

FINAL PLEDGE REPORT

SECOND REPLENISHMENT PLEDGING CONFERENCE





THE POWER OF PARTNERSHIP

SECOND REPLENISHMENT PLEDGING CONFERENCE - 26 JUNE 2014

FINAL PLEDGE REPORT



This report details 85 financial and policy pledges made at the **Second Replenishment Pledging Conference of the Global Partnership for Education** in Brussels on June 26, 2014. The conference brought together over 800 participants from 91 countries and marked the start of a four-year replenishment campaign. Hosted by the European Commission, the conference was a pivotal moment in efforts to harness the financial resources and political will needed to achieve the goal of universal, quality, basic education for all children.

In total, the one-day pledging conference raised a total of US\$28.5 billion in additional commitments to education for 2015-18. 27 developing country governments committed to increase their own domestic funding for education by an unprecedented US\$26 billion over the replenishment period, while 11 donors committed US\$2.1 billion to the GPE Fund to support their efforts. Innovative financing provides access to an additional US\$400m. Full details of all pledges are provided in the tables and text below.

Particularly strong leadership in multilateral education financing was shown by the European Union, Norway, Denmark, Sweden and the United Kingdom who are the GPE Fund's leading donors. Seven donors increased their commitments to the GPE Fund (EU, UK, Norway, US, Denmark, Ireland and Sweden), and further donors (Canada, France, Korea) 'pledged to pledge' in coming months. Two foundations (Children's Investment Fund Foundation and Dubai Cares) pledged financial support to the GPE Fund for the first time.

A number of donor countries (US, Germany, Australia) are also substantial bilateral funders of education, playing a vital complementary role in addressing education needs at country level. Additional (non-GPE) financial and policy pledges for education were also made by civil society organizations, foundations, multilateral agencies and the business community. United Nations agencies UNICEF, UNESCO, UNGEI, UNHCR and UN Women are also vital partners to GPE, as are the World Bank, La Francophonie and the Islamic Development Bank. Their pledges of support, whether in resources, monitoring, implementation or advocacy are invaluable to our collective efforts. GPE is also grateful to our very active civil society partners who have pledged financial, policy and advocacy support, including the Global Poverty Project through its GlobalCitizen.org platform, RESULTS, Plan, Save the Children, ActionAid, Education International, Global Campaign for Education, Oxfam and IBIS.

The new financial and policy pledges made in Brussels will help ensure that sound national education plans can be implemented by more than 60 GPE developing country partners. While donor funds are vital for these plans to succeed, even more important over the next four years are partner countries' pledges to substantially increase education allocations from their own national budgets. Resources are not enough, however. The quality of education remains an enormous challenge, and along with increased budgets, DCPs and donors have also committed to improving equity and particularly quality of

education for all children, as well as collecting better data and improving accountability and management systems. Several civil society, multilateral organizations and donors have committed to allocating 4 percent of humanitarian funds to education – a vital contribution to ensuring that entire generations of children do not lose out on schooling due to conflict or emergencies.

Evident throughout the pledging process was a shared sense of responsibility towards the most marginalized and hard-to-reach children who make up the majority of the 58 million who still do not go to school. Included in these are millions of children in fragile and conflict-affected countries, disabled children and girls in very poor rural communities who are the most likely to miss out on a basic education.

Through the Global Partnership, civil society organizations, international agencies, private foundations, businesses and the teaching profession joined governments in bringing human and financial resources to the table. The Partnership is based on the principle that contributions from every stakeholder reinforce and amplify the others, delivering more together than can be accomplished apart. The replenishment conference showed the power of partnership to marshal the resources and the political will required to build resilient education systems for all.

All these contributions are a critical step towards ensuring that more resources are made available to the countries most in need, and demonstrates the effectiveness of the GPE partnership and funding model in leveraging commitments for education from an increasingly diverse group of partners and donors.

More than 30 youth advocates from 19 countries also joined GPE partners in Brussels, as panel contributors, moderators and debate participants. These young advocates are already leaders in their own countries and at a global level. As agents of change and development actors in their own right, it is they and their peers who will lead the world in achieving new sustainable development targets by 2030. GPE is grateful to Plan International, UNICEF, A World at School, Malala Fund, Save the Children, Restless Development, ActionAid, Global Campaign for Education, Women Thrive Worldwide, and the Dutch National Youth Council for facilitating their participation.

WHAT THE PLEDGING CONFERENCE ACHIEVED

The [2015-2018 Replenishment Pledging Framework](#) is a tool that all partners should use in making their commitments to education, whether as developing country partners, donors, civil society or multilateral organizations. Each pledge is considered in light of the framework, which sets out GPE's theory of change, campaign targets and projected results. The Pledging Framework also provides examples of key indicators by which progress on pledges will be monitored.

1. FINANCING FOR EDUCATION

The financial pledges¹ made in Brussels will help to reverse the troubling financing crisis in education. Developing country governments have responded positively to public demand to make education a top priority. Donors have shown their confidence in, and support for, the Global Partnership, with significant contributions to replenish the GPE Fund. This puts the Global Partnership well down the path to fulfill plans to provide grants to 66 developing country partners over the next 4 years.

Compared with the Global Partnership's First Replenishment Conference in 2011, pledges in 2014 have increased across the board. 85 pledges were received in total, compared with 60 in 2011. 39 developing country partners made pledges in Brussels, up from 30 in 2011. 11 donors committed a total of US\$2.1 billion at the conference plus US\$400 million in innovative financing, compared with US\$1.5 billion in 2011. While a direct comparison with DCP pledges in 2011 is not possible due to the use of different denominators in 2014, if pledges are fulfilled, they will deliver an estimated 25 percent increase in domestic finance for education over the period 2015-18.

a. Developing Country Partners: increasing domestic finance for education (see Table A)

- US\$26 billion in additional resources between 2015 and 2018, far exceeding the US\$16 billion target set by GPE for the replenishment conference.
- 21 countries pledged that their education budgets will be equal to or more than 20 percent of total national budget by 2018.² 11 of these countries pledged to increase their education budgets.
- 12 countries pledged to allocate at least 45 percent of education budgets to primary education.³
- 30 countries said they will address equity and quality issues to ensure budgets better address the needs of the poorest and most marginalized.⁴

b. Donor contributions to the GPE Fund (see Table B)

- Donors pledged US\$2.1 billion to the GPE Fund, providing 60 percent of the US\$3.5 billion target for the replenishment period 2015-2018.
- Seven donors increased their contributions to the GPE Fund from the last replenishment in 2011.⁵
- Two private foundations, Children's Investment Fund Foundation (CIFF) and Dubai Cares, pledged donations for the first time to the GPE Fund, totaling US\$23 million.

¹ Please see Tables A, B and C for full details of all financial and policy pledges.

² 10 countries that are already above 20% pledged to at least maintain these levels (Benin, Burundi, Côte d'Ivoire, Ethiopia, Ghana, Madagascar, Mali, Senegal, Togo, and Vietnam). A further 4 countries whose budgets already exceed 20% pledged further increases (Comoros, Kenya, Niger and Zambia). Seven countries whose budgets currently are below 20% pledged that they will be at least 20% by 2018 (Burkina Faso, Cambodia, Chad, Cameroon, Sudan, Tajikistan, and Zimbabwe).

³ Benin, Chad, Democratic Republic of Congo, Ethiopia, Guinea, Madagascar, Niger, Tanzania, Togo, Senegal, Uganda, Zambia.

⁴ Benin, Burkina Faso, Burundi, Central African Republic, Chad, Cameroon, Côte d'Ivoire, Democratic Republic of Congo, Eritrea, Ethiopia, Ghana, Guinea, Kenya, Liberia, Madagascar, Mali, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Senegal, Sierra Leone, South Sudan, Sudan, Tajikistan, Togo, Vietnam, Yemen, Zambia.

⁵ EU, UK, Norway, US, Denmark, Ireland and Sweden

- The Islamic Development Bank pledged up to US\$400 million in co-financing for loan-buy down arrangements.

c. Additional international investments in education (see Table C)

- Civil society organizations, including Education International, Plan International, RESULTS and Save the Children International will maintain or increase their funding for education advocacy and programs over the coming 4 years. The Global Poverty Project will make education finance a focus of events, media activity and interactions with donor and DCP representatives.
- The World Bank pledged US\$1.6 billion in new IDA commitments for basic education in low income countries in 2014. Total World Bank financing for basic education in 2014, including lower middle-income and middle-income countries, will be US\$2.3 billion.
- UNHCR pledged to spend US\$450 million on refugee education between 2015-17 while UNICEF will allocate significant resources for education in emergencies and encourage others to do the same.
- Businesses and a number of foundations were also represented at the replenishment conference, many of whom run substantial programs in support of education worldwide. Commitments were made by the Brookings Institution, Educate a Child (Qatar), Hewlett Foundation, MasterCard Foundation, Microsoft, Pearson and Varkey GEMS.

2. STRATEGIC POLICY OUTCOMES

In addition to mobilizing additional resources for education, the Global Partnership replenishment conference partners agreed that they would also make concrete commitments to address key policy areas: access and equity; quality and learning; and data and systems strengthening.

ACCESS AND EQUITY

More than 75 percent of the world's out-of-school children live in GPE partner countries, so enabling access to education remains a central goal of the partnership. For one in ten children, primary school is still out of reach, particularly those in the poorest, most vulnerable groups, such as disabled children, girls from very poor, rural households and children living in conflict-affected and fragile states.

GPE received specific pledges to improve access to education from 30 of its developing country partners, a number of whom also committed to carrying out analysis of equity issues in order to determine more clearly which children are not being served by the education system - and to identify their specific needs. Cameroon, Chad, Democratic Republic of Congo, Ethiopia, Nicaragua, Pakistan, Senegal, Sierra Leone, South Sudan and Zambia committed specific budget allocations to address the needs of out of school children. South Sudan pledged to invest one third of the national budget to achieve equitable education targets, which are the single most important priority in their education sector plan.

Pledges to address issues of equity for disabled children were received from Chad, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Nicaragua, Niger, Pakistan, Senegal, Sierra Leone, Sudan, South

Sudan, Tajikistan, Togo, and Zambia including through mobility assisted devices, accessibility for children with special needs, teacher training in inclusive education and support for the itinerant teacher workforce. UNICEF pledged to provide technical guidance and standards on the construction of accessible schools - and for expanding girls' education.

Girls' education is a high priority for many developing and donor countries, with UN Women and the UN Girls Education Initiative (UNGEI) pledging to support countries to provide safe learning environments, especially through gender responsive planning. France committed to advocate for the right to education for girls. Plan International pledged to support 10 developing countries to undertake gender reviews of their education sector plans.

Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Eritrea, Ethiopia, Ghana, Guinea, Mali, Nepal, Niger, Nigeria, Pakistan, Senegal, Sierra Leone, Sudan, Tajikistan, Vietnam, Yemen and Zambia pledged to address gender disparities through specific budget allocations, increased demand-side interventions, mainstreaming gender equity in teaching and reducing gender stereotypes in educational materials and curricula.

Recognizing that children often lose months or even years of schooling due to armed conflict or instability, many countries, such as Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Kenya, Mali, Nicaragua, Senegal, Sudan and Vietnam committed to better address the challenges of ensuring a continuum of education through, for example, disaster risk reduction strategies.

Save the Children International committed to spending 4 percent of humanitarian aid budgets on education and UNICEF continues to allocate significant resources. Norway has also recently announced that it will commit 4 percent of its humanitarian aid to education. UNHCR will significantly invest in education for refugees between 2015 and 2017, providing a minimum of US\$450m. Education International pledged €2m to mobilize its members in support of addressing education needs in Haiti, Nigeria, Lebanon and Jordan.

QUALITY AND LEARNING

There is a global learning crisis among the poorest and most marginalized children. The Education For All Global Monitoring Report estimates that more than 250 million children either drop out or are not able to read, write or count well enough to meet minimum learning standards, even though approximately half of them have received at least 4 years of schooling.

Improving the quality of education and learning outcomes was the focus of pledges from donors across the board including Burundi, Cambodia, Central African Republic, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, Guinea, Kenya, Madagascar, Mali, Nepal, Nicaragua, Niger, Nigeria, Rwanda, Senegal, South Sudan, Tajikistan, Togo, Uganda, Vietnam, and Yemen. The following approaches to quality improvement were included in their pledge details: learner-centered teaching, incentivizing improved school performance, inspections, annual education sector reviews and convening discussions to review the findings among national stakeholders, improvement of recruitment, training, and support to

develop the teacher workforce. Senegal and Burundi further committed to improve school management.

These countries as well as Guinea pledged to lift primary school completion rates by improving education quality, while Kenya further pledged to increase transition rates to secondary level, Uganda pledged to increase proficiency rates in numeracy and literacy, and Rwanda pledged to increase the use of ICT to support learning. Zimbabwe pledged to review its curriculum to ensure its broader socio-economic relevance. Nicaragua and Nepal pledged to increase investment in early childhood development, with Nepal pledging to expand early childhood education from 76 percent to 82 percent. Nicaragua will be dedicating no less than 13 percent of its national budget to early learning.

The African Union committed to enhance science teaching by supporting the supply and quality of 1 million teachers between 2014 and 2017. UNICEF pledged to strengthen work on learning outcomes, including measuring learning, teacher training and improved school leadership and management. UNICEF will also work with national governments to promote right age enrolment into good quality early childhood education opportunities. The Children's Investment Fund Foundation pledge also focuses on improving learning outcomes as well as monitoring and evaluation.

In order to improve education quality, Education International will invest in teacher professional development and facilitate peer learning and exchange among teachers' unions and their members, while Save the Children International will implement quality teacher training and support effective approaches to equity and learning. Pearson pledged to work with Local Education Groups to define learning outcomes and review implementation plans. France and Spain have also made policy commitments to support the quality of teaching, including by supporting teacher training.

STRENGTHENING DATA, ACCOUNTABILITY AND SYSTEMS

Poor or non-existent data remains a major obstacle to education planning, implementation, monitoring what works, and empowering education stakeholders to hold governments accountable. GPE has called on its partners to join the data revolution by supporting capacity for the creation and collection of education data.

Even the best data means nothing without the capacity to use it to address gaps in policy and implementation. The Global Partnership's convening power has helped to bring civil society partners, including teacher organizations, together with governments, foundations and development partners to debate and inform the way forward.

Developing country partners have pledged to increase their collection, reporting and use of education data, to enhance accountability and support more targeted and evidence-based policy and implementation decisions. Burundi, Comoros, Democratic Republic of Congo, Kenya, Senegal, Sierra Leone, Uganda, Vietnam and Zambia have all pledged specific budget increases for data and information management. Ghana committed to undertake joint reviews where information on gender, vulnerability and geography are disaggregated to better address equity issues. Pakistan will also

strengthen the use of data for policy-making with a particular focus on equity issues. Somalia has pledged to improve quality assurance and data management systems over the coming four years in order to increase efficiency and transparency.

Benin, Burundi, Cambodia, Cameroon, Chad, Democratic Republic of Congo, Ethiopia, Liberia, Nepal, Nigeria, Pakistan, Senegal, Sierra Leone, Sudan, Tajikistan, Vietnam, Yemen and Zambia have pledged to strengthen their national Education Management Information Systems (EMIS). UNHCR is also working with partners to strengthen the collection and management of refugee data including in EMIS and global education statistics.

Carrying out learning assessments to determine what will have most impact on improving learning, and how to regularly and accurately monitor learning outcomes, is a significant challenge. Benin, Burundi, Comoros, Democratic Republic of Congo, Ethiopia, Ghana, Guinea, Kenya, Madagascar, Mali, Niger, Pakistan, Senegal, Sierra Leone, Sudan, Tajikistan, Tanzania, Togo, Zambia and Zimbabwe pledged to do so. Nicaragua is also investing in a Comprehensive Assessment System for child development for children under 6 years old.

Providing more accurate and timely data on websites was pledged by Benin, Chad, Comoros, Côte D'Ivoire, Democratic Republic of Congo, Ethiopia, Ghana, Guinea, Niger, Pakistan, Senegal, Sierra Leone, Sudan, Tanzania, Tajikistan, Yemen and Zambia in order to improve transparency including transparency of data collection practices. In addition, Benin, Chad, Côte d'Ivoire, Democratic Republic of Congo, Niger, Senegal, Sudan, Tajikistan, Yemen and Zambia specifically committed to sending information on a regular basis to the UNESCO Institute for Statistics (UIS). France pledged to support efforts to improve collection and analysis of data through support for the Pôle de Dakar, the expert research platform recently integrated into the UNESCO International Institute for Education Planning.

The Association for the Development of Education in Africa and the African Union pledged to join the data revolution by building capacity on monitoring, evaluation and data collection, providing technical assistance specifically around EMIS. UNESCO pledged to train 600 planners and 100 statisticians to strengthen systems capacity and develop indicators to monitor education equity, quality and learning. CIFF and Dubai Cares both pledged to support enhanced monitoring and evaluation outcomes.

ActionAid, Education International, Global Campaign for Education, IBIS, Oxfam, Plan, RESULTS and Save the Children will undertake extensive efforts to increase civil society oversight and monitoring of education systems including citizen report cards, monitoring education delivery and spending, monitoring external financing for education and domestic budgets, investing in child and youth led monitoring approaches, development of a 'right to education' index, and other tracking exercises. Several civil society organizations also pledged to proactively engage in Local Education Groups.

Brookings Center for Universal Education pledged to support a study on finance for education with an emphasis on affordability and early childhood development. The William and Flora Hewlett Foundation pledged to support monitoring of policy, implementation and learning outcomes.

3. SIDE SESSIONS AND CALLS TO ACTION ⁶

In more than 20 side sessions, GPE partners led discussions to drive progress on girls' education, disability, early childhood care and education, learning outcomes, aid effectiveness, the data revolution, and more. By bringing together partners for robust conversation about the actions needed to make progress, the GPE pledging conference saw a wide range of policy commitments made. These sessions produced the following ***Calls to Action*** (see the calls to action [online](#)):

- Drive a critical agenda to guarantee inclusive quality education for **children and youth with disabilities** and take full action on the 1994 Salamanca Statement and Framework for Action on Special Needs Education;
- Increase investments in and focus on **Early Childhood Care and Education**;
- Guarantee continuity in education for children affected by **humanitarian emergencies** and endorsing Education Cannot Wait commitments;
- Strengthen collaboration and cooperation to **empower the teaching profession**;
- Leverage **increased domestic commitments** and put in place **accountability systems** on national investments in education;
- Strengthen the **role of civil society** to achieve **greater accountability and transparency** in education, ensuring that it meets the needs of the **most marginalized and vulnerable** groups;
- Move beyond girls' access to education to achieve **gender equality** in school completion and learning outcomes, through the provision of safe and supportive learning environments.

4. LOOKING AHEAD

GPE's 2015-2018 replenishment period spans the end of the Millennium Development Goals (MDGs) and the start of the new post-2015 development framework. The Global Partnership is committed to the MDGs and to a global stand-alone goal on education in the post 2015 agenda, with adequate financing to match those ambitions. This conference was a litmus test of political will on ensuring adequate financing for the MDGs and setting the tone for an ambitious a post-2015 agenda.

For the Global Partnership for Education, the 2014 replenishment conference was an outstanding success, both in securing domestic finance commitments from developing country partners and being well on the way to raising US\$3.5 billion from donors for 2015-2018. With this renewed political momentum and additional financial resources, GPE aims to achieve the following outcomes in 66 eligible countries:

- Support the annual school cost of 29 million children in primary and lower-secondary school; 23 million will be in fragile and conflict-affected states

⁶ Please see Table D 'Side Events' for a full description of each session.

- Reduce the number of children not completing primary education from 7.6 million to 4.8 million (2014-2018)
- Help more girls complete primary and secondary school: increase primary completion from 74% in 2014 to 84% in 2018; increase secondary completion from 44% to 54% between 2014-2018
- Improve learning: increase of core reading and numeracy skills by 25% (from 16 to 20 million children between 2014-2018)
- Reduce drop-out rates in primary and lower secondary school by 10%
- Reduce repetition rates in primary and lower-secondary school by 10%

CONCLUSION

GPE's Second Replenishment Conference was a decisive moment in the Education for All campaign. It leveraged unprecedented commitments from developing countries as well as increased pledges from many donors and brought in new partners as well. Above all it demonstrated confidence in GPE's partnership structure, which puts national stakeholders in the driving seat while providing the support needed to build stable, effective education systems and provide a quality, basic education to all children, no matter where they live.

Pledge Tables:

Table A: Developing country partner pledges	p. 11
Table B: Donor country pledges	p. 23
Table C: Pledges from civil society organizations, private sector and foundations, and international organizations	p. 26
Table D: Side events	p. 35

ACRONYMS

DCP	Developing Country Partner
DRR	Disaster Risk Reduction
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
ESP	Education Sector Plan
GEFI	Global Education First Initiative (UN)
LEG	Local Education Group
OOSC	Out-of-school Children
PASEC	Programme d'Analyse des Systèmes Educatifs de la CONFEMEN
UPE	Universal Primary Education

Table A: Pledges from Developing Country Partners

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Benin*	<ol style="list-style-type: none"> 1. Maintain education budget at 27% 2014-2018. [GPE estimates US\$325M in additional resources 2015-2018] 2. Maintain share of primary school funding at 50% until 2018. 	<ol style="list-style-type: none"> 1. Timely and reliable annual data at national level (MEMP) and to UIS. 2. Establish national evaluation system for learning outcomes data every 2 yrs. 3. EMIS plan is in place and currently being implemented. 	<ol style="list-style-type: none"> 1. Budgeted strategy for equity will be integrated into new ESP - gender and equity issues currently being addressed through targeted policy interventions. 	
Burkina Faso*	<ol style="list-style-type: none"> 1. More resources to education sector over next 4 yrs - CFA Franc 274bn in 2014, to 333bn in 2016, and 403bn in 2018. From 15% to 20% over next 4 yrs. [GPE estimates US\$489M in additional resources 2015-2018.] 		<ol style="list-style-type: none"> 1. <i>Plan Décennal pour le développement du Secteur Educatif de Base</i> (PDSEB 2012-2021) aims to achieve UPE by 2021. 2. School construction and teacher training to improve OOSC numbers, specifically targeting gender and improved literacy rates. 	
Burundi*	<ol style="list-style-type: none"> 1. Maintain high education budget (34.7% of national budget). [GPE estimates US\$73M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Reform EMIS with US\$200K budget focused on improving data management, developing national EMIS strategy, diagnostics to assess and improve quality of data, GIS, interdepartmental platform, maintenance of applications, and training of all staff. Also an SMS package for rapid data collection. 	<ol style="list-style-type: none"> 1. Progress toward UPE (68% in 2013) 	<ol style="list-style-type: none"> 1. Implement quality improvement interventions (strengthen regulatory framework and management of system, educational support, training of teachers, assessment of student learning system). 2. Strengthen the teaching profession.
Cambodia*	<ol style="list-style-type: none"> 1. Education budget to increase from 16.3% in 2014 to 25.7% in 2018. [GPE estimates US\$1,024M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Further improve and strengthen EMIS. 		<ol style="list-style-type: none"> 1. Strengthen teaching force.

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Central African Republic		<ol style="list-style-type: none"> 1. Fight corruption in exams and assessments. 	<ol style="list-style-type: none"> 1. Commitment to open all schools and to build schools in remote areas currently lacking access. 2. Mass literacy program for girls. 3. Peacebuilding education in all schools as conflict prevention measure. 	<ol style="list-style-type: none"> 1. Recruitment of teachers and ensure consistency of teachers' salaries.
Chad*	<ol style="list-style-type: none"> 1. Increase education budget from 12% (2012) to 20% of national budget, with at least 48% of education budget allocated to primary (from 39% in 2012). [GPE estimates US\$788M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Strengthen EMIS. 2. Ensure timely production of reliable data on quality and equity to UIS. 3. Develop comprehensive ESP for 2016-2025. 	<ol style="list-style-type: none"> 1. Allocate resources to support education of disadvantaged and marginalized, incl. girls, children with disabilities, and those from nomadic groups. 2. New ESP to include specific measures for prevention and reduction of risks related to conflicts and natural disasters. 	
Cameroon*	<ol style="list-style-type: none"> 1. Increase ed. budget from 18.4% in 2011 to 22% in 2020. [GPE estimates US\$1,315M in additional resources 2015-2018.] 2. Increase allocation for primary education from 34.7% to 41.5% in 2020. 	<ol style="list-style-type: none"> 1. Establish EMIS. 2. Develop tools and local data collection initiatives. 3. Increase transparency of resource management. 4. Increase accountability of decentralized structures. 	<ol style="list-style-type: none"> 1. Budget allocations for specific equity issues in education, including girls. 2. Highlight progress on increasing demand for girls' schooling from poor/ vulnerable demographics. Reduced repetition rate from 30% in 2002 to 14% in 2013. 	
Comoros*	<ol style="list-style-type: none"> 1. Increase education budget from 20.4% in 2010 to 25% in 2020. [GPE estimated value US\$23M in additional resources 2015-2018]. 	<ol style="list-style-type: none"> 1. Specific budget line on education statistics. 2. Reform learning assessment system. 3. Publish education statistics (including integrating education statistics into budget) and increase transparency through parliamentary processes. 		

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Cote d'Ivoire*	<ol style="list-style-type: none"> 1. More than 5% of GDP for education, and 3% for basic ed. 2. Average 21% of total budget for education over period, and at least 40% of this for primary. [GPE estimates US\$2,612M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Publication of data and statistics, work with UIS. 2. Develop long-term ESP to replace transitional plan. 3. Evaluation system being put in place in line with PASEC. 	<ol style="list-style-type: none"> 1. New ESP to include gender. 2. New ESP to include risk evaluation/mitigation. 	
Democratic Republic of Congo*	<ol style="list-style-type: none"> 1. 4.5% of GDP for education by 2018. 2. At least 18% of total govt budget for education by 2018 (currently at 7%). [GPE estimates US\$1,414M in additional resources 2015-2018.] 3. At least 47% of ed. budget for primary education by 2018. 	<ol style="list-style-type: none"> 1. Govt budget of US\$500K to build info and education systems on learning outcomes. 2. US\$1.5m to ensure timely and reliable data published on ed. dept website and delivered to UIS. 3. Improving school management, incl. consultative committees to review findings to agree decentralized action plans. 	<ol style="list-style-type: none"> 1. At least 10% of internal resources to be allocated to specifically address disadvantaged groups (girls, disabled, marginalized/ remote). 2. Implement interventions to prevent and mitigate conflict-related risks. 	<ol style="list-style-type: none"> 1. Improving school and teacher performance reviews.
Eritrea		<ol style="list-style-type: none"> 1. Eritrea commits to consolidate and expand the partnership. 	<ol style="list-style-type: none"> 1. Committed to secondary education, emphasizing girls. 	
Ethiopia*	<ol style="list-style-type: none"> 1. Maintain funding levels - at least 25% of total budget and at least 50% of that for primary education. Exp. review every 4 years, next in 2015. [GPE estimates US\$37M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Strengthen learning assessments - they happen every 4 years at end of primary and secondary 1st and 2nd cycles. 2. Improve EMIS software and data quality. 3. EMIS is well established - annual summary on website. 4. National annual budget available on ministry of finance website. 5. Community participation in school management (e.g. PTAs). 	<ol style="list-style-type: none"> 1. Ensure budget allocations address equity issues - particularly remote/emerging regions, gender, and disability. 	<ol style="list-style-type: none"> 1. Ensure 100% of teachers are fully qualified for subjects and level they are teaching by 2015. 2. Ensure world standard colored textbooks available per subject per student from Grade One enrolment.

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Ghana	1. Maintain at least 24% of total budget for education (currently 7.9% of GDP), and possibly increase.	1. Focus on improving reporting on learning achievements. 2. Ensure national education data produced on time and published on govt website. 3. Committed to joint reviews, incl. more disaggregated data.	1. Prioritize interventions to ensure equity - particularly addressing girls and disabled children. 2. Ensure data (in joint reviews) on gender, vulnerability and geography are disaggregated to deepen address of equity issues.	
Guinea*	1. Education program 2015-2017 (\$1bn, with US\$764m govt contribution). 2. Increase public funding of education from 15.2% of budget in 2013 to 19.2% in 2017 (from 3.2% to 4.6% of GDP) and increase allocation to primary from 43.3% to 46.3%. [GPE estimates US\$87M in additional resources 2015-2018.]	1. Improve education statistics (timely and accurate) and establish website to publish data. 2. Regular learning assessments via standardized tests. 3. Strengthen management capacity - school construction, training and recruitment of teachers, free textbooks, ed. innovations, school grants. 4. Will participate in next series of PASEC evaluations on learning.	1. Primary enrollment rate increase - gross to 94% in 2017 (from 84.1% in 2013), 88% in rural areas (from 69%), and girls/boys 0.95 (from 0.88). 2. Incentivize demand for education amongst vulnerable groups. 3. School construction, training and recruitment of teachers, free textbooks, ed. innovations, school grants.	1. Primary completion rate from 58.7% (2013) to 70.7% in 2017.
Honduras (TO COME)				
Kenya*	1. Increase ed. funding from 25.9% in 2013/14 by 1% each year, so 29% by 2018. [GPE estimates US\$2,935M in additional resources 2015-2018.]	1. Develop comp, integrated database for education sector at cost of 1.89bn Ksh. 2. Ensure quality learning assessments take place (NASMLA and SACMEQ), cost of 468m Ksh over next 5 years. 3. Provide 80% of primary schools with electricity by 2018, by connecting them to National Grid.	1. Targeted grants and bursaries to support vulnerable, nomadic and disabled groups. 2. Address emergencies as laid out in NESP.	1. Transition rate (primary to secondary) from 77% to 100% by 2018.

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Liberia*	<ol style="list-style-type: none"> 1. Establish integrity of teacher salary payments to reduce inefficiencies. 2. Committed to using the saved resources for basic education, increasing domestic ed. finance by est. 3% over next 2-3 fiscal yrs. [GPE estimates US\$37M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Established EMIS for accurate and timely education data. 	<ol style="list-style-type: none"> 1. Integrity of teacher payroll as means for more equitable education resource allocations. 	
Madagascar*	<ol style="list-style-type: none"> 1. At least maintain 2013/14 levels of ed. finance (25.9% of total govt budget for education and 20.7% of total govt budget specifically for basic ed.). [GPE estimates US\$67M in additional resources 2015-2018.] 2. Maintain at least 45% of ed. budget for primary. 	<ol style="list-style-type: none"> 1. Adoption of PM&E system based on learning assessments. 2. Accelerate production of statistical yearbooks. 	<ol style="list-style-type: none"> 1. Aim to maintain UPE from 5 years old. 2. Campaign targeting OOSC - with measures to lower the economic impact of schooling on households. 	<ol style="list-style-type: none"> 1. Adoption of core competencies for teachers and learning.
Mali*	<ol style="list-style-type: none"> 1. Currently maintain 4.2% of GDP, and 24% of national budget for education. [GPE estimates US\$218M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Set-up department of VPN and mobile telephony to help ensure timely reporting of education data. 2. Establish permanent monitoring system for learning outcomes. 	<ol style="list-style-type: none"> 1. Reduce gender disparities, incl. implementing current 3-year interim plan which allocates 11%. 2. Implement DRR/risk mitigation measures. 	<ol style="list-style-type: none"> 1. Focus on quality education, particularly on improving reading and writing in early years of schooling.
Nepal*	<ol style="list-style-type: none"> 1. Maintain 15% share of education in national budget. [GPE estimates US\$81M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Continue to ensure EMIS functioning effectively. 2. Enhance EMIS with integration of Financial Management Information Systems and M&E to capture data on public financial management. 3. Decentralizing teacher appointments. 	<ol style="list-style-type: none"> 1. Primary net enrolment rates - increase efforts to bring OOSC into system and eradicate gender disparity. 2. Develop costed and time-bound equity strategy. 	<ol style="list-style-type: none"> 1. Expansion of ECE

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Nicaragua		<ol style="list-style-type: none"> 1. Design and implement a Comprehensive Assessment System for child development under 6 yrs old. 2. Strengthen national ownership, alignment and harmonization. 	<ol style="list-style-type: none"> 1. Deepen education equity programs - e.g. special education teachers in IE. 2. Special focus on ECE, not less than 13% of education budget to be dedicated to pre-school. 3. Implement, in all plans for public schools, a human security approach for the prevention of all types of risks, violence and disaster mitigation. 	<ol style="list-style-type: none"> 1. Implement their 'Model of Quality Early Education'.
Niger*	<ol style="list-style-type: none"> 1. Maintain at least current level of 25% of state budget for education, increase to 27% by 2018. [GPE estimates US\$988M in additional resources 2015-2018.] 2. At least 50% of ed. budget for primary. 	<ol style="list-style-type: none"> 1. Continue publishing statistics annually on Ministry website and to UNESCO. 2. Regular assessment of learning outcomes and development of a national system to evaluate learning based on continuous monitoring (formative assessments). 3. Ensure equitable, quality, free and compulsory education until age of 16 for all Nigerien children. 4. Strengthen decentralized and transparent management of schools. 5. Continue to work closely with ISU to improve quality and availability of data and complement this with addition data on financing and equity, decentralizing learning assessment. 6. Ensure specific budget line for learning assessments. 	<ol style="list-style-type: none"> 1. Implement inclusive ed. approach to ensure education for children with disabilities. 2. Gender parity increase from 0.83 in 2013 to 0.93 in 2018. 	<ol style="list-style-type: none"> 1. Reform of the system of evaluation and implementation of the new curriculum. 2. Performance-related grants for increased quality of learning.

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Nigeria*	1. Increase investment in education sector (currently 9-10% of total budget). [GPE estimates US\$1,554M in additional resources 2015-2018.]	1. Improve data collection through NEMIS.	1. Currently 10 million OOSC - identified 3 target groups - street boys, girls (North), and boys (South).	1. Increase capacity and quality of teachers - training and in-service professional development, student-teacher ratios, improved teacher performance evaluation strategy.
Pakistan*	1. Education budget to go from 2% to 4% of GDP. [GPE estimates US\$9,495M in additional resources 2015-2018.]	<ol style="list-style-type: none"> 1. Continue to ensure NEMIS publishes accurate education statistics online. 2. Strive to further strengthen NEMIS by making process of education data collection more transparent and frequent, and widen its scope. 3. Strengthen use of data for policy-making (incl. for budgeting and planning), particularly focusing on equity issues. 4. Strengthen and improve learning assessment systems at all levels by making specific allocations for various types of data collection - and ensure findings continuously supports/ informs policy-making. 	1. Fully committed to removing disparities in education service delivery with specific allocations for ed. of disadvantaged (esp. disabled, girls, and minorities).	
Rwanda	1. Continue to increase proportion of domestic resources for education.	1. Implement increase use of ICT to support learning, teaching, and results/M&E.		1. Focus on quality education - strengthen capacity in measuring learning outcomes, planning and M&E for results.
Sao Tome and Principe	Statement on strong commitment to education but not clear pledge for 2015-2018.			

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Senegal*	<ol style="list-style-type: none"> 1. Maintain at least 6% share of GDP to education, and at least 23% of domestic finance for ed. sector. [GPE estimates US\$451M in additional resources 2015-2018.] 2. Maintain at least 45% of education budget for basic ed. 	<ol style="list-style-type: none"> 1. 3bn FCFA to build info management system and ed. systems on learning outcomes, incl. system (both national and decentralized) for learning evaluation. 2. 2bn FCFA to ensure timely production of reliable and comparable data (incl. on equity and quality) on ministry website and to UIS. 	<ol style="list-style-type: none"> 1. 10bn CFAP to support education of disadvantaged and marginalized groups (girls, disabled and "daara"). 2. Prevent and mitigate risks related to conflict, natural disasters and extreme poverty. 	<ol style="list-style-type: none"> 1. 30bn FCFA to incentivize improved school performance, finance inspections, undertake annual ed. sector reviews, and convene discussions of review findings amongst national stakeholders.
Sierra Leone*	<ol style="list-style-type: none"> 1. Public expenditure for education up to 14.5% in 2015 (13.8% in 2013/14). [GPE estimates US\$82M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Strengthen EMIS and produce 'School Census Report'. 2. Establish comprehensive learning assessment system, over US\$500K to be spent over next 3 yrs. 3. Establish ed. website where data on ed. (incl. budget) available to public. 4. Increase and improve on the availability of ed. data at decentralized/local council level. 5. Increase availability of ICT services in schools. 6. Additional resources for capacity and systems development. 	<ol style="list-style-type: none"> 1. 0.5% exp on primary ed. currently for children with disabilities, focused on teaching/learning materials and mobility/assistive devices. 2. Will develop comprehensive policy on education for children with disabilities. 3. 5.2% of secondary budget on girls' education. 	
Somalia	<ol style="list-style-type: none"> 1. Increase education budget for 2015-16 by 4.5%. 	<ol style="list-style-type: none"> 1. Align/coordinate domestic and external funding on 'Go 2 School' program. 2. Align Somali diaspora funding for ed. with other ed. funding. 3. Ensure increased effectiveness of education system which addresses quality, equity and access via implementing ESP. 4. Greater accountability through strengthening our quality assurance and data management systems. 		

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
South Sudan	1. Increase education budget from 7% (2013/14) to 9% (2014/15).		1. ESP Goal 1 is equitable access with budget at 33.6% for inclusive education support. 2. Adherence to the noble Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.	1. 2015-17 target is for 49% of General Education to be allocated for teacher development and advocacy.
Sudan	1. From 7% of budget in 2013, increase to 29% in 2018.	1. Increase quality and regularly publish EMIS data annually. 2. Provide timely and reliable data to UIS. 3. Establish effective student learning assessment system.	1. Reduce number of OOSC through increased annual gross enrolment rates in basic education by 3% between 2015 and 2018. Particular focus on children with disabilities, girls, nomadic/rural, and conflict-affected communities.	
Tajikistan*	1. Ed is currently 18.1% of national budget, 5.2% of GDP. Plan to increase spending on ed. by 7% by 2020. [GPE estimates US\$469M in additional resources 2015-2018.] 2. Maintain at least 80% on primary and secondary.	1. Establish EMIS and consolidate all data into one system by 2016. 2. Annual publication of data on website and to UIS. 3. Establish comprehensive system of student assessments.	1. Disability - regulations to better encourage teachers, special infrastructure, and development of learning materials and visual aids. 2. Girls - increase gender parity and number of girls in high schools.	1. Establish comprehensive system of teacher training.
Tanzania*	1. Ed budget currently 18-19% of total budget - commit to at least maintaining, and will seek to increase to 20% in future years. [GPE estimates US\$1,022M in additional resources 2015-2018.] 2. Primary education expenditure has exceeded 50% in past 2 years and commit to continue to do so.	1. Continue publishing school exam data online. 2. Release publicly online every school's key enrolment and exam performance data every year from 2015. 3. Rigorous independent national sample of early grade reading and numeracy outcomes.		

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Togo*	<ol style="list-style-type: none"> 1. Maintain current level of funding (27.8% of total govt exp). [GPE estimates US\$167M in additional resources 2015-2018.] 2. Primary education expenditure currently 49.7% and commit to at least maintain. 	<ol style="list-style-type: none"> 1. Ensure sustainable learning assessment system in place. 	<ol style="list-style-type: none"> 1. Reduce repetition rate in primary ed. (18% in 2013) to 13% in 2016. 2. Model of IE based on accessibility of children with special needs, teacher training in IE, and establishment of itinerant teachers will be operational by 2016. 	<ol style="list-style-type: none"> 1. Teacher training and curriculum reform. 2. Continued social dialogue with unions.
Uganda*	<ol style="list-style-type: none"> 1. Ed budget to increase from 14.14% of total govt exp. in FY2014/15 to 15.5% in 2017/18. [GPE estimates US\$176M in additional resources 2015-2018.] 2. Allocation to primary subsector projected to increase from 50.4% in FY 2014/15 to 51.5% in the medium term. 	<ol style="list-style-type: none"> 1. USD\$8.5M to strengthen EMIS. 		<ol style="list-style-type: none"> 1. Improve proficiency rates in numeracy and literacy at P3 and P6 (P3 numeracy from 73 to 76% and literacy from 58 to 61%, and P6 numeracy from 55 to 59% and literacy from 50 to 54%).
Vietnam*	<ol style="list-style-type: none"> 1. At least 20% of state budget for education over next 3 yrs. [GPE estimates US\$435M in additional resources 2015-2018.] 	<ol style="list-style-type: none"> 1. Enhance quality of education database and allocate regular funding to maintain EMIS. 	<ol style="list-style-type: none"> 1. Mainstream gender equity in teaching, support girls, and remove gender-stereotyping from textbooks. 2. Disaster Risk Reduction (DRR) for education system. 	<ol style="list-style-type: none"> 1. Continue implementing Vietnam Escuela Nueva (VNEN).
Yemen	<ol style="list-style-type: none"> 1. Maintain 15.6% of spending, 4% of GDP. 	<ol style="list-style-type: none"> 1. Complete implementation of EMIS during 2015. 2. Develop National Strategy for Education 2016-2030 and implementation plan by end of 2015 (to be informed by equity studies). 3. Provide annual data to UIS and nationally. 	<ol style="list-style-type: none"> 1. Analytical studies on equity. 2. Commit to enable all children to have access to education. 	<ol style="list-style-type: none"> 1. Focus on improving learning outcomes.

Developing Country Partner	Financial Pledges	Data, Accountability and Systems Strengthening Pledges	Equity and Access Pledges	Quality and Learning Pledges
Zambia*	<ol style="list-style-type: none"> 1. Increase budget for education from 20% (2014) to 22% in 2018. [GPE estimates US\$918M in additional resources 2015-2018.] 2. Allocate more than 50% for primary. 	<ol style="list-style-type: none"> 1. Consolidate data from various sources in one EMIS by end of 2016. 2. Fully staffed EMIS units by 2016. 3. Ministry to provide accurate data to UIS, and nationally via website and annual district ed. profile data booklets. 4. Ensure sufficient domestic \$ dedicated to national assessment surveys (at Grades 2, 5 and 9) and to continuous processes conducted at school level. 	<ol style="list-style-type: none"> 1. Increase budget on disability and gender. 2. Special Educational Needs - increase primary schools grants from average ZMW28 per child per year to ZMW68 in 2018. 3. Increase bursaries for disadvantaged from 11,888 in 2013 to 15,000 in 2015. 4. Increase gender parity to 0.90 by 2018. 5. Conduct additional analyses on equity to inform development of new ESP by end of 2015. 	
Zimbabwe	<ol style="list-style-type: none"> 1. Increase domestic public expenditure on education from 9.6% in 2014 to 20% by 2018. 	<ol style="list-style-type: none"> 1. Review curriculum to improve relevance of education and to build stronger links with industry to ensure broader socio-economic development of the country. 2. Continue to dedicate sufficient domestic financing to national assessment surveys at infant and junior school levels. 3. Use evidence from different qualitative and quantitative data sources for the development of a new Primary and Secondary Education Sector Plan 2016-2020, courtesy of GPE. 4. Government requires additional schools totaling 2056. 		

NOTES ON CALCULATIONS:

The 27 financial pledges marked with * are included in GPE's estimated value of increase in domestic resource mobilization of US\$26 billion for 2015-2018. Not all pledges provided sufficient data to enable conversion to USD equivalent. DCP pledges have been adjusted to exclude ODA. Some governments were not able to pledge due to legislative or electoral cycles.

The additional resources per year between 2015 and 2018 are calculated relative to 2014 (baseline) and aggregated over the period by country.

The calculations were done in 4 steps:

1. Education resources per year in 2014 constant prices were calculated for each country on the basis of the pledge made by the country expressed either as a percentage of GDP or as a percentage of Government total expenditure, and the expected national GDP growth, and expected national government expenditures.
2. The expected national education resources between 2015 and 2018 were calculated at 2014 constant price to remove the effect of the changes in the general price level over time. IMF's projections (for the GDP, GDP deflator and Government total expenditure as % of GDP) were used for the calculation.
3. In order to avoid any double counting as it is not totally clear if external aid has been included in the figures of the pledges, expected ODA was subtracted. Thus the expected education resources per year without ODA are derived by subtracting expected ODA to education from the total education resources for each country estimated in the first step of the calculation.
4. The additional amount available over the period was added for all countries with quantitative financing pledges to give the total additional resources.

Table B: Donor Country Pledges

Government/ Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Australia	1. AU\$140M between 2015 and 2018. 2. AU\$1.1bn dollars in bilateral aid to education FY2014/15.	Upgrade school facilities.	Support access to school for poor and marginalized - particularly girls and disabled.	Training teachers
Belgium	€9Mper year (€9M already committed for2015). Subject to approval of incoming government. Equivalent to new resources of US\$36.7M.			
Canada	Pledge to pledge			
Denmark	DKK400M (US\$73M) to GPE for 2015 and expect to maintain over coming years. This is increase from existing DKK300M per year commitment to GPE.			
European Commission	€375M, equivalent to US\$510 million in their 7-year programming period to 2020	Turn aid effectiveness into an operational reality, through joint programming with EU member states , using the LEG as a platform for coordination and dialogue.		
Finland	Deliver existing pledge for 2015; new pledge of €4M for 2016 and 2017, equivalent to US\$5.4M		Equitable education is key priority - co-funding ed. sector programs in Ethiopia, Mozambique and Nepal.	
France	Pledge to pledge.	1. Support for the Dakar regional office of UNESCO International Institute for Education Planning to improve collection and analysis of data. 2. Financial support to PASEC to improve training capacity.	Advocacy on girls' education.	1. Support for National Language Learning (ELAN). 2. Teacher training (IFADEM). 3. ICT for education.

Government/ Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Germany	1. €7M for 2014, and €28M for 2015-2018, equivalent to US\$47.6M in new resources. 2. €160M for aligned bilateral projects in Benin, Guinea, Yemen, Kenya, Malawi, Niger and Zimbabwe.	1. €6.4M for 2015-17 to German 'BACK-UP Initiative for Education in Africa' to support African govts and civil society to access and effectively use GPE funding.		
Ireland	€16M over 4 years (4M per year)			
Italy	€1.5M for 2014, and expects to maintain same level of commitment per year between 2015 and 2018, which would be total contribution of €7.5M (US\$10.2M)	Provides bilateral funding to Ethiopia, Mozambique and Senegal - focus on access to primary schools, teachers' capacities, and girls' ed. (but not a 'pledge').		
Japan	US\$2.44M for 2015			
Korea	Committed to becoming GPE donor partner, pledge and date TBC.		Support GEFI to accelerate progress in achievement of education MDG (universal primary education) and Education For All goals.	Host 2015 World Education Forum next May to form new EFA agenda.
Luxembourg	€300,000 for 2015			
Norway	NOK1.66 billion, equivalent to US\$270.17M		Four percent of humanitarian aid allocated for education.	
Spain	Pledge to pledge	Collaborate with and support LEGs in 9 GPE partner countries where Spain works, including intending to become the coordinating agency in Bolivia when it joins GPE.		Continue to make network of Spanish Cooperation Training Centers in Latin America available to GPE Secretariat
Sweden	Pledges SEK1.2bn, equivalent to US\$178.8M in new resources.	Strongly support GPE priority on girls' education and fragile states, and a continued emphasis on inclusive education.		

Government/ Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Switzerland	Existing pledge for 2015, to continue at similar levels - CHF6.5M per year, equivalent to new resources of US\$21.8M	<ol style="list-style-type: none"> 1. Renewed 4yr contribution (2014-18) to UNESCO Institute for Lifelong Learning and Institute for Education Planning (\$6.7M each). 2. Financial support for PASEC (data). 3. Recently joined BACK-UP Initiative. 4. Actively engage in LEGs in countries we work, CA in Niger, and will be CA in Burkina Faso next year. 		
UK	GBP £300M over next 4 years, contingent upon a) continued GPE reform, and b) support from other donors such that UK pledge does not exceed 15% of total amount pledged. (Equivalent to US\$509.11M)			
USA	<ol style="list-style-type: none"> 1. US\$40M for FY2014. US\$50M for FY 2015, subject to Congressional approval. 2. Commit to considering country-specific co-financing of GPE programs where those programs align with USAID's strategic priorities and where value-for-money is demonstrated and measurable. 	<ol style="list-style-type: none"> 1. Support coordinated response to education in emergencies in partnership with GPE and global community. 2. Work with GPE and partners to share data through platforms and tools in order to put learning outcome data directly into the hands of DCPs, policy-makers and program implementers. 3. Work with countries and partners, including GPE, to conduct vulnerability and fragility assessments as part of the education sector planning and implementation processes - and also to share tools and guidance to others. 4. Incorporate conflict-sensitivity into education sector planning. 	Increase equitable access to education - particular focus on fragile and conflict affected states (approx. 55% of USAID's basic education aid spent in FCAS).	<ol style="list-style-type: none"> 1. Improve early grade reading skills of 100 million children. 2. Measure learning outcomes across USAID programs using same indicators as GPE's results framework. 3. Work with GPE to scale-up assessment of learning outcomes in the early grades.

Table C: Pledges from Civil Society Organizations, Private Sector and Foundations, and International Organizations

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Civil Society Organizations				
ActionAid		<ol style="list-style-type: none"> 1. Produce citizens' reports in 30 GPE countries by 2018, tracking schools against the right to education. 2. Support the production of rights based school improvement plans, responsive district plans and national citizens' reports. 3. Emphasis tracking domestic financing of education goals in line with the agreed post-2015 framework, looking at the breadth of the tax base, the allocation of revenue, the actual spend and the effectiveness of spend at school level, as measured by schools in the poorest areas - promoting more equitable and accountable education systems. 		
Education International (EI)	1 Allocate €2 million per year to strengthen the capacity of Education Intl members to advocate for quality education for all towards and beyond 2015.	<ol style="list-style-type: none"> 1. Carry out regional and national EFA assessments, resulting in the development of an EFA Report Card. 2. Supply complementary data from EI's EFA assessments and research to LEGs. 3. Advocate for better data and transparency in 60 countries. 4. Use budget data to advocate for increase budget allocations and transparency in allocation, distribution and utilization of \$. 5. Produce EFA report card and disseminate results of Unite for Quality Ed. campaign and EFA assessments to UN and MS. 6. Build its members capacity to carry out detailed analysis of the issues affecting teacher effectiveness in 10 countries (Benin, Cote d'Ivoire, DRC, Haiti, Liberia, Mali, Nepal, Senegal, Sierra Leone, Uganda). 	<ol style="list-style-type: none"> 1. Organize rallies and increase pressure in Nigeria, Haiti and Lebanon to get all children in school. 2. Mobilize member organizations in Jordan and Lebanon to provide education to Syrian refugee children. 3. Urgent humanitarian appeals as they arise. 	1. Continue to support teacher professional development through the Quality Educators for All project and to facilitate peer learning and exchange of experiences among teachers and union leaders through the International Summit on the Teaching Profession and the EI World Congress in 2015.

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Global Campaign for Education (GCE)		<ol style="list-style-type: none"> 1. Monitor education delivery and spending from both domestic budgets and GPE contributions (focus on quality and equity) in at least 50 GPE partner countries. 2. Submit and publicize monitoring data via LEGs/parliamentary structures in at least 45 GPE partner countries. 3. Track and analyze donor contributions to ed., through bilateral and multilateral channels, and use this to increase accountability in at least 10 donor countries. 4. Track and analyze relevant multilateral institutions' ed. programs and using this to increase accountability. 		
Global Poverty Project (GPP)		<ol style="list-style-type: none"> 1. Between 2015 and 2018, advocate for increased education aid and budget allocations from GPE donor countries and DCPs via: <ol style="list-style-type: none"> a) making education key issue at least 2 of our events, b) mobilize 50,000 actions, c) routinely create and post original content on globalcitizen.org and generate 25 million media impressions globally to communicate ed. results and progress, and d) have 50+ interactions with donor and DCP reps. 		
IBIS		<ol style="list-style-type: none"> 1. Research on factors that promote or undermine funding of ed. 6 studies on financing ed. (with ANCEFA) in Mozambique, Tanzania, Ethiopia, Zambia, Sierra Leone, Burkina Faso. 2. Financing Index Study (with CLADE) covering 20 countries in Latin America and Caribbean, including 2 GPE countries (Haiti and Honduras). 3. Support production of EFA shadow report and production of aid watch reports to monitor donors' delivery on pledges to GPE and their bilateral support. 		<ol style="list-style-type: none"> 1. Research to identify factors that can improve learning outcomes and performance assessment systems.

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Oxfam		<ol style="list-style-type: none"> 1. Monitor commitments made by donor partners, particularly to GPE, as well as basic ed. Track delivery of funds and monitor progress against commitments to aid effectiveness. 2. Support southern NGO partners (funds and technical) through facilitation of learning and capacity-building - to monitor and hold govts accountable for delivery of ed. programs. 3. Support professionalization of un(der)qualified teachers. 		
Plan International	<ol style="list-style-type: none"> 1. Spend €402M 2015-2018 on basic ed. programming across 50 country offices (31 are GPE) - focus on equal and inclusive access, quality, and accountability. 	<ol style="list-style-type: none"> 1. Global campaign (Because I am a Girl) - continue to push for specific responses to address gender equality, education and protection. 2. Strengthen ed. sector governance, monitoring and accountability mechanisms and structures. 3. Support child and youth-led governance and monitoring approaches in at least 3 countries - facilitate dialogue between citizens and govts. 4. Promote use of youth advocacy toolkit - support youth advocacy groups in at least 8 countries. 	<ol style="list-style-type: none"> 1. Support 10 GPE DCPs to undertake detailed analyses of equity issues through gender reviews of ESPs. 	
RESULTS	<ol style="list-style-type: none"> 1. Double resources allocated to basic ed. advocacy from US\$500K in 2015 to US\$1M in 2018 (US\$625K in 2016, US\$800K in 2017) - focus on improving bilateral work of US, UK, Canada and Australia, and multilateral efforts. 	<ol style="list-style-type: none"> 1. Launch biennial Right to Education Index. 2. Oversight research on US, UK, Canada, Australia and WB. 3. Advocate for increased transparency and availability of data. 4. Share research and advocacy materials with CS members of LEGs. 5. Speaker tour to raise awareness of key ed. issues. 		

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Save the Children International	<ol style="list-style-type: none"> 1. Maintain and increase amount of funding for basic ed. over 2015-2018. 2. Spend at least 4% of humanitarian aid on education. 	<ol style="list-style-type: none"> 1. Active part of LEG in GPE countries where Save works - providing complementary data to improve ed. policy and programming. 2. Track ed. budgets and advocate for greater and more equitable investments in education. 		<ol style="list-style-type: none"> 1. Refine indicators for access, quality and learning through 'Quality Learning Environment Framework' and commit to embed this across Save's programs by 2018. 2. Support improvements in quality of teacher training in Save's countries of operation and use our experience to add to evidence base for effective approaches to equity and learning.
Business Community and Foundations				
Brookings Institution		<p>US\$500K in 2015 for Millions Learning, Global Ed. funding study, and Early Childhood Development.</p> <p>Global education funding paper by early 2015 - comprehensive overview of ed. finance, incl. detailed country case studies (Kenya, Bangladesh, Liberia, Malawi) to analyze how funding systems can better serve education needs.</p>		<ol style="list-style-type: none"> 1. 'Millions Learning' project to highlight case studies on where learning has improved affordability (focus on most marginalized). 2. Early Childhood Development (ECD) - contribute to dev. of tools to measure readiness of children to enter primary, and quality of preschools.
Children's Investment Fund Foundation (CIFF)	<p>Up to US\$22M (2015-18) - a) US\$20M into GPE Fund for improvements in learning outcomes via performance-based funding, and b) US\$2M for M&E of performance-based funding of learning outcomes. All funding on 1:4 matching.</p>			

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Dubai Cares	US\$1M to set up M&E Challenge Fund to incentivize the supervising and management entities of GPE programs to develop innovative monitoring and evaluation approaches which are specifically linked to measuring and improving learning outcomes.			
Educate a Child			Support the enrollment and participation of 10 million out-of-school children in quality primary education by 2015/16.	
Hewlett Foundation		US\$18.5M in grants in 2015-2018 towards external monitoring of education policy, implementation and learning outcomes - increase transparency and accountability.		Support the development of learning indicators and improved national and regional learning assessments systems.
MasterCard Foundation		US\$100M over next 3 yrs to increase access to quality secondary education for disadvantaged young people across Africa. Will ensure programs aligned with national govt plans. Of the US\$100M, US\$75M for youth in Kenya (+1 other East African country TBD) to complete secondary school.		1. Of the US\$100M, US\$15M to Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE) to support innovative models and approaches that enhance employability skills, reform teaching, help transition students into secondary education and explore cost-effective, alternative models for secondary education delivery. 2. Of the US\$100M, US\$10M to support secondary education teacher training - focus on Science, Tech, Engineering, and Maths (STEM) and employability skills.

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
Microsoft		Support to help member governments transform their education systems and build critical skills for millions of learners. K-12 digital access - collaborate with govts and other partners to provide low cost or free broadband to schools, and accelerate connectivity for effective EMIS infrastructure.		<ol style="list-style-type: none"> 1. Increase literacy by 100 million new readers in next 5 yrs via e-book creation, consumption and assessment - via US\$300M targeting learners in 29 GPE countries (though more GPE countries also eligible). 2. 15-yr US\$750M (ongoing) investment to help teachers and school leaders' professional development (particularly to integrate technology into classrooms). 3. Offer special package for Microsoft IT Academy (online platform) to increase employability and skills development.
Pearson				<ol style="list-style-type: none"> 1. Work with GPE, LEGs and other partners to build country-level capacity to define learning outcomes and review implementation plans - offer in-kind workshops and Efficacy Reviews to GPE member countries and give all GPE countries free access to Pearson's growing body of research. 2. Contribute our expertise on Learning Metrics Task Force Phase 2 to support development of indicators to enable global tracking of performance.
Varkey GEMS				Expand low-cost teacher training program in 5 developing countries.
International Organizations				
ADEA (Association for Dev of Ed in Africa)		Support GPE's data revolution by building MS capacity on M&E/data. Specifically, developing and implementing existing EMIS codes of practice, and support EMIS national peer reviews in SADC and ECOWAS		

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
		regions and provide technical advice to extend practice to ECAAS and EAS for 2015-2018.		
African Union	AU member states have committed to continue spending at least 6% of GDP on education.	<ol style="list-style-type: none"> 1. Reinforce capacity of member states in EMIS. 2. Establish Pan African Coalition for Education by 2015 to bring key education partners together. 	<ol style="list-style-type: none"> 1. Encourage member states to ensure that all children complete secondary level education successfully. 2. Promotes universal access to Early Childhood ed., promotes at least 20% access to university ed., and increased availability of Technical and Vocational Education and Training. 3. Strengthening Education Observatory and Centre for Education of Women and Girls by recruiting experts and ensuring Centre has operational and program budget. 	<ol style="list-style-type: none"> 1. Support Science Education, committing to enhance supply and quality of 1 million teachers between 2014 and 2017.
Islamic Development Bank	US\$400M for loan buy-downs.			
OIF (Organisation Internationale pour la Francophonie)		<ol style="list-style-type: none"> 1. Mobilize all 77 states and govts (57 members and 20 observers) to place education and training at center of their priorities. 2. Encourage states of the Francophonie, both North and South, to fulfill their commitments to increased funding, proactive national policies and stronger results in education. 		
UNESCO	Advocacy for increased financing for education - coordination of EFA movement (including EFA Global Monitoring	<ol style="list-style-type: none"> 1. Train annually at least 600 planners and policy analysts and 100 statisticians. 2. Support Ministries of Education in conducting ed. sector analyses, integrating conflict and Disaster Risk Reduction into 		

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
	Report) to advocate and monitor education financing and outcomes.	<p>their planning and monitoring, and strengthening reporting on financing flows.</p> <p>3. Work with countries to strengthen their capacity to report cross-nationally comparable data.</p> <p>4. Spearhead efforts to develop indicators to monitor education quality, equity and learning - key priorities for Post-2015.</p>		
UNGEI (United Nations Girls Education Initiative)		Gender-responsive Education Sector Plans - work with GPE partners to build capacity for gender-responsive planning and implementation, and monitoring.		Raise awareness, share knowledge and build capacity at country level to create safe learning environments for girls - commitment to establish virtual resource center for models of good practice.
UNHCR (UN Refugee Agency)	Spend minimum of US\$450M between 2015 and 2017 for refugee education - minimum US\$150M in 2015, and est. budget of US\$150-200M each year for 2016 and 2017.	<p>1. Implement comprehensive education strategy in refugee hosting countries in collaboration with host country govts. 5yr strategy (2012-16) - focused on enrolment, retention and completion of quality ed. for all refugee children.</p> <p>2. Undertake strengthening of refugee education data collection and management, incl. working with partners for inclusion of refugee education data in national EMIS and global education statistics.</p>		
UNICEF	Allocate significant resources to education in emergencies and encourage others to do same.	<p>1. Advocate for balance between emergency education provision and longer-term ed. investments.</p> <p>2. Generate new knowledge in education and peacebuilding and support countries to assess and manage risks.</p>	<p>1. Support programs with potential to reach most marginalized children.</p> <p>2. Provide technical guidance and standards to govts and other partners on construction of accessible (disability) schools.</p> <p>3. Focus efforts on expanding girls' education via supporting policies and programs to increase girls' education</p>	<p>1. Strengthening work on learning outcomes, including measuring learning, teacher training, improved school leadership and management.</p> <p>2. Work with national govts to promote right-age enrolment into good quality ECE opportunities, incl. adoption and implementation of early learning standards and metrics.</p> <p>3. Support delivery of early learning services in disadvantaged areas.</p>

Organization	Financial Pledges	Data, Accountability and Systems Strengthening	Equity and Access	Quality and Learning
			outcomes, increase efforts to address school-related gender-based violence, measure gender-parity on access and learning in all programs, host and support UNGEI.	
UN Women		Support member states to accelerate progress in closing gender gap in access to education and to ensure quality, relevant, and transformative education for all.		
World Bank	<p>1. For 2014, US\$1.6b in new IDA commitments for basic education in poorest countries.</p> <p>2. To date, 1/3 of IDA financing for education in GPE countries has been linked to GPE grants - will continue to look for opportunities to align and leverage IDA and GPE resources at country level.</p>	Continue to work with countries on improving national data capacity and learning assessment systems, and launch new effort to improve research in fragile and conflict affected states.		

Table D: List of Side Events during the Replenishment Conference

- | | |
|----------------|---|
| 09:35 to 10:45 | <ul style="list-style-type: none">• Inclusive Education for Children with Disabilities• Empowering Teachers• Domestic Resource Mobilization• Development Effectiveness: Working Better at Country Level |
| 10:50 to 12:00 | <ul style="list-style-type: none">• Education Cannot Wait• Girls' Education: Moving Beyond Access.• Data Revolution |
| 12:00 to 13:00 | <ul style="list-style-type: none">• Post-2015 Indicators: Measuring Progress• Scaling Up Learning: Lessons Learned and the Homework to Come• Ministerial Lunch: Education in Fragile States |
| 13:30 to 14:40 | <ul style="list-style-type: none">• Learning Outcomes• Education in Fragile Contexts: Turning Policy into Action• Strengthening Accountability in Education• Engaging with Public Finance Reform for Education |
| 14:45 to 15:55 | <ul style="list-style-type: none">• Investing in Early Learning• The Role of Business in Transforming Global Education• Equity: Reaching the Most Marginalized• Improving Reading and Numeracy: The Power of Communities of Practice |