



**June 26, 2014 – Brussels, Belgium**

## **Pledge of the United States of America at the 2<sup>nd</sup> Replenishment of the Global Partnership for Education**

On behalf of Secretary of State John Kerry and USAID Administrator Rajiv Shah, the United States is pleased to be a financial supporter and member of the Global Partnership for Education. Since the first GPE Replenishment, we have seen global funding for basic education decline by 4 percent from 2011 to 2012. Over the same period, the United States has remained the largest bilateral supporter of basic education, and one of only two donors that have increased bilateral expenditures to basic education. In 2011, we pledged to provide \$22 million to GPE, but have in fact provided \$42 million between 2011 and 2013. Additionally, USAID has co-financed country-level and global work complementary to GPE totaling more than \$180 million dollars to date – including efforts in Afghanistan, Ethiopia, and South Sudan.

As a champion of basic education, the United States is committed to providing equitable access to education for children at risk in crisis and conflict environments, and giving children the opportunity to acquire foundational skills, like reading, to equip them to succeed and stay in school, and to take full advantage of their lifelong education and employment opportunities.

### **Financing**

As a demonstration of our continued support of global basic education, and as part of GPE's second replenishment effort, the United States intends to double USAID's last pledge contribution to \$40 million in FY 2014 funding, with future contributions subject to the availability of funds, but within the ranges currently being proposed by Congress, and dependent on GPE's performance related to the measurement of learning outcomes and reporting on results.

The United States' commitment to increasing equitable access to education and improving early grade reading skills is supported through the alignment of funding with evidence- and results-based approaches. To this end, we 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.

Approximately 55 percent of USAID's basic education dollars are spent in fragile and conflict contexts. USAID commits to maintaining a focus on at-risk children, and to supporting coordinated responses to education in emergencies in partnership with GPE and the global community, as for example in South Sudan where we just provided \$17 million to UNICEF to support emergency education efforts.

**Data and Accountability:**

USAID is committed to improving the early grade reading skills of 100 million children. We measure learning outcomes across our programs using the same indicators that GPE uses as part of its results framework. We are committed to working with GPE on scaling up the assessment of learning outcomes in the early grades, and to sharing data through open platforms and tools in order to put learning outcome data directly into the hands of developing country partners, policy makers, and program implementers.

USAID commits to working with countries and partners, including GPE, to conduct vulnerability and fragility assessments as part of the education sector planning and implementation processes. USAID will work with GPE to share tools and guidance on conducting assessments of fragility and vulnerability, as well as incorporate conflict-sensitivity analysis into education sector planning.

In the post-2015 development landscape, global efforts to advance data, innovation, and learning are essential to transforming the education sector and providing all children with the opportunity to succeed in school. USAID is committed to these principals, and looks forward to ever-stronger partnership globally and at the country-level with GPE and all those working to advance basic education.

*Delivered by Eric Postel, United States Agency for International Development, Assistant Administrator, Bureau of Economic Growth, Education, and Environment*