today of €31.8 million (2011-2013) to the GPE Fund.

Honourable Ministers, Colleagues,

On behalf of EU Commissioner for Development, Mr Andris Piebalgs, let me ensure you that the European Commission looks forward to working together with all partners to strengthen the GPE as a platform for policy dialogue with strong roots in our partner countries.

Thank you for your attention.

Pledging Conference

Copenhagen (Denmark), November 8, 2011

Statement from the Government of France

Delivered by Sujiro Seam, Deputy Director, Ministry of Foreign and European Affairs

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Thank you Madam Chair

Ministers, Ladies and Gentlemen, Dear Colleagues,

I have three minutes during which I will make three points.

First, on behalf of the Minister of Foreign and European Affairs, Mr. Alain Juppé, I would like to reaffirm France's commitment to the Global Partnership for Education since 2002, and confirm our financial commitment of EUR 47.5 million for the period 2011—2013, one-third of which has already been disbursed, and the provision of two technical assistants to the Secretariat of the Global Partnership for Education.

The second point relates to innovative financing. France will serve as the secretariat for the working group on innovative financing for education. An initial report on this was published in 2010, and a second report is currently being drafted and will be submitted to the Spanish Chair of the pilot group in December.

As regards innovative financing, we are among a group of countries that made the commitment, at the Cannes Summit that ended last week, to introduce a financial transaction tax and allocate a portion of the proceeds to development, in particular to education. We are also providing innovative funding in the form of debt reduction and development contracts. These mechanisms will fund education projects in particular, in countries such as Côte d'Ivoire and the Democratic Republic of Congo.

My third and final point pertains to our bilateral aid. Overall, we have committed more than EUR 23 million to issues such as the enrollment of girls in school, learning in the national

language, training, and improved teacher training. We are working in Côte d'Ivoire, Benin, Burkina Faso, Burundi, Cameroon, the Democratic Republic of Congo, Mali, Niger, Senegal, Haiti, Madagascar, Chad, Togo, Tanzania, and the Central African Republic, and in order to achieve our objective and provide bilateral aid, we are counting on institutions such as UNICEF, national language schools, and, of course, the *Agence française de développement*, which stands ready to serve as the supervisory entity in the Partnership's beneficiary countries.

I thank you for your attention.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from The Gambia

Delivered by Fatou Lamin Faye, Minister Secretary of State for Basic and Secondary Education

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The Master of Ceremony,

Colleague Ministers,

Global Partnership for Education Board of Directors,

Head and staff of the GPE Secretariat,

Distinguished ladies and gentlemen,

May I first and foremost applaud the Board of Directors and the Global Partnership for Education Secretariat for convening this event which is aimed at marshaling resources for the education of millions of children across the regions of the world. This event is not only timely but indeed relevant to the plight of over 60 million children out of school today, the majority of whom are girls.

It is for this reason that the Government and people of The Gambia rally behind this fundamental platform that has potential to attract worldwide recognition with meaningful support that complements national, bilateral and multilateral efforts for education for all. We are therefore hopeful that this platform will take cognizance of the need to forge partnerships with realistic reciprocity between countries and donors predicated on the principles and ideals of the Paris Declaration on Aid Effectiveness.

Distinguished ladies and gentlemen,

The Gambia has been a recipient country of two rounds of catalytic funding under the then Education for All/Fast Track initiative (EFA/FTI) for the period 2005 - 2007 and 2009 – 2012 which result in the following outcomes:

- The attainment of gender parity at the level of basic education through the use of non-financial and financial incentives;
- The attraction of qualified teachers to serve in schools located in very deprived communities through the provision of financial incentives;
- Breaking the cycle of illiteracy through the substantial reduction of the percentage of non-readers in grades 1 – 3

Inspired by these outcomes, motivated by the desire to build on the gains registered thus far and encouraged by the need to address the current challenges, the Government and People of the Gambia have no option but to make the following financial and policy pledges in support of this event and beyond:

- To increase the current budget allocation to basic education from 17% in 2011 to 20% and above in 2014;
- The elimination of all forms of inequities in basic and secondary education with specific focus on access and quality;
- The improvement of early learning outcomes with emphasis on early grade literacy skills

Distinguished ladies and gentlemen,

With these few remarks, I wish this partnership the best of luck.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Global Campaign for Education

Delivered by Camilla Croso, President

Ten years ago, donors came together in Amsterdam to launch the Education for All Fast Track Initiative (FTI). During the last decade, progress in securing the right to education has been too slow and on present trends it is unlikely the 2015 EFA goals shall be met. The Global Campaign for Education welcomes the Replenishment Conference now taking place in Copenhagen, which brings together multiple stakeholders committed to the fulfillment of the right to education for all.

In this context, the GCE shall work towards the protection, respect and realization of the right to education mobilizing its network towards advocating States, including governments and parliamentarians, to follow up on their commitments towards the full EFA agenda. Gender equality, Early Childhood Care and Education (which shall be the theme of our next Global Action Week), adult literacy and education, increased and improved domestic financing, increased civil society participation, improved teaching conditions, attention to fragile states, are among top GCE´s priorities. GCE expects to promote civil society advocacy around these priorities through different strategies but especially giving continuity to the Civil Society Education Fund project, which will involve at least 40 countries.

The GCE shall also advocate for an increased and improved international cooperation around education, that is respectful of all human rights and that is committed to the strengthening of democracies. We shall guide ourselves on a set of principles, spelt out in our report *Fund the Future: Education Rights Now*. These principles include allocating increased and predictable amounts of resources for Education for All and education rights, untying aid and ensuring

technical assistance is country led, ensuring international cooperation is in tune with government plans, ensuring country ownership and civil society engagement and addressing issues that impact domestic financing such as regressive macro economic policies and tax systems.

Last but not least, the GCE shall work towards the strengthening of the Global Partnership for Education, actively participating through our elected civil society representatives on the GPE Board, in the direction of a stronger, more independent, equal and effective partnership. Education is a right in and of itself, with direct consequences for children´s, youth´s and adults´ present. But it is also an enabling right that impacts the future, one that allows people to secure other rights, to improve health and income, to hold government to account and to live in dignity. The GCE thus welcomes the full replenishment of the Global Partnership for Education.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Germany

Delivered by: Roland Lindenthal, Head of the Education Division for the Federal Ministry of Economic Cooperation and Development.

Thank you Madame Chair

Like many of the previous speakers I would like to thank the government of Denmark for hosting this event and also the co-sponsoring countries and of course the GPE.

Education is a key priority of German development cooperation. We support education through our bilateral programs and multilaterally. For many years now Germany has been one of the largest donors in education. The last year of OECD DAC reporting Germany has dispersed bilaterally over 1.2 billion euro for the promotion of education. In 2010 we have increased our commitments for education by more than 10% compared to the previous year up to a total of 224 million euro and our firm intention is to continue this trend and further increase our contribution to the education sector.

Secondly, Germany ODA for basic education has reached more than 100 million euro- 106 to be precise.

Thirdly, German contributions to GPE endorsed countries were significantly increased over the last decade and in 2002, when it all started, Germany spent 8 million euro to the now endorsed countries and in 2010 eight years later this amount has multiplied by 12 to 99 million euro.

Fourthly, we will at least double our commitments for education in Africa from 68.5 million euro in 2009 to a minimum of 137 million in 2013.

Fifthly, by the end of 2012 we will have contributed a minimum 30 million euro to the GPE fund between 2008 and 2012.

For 2011 we are committing 5 million. For 2012, 5 million too and for 2013, 5.5 million. And as we are meeting here my ministry is trying everything in the German Bundestag to still increase these figures and the crucial meeting will be next week. Thank you for your attention.

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of Guinea

Delivered by Dr. Ibrahima Kourouma, Minister of Pre-University Instruction and Civic Education

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Ministers,
Distinguished Technical and Financial Partners in Education,
Ladies and Gentlemen:

It is truly a pleasure for me to participate in this meeting because it affords me the opportunity to discuss the real issues confronting my country, Guinea.
Please allow me to begin by thanking our partners for their support.

In the interest of achieving universal education, my country has [*text garbled*] today, the gross enrolment rate stands at 79 percent and undeniable progress has been noted among young girls, in particular in Haute and Moyenne Guinea, which were challenging areas in terms of girls' education. All this was not achieved without difficulty.

In fact, various problems plague the country:
(i) Infrastructure. In Guinea, we have too many students in the classrooms—on average 100 at the elementary level and between 150 and 200 at the secondary level—which, naturally, hampers learning.

In a number of villages, there are no schools because a school could consist of just one classroom. Today we need 3,004 classrooms to at least bring the average down to 70 students at the elementary level and 80 at the secondary level.

(ii) The level of the teaching staff. We have an urgent need for assistance with continuing education to continuously improve the level of our teachers' pedagogical skills.

Ladies and Gentlemen:

Guinea views education as the foundation of a country's development. It is a priority in President Alpha Condé's program, which seeks assistance from technical and financial partners to extricate schools from this lamentable situation.

Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of the Republic of Guinea-Bissau

Delivered by Artur da Silva, Minister of National Education, Culture, Science, Youth and Sport

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As a Fragile State, emerging from a difficult situation, the education sector is of determinant importance in the path to stability and lasting progress.

The progress so far and the future vision of the education sector of Guinea-Bissau

The country has made a major progress in education in the recent years, by:

- Increasing **the enrollment of primary education** from 1999/2000 to 2009/2010, with 91 % and within this result increasing girls enrollment with more than 100 %.
- Developing and adopting **the key policy framework**, including the Letter of Education Policy in 2009, the Three-year Education Sector Plan 2011/12- 2013/14 (ESP 2011/12-2013/14) in 2010 and the Basic Law of Education System in 2011.
- Increasing **the government commitment** to the Education sector, from 9% in 2006 to 13% in 2010, and then aims to increase up to 15% by 2014/15
- Establishing **a strong sector coordination**, with MoE and UNICEF and World Bank co-leading and supervising, and participated by bilateral and multilateral partners as well as Civil Society Organisations active in education.
- Preparing and submitting **a request of USD 12 million for the GPEF**, to jump-start the sector plan, to overcome the context of fragility and limited donor presence in the country.
- Tackling to resolve **the issue on teachers' salaries**, through putting in place a better management system of teacher recruitment, qualification, allocation and career path.

- Strengthening **the capacity of the Ministry of Education**, through improving fiduciary management, EMIS and recruiting 60 young professionals (via GPEF/Ministry of Finance)
- Taking measures to improve **the quality of education**, by revising curriculum, enhancing teacher training and introducing national exams and learning assessment.

The Government of Guinea-Bissau request the support in advocacy for the country and solicits enhanced technical and financial support in the education sector, particularly in basic education, Early Childhood Development, increasing to education for girls and out of school children.

Thank you very much.

Statement from the Government of Guyana

Delivered by: Shaik Baksh, Minister of Education

Thank you very much.

Honorable Ministers,

Ladies and gentlemen,

Guyana has focus on a number of initiatives to scale up quality education delivery of students of learning outcomes over the next three years. This is the major challenge.

Our policies will reform teacher training and education to ensure the delivery of quality education for all. Having already achieved universal primary education Guyana will make pre-primary education compulsory in its new education act. The accelerated literacy programs included a compulsory literacy hour at all the pre-primary and primary levels to strengthen to ensure that student's speech acquires standards and structured remediation for slow learners will be made mandatory at primary schools and secondary schools. A literacy certificate will be introduced at grade 4 to certify that students are literate before completion of the primary cycle. It will be supported by structured and mandatory remedial programs. Guyana will work towards achieving more access to quality education and reduce dropout rates at all levels.

We pledge to do the following:

- Expand social programs such as free school uniforms, free books, school feeding, transportation and dormitory service.
- Continue to provide free education from pre-primary to secondary school.
- Set a target of 80% trained and graduated teachers by 2014.

- Improve the quality of classroom teachers and managers through continuous professional development.
- Enhance the use of communication and information technology education delivery.
- Expand inclusive education to provide more access and equitable opportunities for the indigenous population and other vulnerable groups.
- Sustain the gender parity that already exists at pre-primary, primary and secondary schools.
- Continue to allocate the highest percentage of the national budget to education.
- And finally we pledge to support the ideals, goals and programs of the Global Partnership for Education.

Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Ireland

Delivered by Vincent O'Neill

Greetings etc.

1. Ireland is very pleased to co-host this event with our Nordic, Australian, Rwandan and Guyana colleagues.
2. The Global Partnership for Education's approach today is both strategic and comprehensive. Strategic, because it's focus on girls education, learning outcomes and fragile states – all with a stronger focus on results – addresses the bottlenecks - where we need to focus our attention if we are to achieve education for all. And its comprehensive because encouraging all participants to consider, not just our commitment to the partnership itself, but to education overall ensures that global education benefits today, led by the global partnership.

Our pledge:

3. Ireland will contribute 13.9 million Euro to the Global Partnership for Education.
4. Ireland will not increase its bilateral support to education at this time but will continue to spend over 10% of our bilateral aid budget, on education. Our education spend in absolute terms, will drop below 2009 levels, in proportion with the rest of our aid programme which has reduced due to the economic downturn in Ireland. We will review our education spend in the future when we are in a better position to do so. Our bilateral contribution however continues to be significant at 50million Euro per annum.
5. Ireland will continue to improve the Aid Effectiveness which is at the core of Ireland's Education Policy the title of which is: Building Education Systems. Over 50% of Ireland's Education budget is channelled directly to education sectors in our four programme countries: 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 GPE 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.

How Ireland will support the policy objectives of the GPE:

6. In all of its programme countries Ireland will mainstream gender equality as a policy priority in its education programmes and will make it a focus of its policy dialogue with all partners. We will do this because we believe, as you do, that a quality education is a fundamental right for all girls and boys and that the education of girls in particular, has far reaching effects on family and child health and nutrition. 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 for Education.
7. Ireland recognises that over a third of children in Southern and Eastern Africa complete a full cycle of primary school without attaining functional levels of literacy and that a concerted effort is required if the gains in access of the past decade, are not to be eroded by a lack of progress in improving quality. In all engagements at global and national level a strong focus on improving national capacity to assess learning, will be adopted.
8. In Mozambique, for example, Ireland's new programme will channel funds to the Ministry of Education, via the Sector Wide Approach mechanism, for the establishment of a new learning assessment system. This will allow the Ministry, for the first time, to have baseline information on learning outcomes and set targets for improvements.

9. Ireland is fully aware that many of the worlds out of school children are in the ‘hard to reach’ group, those isolated by a number of factors including fragility. 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. Ireland also sees its support to the Global Partnership for Education as an important strategy to support education in fragile contexts.

Many thanks for this opportunity and may I join others in wishing us all a successful pledging event today.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Japan

Delivered by Yuji Yamamoto, Minister for Financial Services

Education is an important element for human development that enhances ability and possibility of individuals. Education also supports nation-building, works as a driving force for economic development and a foundation for a peaceful society. Education is also essential to people's empowerment that human security upholds. Therefore, the Government of Japan attaches its importance to support in the education sector in the international cooperation. Japan will make contribution for the Global Partnership for Education in the year 2011 USD 5.4 million. On the other hand we consider the issues of misuse of funds seriously, and would like to request to the GPE to show the revised policy for them, such as prepared by the Global Fund recently. Unless the progress of the revision was shown, it is difficult for our taxpayers to accept contribution for the GPE.

As the Government of Japan mentioned in the Japan's Education Cooperation Policy 2011-2015, we will strengthen our support to the Global Partnership for Education. We would like to promote and implement our assistance model in the area of basic education 'School for All' broadly by improving the comprehensive learning environment. We also support vocational training and higher education as post-basic education, and education in conflict and disaster affected countries.

Japan held the MDGs follow-up meeting in Tokyo this June and received the participation of a broad range of stakeholders. At the education breakout session, we discussed under the themes of "improving the quality of education" and "ensuring equity in education." We compiled a good practice list to share with various stakeholders. This list is available from our

website and we hope more effective approaches will be made by countries and international organizations by referring to or using this list.
Zimbabwe shares the Global Partnership for Education's vision of quality Education for All and seek to nurture robust, international partnerships to achieve this vision for the children of Zimbabwe.

Zimbabwe developed one of Africa's finest education systems in the 1980s and boasts some of the highest adult literacy rates on the continent. All members of our Government of National Unity are steadfastly committed to restoring Zimbabwe's education system. In the last two years we have made major improvements including the re-opening of schools, the provision of core textbooks for all primary students and the creation of a robust five year sector plan.

I, the Minister of Education, Sports Arts and Culture of Zimbabwe, pledge that we will retain our proud achievement of gender parity in primary and lower secondary education and expand access to quality basic education, especially for orphans and vulnerable children.

We will:

1/ Establish a national baseline of early primary literacy rates in 2012, track it and *improve it* with measures including the mainstreaming of ECD in all primary schools, teacher development and quality enhancing, per capita based school grants. We aim for a 10 percentage point increase in end of primary examinations by 2015.

2/ endeavour to *increase domestic government funding for basic education by 75%*, from $469m (2011) to $822m in 2014, benefitting over 4m young Zimbabwean learners.

3/ Zimbabwe, which has has already abolished rural primary school fees, will offset the school costs for 700,000 orphans and vulnerable children in 2010 and prohibit exclusion of learners for non-payment of parental levies through reform of education regulations. We will further

reduce primary drop-out and increase transition to lower secondary through the phased reduction of compulsory schools fees and levies.

4/ We will introduce a major programme of 2nd chance and skills education for out of school children and youth who have missed out, in particular for orphans and vulnerable children.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Lao PDR

Delivered by: Lytou Bouapao, Minister of Education

Thank you Madame Chair

Distinguished colleagues

Ladies and Gentlemen

On behalf of the government of Lao PDR, it is an honor and great pleasure to participate in this pledging conference here in Copenhagen.

We are pleased to take this opportunity to reaffirm our commitment to ensuring that all children in our country girl and boy, especially those in the most remote and hardest to reach community are able to enjoy equitable access to quality education. In support of this commitment I would like to outline key financing and policy initiatives which the government of Lao PDR will implement over the coming years.

Lao PDR has committed to increase the budget allocation for education to 18% of total government budget. For 2011-2012 the government has allocated 17% of the budget to education in parallel implementation of the EFA FTI program jointly funded by GPE Aus Aid.

The policy of Lao PDR will be to strengthen the key policies, strategies and action plans which go with the policies of GPE and will be as follows:

1.) An inclusive education policy that will ensure that women, girls and people from different ethnic groups, people with disabilities and other socially disadvantage groups are able to enjoy the right to a quality education at all levels.

2.) A holistic school quality approach which was introduced at primary levels and will be expanded to lower secondary school.

3.) A home grown school meal program will provide additional incentive for poor families to keep their families in school.

4.) And finally a non formal education program to enable more children who live in remote communities where there is no preschool or primary school to access education opportunities.

Distinguished Colleagues

We realize the challenges are great. We would like to thank the Global Partnership for Education for their generous support of Lao PDR to meet our goal. Thank you very much for your kind attention.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Lesotho

Delivered by Mamphono Khaketla, Minister of Education

Thank you very much.

In Lesotho the political will to education is not in doubt because the Ministry of Education receives the highest budget allocation, between 23-25% annually. Policies that are already in place to achieve the MDGS are that we introduced free primary education in 2000 and currently we have an enrollment of 86%.We also achieved gender parity in 2003 and last year we enacted an education act that makes education not only free but compulsory at the basic level this means that children between the ages of 6 and 13 must be in school. We also introduced bursaries for vulnerable children and orphans because we could see that they were not attending school well. The new teacher salary structure was introduced in 2009 to try to attract people into the teaching profession.

The new policies that we are going to implement next year one is on ECD because we have realized that a lot of our girls drop out of school or fail to attend school because they have to take care of their younger siblings and if we have reception classes attached to primary school then they would bring their younger sisters and brothers to school.

We also are going to reduce the number of subjects taught in primary school from 14 to 6 because we realized there was a lot of repetition and wastage because the focus was not on the basics in the early classrooms. We will also introduce in 2012 the rationalization of fees for secondary schools and this will bring a number of children from primary schools into secondary schools and those who were not able to go to secondary school will come back to school but we need to give subventions to those schools now that have reduced their fees to accommodate these new policies. The biggest challenges that face us now are the repetition rates especially in the early years, the low transition rate because some of the boys will come to school but when

they get a little bit older they move to South Africa to go to the mines and the girls get married early. I am glad the Elders are here to help us talk about how to get girls and not brides. Also the girls drop out because they are in charge of their younger siblings or their parents who are HIV positive because we have a very high incidence of HIV/AIDS in Lesotho.

So our plans as I said for the next year are to introduce and attach early childhood centers to primary schools, to increase our teacher training and deployment incentive skills so they can go to rural areas and we want to reduce the current teacher pupil ratio from 1-65 to 1-50 and eventually 1-40. And we are working very closely with the Global Partnership through Irish Aid and UNICEF.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Malawi

Delivered by John Bisika

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

Malawi has achieved gender parity up to Standard 6 but a gender gap remains for the final two standards of primary school and for lower secondary. In addition, girls' achievement at the end of primary school is below that of boys.

A number of programmes are in place to retain girls in schools and improve their performance. These focus on improving the environment, increasing female representation and role models and providing bursaries. Malawi has also developed a girls' education communication strategy to act as a major advocacy tool for retaining the girls in schools.

PLEDGE:

Malawi commits to achieving gender parity in Standard 7-8 and Form1 by improving retention, performance and transition of girls by 2014.

It also will implement zero-tolerance measures to eliminate gender-based harassment in schools.

Improve early learning outcomes, including increasing Standard 3 literacy rates

Learning outcomes are very low. A national survey conducted in 2009 reported mean scores for standard 3 pupils of 10% for English and 20% for Mathematics.

Strategies are being implemented with the focus on curriculum, particularly literacy and numeracy, teacher and classroom supply, school meals and grants support to orphans and vulnerable children.

PLEDGE:

Malawi commits itself to reducing the PTR to 60 to 1 and will take steps to reduce class size even further in the early years of Standards 1 to 3 where basic skills in literacy and numeracy must be acquired.

Improve education access for out of school children, including decreasing the number of out of school children

An estimated 600,000 children of primary school age in Malawi are not in school. The Complementary Basic Education programme offers an opportunity for this group of children to attain basic skills, equivalent to completion of Standard 5, and to return to upper primary school.

PLEDGE:

Malawi will scale up its Complementary Basic Education programme so that another 200,000 out of school children acquire basic skills by 2014.

Estimated number of school-age children to benefit by 2014 from the three pledges:

	Total
Pre-primary, 4-5 y	730 000
Primary, 6-13 y	3 400 000
Lower Secondary, 14-15 y	170 000
Out of School Children	200 000
Total children to benefit by 2014	**4 500 000**

Estimated total budget allocation for Basic Education 2010-2014

	Mill USD
2010/11	207
2011/12	243
2012/13	266
2013/14	285

Pledging Conference
Copenhagen, Denmark, November 8, 2011

Statement from the Government of Mali

Delivered by Salikou Sanago, Minister of Education

I would like to thank the Global Partnership for its support, which has enabled my country to make very significant progress in developing its educational system.

In its quest to attain the goal of universal education, Mali decided to seek assistance from the Global Partnership with the aim of reducing the financing shortfall for its 2011-2013 program. Although Mali had requested financial assistance in the amount of US$102.3 million, Mali's country allocation ceiling has been set at US$41.7 million for its program period.

The shortfall of US$60.3 million has been the subject of discussion among the various technical and financial partners. It is anticipated that the agencies will be able to increase their contributions with the aim of reducing the shortfall.

Furthermore, the fact that Mali's growth for the 2011-2013 period is expected to exceed 5 percent of GDP bodes well for the mobilization of greater additional domestic resources for education. In 2011, the Government of Mali allocated 36.41 percent of its operating budget to education. The projected amount for 2012 is 36.96 percent, a figure that exceeds the 35 percent commitment made by the President of Mali for that year.

The ability to mobilize Global Partnership financing for Mali will allow the country to expand its commitment to tackling a number of challenges through implementation of a raft of reform measures.

In general terms, Mali pledges to implement the following measures:

Measure 1: Significantly reduce the share of the wage bill that must be covered by the communities that have established community schools, by assigning teachers to these schools;

Measure 2: Transfer the biggest portion of public education resources to local governments (more than 51 percent, beginning in 2011);

Measure 3: Ensure the distribution of resources based on simple and objective criteria, with the aim of guaranteeing equity and reducing geographic disparities; and

Measure 4: Facilitate the assignment of teachers to rural areas by offering incentives, beginning in 2012.

More specifically, the Government has:

1. Pledged to improve real time learning;

2. Made a commitment to abolish biennial recruitment;

3. Undertaken to reduce gender disparity (by hiring qualified staff at the central and deconcentrated levels);

4. Developed national reading standards for Level 1 (first and second years) of basic education; and

5. Validated and signed performance contracts with local governments that cover the payment of wages and the management of Direct Grants to Improve Scholastic Outcomes [*Appui Direct à l'amélioration des Rendements Scolaires* ADARS] as well as school cafeterias.

Capacity-Building: Several support measures to build capacity in the areas of planning, resource management, performance monitoring, oversight, and the allocation of financial resources (at the central and decentralized levels) have already been instituted in a coordinated manner.

The Situation in Northern Mali

Approximately one thousand Malians have returned home in the wake of the recent events in Libya. About half of these returnees are young people for whom a vocational training program must be established as soon as possible, with a view to reintegrating these persons into the society and economy and preventing insecurity. We are requesting from our partners the required additional financing for this reintegration program.

Thank you.

Salikou Sanago

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of Mauritania

Delivered by Ahmed Ould Bahiya, Minister of Education, Superior Education, and Scientific Research

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Ministers,

Distinguished Guests,

First of all, on behalf of the Government of Mauritania, I must express our sincere gratitude to the Global Partnership for Education for its interventions in Mauritania, which contributed significantly to the development of our education system. I would also like to thank Denmark for hosting this very important meeting and congratulate the organizers for the quality of its preparation.

Owing to the commitment of public authorities to the issue of education for all and the relevance and coherence of the National Education Sector Development Program (PNDSE), which was implemented in Mauritania in 2002, Mauritania was one of the first countries to receive resources from the initiative in 2004. Two operations, commonly known as Fast-Track 1 and 2, were financed in Mauritania for US$9 billion and US$14 billion respectively.

These interventions had a considerable impact on the development and improvement of the performance of the education system, particularly with respect to basic education. It is in this context that refresher training was made possible for 12,735 teachers and training was provided for 2,222 teachers, 175 school directors, and 794 inspectors. Over 3.5 million textbooks and teaching guides were acquired, 1,000 classrooms were built and equipped, and 30,000 tables and benches were obtained. Financing of agreements with the World Food Programme to execute the “School Cafeteria” component provided rations and supplies to

benefit students, and 22 all-terrain vehicles were acquired for education department inspections to ensure better supervision and monitoring of teachers across the country. The positive effects of this two-pronged intervention on primary education in general, the education of girls in particular, and the overall performance of the system were evident. There was an improvement in the primary completion rate (PCR), which reached 74.2 percent in the 2010/11 school year, a significant increase in access, the gross admission rate (GAR), and the retention rate at the end of the first cycle. Analysis by gender indicates that the gross admission rate for girls, at the basic level, is greater than that for boys. With respect to retention, gender analysis indicates a slight difference in favor of girls at the national level.

To better anchor the results obtained and improve the chances of achieving education for all, in January 2010, Mauritania began a process of drafting a new sectoral policy covering 2011–2020. The Government ensured that the process of formulating the new sectoral policy closely followed the approach recommended by the Global Partnership.

In the context of this new policy, background papers were produced, such as the 2010 Status Report on the National Education System [*RESEN 2010*], approach papers, the National Education Sector Development Program II [*PNDSE II*], and a letter of sectoral policy. A three-year PNDSE II implementation action plan (2012–2014) was also drafted.

The resources needed to achieve the education component of this three-year action plan amount to UM 103.005 billion (US$388.7 million), of which US$287.9 million is allocated to current expenditure and US$100.8 million to capital expenditure.

National resources to be mobilized for this subsector for the same period stand at US$353.4 million, or 70 percent of national resources allocated to education. This level of resources represents a gross shortfall of US$64.7 million. After deducting the resources already mobilized by a number of technical and financial partners, there is a net deficit of US$34.1 million.

Ladies and Gentlemen,

The commitment of the Mauritanian authorities to achieving education for all, the efforts they have made to significantly increase the resources allocated to education in order to achieve qualitatively satisfactory universal education, in addition to the coherence of the three-year action plan and the realism and relevance of the goals targeted, convince us that our partners, whose support has helped secure the above-mentioned achievements, will support us with the execution of this action plan by striving for mobilization of its GAP.

Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from Microsoft

Delivered by Mark East, Senior Director, Education Solutions Group

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Microsoft has a long history of investing in education in countries where we do business, through a wide range of initiatives that aim to increase access to ICT and educational opportunities, improve learning outcomes for all students and to increase the efficiency of education systems. This investment is done through working closely with governments and other educational stakeholders, primarily through cross-sector partnerships.

Today, I would like to share with you Microsoft's pledge towards supporting the GPE through established programmatic support:

I. Increasing access and quality of education through Microsoft Partners in Learning:

Microsoft will continue to work with governments in the GPE Eligible Countries towards the areas of increasing access, teacher development, school innovation and effective use of ICT to improve learning outcomes. The focus is on Helping Transform Education in partnership with the local government and education stakeholders. Included is a partnership with the British Council, which was developed in Haiti and will be deployed in at least 5 sub Saharan African countries.

II. Focused support for governments to deliver ICT skills based education through Microsoft IT Academy:

Microsoft will provide in the GPE Eligible Countries low cost access to technical training and certification in secondary schools and universities with a focus on increasing the level of STEM and technical skills, supporting increased access to jobs and opportunities for students completing the courses. This will support overall education outcomes, along with economic development, which is of critical importance.

I must stress that Microsoft's work and its pledge is driven by the desire to work as a partner with stakeholders, and will be realized through the creation/extension of cross-sectorial in-country partnerships.

As a result of these partnerships, we hope to deploy 5 national digital hubs, training 37,500 teachers and benefiting over 1.5M students, and support/create new 900 Microsoft IT Academies, training over 200,000 students and delivering at least 20,000 student certifications.

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of Moldova

Delivered by Mihail Sleahtitchi, Minister of Education

Ladies and Gentlemen!

The ambitious reform of the education system that is currently under way in the Republic of Moldova aims to ensure access to a quality education for all children. This reform program will be incorporated into the national education code that is being prepared, which aims to place education at the heart of society given that education is a determinant of progress and well-being. We will, of course, ensure that this reform will have a direct impact on the quality of students' learning. In order to achieve these objectives, special attention will be given to the development of quality preschool education at the primary level in municipalities that lack kindergartens, to combating absenteeism at the primary and secondary levels, to health education (including AIDS prevention), as well as to eliminating discrimination and violence at school against the most vulnerable children (in particular girls, children from the Roma community, and children with disabilities or from particularly disadvantaged social backgrounds).

The Government will make significant efforts to advance the social inclusion agenda under the 2011–2020 National Program for the Development of Inclusive Education, which aims to facilitate access to education for children requiring specific attention. Participation in school governance by children, parents of students, and communities will be strongly encouraged and supported.

The Government is implementing a program to optimize the use of schools through an agreement with the International Monetary Fund and with World Bank support. The program has the following aims: improve the quality of education by building capacities in schools to ensure equal access to education for all children; promote the role of education; develop quality control mechanisms; establish a new, student-centered financing model; and improve the performance of education staff.

Consequently, small, underperforming institutions located in regions with low population density will be closed and the students will be redirected to district schools possessing an adequate learning environment in terms of infrastructure, teaching, curriculum, etc.

This ambitious program can only be achieved through the establishment of sound partnerships among the Government, local authorities, NGOs, donors, and the private sector.

The Ministry of Education has already launched these reforms: a partnership with the LEGO Foundation helped provide educational games to 24,000 young children from 400 of the poorest communities; the partnership with the *Veolia Environnement* Foundation facilitated the development of pilot schools with modern infrastructure in line with European standards.

Many NGOs, such as Step by Step (*Pas à Pas*), are working in collaboration with the Ministry of Education to improve teaching training in child-centered pedagogical techniques. UNICEF, the World Bank, and other UN agencies support this reform program by providing technical and financial assistance.

These joint efforts will allow the Moldovan Government to achieve the objectives

set within the framework of the Education For All National Strategy and the Millennium Development Goals and to bring our education system in line with European best practice.

Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Mozambique

Delivered by Zeferino Martins, Minister of Education

Narrowing the gender gap in our rapidly expanding education system has been one of our biggest successes over the last years. In 2011, around 47% of the students, in both primary and secondary education were girls, against 45% in 2004 (primary education) and only 40% in secondary education. Over the last years, not only more girls have entered school; they have also been more successful in staying in school and continuing their education at secondary level.

Key to this success has been our focus on ***getting children to start school at the right age***! This strategy benefits particularly girls: if we can get girls to enter school early enough, they are much more likely to stay in school and continue their education, even after they have reached puberty.

Currently, around 70% of the six-year old and 97% of the 7-year olds are in school, while in 2004 these percentages were 45% and 73% respectively. This progress resulted from the following key interventions:

- The construction of more schools, closer to the communities:
- The annual mobilization campaigns that involves district officers, school staff and school council members, as well as public media (radio and tv), encouraging parents to enroll their children that are 6 or turn 6 in coming school year;
- Abolition of school fees for primary education.

Other interventions have contributed to more children, *and particularly more girls*, staying in school and continue their education:

- More female teachers are being hired, particularly at the lower primary level. In 2011 around 44% were female, against only 30% in 2004. Female teachers can serve as role models for young girls;

- The introduction of the new curriculum in 2004 has contributed in its early years to the reduction of repetition rates and drop outs. This new curriculum also addresses more explicitly gender issues;
- Direct support to schools is provided to all schools to compensate for their loss of income due to the abolition of school fees (primary schools) and to facilitate the acquisition of basic learning materials for the most vulnerable, specifically amongst girls;
- More attention is paid to making schools child friendlier, healthier and with a safer environment, through amongst other things, the construction of sanitary facilities, ramps for children with disabilities, no-tolerance policy for (sexual) abuse, etc.

Despite the enormous progress towards gender parity, our main concern remains with the quality of our education: do the children, *boys and girls alike*, actually learn what they should learn in our schools? This concern is at the core of our next 5-year strategic plan, and is being translated through strategies aimed at:

- A particular attention to early childhood development;
- Better prepared, motivated and supported teachers;
- Improved monitoring of learning outcomes;
- More effective school management;
- Increased involvement of parents and communities in the education of their children.

I am a strong believer that there will be no quality in education without gender equity.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of The Netherlands

Delivered by Bram Van Ojik, Director of the Department for Social Development, Ministry of Foreign Affairs

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Ladies and gentlemen,

It is with pleasure that I say a few words on behalf of the Minister for European Affairs and International Cooperation from the Netherlands on the occasion of this Pledging Conference for the Global Partnership for Education.

The Netherlands has been one of the founding fathers of GPE. This dates back to the organization of a conference in April 2002, together with the World Bank, which led to the establishment of the Education for All Fast Track Initiative.

This conference in 2002 took place against a background of strong interest from our Parliament to increase the share of education of Dutch development aid. As a result, investment in education has grown significantly. According to UNESCO's Global Monitoring Report, the Netherlands was the fourth donor in education over the last ten years - and even the second donor in basic education. We are proud to have contributed to the impressive progress on MDG2.

FTI benefited from the increased funding for education, as we strongly believe in FTI's philosophy of supporting credible education plans in close cooperation with national governments and other donors. The Netherlands disbursed 470 million dollar FTI. With close to 25 per cent of all available funding, we are still the largest donor. In addition, the Netherlands has been closely involved in the development

of the Fast Track towards the current partnership. We were co-chair at the time when FTI still had a Steering Committee. In addition, we were the first to take up the role of Supervising Entity as an alternative to the World Bank. Currently we are on the Board of Directors and the Financial Advisory Committee on behalf of a constituency with Belgium, Luxembourg and Switzerland.

However, Dutch aid policy has changed. Although the Netherlands is still committed to reserve 0.7 per cent of its GDP to development aid, we are faced with major budget cuts and a lower prioritization to education in favor of food security; water; peace and stability; and sexual and reproductive health and rights. This does not mean that we will entirely stop our investments in education, but we will be less focused on basic education and reduce the number of countries with which we have bilateral education programs. In that regard, we attach major importance to the GPE. As the global education fund, it can play an important role in meeting the financing gap which may be left when the Netherlands will withdraw from several partner countries.

We are therefore happy to pledge an amount of 120 million euros, for the period 2011 to 2014. Against the current exchange rate, that will translate to around 40 million dollars per year.

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of Niger

Delivered by Mariama Elh Ibrahim, Minister of National Education, Literacy and the Promotion of National Languages

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Technical and Financial Partners,

Speakers,

Ladies and Gentlemen,

It is a great honor for me to address this august gathering to tell you about Niger's education program.

Niger, a Sahelian country located in West Africa, as of 2011 has an estimated population of 15 million inhabitants. Approximately 50 percent of the population is under 15 years of age and the school-age population has an annual growth rate of 3.3 percent. The illiteracy rate is 71 percent.

In 2003, in keeping with its Poverty Reduction Strategy and the commitments made at the international level, Niger developed a Ten-Year Education Development Program (PDDE 2003-2012). This program, developed around three components (Access, Quality, and Institutional Development), seeks to provide universal access to quality primary education and to halve the illiteracy rate by 2015. The implementation process for the Education Development Program has three phases, covering the periods: 2003-2007, 2008-2010, and 2010-2012.

The various implementation reports for this program have shown that, in terms of access, significant strides have been made. In fact, the gross enrolment rate increased from 41.7 percent in 2002 to 76 percent in 2011 (a 34.3 percentage point increase) and the enrolment of girls increased from 33 percent to 56 percent (a 23 percentage point increase) for the period.

Nevertheless, in terms of quality, there are still many challenges to be overcome. The primary school completion rate for 2011 is only 49 percent.

Ladies and Gentlemen,

It is with a view to addressing the issue of quality, which is so critical, that Niger has embarked on a participatory process of developing a sectoral education and training program (PSEF 2012- 2020). This program takes into account the priorities and commitments of the first Government of the seventh Republic, which took office in April 2011. The Government has therefore made a commitment to substantially increase the allocation for education in the national budget from 18 percent in 2010 to 25 percent by 2016.

In the basic education subsector, this commitment will be evident in the following budget allocations for the next few years:

- CFAF 167 billion in 2012;
- CFAF 184.5 billion in 2013; and
- CFAF 198.9 billion in 2014.

Moreover, the Government plans to implement new policies to improve the quality of and access to basic education. This primarily entails the:

- Promotion strategy for community preschool facilities;
- National Policy for the Education and Training of Girls;
- National School-Feeding Strategy;
- Strategy for the Widespread Establishment of School Management Committees [*Comités de Gestion des Établissements Scolaires* COGES];
- Renewal of the basic education curriculum (primary, lower secondary, literacy and non-formal education);
- Introduction of national languages in teaching;
- Hiring of contract teachers in the public service;
- Extension of basic education to 10 years;
- National Textbook Policy; and
- Fast-Track Enrolment Strategy [*La Stratégie de Scolarisation Accélérée/Passerelle* (SSA/P)].

Ladies and Gentlemen,

The implementation of these policies will support, among others, the following activities:

- Mobilization of parents and elected officials to establish preschool facilities and have large-scale registration of children;
- Gradual support by the State for the payment of the wages of community educators;

- Establishment of an operational legislative mechanism to counter all obstacles and handicaps to the formal education and training of girls;
- Establishment of an efficient and functional information and communication mechanism for a change of attitude toward the education of girls;
- Establishment of school-feeding programs in nomadic zones and places where schools are far from villages;
- Provision of dry rations for hard-working female students in rural areas with a low enrolment rate;
- Widespread establishment of COGES and COGES Federations (FCC);
- Inclusion of national languages because of their increased relevance to teaching and learning;
- Gradual hiring of contract teachers in the public service;
- Development of a career path for contract teachers;
- Training of contract teachers without any basic training;
- Removal of school-leaving examinations at the primary level;
- Provision of low-cost, high-quality manuals and guidebooks to students and teachers;
- Improvement of a textbook distribution system in formal and non-formal educational institutions; and
- Progressive dissemination of the FTI to the entire country.

The anticipated outcomes of these policies are an:

  - Increase in the gross preschool enrolment rate from 4.5 percent in 2010 to 8.7 percent in 2014;

- Increase in the gross primary school enrolment rate from 72.9 percent in 2010 to 81 percent in 2014;
- Increase in the gross primary school completion rate from 49 percent in 2010 to 60.6 percent in 2014;
- Increase in the pass rate for the Basic Education Certificate Examinations (BEPC) to 70 percent in 2014;
- Increase in the gross junior secondary school enrolment rate from 17.8 percent to 27 percent in 2014;
- Increase in the gross junior secondary school completion rate from 9.1 percent in 2010 to 16.7 percent in 2014;
- Increase in the proportion of staff in rural *CEGs* [secondary schools] to 50 percent of total staff in junior secondary schools in 2014;
- Increase in the proportion of literate adults from 29 percent in 2006 to 34 percent in 2014; and
- Admission of 105,676 unenrolled or out-of-school children aged 9 to 14 years into non-formal or formal learning centers.

With regard to staff, this program will therefore affect staffing after 2014: 105,749 children in pre-primary; 2,238,200 students in primary; and 390,827 students in junior secondary.

Ladies and Gentlemen,

I would like to conclude my presentation by saying that Niger is aware that the success of all these policy measures has certain prerequisites, including the promotion of good resource management. This is why the authorities, elected

barely six (6) months ago, campaigned on a platform of good governance and the elimination of corruption.

In addition, we are also aware that Niger alone cannot overcome the multiple challenges confronting education, literacy, and training. We are therefore making an appeal to donors for more technical and financial support.

Long live international cooperation!
Long live solidarity among people!

Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Norway

Delivered by: Arvinn Gadgil, Norwegian Ministry of Foreign Affairs

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Norway has been a strong and longstanding supporter of the Global Partnership for Education, previously the Fast Track Initiatives. Norway was one of the first countries to join the FTI and continues to be a major financial supporter of the partnership.

We believe that building partnerships, between governments, civil society and donors, is crucial to spur development of the education sector at the country level. It is our belief that such partnerships have been the cornerstone of the success of the Global Partnership for Education to date.

Over the last ten years, there have been some instances of spectacular progress towards education for all, including in least developed countries. National governments are giving increasing priority to education, as reflected in growing allocations to education in national budgets. Aid has also played an important role in supporting national efforts to improve education results. Norway supports international efforts to make education aid even more effective by focussing on the quality of education and underfinanced areas such as education in fragile states.

Around 40 % of those who do not have access to education live in conflict areas. Conflict need not kill the dream of an education. In many countries, like Nepal, Afghanistan and South Sudan, we have seen that a strong desire to see children educated has translated into community action for the protection of schools and schoolchildren. Norway is looking forward to working with the Global Partnership for Education to find new and effective ways of reaching children growing up in conflict or emergency situations.

Today we will demonstrate support to the partnership by increasing our financial contribution by 50%, from approximately NOK 100 million per year to the fund, to NOK 150 million per year in the period 2011 - 2012. We hope that this will inspire other countries to increase their support in the times ahead. The children, especially girls, need our support, and our joint efforts are needed to enhance the quality of education.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from Oxfam

Delivered by Imad Sabi, Oxfam Novib

Oxfam pledges to monitor the commitments made by donor partners, specifically governments and multi-lateral institutions, to the Global Partnership for Education, as well as to basic education more generally. We will track delivery of financial commitments to ensure that donors are following through on their promises. We will also monitor progress against commitments to improve aid effectiveness that are made in association with the GPE Replenishment as well as the upcoming Fourth High-Level Forum on Aid Effectiveness in Busan, Korea. Finally, we will continue to work with the Global Partnership for Education to support continued 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 programs, especially for girls, and to engage in education policy dialogue.

To respond to the challenge identified by the GPE to improve the quality of education, 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. We will collaborate with coalition partners and the GPE in removing obstacles to effective teaching in line with the EFA goals, the EFA Teacher Task Force and the upcoming ADEA Trienalle in 2012: Education and Training for Sustainable Development in Africa.

We hope that our pledge will contribute to furthering an environment of accountability for donor governments and institutions, and recipient governments, ensuring that their good intentions are translated into real, effective investments, so that all children may realize their right to a quality education.

The pledge will also help address the very high rates of pupil-to-qualified-teacher ratios in many countries, which act as a bottleneck to improved educational access, quality and learning outcomes.

Statement from Pearson

Delivered by John Fallon

At Pearson, as the world' leading learning organization and active in more than 70 countries, we believe that there are 4 key things we can do to address the global learning crisis:

1. Agree common metrics to measure learning outcomes
2. Identify innovative solutions for schooling in the developing world
3. The development and mobilization of innovative financing models
4. The strengthening and improving of national education systems to facilitate access to high quality education provision for all

We pledge the following:

- Support the Global Compact on Learning to develop metrics by which to measure the success of the compacts goals, providing a mechanism to demonstrate progress. This will include the development of a test of literacy and numeracy for non OECD countries over the next 12 months, enabling a common set of standards to be locally applied to improve the performance of both individuals and nations.

- We pledge to develop new qualifications and mechanisms to support the development 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. We will work with other partners to develop a unique 'Eduprenuer' course and qualification for delivery in Africa, Latin America and Asia. We will offer seed funding to candidates

who are able to demonstrate a clear and sustainable business model for implementation.

- Access to innovative finance and investment is critical. We have already made significant investments to date, and now pledge to make significant further incremental investments, up to the value of $20 million, in low-cost, sustainable solutions and invite partnership investments with governments, CSO's, donors and others. We will evaluate the efficacy and impact of these different models and share the results and outputs with the broader community.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from Plan

Delivered by Nigel Chapman, CEO

Plan believes education is the foundation of development so we have always prioritized it as such; we recognise the urgent need for increased education funding and pledge to invest significant additional resources in education over the next three years.

Plan's commitment and prioritization

- Education is the foundation of development, everything else stems from this…(personal story / anecdote)
- Our education programmes are developed with the children and community they affect, and focus on: equal access, quality and national education governance.
- We show our commitment by spending more on education than any other programme theme. In the last year we spent over $113 million, and reached over 56.6million students.
- But we have realized this is still not enough.

Pledge of commitment

- We are gravely concerned about the $16 billion funding shortfall and how governments and the World Bank are not living up to their past funding commitments, and call on everyone to make sure they do not go back on the pledges made here today.

- We pledge today to spend at least $55 million more over the next three years on education and learning programmes which will benefit the most vulnerable and marginalized children around the world. We see this as a necessary step up if the MDGs are going to be met, and hope to inspire others to do the same.
- We further pledge to launching a global campaign on girls education next year, called Because I am a Girl, which will see the whole organisation campaigning for legislation change which will benefit 400 million girls by 2015.
- If we all stand by our relevant commitments there will be a substantial shift in the world's education and the world's development: let's all stand by these pledges, no matter what.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from Private Sector and Private Foundations

Delivered by Lynn Murphy, Senior Fellow with the Foundation's Global Development Program

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I represent one of the board's newest and most diverse constituencies: private sector and private foundations. We don't give funds directly to the GPE fund, so you may be wondering why we're here.

Here are three reasons why our efforts are central to supporting the Partnership's goal ensuring ALL children go to school AND learn.

First, we can act quickly. For example, foundations have supported assessments of early grade reading and civil society assessments of reading and math that quantified the magnitude of the learning crisis, which in turn provided evidence for others to create strategies, such as GPE's, focused on learning, such as GPE's.

Second, we can take risks. One member of our constituency supported Liberia to get kids in school and improve teaching of critical thinking. These investments demonstrated that fragile states can use external resources effectively.

Third, we can fund innovation. For example, our constituency has funded a number of instructional approaches to improve learning that have created evidence for other larger donors on how to do effective programming at scale.

Hewlett commits to improve reading and math for millions of children through investing at least $10 million annually in GPE countries. Our grants will support civil society learning assessments; instructional approaches and evaluations to build evidence on how to improve learning; and advocacy to ensure resources improve learning. Together the 10 foundations in our constituency provide $213 million annually to support GPE priorities in GPE countries.

This amount will increase each year and reach at least $238 million by 2014, supporting work in at least 27 GPE partner countries that benefits at least 50 million children directly. By capitalizing on the strengths of our flexible funding, we will fund the innovation, take the risks, and help to monitor ALL our commitments to ensure every child is in school and learning well.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from Save the Children

Delivered by Joseph O'Reilly

Save the Children is the world's largest, independent children's rights organisation. We work in 120 countries, saving children's lives, and supporting them to fulfil their potential.

We have a particular commitment to protecting and promoting children's right to education and are delighted to have the opportunity to share our plans for doing so over the next three years.

Save the Children's priorities and approach closely mirrors the new priorities of the Global Partnership for Education.

Our work in education focuses on improving access to education for out of school children especially in conflict affected and fragile states. We're also committed to improving the quality of children's experience at school and their learning outcomes.

And our efforts to improve children's access to school and their learning achievement recognizes the particular challenges for girls.

In 2006 we committed to ensuring that 3 million children in conflict affected fragile states get access to school. At the end of the last reporting period we'd helped 1.64 million children go to school. We remain committed to securing access for 3 million which we plan to achieve over the next three years.

We are also scaling up our support for children to acquire early grade reading and writing skills. Our approach to doing so, which involves testing, teacher training and community mobilization in support of literacy and the literate environment is called 'Literacy Boost' – it's a proven, scalable method of improving early grade reading skills - and we plan to massively increase the number of children, teachers and families that benefit from this programme.

The outcomes of our pledge will be a further 1.36 million children in conflict affected fragile states, half of whom will be girls, who have access to school.

And over half a million children will benefit from literacy boost.

These two figures represent a small proportion of our broader effort in education which will in fact benefit some 35 million children and adult teachers and parents over the next three years.

By the end of 2014 we will spending some $400 million on education annually.

We're all to aware that this is a tiny proportion of the effort required to close the global education gap and we will be redoubling our efforts to develop our partnerships with and advocacy to other stakeholders to secure the breakthrough in funding and activity necessary to achieve the millennium development and education for all goals.

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of Senegal

Delivered by Kalidou Diallo, Minister of Preschool, Primary and Lower Secondary Education and National Languages

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I would like to begin my remarks by commending, in clear and emphatic terms, the work done by the Global Partnership for Education that has permitted countries such as Senegal — through very strong political resolve and sustained efforts, Senegal has invested more than 40 percent of its budget in education — to benefit from the support of the partners in order to improve teaching and learning conditions.

My statement relates to the achievement of the goals of the partnership. In my capacity as a member of the Partnership's Board of Directors and also as the current Chairman of CONFEMEN [Conference of Francophone Education Ministers], I pledge to contribute effectively to the Partnership's shining success, through activities supported by communication and advocacy.

Using a strategic communication and community outreach action plan, I intend to use every avenue as well as the relations I have established to ensure that the effort to reposition the partnership is a resounding success, through the adoption of new strategic guidelines.

In Kigali, the GPE firmly resolved to undertake a repositioning effort, which led to paradigm shifts. Having become a global partnership for education, the GPE has managed to assess the context and redefine the strategic intervention areas. The education of girls, fragile States, and the quality of and improvement in student outcomes are all strategic guidelines adopted by the GPE with the aim of achieving Education for All (EFA).

Senegal, like other countries striving for universal primary education, has received support from all the partners since 2007. All these efforts, taken as a whole, have allowed us to accelerate the rate of increase in student numbers by improving access conditions, in particular by reducing provisional shelters. Now more than ever, Senegal is cognizant of the urgent need for the Global Partnership for Education to continue to support developing countries.

For this reason, and in my capacity as a member of the Board of Directors, I will make every effort to ensure that the goals the Global Partnership for Education are achieved.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Sierra Leone

Delivered by Dr. Minkailu Bah, Minister of Education

Sierra Leone supports the aims of the replenishment campaign of the Global Partnership for Education. In support of these aims, it intends over the next 3 years to increase funding for basic education to a higher level than ever even though the competing demands for the limited financial resources available are many in number. The exact level of increase is being negotiated with the Ministry of Finance.

The planned increase in funding will go primarily towards reducing geographical and gender disparities in education, improving education quality with a special focus on learning and learning outcomes at school level particularly at the basic education level and reducing the number of out-of-school children.

Specifically, Sierra Leone will:

i. Provide scholarships for girls who sit and pass the national Grade 9 (lower secondary) examination signalling the end of formal basic education. This is intended to encourage female retention and completion of basic education and will help to bring about gender parity especially in Grades 7 to 9 (lower secondary).

ii. 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. By keeping students healthy, attendance and concentration should improve which in turn should result in improvement in learning outcomes at all levels of schooling.

iii. Increase teacher: student contact hours by commencing on the phasing out of double-shift schooling and increasing the length of the school day. This will contribute to improving student learning outcomes.

iv. Carry out national early grade reading and mathematics assessments with a view to confirming findings from small scale studies and taking necessary actions to address identified learning deficiencies and making 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; (v) structure, content, duration/frequency of pre-service and in-service training programs. The foregoing will help to improve not only early learning outcomes but also those at the upper levels which have become a source of national concern.

v. Fully commence the functioning of a Teaching Service Commission which should amongst other things ensure the availability of qualified and competent teachers in areas that have lacked such individuals previously. This should result in improved learning outcomes in areas that have previously lagged behind others and decrease learning disparities.

vi. Establish, equip and staff schools in areas which lack such facilities and which are unattractive to private providers and missions. This should help to improve access and decrease the number of out of school children.

vii. Embark on innovative practices designed to attract out of school children

viii. Conduct studies that will allow us to take informed and worthwhile decisions

Through implementation of the aforementioned, we intend to transform teaching and learning in our schools and to accelerate our progress in social and economic development and enhance the well-being of all Sierra Leoneans.

We look forward to the support of all represented at this conference in our endeavour. Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Spain

Delivered by Salvador Muñoz Martínez, Director of Sectorial, Gender and NGO Cooperation, Spanish Agency for International Development Cooperation, Ministry of Foreign Affairs and Cooperation

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Dear friends,

On behalf of the Spanish Agency for International Development Cooperation (AECID, www.aecid.es) of the Ministry of Foreign Affairs and Cooperation, I want to thank the Global Partnership for Education and the Danish Government for the organization of this event, which we expect will help to reach the goal of reducing the number of people without access to basic education of quality thus enabling gender and social equity.

It is not a secret that Spain is a generous country that has always shown solidarity to those people and countries less favored, not only in times of emergencies and natural disasters, but also in cooperation for development. Our contribution to the Fast Track Initiative, now Global Partnership for Education, was €60 million in 2008, €60 million in 2009, and €60 million in 2010, with a grand total of €180 million (approximately US$248 million) in the past 3 years. We were not giving our surplus neither our leftovers. We were sharing what we had, not giving the remaining of our wealth. An overwhelming majority of the Spanish people support public policies on development cooperation, which are considered as a moral obligation. However, this positive perception has decreased in the past 3 years, mostly because of the economic crisis, but also for other reasons, being a very important one the increasing sense that multilateral contributions are not as efficient and transparent as they should be. It is hard to explain to our taxpayers, in a country with a 21% of unemployment rate, that continuing our efforts in development cooperation is as important as having a social welfare system in a democratic state. Surveys estimate that 67% of our population supports our efforts in

cooperation aid in low-income countries. Although it remains a majority, 6 years ago there was an estimate of 95% of support to cooperation policies among the Spanish people. Unfortunately, the Government's pledge to maintain the economic provisions to development cooperation was not fulfilled. In 2010 our Spanish Agency for International Development Cooperation suffered a budget cut of €700 million, and our salaries, the salaries of all public servants in Spain, were reduced in a 5% average. Such cut didn't affect our contribution to the GPE in 2010. But in 2011 the economic situation has worsen and the cuts have also affected our contribution to multilateral organizations and regretfully to the GPE. We are very concerned that some multilateral organizations that receive funds from AECID do not execute or do not spend our contributions in the expected time neither according the Paris Principles for Aid Effectiveness. It is particularly serious and discouraging that once Spain makes its disbursement to some organizations, it takes these multilateral organizations more than expected to execute the funds. We hope that our contributions to the GPE will never face such a situation, which would be unfair to the children whom we are willing to help.

Taking into consideration all of the above, our Council of Ministers has approved a pledge in 2011 for the Global Partnership for Education of €20 million (about US$27.5 million). It is a significant contribution, although much lower of what we have provided in the past 3 years. Nevertheless, in these times of restrictions we also offer another valuable contribution to the GPE: our people and our facilities. We have technical cooperation offices and specialized staff in 14 low-income country partners, and we believe that the GPE must take advantage of this situation to maximize efforts and meet the principles for aid effectiveness, in order to be aligned to the priorities and needs of the partner country, harmonized with the activities of other donors, while encouraging mutual accountability between governments and promoting a focus on managing for results. We also believe in the Code of Conduct for better division of labor between the European Union donors in low and middle-income countries. The Code is based on eleven principles designed to reduce administrative formalities, use the funds where they are most needed, pool aid, and share the work to deliver more, better, and faster aid.

As you probably know, in less than two weeks there will be general elections in Spain and we cannot make a pledge in this forum for 2012. The combination of this general election and the economic restrictions that we are suffering prevent us to make a pledge for 2012 or upcoming years. However, we can assure you that, providing that GPE will continue to improve its excellent performance in terms of management, the future Spanish Government will continue to support the Global Partnership for Education in 2012 and future years at least in the same proportion of the Spanish income as in our 2011 contribution. We believe in solidarity and we believe that reaching our goal, education for all, is an obligation of humanity.

Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Sweden

Delivered by Måns Fellesson

Madame Chairperson

Delegates

Distinguished guests

Sweden remains committed to the Millennium Development Goals in education and to the broader Education For All goals. Viewing the development of primary education in many low income countries there has been significant progress but still there are substantial challenges obstructing the achievement of MDG goals in education. Sweden is particularly concerned with the fact that there has been growing difference between the countries on track and the countries where progress is slow. Most of these countries are fragile and conflicted affected. These countries are both the least funded and worst equipped to deal with the challenges of inclusive and quality based education. There also seem to be a growing difference within countries with regard to access to and equality in education that calls for increased attention.

Sweden is also concerned with the issue of quality education. Getting children to school must be accompanied with measures to increase quality in order to prevent problems of retention, completion and low levels of learning.

Intimately linked to the problem of quality is the efficiency of education service and systems. Governments and development partners should intensify their work on finding more efficient tools and channels for resource allocation based on empirical evidence of what actually works.

In sum, greater effort is need to reach those currently marginalized from education, particularly girls, increased first have to be made to increase quality and efficienty and the whole systems

and finally these efforts have to be backed up and continually modified by result oriented approach based on reliable analysis.

Sweden is now working on a new policy in education in development cooperation. Responding to the challenges in reaching this policy will have a clear focus on inclusion of girls and quality in education. Sweden remains committed to the work of GPE as an important initiative for strategic impact on global resource flows for education to low income countries. Particularly Sweden attached importance to GPE not being a vertical program but based on receiving countries own strategies and priorities for action in education. We know that current demographic development in many low income countries being GPE partners will increasingly put pressure on primary education systems. If these countries should be able to proceed in reaching the MDG's in education additional support will be needed. Even more urgent is the need to increase support to marginalized groups in fragile and conflict affected states. At present Sweden allocated approximately 100 million euros to the education for development aid budget. Sweden will continue its long term support to GPE. For the period of 2012-2014 the Swedish contribution will be at least 10 million euros per year in addition to this Sweden will contribute an additional 900,000 euro for the year 2011. Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of the Republic of Tajikistan

Delivered by Abdujabbor Rahmonov, Minister of Education

Dear Ladies and Gentlemen, Colleagues,

On behalf of the Government of Republic of Tajikistan and the President of the Republic of Tajikistan, Mr. Emomali Rakhmon, let me thank the organizers of the Conference for the invitation and for the opportunity to make a pledge in support to the Partnership's goals

Taking the opportunity, I would like to note that it is a privilege for Tajikistan to be a member of the Global Partnership for Education and to thank for all support that Tajikistan has received within the Partnership.

Additional resources provided to Tajikistan within the Partnership have enabled the country to implement key activities of the National Strategy for Education Development including:

- Education sector management capacity strengthening;
- Improvement of the key education indicators data collection and their use;
- More efficient use of available resources;
- Improving teaching quality;
- Reducing shortage of textbooks and teaching materials, improving their quality;
- Schools' infrastructure improvement and provision with school equipment; **and**
- Aid harmonization and increasing its effectiveness.

As a result of the Strategy implementation Tajikistan has improved access to education and increased efficiency in the resources utilization. For example, the enrollment of 11-15 years old girls increased from 87.7% in 2005 to 95.2% in 2007.

Education development remains to be a priority direction of the state policy. Thus, it is planned to increase State budget expenses for education from 2011 to 2014 by 70%.

The main goals of the mid-term State policy in education are as follow:

- Increase coverage of the early childhood development and early education programs;
- Increase enrollment and attendance in general schools in the remote areas, especially for girls;
- Further access increase to the improved physical infrastructure including water and sanitation;
- Further development of the key education indicators data collection system for evidence based decision making.
- Expansion of the education financing reforms for more efficient use of available resources.
- Students Assessment System development, with a focus on primary education, to collect information on the education quality and factors affecting the quality; and
- Transition from the knowledge based to the competence based learning.

We are pleased that the goals of the Partnership and Tajikistan are consistent and that Tajikistan can provide its contribution to the achievement of the common policy goals.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from The Elders

Delivered by Mabel Van Oranje, CEO

Brought together by Nelson Mandela in 2007 and chaired by Archbishop Tutu, The Elders is an independent group of global leaders who offer their collective influence and experience to support peace building, help address major causes of human suffering, and promote the shared interests of humanity.

The Elders are pleased to contribute to the objectives of the Global Partnership for Education by committing to work to end child marriage.

Child marriage is a harmful traditional practice that affects 10 million young girls every year. It is not only a violation of human rights, but also directly hinders the achievement of six of the eight Millennium Development Goals.

I remember meeting a girl in Ethiopia who married at the age of 15. When asked about her wedding day, she shyly replied: 'It was the day I left school.'

Let me be clear. We will not achieve universal education when every year some 10 million girls are pulled out of school to get married – too many of them as young as 9 or 12 years old. Many parents don't even send their girls to school because they intend to marry them off before they complete their education.

[Child marriage has long been hidden and unspoken. Perhaps there has been reluctance to take on a practice that is so bound up in family traditions and cultural practices. But The Elders know that traditions are man-made, and therefore they can change.]

The Elders support the efforts of the Global Partnership for Education by committing to work to end child marriage and by creating *Girls Not Brides: The Global Partnership to End Child Marriage*.

This 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 all necessary policy, financial and other support to end child marriage.

Universal education for girls cannot be achieved if the traditional practices and social norms that perpetuate poverty are not challenged. The Elders hope to contribute to this effort with their work to end child marriage.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Timor-Leste

Delivered by Apolinário Magno,Director General, Ministry of Education

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Salutations. Ladies and Gentlemen.

It is a great honor for me to reiterate the commitment of the Government of the Democratic Republic of Timor-Leste to improve the quality of education to ensure that all Timorese children access and complete a quality education. Our commitments have been expressed in the on-going reform of the education system through which we seek to: (i) improve the quality of education and (ii) ensure equal access to all Timorese to various levels of education.

Laws have been enacted and policies developed following the principles implied in the Constitution and National Education Policy, such as a free and universal nine years of quality basic education, equal opportunities for school access and completion. Other legal pronouncements and regulations are currently being formulated and will be endorsed, with a goal of most being completed by mid-2012.

The Government has committed to ensure that by 2015, 50% of 3-5-year-old children will be enrolled and receive quality pre-school education. In the short term, by 2015, quality education will be made available for 95% of children, and drop-outs will be reduced to almost zero. In the long run, by 2030, all children will be able to complete a full course of quality basic education.

The management of basic education clusters will focus on four pillars: quality school governance, positive school environment, effective school management and quality learning outcomes. Teacher management will be strengthened to improve the teaching learning process and learning outcomes.

Our Government is committed to increasing the budget for education to improve the education sector. Since 2008, the education budget has been increasing and we aspire to meet the 20% of GDP mark for education budget. Although Timor-Leste is still considered a fragile country, we have made efforts to guarantee our citizens good quality education that meets international standards.

To end, I would like to convey our appreciation to all who have provided financial support in the reconstruction of our beloved country. We are looking forward to more partnership and assistance in improving our education system as our nation moves towards a stable, peaceful, and prosperous country.

Once again, thank you very much for your contribution.

Pledging Conference

Copenhagen, Denmark, November 8, 2011

Statement from the Government of Togo

Delivered by Essossimna Legzim-Balouki, of Literacy and Primary and Secondary Education

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On behalf of the Togolese Government, I would like to begin by thanking Ms. Carol Bellamy and her entire team for the activities and work they are doing to ensure that all the children of the world have access to quality education.

Ladies and Gentlemen,

In 2010, with the aim of addressing the universal primary education challenge, the Togolese Government adopted a Sectoral Education Plan for the 2010-2020 period, which allowed it to gain access to funding from the Global Partnership for Education in the amount of US$45 million.

The new policy is aimed at expanding access, improving quality and governance, and promoting an effective partnership.

In the area of access, the provision of free preschool and primary instruction has led to significant improvement in school attendance. The gross and net school enrolment rates stood at 113 percent and 87 percent, respectively, in 2010. The gender parity index is 0.96. However, problem areas persist, in particular with regard to completion rates (62 percent), especially among girls (53 percent). The Government's goal is to achieve universal primary education and gender parity by 2015.

The activities targeting quality include:

- The introduction of mandatory initial training for teachers and the opening of five new teacher training colleges between 2012 and 2013;
- The provision of reading and math textbooks to all students in public primary schools;
- Higher pedagogical expenditures by schools, based on performance criteria; and
- The reform of preschool and primary curricula using a skills-based approach.

In the area of improved management and governance, a capacity-building program targeting education sector staff and communities is underway, as part of the project executed with funding from the Global Partnership for Education.

The current challenge faced with respect to the partnership is its extension to other donors.

The share of education expenses from national funds is projected to increase from 23 percent in 2011 to 25 percent in 2014. I should note that the 2010-2012 Medium-Term Expenditure Framework, backed by the Sectoral Education Plan, points to a funding shortfall of US$61,000,000.

Ladies and Gentlemen,

The foregoing outlines the situation in the primary education sector in Togo. We would like to take this opportunity to thank the Global Partnership for Education and all the technical and financial partners for their various forms of support.

Thank you for your kind attention.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of the United Kingdom

Delivered by Stephen O'Brien, Parliamentary Under-Secretary of State for International Development

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Thank you Chair. I am delighted to be here at today's event, with colleagues from developing countries, the private sector, donor countries, foundations and multilaterals.

Commitment, dedication and effort will be required from all of us, if we are to meet the challenge ahead.

Today 67 million children remain out of school, over half of whom are girls, over 40% of whom live in conflict-affected states, and many of whom are from the poorest and most marginalised communities. This is unacceptable.

Education is essential for good development. It saves the lives of mothers and children. Half the progress made on under-5 mortality over the past 40 years can be attributed to better education of women.

Education reduces poverty and it boosts growth.

But there is no point having children in school unless they are learning. Quality education is critical to economic growth.

We need a revolution in quality not just access. The average child in a poor

country is at the level of attainment equivalent to a child in the bottom 5 per cent of a developed country.

This is why the UK is committed to supporting education, and the Global Partnership for Education

Through our bilateral programmes, the British Government will support 9 million children in primary school and 2 million in secondary school in the period 2011-2015

We will deliver on girls' education, fragile states and learning outcomes:
- through our Girls Education Challenge, which will reach up to one million additional girls, targeting the most marginalised.
- through our bilateral programme, which will measure the proportion of children reading with fluency at early grades of primary school.
- and we will spend around half of our direct education aid in fragile and conflict affected states.

We will also continue to support the Global Partnership for Education. I am delighted to confirm that commitments from others have now reached the level needed to release £70 million for GPE from the UK's leverage fund.

In addition to this pre-existing commitment to GPE, I can today announce a new pledge of £50 million per year, from 2012-14: £150 million in total – enough to support 2.4 million children to enrol in primary school.

However this commitment is dependent on results and value for money. We will maintain a relentless focus on delivery. In 2013, the British Government will

review our level of commitment to the Partnership Fund. I want to be very clear – if performance has not been good enough, our commitment will be reduced.

But if GPE is delivering, we will maintain our commitment or even increase it. Our priority must be to ensure this money is spent in the best way to achieve our goal – a better education for the world's children

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from UNESCO

Delivered by Irina Bokova, Director General

Excellencies,

Ladies and Gentlemen,

Our pledges must translate into sustainable results.

I wish to highlight several lessons that UNESCO draws from its experience at country level.

First, the formulation of robust, evidence-based plans for the education sector is key for providing strategic guidance and adequate resources to reach EFA goals.

UNESCO has much experience to offer here. Since 2000, we have assisted a large number of countries, including Afghanistan, Viet Nam and Congo DRC in developing plans for their education sector.

We have in our Headquarters, Regional Bureaus and the International Institute for Educational Planning a unique pool of expertise to support the development of education sector plans that can be endorsed by the *Global Partnership for Education*.

Formulation of plans is not enough – we must build capacities for sustainability and development. This is a second point.

In our experience, this requires work at a number of levels. We seek especially to build the capacities of civil servants in order to impact across Ministries of Education by influencing norms and practices for education sector management.

We have learned, however, that such initiatives work only when there is national leadership and ownership, and when international efforts match national priorities and strategies.

A third lesson, therefore, is the need for wide dialogue.
This helps ensure the alignment between national partners and donors.
Experience underlines the importance of providing the delicate, sometimes difficult, coordination required for such a dialogue.

I am currently reforming the UNESCO presence in the field with the aim to strengthen our role in facilitating this interface between domestic policy dialogue and external aid.
Another lesson concerns the time frame.

Education reform requires sustained engagement. UNESCO's participation in sector dialogue, plan formulation and capacity building is a long-term undertaking. We see ourselves as a permanent partner. This is important for our Member States, especially *Global Partnership in Education* beneficiaries.

After decades of expansion, quality is the major challenge today.
Teachers are the key factor for quality education. UNESCO's expertise in supporting teacher training and teaching quality can contribute greatly to the success of country support by the *Global Partnership in Education*.

Another lesson concerns the importance of monitoring and evaluation.
Our experience shows that this should not consist of one-off events but a monitoring and evaluation culture, to guide national and international efforts.

Assessing impact and progress calls also for good data and information.
In our Global Monitoring Reports and through the Institute of Statistics, UNESCO contributes to strengthening better, more effective policy.

One last point concerns the importance of partnerships, to provide targeted support to Government in their efforts to achieve the Education for All objectives. The experience of the new *Global Partnership for Girls' and Women's Education* is relevant here.

GLOBAL PARTNERSHIP for EDUCATION

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from UNICEF

Delivered by Anthony Lake, Executive Director

Millions of children depend on our pledges today. And we know who most of them are.

They are the poorest children … living in the most isolated places … suffering from exclusion and discrimination … often struggling to grow in the midst of conflict or humanitarian catastrophe. In fact, over 40% of children out of school live in conflict-affected countries.

So many denials of these children's rights … so many threats to their ability to survive and thrive.

But progress is possible -- even in the midst of conflict, disaster and political turmoil.

We see it in Haiti, where a global effort to rebuild schools, train teachers and provide supplies is restoring a sense of hope for Haiti's children.

We see it in Liberia and Zimbabwe – where innovative financing helped 3.4 million more children attend school in 2010.

And we see it in Afghanistan.

Ten years ago, fewer than 1 million children were enrolled in primary school there. Today, some 5 million are enrolled, with some 7.3 million in all grades.

But more than 4 million children are still out of school in Afghanistan, and the majority -- 60% -- are girls.

Carol Bellamy recognized in 2003 that our success in Afghanistan depended on reaching girls. It is true today.

Not only because educated girls are more likely to earn a fair wage as adults … have healthier children … and send those children to school.

But also because Afghanistan's future depends on investing in the potential of all its citizens. Indeed, no country has ever become strong and remained so, without such investments.

We pledge to do our part, around the world, to help families afford their children's education . . . to address the overwhelming shortage of qualified teachers . . . to overcome the cultural barriers that keep children out of school . . . to demand that schools remain safe havens of learning even during conflicts.

As we all pledge today to increase our support for education, let us also pledge to focus those investments on reaching the children who need us most. For their futures – and the strength of their societies -- depend on it.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of the United States of America

Delivered by Wendy Abt, President WPA

On behalf of both Secretary of State Hillary Clinton, and USAID Administrator Rajiv Shah, the United States is pleased to support the Global Partnership for Education in our collective efforts to advance the status of basic education around the world. Despite significant progress in improving access in recent decades, serious challenges remain, particularly in the area of quality. For example, there are some countries where less than 5% of primary students are able to read at grade level, and in too many cases, students are unable to read a single word. In a world where we know that each additional year of school adds 10 percent to an individual's earning potential, and where a child born to a mother who can read is 50 percent more likely to live past the age of five, we collectively face an enormous challenge.

So today, we'd like to make three commitments:

1) In recognition of the fact that the Global Partnership for Education is a significant contributor to the progress we need to make towards achieving the MDGs, we acknowledge and applaud the steps GPE has taken in implementing key recommendations arising from its midterm evaluation. The United States is pleased to announce that are providing $20 million USD in 2012 subject to the U.S. appropriations process.
2) As the largest bilateral funder of basic education, USAID, with approximately $700 million in FY 2011 of basic education financing, pledges to work with other donors, civil society, and host countries to improve the quality of reading outcomes and continue our work on equitable access, with a focus on girls.
3) And, we pledge to focus on cost-effective new ideas to enable all of us to proactively contribute to evidence-based decision-making.

The United States Government has committed to improving the reading skills of 100 million children and increasing equitable access to education in crisis and conflict environments for 15 million learners by 2015. These goals are not achievable by one donor, or by one country. We look forward to continued collaboration and global cooperation to improve education quality and access worldwide.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from The World Bank

Delivered by Mahmoud Mohieldin, Managing Director

- Honorable Ministers, Heads of Agencies, Carol Bellamy, ladies and gentlemen:
- It's my great pleasure to be here today to pledge the World Bank's support for this replenishment for the Global Partnership for Education to help achieve our shared goal of free basic education and learning for all.
- How fitting to be here in Copenhagen, where in 1814 free primary schools were set up to provide compulsory education for all children in Denmark between 7 and 14 years of age.
- As the world's largest external funder of education, the World Bank believes that the GPE plays an essential role in filling the global education financing gap. GPE embodies the Paris/Accra principles of aid harmonization, on which the world is reviewing progress next month in Busan.
- The Bank will always feel a special attachment to GPE. The Bank worked together with UNESCO, Oxfam, and other key allies to create the EFA Fast-Track Initiative in 2002, building on former Bank President Jim Wolfensohn's support for a global compact for education at the 2000 Education for All summit in Dakar --and we are proud of the results.
- GPE's policy goals are closely aligned with the goals set out in the Bank's new *Learning for All* education strategy for the next decade. These include improving both access and learning outcomes, improving gender equality in education, focusing on the most disadvantaged groups, and boosting support to fragile states.
- A key pillar of our strategy is leveraging our partnership with the GPE to help countries achieve the Education MDGs.
- The Bank will work with GPE to improve our collective analytical power in education, through the development of new tools such as System Assessment and Benchmarking for

Education Results, or SABER, to benchmark country education policies according to evidence-based global standards and best practice.

- The Bank will press to integrate education more effectively into the policy dialogue with country governments to give it more visibility and traction. This will be reinforced by our recent World Development Reports on fragile states and gender equality, and next year's WDR on Jobs.
- We will also redouble our education efforts in post-conflict countries, including through our new post-conflict hub in Kenya. As our Global Monitoring Report 2011 points out, no low-income fragile or conflict-affected country has yet to achieve a single MDG, and children living in fragile states are three times as likely to be out of school.
- And we are mobilizing substantial financial support to this MDG challenge. At last year's MDG Summit, World Bank President Bob Zoellick pledged to increase our zero-interest IDA financing for basic education by an additional $750 million by 2015, focusing particularly on African countries that are off-track to reach the education MDGs.
- Frankly, we got off to a slower start than hoped on fulfilling this pledge. Much of last year's lending had already been moved forward to 2009-10 in response to the global economic crisis, and we have had too little demand from countries to use their IDA resources for basic education.
- But I am pleased to report that for the current fiscal year, IDA's support for basic education is projected to rise sharply and will substantially exceed our historical average. Basic education is a top priority for our dialogue with low-income countries to meet our pledge by 2015. A strong GPE replenishment will help us by providing countries with more predictable education financing, so they can budget and plan more effectively.
- Going forward, we hope to do more of what IDA is doing in Mozambique: IDA was able to step in with a $71 million IDA credit to co-finance a $90 million grant from GPE, for a total operation of $161 million. With this support, IDA is helping to expand school access and improve education quality and learning through teacher training, free school books, curriculum reform, and more. Ethiopia, Malawi, and Nepal provide other successful examples of joint IDA/GPE operations.

- Given the Bank's already close operational and technical cooperation with GPE as supervising entity in many countries, IDA-GPE co-financing is a promising option to expand financing for basic education, improve donor coordination, and reduce transaction costs for country governments.
- In conclusion, GPE deserves strong support from the donor community. Working together with developing countries -- as they also find ways to mobilize more domestic resources for education -- we can fund the investments that are in the best interests of our children, our economies, and our futures.
- Thank you.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Zambia

Delivered by Nevelyn Willombe, Minister of Education

Madame Chairperson

Distinguished Ladies and Gentlemen

The government in my country is relatively new and has been in office for a little over four weeks. Our pledges as a new government are consistent with some of those of the previous government as contained in our national development plan for the next five years called the sixth national development plan. In attempting to refocus on issues of quality improvement the government has been focusing on implementing specific strategies such as teacher recruitment and infrastructure development, just to mention a few.

In assuring that we are in tandem with the rest of the world we plan to undertake new reforms in two major areas which are broad based with a lot of outcomes to be achieved. We have a new policy direction the government will put in place a new policy that will ensure all school aged children are in school and are kept in school by the reintroduction of compulsory education from grades 1-12. We intend to introduce primary and secondary school education while phasing out the current basic and high school system. We intend also to have community participation in the provision of education to our children through the absorption of all community schools in the country into the mainstream of primary school education. In addition the community will be partners as the case is already in place of the construction of classroom schools and the like in the respective community areas so as to increase the aspect of access.

In order for us to achieve these above mentions the government will have to increase access by ensuring that there is increased enrollment in both primary and secondary school. In conclusion I would like to thank the Netherlands government who has been our supervising entity under the FTI for the services they have rendered to us.

Pledging Conference

Copenhagen, Denmark, 8 November 2011

Statement from the Government of Zimbabwe

Delivered by David Coltart, Minister of Education, Sport, Arts and Culture

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Zimbabwe shares the Global Partnership for Education's vision of quality Education for All and seek to nurture robust, international partnerships to achieve this vision for the children of Zimbabwe.

Zimbabwe developed one of Africa's finest education systems in the 1980s and boasts some of the highest adult literacy rates on the continent. All members of our Government of National Unity are steadfastly committed to restoring Zimbabwe's education system. In the last two years we have made major improvements including the re-opening of schools, the provision of core textbooks for all primary students and the creation of a robust five year sector plan.

I, the Minister of Education, Sports Arts and Culture of Zimbabwe, pledge that we will retain our proud achievement of gender parity in primary and lower secondary education and expand access to quality basic education, especially for orphans and vulnerable children.

We will:

1/ Establish a national baseline of early primary literacy rates in 2012, track it and *improve it* with measures including the mainstreaming of ECD in all primary schools, teacher development and quality enhancing, per capita based school grants. We aim for a 10 percentage point increase in end of primary examinations by 2015.

2/ endeavour to *increase domestic government funding for basic education by 75%*, from $469m (2011) to $822m in 2014, benefitting over 4m young Zimbabwean learners.

3/ Zimbabwe, which has has already abolished rural primary school fees, will offset the school costs for 700,000 orphans and vulnerable children in 2010 and prohibit exclusion of learners for non-payment of parental levies through reform of education regulations. We will further reduce primary drop-out and increase transition to lower secondary through the phased reduction of compulsory schools fees and levies.

4/ We will introduce a major programme of 2nd chance and skills education for out of school children and youth who have missed out, in particular for orphans and vulnerable children.