

**Global Partnership for Education Pledging Conference | November 8, 2011 | Copenhagen, Denmark**  
*Pledging Conference Statement Analysis | Basic Literacy and Numeracy*

- **60 total pledges** from developing country partner governments, donor country governments, multilateral agencies, civil society organizations, the teaching profession, private foundations, and the private sector.
- **21 pledges** specifically mention work on basic literacy and numeracy skills

<b>Developing country partners</b>	
<b>Country</b>	<b>Pledge</b>
<b>Afghanistan</b>	Will develop and implement a system for assessment of student learning achievement to identify language and math learning achievements at completion of grade 3. Primary grade textbooks will be revised with a focus to improve literacy and numeracy rates in early grades. Will expand Community-based Education, Accelerated Learning classes, investment in mosque-based education and the enhancement of social mobilization with the goal to increase the national literacy rate to 43 percent.
<b>Bhutan</b>	Pledged to improve learning outcomes in all core subjects from 40 to 55 percent in 2009 to 60 to 70 percent by 2013.
<b>Burkina Faso</b>	Will reduce illiteracy from 70 percent in 2009 to 25 percent in 2020, with an interim target to reduce illiteracy to 60 percent in 2015. Pledge to increase the literacy rate to 60 percent by 2015.
<b>Ethiopia</b>	Improve learning outcomes by implementing early grade reading and writing assessments, preparing supplementary reading materials, text books and syllabi in a number of mother tongues and integrating civics and peace education.
<b>Gambia</b>	Pledged to increase mother tongue and national language instruction.
<b>Guyana</b>	Implement the Grade Four Literacy Certificate Assessment to measure students' literacy standards and inform corrective measures in order to ensure that all students are certified as literate before the completion of primary school.
<b>Lao PDR</b>	Expand its holistic <i>Schools of Quality</i> approach to lower secondary level; implement policies to improve teacher development and management; enact a policy to regularly assess student learning outcomes at grade 3 level (in addition to existing grade 5) and include an early grade reading assessment at grade 3.
<b>Lesotho</b>	Will implement a curriculum and assessment policy to increase the focus on literacy, numeracy and formative and summative national assessments in grades 3, 6 and 9 to further strengthen school readiness among learners; improve the literacy and numeracy skills of teachers, equip teachers to assess student learning, incentivize qualified teachers to teach in difficult or remote schools and provide distance teacher education by the Lesotho College of Education to train unqualified teachers in difficult locations.
<b>Malawi</b>	Introduce a more learner-centered curriculum to improve learning outcomes, issue guidelines to emphasize the importance of a maximum class size of 60 in lower standards and introduce literacy and numeracy teaching methods involving modeling and guided and independent practices.
<b>Moldova</b>	Shift to child-centered approaches and an on-going training/mentoring system for educators, which will directly impact the quality of students' learning outcomes.
<b>Mozambique</b>	Pledged to strengthen early learning diagnostic tools and assessments
<b>Sierra Leone</b>	Will carry out national early grade reading and mathematics assessments in order to confirm the findings of small scale studies and take necessary actions to address

	identified learning deficiencies and make changes necessary to improve learning at all levels of schooling.
<b>Yemen</b>	Will improve the learning environment and achievement in reading and writing in grades one through three, which will include increased support for teaching and learning for general supervisors and school directors
<b>Donor countries</b>	
<b>Country</b>	<b>Pledge</b>
<b>Australia</b>	Will prioritize early learning by increasing its focus on literacy, numeracy and basic skills acquisition in basic, formal and non-formal education; will emphasize early grade literacy and numeracy in Asia and the Pacific, especially in mother tongue instruction where appropriate and by supporting teacher training in holistic literacy practices and assessment, with differentiated assessment for children with disability.
<b>United Kingdom</b>	Pledged to ensure that all DFID programs will measure a proportion of children who can read with sufficient fluency for comprehension in the early grades of primary school
<b>United States</b>	Pledged to improve reading skills for 100 million children in primary grades by 2015.
<b>Civil Society</b>	
<b>Country</b>	<b>Pledge</b>
<b>Oxfam International</b>	Pledged to support the professionalization of un(der)qualified teachers in order to sustain the continuing expansion of access to basic education, the quality of education and by extension, learning outcomes
<b>Private Sector</b>	
<b>Organization</b>	<b>Pledge</b>
<b>Microsoft and Pearson</b>	Pledged a combined \$30 million between 2012 and 2015 to increase school access, improve teacher development, school innovation and effective use of Information and Communication Technologies (ICT) in Global Partnership developing country partners, develop clear measurable and agreed metrics for literacy and numeracy in non-OECD countries and to develop, pilot and scale sustainable educational models.
<b>Foundations</b>	
<b>Organization</b>	<b>Pledge</b>
<b>Private Foundation Constituency</b>	Will strengthen remedial education programs (in cooperation with governments), develop assessments to measure achievement in literacy, numeracy, cognitive skills, critical thinking, knowledge and socialization, support civil society assessments of children's learning and trials of scalable, cost-effective approaches to improve teaching-learning processes and strengthen school-to-work transition programs for young people
<b>Multilaterals</b>	
<b>Organization</b>	<b>Pledge</b>
<b>UNESCO</b>	Will work to ensure quality inclusive education, notably concerning access, the learning environment and successful outcomes by leading efforts to increase female literacy, strengthening technical capacity to analyze quality constraints and developing a comprehensive, systemic and generic General Education Quality Diagnosis/Analysis Framework to guide rigorous quality reviews of education systems.
<b>World Bank</b>	Pledged to mobilize substantial financial support to the Millennium Development Goal challenge, including through the implementation of its 2010 commitment to increase support for basic education in low-income countries by \$750 million.