

**"Keeping Our Promises on Education"
High Level Education Event
Brussels 2 May 2007**

ACCOUNT OF THE PROCEEDINGS

Background

In 2007 at the halfway point to 2015, it is estimated that US\$ 9 billion of external aid is needed per annum to achieve the Millennium Development Goals for primary education and \$11 billion per annum to reach all the Education for All goals. If all children are to be in school by 2009 (to complete by 2015) then this will require tripling of aid for basic education for low income countries.

In recognition of the urgency to make progress on these objectives Commissioner Louis Michel, Chancellor Gordon Brown and World Bank President Mr Paul Wolfowitz convened a high level education event which took place in Brussels on 2 May hosted by the European Commission. The event built on the political momentum of the 2005 “year of development”, the African Financing for Development initiative and various other recent high level events.

Attendance

In addition to the three co-convenors, the event was attended by twelve ministers/deputy ministers (from UK, Germany, Netherlands, Norway, Portugal, Italy, Bahrain, Ghana, Niger, Madagascar, Mozambique, Congo Brazzaville) and senior representatives from OECD countries, the EU Member States and non-OECD donor countries. Representatives from the private sector and international and civil society organisations included the World Economic Forum, Mr George Soros of the Soros Foundation, UNESCO, Islamic Development Bank, Global Campaign for Education and Save the Children. The urgency to deliver on the commitments was poignantly underlined by the voices of the children from Europe, Africa, South America and India who participated in the conference and through a video message from Graça Machel, prepared by the GCE. Sixty four delegations or representatives attended in total and there were 200 participants including the children and young people making presentations to the event.

Outcomes

The event renewed political commitment to the education MDGs and Education for All goals, and lent new momentum to the education agenda. It resulted in:

- a commitment to more, better, faster, and longer-term and predictable aid;
- the involvement of new and potential donors in the education for all field – including non-OECD donors, such as the Middle East and Gulf states, new EU member states, and non-government donors, including Private Foundations and Private Sector partners.
- agreements about new ways of delivering aid and increasing aid effectiveness, including strong and more structured partnerships with the private sector; the implementation of new and longer-term aid agreements, and steps to build sector capacity.

In addition, a series of specific financial commitments were made (see annexe table 1), including a further €159.8 million for the FTI.

POLITICAL SESSION

PART I OUTLINING THE CHALLENGE

Ms Glenys Kinnock, MEP, chaired this first part of the Political Session. She welcomed participants and underlined the need for urgent action to fulfil every child's right to education. Her introduction was followed by a short film, produced by the Global Campaign for Education, in which Mme Graça Machel called for action and resources, rather than more pledges, to ensure every child receives a quality education.

Ms Karin Kortmann, Deputy Minister, Federal Ministry for Economic Development and Co-operation, Germany, welcomed the opportunity to speak against the background of Germany's EU Presidency, G8 Presidency and Co-Chairmanship of the Education for All Fast Track Initiative (FTI). Germany is keeping its promise to double bilateral assistance for basic education by 2007 and will make an additional contribution of € 8 million to the FTI Catalytic Fund. Ms Kortmann added that support for education should extend beyond basic education in order to ensure economic development and should attend to quality and to capacity development. She concluded by outlining Germany's commitments to improving development co-operation and how this meeting offered an opportunity to tackle challenges such as long-term financing.

Mr Kailash Satyarthi, Chairperson of the Global Campaign for Education, emphasised the importance of keeping promises to the world's children. He was accompanied by five children, from Columbia, India, Kenya and Ghana, who stressed how important education was to them, and by a school student from Germany who asked that all children have the chance of the good education he had enjoyed.

Mr Kwado Baah Wiredu, Finance Minister, Ghana, reviewed progress on the Abuja 'Commitment to Action'. By late 2007, 25 African countries will have long-term plans to get all children into school by 2015. These plans are ambitious in scope and scale, respond creatively to challenges and are credible in that they prioritise the Millennium Development and EFA goals but balance needs across the education sector, are aligned with country PRSPs and MTEFs, and are linked to FTI endorsement. Despite efficiency gains and higher domestic spending on education, the required increases in projected expenditure mean that in both Ghana and other countries there is still a financing gap. Donors need to fulfil their promises more quickly.

Mr Nicholas Burnett, Director, EFA Global Monitoring Report, reported that primary participation, including by girls, is on the rise though there are still 77 million children out of school and over 60 countries are at risk of not achieving UPE by 2015. A broad EFA vision is vital, to improve quality, ensure completion, increase early learning and tackle adult literacy. More trained teachers are urgently needed, particularly female teachers in countries with low enrolment of girls and to combat shortages in rural areas. Education aid needs to increase substantially but the share of aid to basic education in the poorest countries has mostly declined since 2000 and five donors contribute 62% of all aid, including through budget support, to basic education. At current pledging levels, about 7 US\$ billions are still needed in 2010 to provide the 11 US\$ billions required each year to reach EFA. There is a worrying risk that the 2005 decline in education support continues. Urgent attention also needs to be paid to the uneven distribution of donors among countries.

Mr Haja Nirina Razafinjato, Minister of Education, Madagascar, outlined how Madagascar is moving towards universal quality education by 2015, identifying the importance of a holistic vision of the education system, planning at local level, developments in other sectors and strong leadership and accountability. Long-term commitment of development partners is needed to support these developments and ensure planning and achievement of sector objectives.

Ms Shantha Sinha, Chairperson of the National Commission for the Protection of Child Rights, India, emphasised children's rights to education, including beyond primary education, and the need for planning to ensure access by children still out of school, including working children. She noted a growing market for child labour, but also an explosive demand for education. The state should take its responsibility to protect the rights of all children and donors should encourage increased domestic funding and enhance the capacity of the state.

Mr Aires Bonifacio Ali, Minister of Education, Mozambique, described how enrolment almost doubled between 2000 and 2006 in Mozambique, and outlined the new strategic plan for education, which emphasises quality, access and capacity development but has a financing gap of more than US\$ 100 million per year. Increases in financing, predictable long-term commitments and budget support are key to attaining the MDGs in 2015.

Ms Jasmine Whitbread, Executive Director, Save the Children UK, pointed out that half of the children still out of school are in countries affected by conflict. She stressed that aid does get through in fragile states. Save the Children UK is committed to helping provide a better quality education for 8 million children in conflict-affected and fragile states, which still do not receive sufficient aid from donors, especially in humanitarian situations.

Mr Juern Kalinsky, Director of Policy and Campaigns, Oxfam, Germany, spoke on behalf of Oxfam International. He emphasised the co-ordination and financing role of the FTI and the need for aid to increase, especially from those G8 countries still not doing their share.

Ms Yossra Taha, from, Egypt, representing a group of young people chosen to speak at the last World Economic Forum in Davos, emphasised that 2007 offers an opportunity to be really serious about education. She emphasised the role of the FTI and the speedy endorsement and meeting of the funding needs of all eligible countries. She also underlined that the private sector will engage more in partnership with government, to support the achievement of education for all.

PART II RESPONSES TO THE CHALLENGE

This part was chaired by Mr Paulo Renato Souza, Congressman and former Minister of Education, Brazil and comprised the contributions from the three co-convenors.

Commissioner Michel stressed the moral imperative of keeping the promises made on education to tackle the challenges outlined in the previous session. He pointed to progress in enrolment, especially by girls, but also reiterated that 77 million children are still out of school and many countries are at risk of not achieving universal primary education by 2015. The challenge for the donors is to generate more, better, faster and long-term and predictable aid, trebling commitments for basic education. In turn, partner countries should produce

equitable and sound plans with appropriate resource allocations. The Commissioner underlined the opportunity that the EU collectively (the EC and the 27 EU Member States, who between them contribute over half the aid for education) has to increase aid to education and to fill its share (an additional €2 billion a year) of the financing gap for MDG2 by keeping to the EU commitment on the percentage of national income to be allocated to aid. The Commissioner announced the estimated figures for education in the new programming cycle, of some €1.7 billion up to 2013 from the 10th EDF and the EC budget. The EC will allocate €80 million to basic education under its thematic programme "Investing in People", out of which €22 million in support of the Education Fast Track Initiative (FTI). He concluded with an outline of the proposed MDG Contract, a modality of general budget support, which will enable more predictable and long-term funding, over a period of six years, to be developed.

Mr Brown reiterated the importance of action rather than words to achieve being the first generation in history to have all children attending school. Progress is being made but significant challenges remain. The UK is now beginning to allocate the \$ 15 billion committed to education over the next 10 years. It is also increasing support, including £20 million through UNICEF, for countries affected by conflict. Rising and long-term predictable financing from donors is needed to support the long-term plans of developing countries, the private sector has an important role to play and civil society organisations should hold development partners to account.

Mr Wolfowitz emphasised progress as well as challenges in securing the enrolment of all children but more emphasis needs to be given to the quality of education. The World Bank fully supports the international community's efforts to deliver more, better, faster and long-term aid for education. It will commit \$1.5 billion to education in the poorest countries during 2007, and at least that much in 2008. This is nearly double the average annual IDA commitment for education over the last 12 years and it's more than a 50% increase over 2006. The World Bank hopes to increase education allocations it in the years beyond, through the IDA 15 replenishment. The World Bank is also extending its support for post-conflict countries. Through its country programmes it is improving education quality and outcomes and addressing the effective use of aid. It will also continue to support the FTI to accelerate progress to universal primary completion (UPC).

Mr Souza ended this part of the Political Session with concluding remarks on the importance of enhancing quality and assessing learning, ensuring effective disbursement of commitments and tackling more effectively the link between education financing and fiscal frameworks within countries receiving aid.

PART III PLENARY DISCUSSION: COMMITMENTS AND CONCRETE ACTION

H.H. Sheikh Mohammad bin Mubarak Al Khalifa, Deputy Prime Minister of the Kingdom of Bahrain, explained how the Kingdom of Bahrain has achieved universal primary education and is now developing secondary and higher education, and particularly the role of ICTs at every level of education.

Mr Bert Koenders, Minister of Development Co-operation, the Netherlands, emphasised the importance of delivering on promises. The new Dutch government is giving centre stage to the MDGs. The Netherlands will spend €700 million this year on basic education, has substantially increased bilateral support for its 16 partner countries, has pledged €166 million to UNICEF to develop education in 40 countries affected by conflict and has increased

support to FTI to € 150 million a year. Other donors, including the G8 countries, now need to increase their aid to basic education and ensure that it is both effective and predictable. More significant contributions are also needed for the FTI's Catalytic Fund.

Mr Hilary Benn, Secretary of State for International Development, United Kingdom, reported that DFID is now beginning to allocate its \$15 billion 10 year commitment to education, with \$0.5 billion each to Ethiopia and to Tanzania and \$1 billion to other countries including countries affected by conflict. It has also given \$300 million to the FTI. He stressed the importance of good governance and of overcoming obstacles to enrolment, such as school fees and other costs.

Mr Erik Solheim, Minister of Development Cooperation, Norway, reiterated Norway's commitment to finance and other support for education and to ensuring the enrolment of girls and of vulnerable groups such as disabled children and those living in countries experiencing conflict. The G8 donors in particular should do more to implement their promises by giving their fair share to education. Political will is the critical factor for success.

Mr Marcio Barbosa, Deputy Director General, UNESCO, expressed concern in relation to recent reductions in aid, the needs of girls and other vulnerable children and the quality of education. He also highlighted the importance of early childhood care and development and described new initiatives in south-south co-operation, including the new Partnership for Education with members of the World Economic Forum.

Mr George Soros outlined the work of the Open Society Institute, noting in particular that it has MoUs with many governments. Currently it is developing a programme on Roma education, which requires \$60m, some of which he hoped would be contributed by other donors. He added that private foundations cannot make meaningful contributions at a global level given the level of financing required but can help individual countries such as Liberia, to which he will donate \$5 millions if matched by other donors. Public-private partnerships should be developed through working groups for each country.

Mr Richard Samans, Managing Director, World Economic Forum, emphasised how the business community can play a role, citing the new Partnership for Education between WEF companies, UNESCO and FTI, which is based on the model developed by Cisco, Microsoft, Intel and AMD in relation to ICTs in education. This new partnership will act as a platform for mobilising expertise and other contributions in kind.

Mr Joao Gomes Cravinho, Secretary of State for Foreign Affairs and Cooperation, Portugal, announced that by the end of 2009, Portugal will triple aid for education and double the percentage of ODA allocated to the MDGs. More support will be given to Angola, East Timor and Guinea Bissau. He also highlighted the importance of partnership with the private sector, citing cooperation with Microsoft on computer literacy.

Mr Robert Greenhill, President, CIDA, reinforced the importance of delivering on commitments. Canada is increasing support for education in Africa and is also supporting south-south partnerships, including support for Afghanistan from BRAC in Bangladesh, and from the Aga Khan Foundation for teacher training in East Africa.

Mr Nobuki Sugita, Deputy Director General International Cooperation Bureau, Ministry of Foreign Affairs, Japan, announced that Japan, which was the second biggest bilateral donor between 2000 and 2005, will give \$1.2 million to each of the two FTI funds, Catalytic Fund and Program Development Fund, alongside continuing to develop support for teacher training, quality and management and south-south cooperation.

Ms Nagia Essayed, Commissioner for Human Resources, Science and Technology, the African Union Commission, stressed the importance of harmonisation between external assistance and Africa's own plans of action and funds for education.

Mr Chistian Adomnitei, Minister of Education, Research and Youth, Romania, explained that Romania is currently working on its development policy and outlined some of the support currently being given to neighbouring countries.

Mr Samba Mamadou, Minister of Education, Niger, identified EFA as a major national challenge for Niger. Having been one of the first countries to be endorsed by FTI, and made good progress on school enrolment, Niger has now developed a 10 year plan for which resources are being mobilised. One major priority to be addressed is the gap in both donor commitments and disbursements.

Richard Manning then summarised some of the critical issues raised, including the need to ensure access by excluded groups of children, especially those in conflict affected countries, and to improve quality and its measurement. The Paris Declaration should be made a reality everywhere, with more predictable funding, particularly for recurrent costs. He also noted that participants had strongly endorsed the key role of the EFA FTI in developing sound policies and plans, enhancing implementation capacity, improving donor harmonisation and mobilising financial assistance.

Commissioner Michel then drew the session to a close. He underlined the importance of political will, good governance and the essential role of the state in education provision. He challenged the participants to realise opportunities to convert promises into concrete actions and noted the need to put in place mechanisms to follow progress in this respect. He also highlighted the potential of public-private partnerships and better donor co-ordination and division of labour.

TECHNICAL SESSION

Mr Stefano Manservigi, Director-General, European Commission and Mr Richard Manning, Chair of Development Assistance Committee, OECD, co-chaired this session.

Mr Manservigi introduced the session by summarising key messages from the morning session and outlining the objectives of the afternoon session. He considered there was consensus on the need for more funding, better and more predictable aid and on the importance of partnership with the private sector and foundations. He stressed that better aid can only come with high quality policy dialogue and country ownership and responsibility, backed by support from donors. He underlined the importance in this respect of respecting the Paris declarations. He also raised the question of predictability of aid for states emerging from conflict.

Mr Francois Bourguignon, Chief Economist, World Bank discussed the relationship between more aid and more enrolment. He stressed the importance of both supply and demand side factors and the increase in marginal costs involved in enrolling the last 10% of children. He underlined the need to focus on the effectiveness of the total resource package, recognising that developing countries put more money into education than donors, and that aid must be less fragmented and longer-term. He highlighted the importance of taking into account the macro-level aspects of education policy and funding. Both policy and aid require good measurement. Aid should be targeted to priority areas, including vulnerable children, fragile states, improving quality and evaluation, and countries staying the course with good policies.

Mr Jean Christophe Deberre, Director, Ministry of Foreign Affairs, France, stated that France was giving €300 million in line with its G8 commitments. He reinforced the importance of sectoral dialogue and better partnerships and also emphasised that decentralised delivery should not water down national policies for quality education.

Mr Riccardo Maggi, EC, DG Development spoke on the MDG contract, a proposal from the EC for longer term and more predictable budget support. A contract for a fixed amount of finance would last for six years, doubling previous periods of agreement by the EC and many other donors, and should help to tackle aid volatility, though standard public finance management conditionality would continue. There would be a focus on results, with other donors invited to contribute and help roll over six year periods to ensure continuity of financing.

Mr Manning re-emphasised that the conference was about doing things differently, including rationalising donor division of labour between countries, increasing predictability, working more in fragile states, developing the role of business, private foundations and civil society organisations, and improving both donor and country level statistics and the evaluation of results.

A number of country and organisation representatives who were unable to speak in the morning session outlined both current and future contributions and commented on a range of issues. Ireland and Sweden reiterated the critical importance of statistics and both Sweden and Denmark highlighted the need to build civil society participation and capacity. UNICEF and the Van Leer Foundation stressed the importance of early childhood education, and the US Council for Foreign Relations focused on closing the trust gap with conflict affected and fragile states. The Saudi Fund for Development and Qatar Permanent Representation to UNESCO, both outlined their countries' support to development funding and present and future partnerships. The representative of the Islamic Development Bank, stressed improving the quality and relevance of schooling to bolster demand and also noted the need to adapt to realities on progress towards EFA. The Global Campaign for Education, expressed disappointment that major additional financing for education had not been pledged and hoped that the next G8 meeting would live up to its previous promises. The Forum for African Women in Education (FAWE) reiterated the importance of the education of girls, and the Hewlett Foundation announced that \$60 million is being given to education by the Hewlett-Gates Foundations over the next 3 years. The Embassy of the Holy See, offered secular expertise in support of the agenda of the conference.

There was substantial plenary discussion in this session by representatives of DAC donor agencies, other country governments and development funds, the private sector and civil society on how aid could be more effective, long term and predictable, and on the need for

better information on inputs and results. The key priorities and challenges are summarised below.

Priorities for developing countries:

- at the national level there needs to be clear political will to establish policy and associated funding as aid without country effort is less likely to yield strong results;
- there is a need for more accountability through the Parliamentary process, accompanied by improvements in democratic governance and financial management, including at decentralised levels – civil society organisations should be enabled to make a major contribution to this;
- support to the education sector requires a policy mix and a mix of action; while there is an appropriate emphasis on basic education, attention needs to be paid to the whole sector;
- genuine and clearly defined quality improvements must be continually sought;
- national capacity development and utilisation should be a priority;
- systems should be strengthened to enable reliable and disaggregated statistics to be collected and analysed in relation to participation by vulnerable and disadvantaged groups; progress on girls' education should continue to be carefully monitored.

Challenges for donors

- donors need to fully respond to the Paris Declaration on aid effectiveness, while recognising the value of complementarity and division of labour among donors;
- donors must continue to improve their support for in-country processes;
- refining mechanisms such as the FTI and designing new tools such as the proposed MDG Contract, entered into by national partners, EC, EU and other donors, will significantly strengthen longer term predictability;
- acknowledgement that as greater proportions of children are enrolled, so the marginal cost of reaching the rest will increase;
- fragile states need to also have predictability even though they may not satisfy some criteria;
- monitoring needs to include a reliable system for tracking commitments and also to deal accurately with attribution of funds disbursed through budget support;
- a stronger partnership should be developed with the private sector, which can play a key role especially in niche areas and particular countries;
- Make use of performance based aid

Other specific suggestions, particularly on the role of FTI, included

- the FTI could collect information and measure progress against the indicators from the Paris Declaration on aid effectiveness
- the FTI could help to rationalise division of labour between donors by enabling some to support country plans through contributions to FTI funds through 'sleeping partners' arrangements;
- indicators could be developed in relation to building implementation capacity in developing countries. A measure of donors' technical capability may also be useful.

Summary and next steps

The main points in Mr Manning's summary of the session were the following:

- improve statistics at country level (this could be followed through by the UIS and the World Bank);
- develop robust information on domestic expenditure on education by governments (World Bank could lead); improve information on aid including: an agreed method of accounting for programmatic and general budget support, collecting information on disbursement as well as commitments and developing more robust information on the scaling up of resources and on country level allocations (FTI, DAC and UNESCO);
- a strong emphasis on issues of quality (notably education outcomes), and how to measure and evaluate these.
- capacity development at country level and indicators to measure it
- greater alignment and division of labour for scaling up
- as regards the role of non-DAC donors and non-state providers, mechanisms are required to take this forward globally and in specified countries.
- a need for education fora to better engage with the IMF to ensure coherence between actions on aid to education and IMF policies and actions on fiscal space

UNESCO was invited to take forward the issues raised at this conference through the sequence of planning now being undertaken for the High Level Meeting in Dakar at the end of 2007.

Other significant opportunities for continuing the agenda are:

- the Financing for Development conference in Accra, a follow up to the Abuja Commitment to Action (May 2007)
- FTI Technical Donor Group meeting (Bonn May 22-25, 2007)
- G8 Summit at Heiligendamm (June 2007)
- ACP – EU Council of Ministers (24 – 25 May, Brussels)
- WB/IMF annual meeting, October 2007, Washington
- the EU/Africa Summit (under Portuguese presidency – end of 2007)
- EFA High Level Group meeting (Dakar December 2007)
- 2008 G8 Summit in Japan

Annexe: TABLE 1

Speaker	Funding commitments	Contributions to FTI
EC – Commissioner Michel	<ul style="list-style-type: none"> Estimated €1.7 Billion from EDF and EC Budget (new allocation) to 2013, including €80 m for Basic Education 	€22m to catalytic Fund (from the €80 million)
World Bank – Mr Wolfowitz	<ul style="list-style-type: none"> \$1.5Bn p.a. in IDA for Education for 2007 (50% increase on 2006); At least \$1.5Bn for 2008 and beyond through IDA 15 replenishment; New mechanisms for support to fragile states 	
UK – Mr Brown, Mr Benn	<ul style="list-style-type: none"> Reiterates \$15 Bn over 10 yrs to education; <ul style="list-style-type: none"> Allocations of \$0.5 each to Ethiopia and Tanzania in support of national plans; \$1Bn for 8 countries over next 5yrs to include Somalia, Nepal, Sierra Leone, Burundi) \$20 m to Unicef for emergency/ post conflict countries 	Continued support to FTI (\$300 m so far)
Canada – Mr Greenhill	<ul style="list-style-type: none"> Increase from \$100m to \$150m for basic Education 	
France – Mr Deberre	<ul style="list-style-type: none"> €300m for Basic education increasing funding in over 30 countries. 	
Germany – Ms Kortmann	<ul style="list-style-type: none"> €120m p.a 	Additional €8m for FTI
Japan – Mr Sugita		\$1.2m each to EPDF and CF
The Netherlands – Mr Koenders	<ul style="list-style-type: none"> 15% Dutch ODA on Basic Education (€700m p.a.) €166 m for Unicef in emergencies in 40 countries 	€150 million to FTI
Norway – Mr Solheim	<ul style="list-style-type: none"> Strong commitment to Education 	Maintain support to CF
Portugal – Mr Cravinho	<ul style="list-style-type: none"> Triple aid to education by 2009, focus on Lusophone countries 	
Soros Foundation	<ul style="list-style-type: none"> \$5m to Liberia if matched by other donors 	
Hewlett Foundation	<ul style="list-style-type: none"> \$60m for 3 yrs for research into quality education 	
WEF	<ul style="list-style-type: none"> Increased partnerships for education and in-kind donations working with UNESCO 	