

**Global Partnership for Education Pledging Conference | November 8, 2011 | Copenhagen, Denmark**  
*Pledging Conference Statement Analysis | Early Childhood Development*

- **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.
- **24 pledges** specifically mention work on early childhood

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**Developing country partners**

<b>Country</b>	<b>Pledge</b>
<b>Afghanistan</b>	Pledged to make ECD a central component in its education strategy; pledged to strengthen early learning diagnostic tools and assessments.
<b>Bhutan</b>	Implement a policy to provide quality early childhood interventions (age 3 to 6) and support the transition to school among 6 to 8 year olds.
<b>Burkina Faso</b>	Pledge to increase pre-primary enrolment to 7.8 percent
<b>Central African Rep.</b>	Aims to increase pre-school enrolment to 17.2 percent by 2020.
<b>Ethiopia</b>	Pledged to strengthen early learning diagnostic tools and assessments.
<b>Gambia</b>	Will intensify the annexation of early childhood development centers to existing lower basic schools in deprived communities for increased access to pre-school education, provide free teaching and learning materials to schools, increase the use of early grade literacy assessments to improve reading skills (EGRA) and implement national language instruction to enhance reading abilities for early graders.
<b>Guyana</b>	Pledged to improve early learning outcomes and will increase grade 3 literacy rates by making pre-primary education compulsory in its new Education Act, thus ensuring universal pre-primary education by 2013. Accelerated literacy programs will be strengthened to ensure students meet required standards and structured remediation will be provided to struggling learners.
<b>Lao PDR</b>	Will expand non-formal approaches at pre-school and primary areas for children in remote areas without access to traditional schools. A national Early Childhood Development policy is being presented to lay a framework for quality programs in the domains of health, nutrition, child protection and education for children under schooling age.
<b>Lesotho</b>	Improve the foundation for school by ensuring that more children access early childhood care and development, especially vulnerable groups and girls; will increase pre-primary enrolment to 40 percent
<b>Mali</b>	Improve the pre-school enrolment of children aged 4-6 years from 3.9 percent in 2009 to 8 percent
<b>Moldova</b>	Increase the enrolment rate for pre-school programs for 3-6 year-old children to 78 percent in 2015 and for 6-7 year –old children to 98 percent
<b>Niger</b>	Engage parents and local officials in the development of pre-school programs and mass school registration campaigns
<b>Senegal</b>	Develop early childhood care programs, which will include community day care centers and pre-school opportunities and diversify education opportunities, particularly by taking an inventory of Koranic schools, creating a unified curriculum for these types of establishments and strengthening Franco-Arab schools

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<b>Tajikistan</b>	Reform the pre-school system to increase coverage with Early Childhood Development including structure and content; lower the Grade 1 intake age (from 7 years old to 6 years old) to address low enrolment (7%) in pre-school education.
<b>Togo</b>	Improve pre-primary education opportunities, especially in rural areas and increase enrolment in pre-primary programs to 22 percent by 2020
<b>Zimbabwe</b>	Improve literacy rates with targeted measures such as the mainstreaming of early childhood development in all primary schools, teacher development and quality enhancing.

#### Donor countries

Country	Pledge
<b>Canada</b>	Will work to improve child and school readiness through the establishment of early childhood development centers and pre-primary classes and schools, the provision of literacy classes for mothers of school children, after-school programs, improved teacher training certification and accreditation systems for teacher training institutions, school and community libraries and local language books and improved learning environments.
<b>Germany</b>	Will support improvements in early learning through investments to improve education quality through early childhood education and the conditions of teachers.
<b>Norway</b>	Will support early learning through a variety of programs implemented by multilateral institutions, national governments and civil society.
<b>Australia</b>	Increase its involvement in early childhood education, including approaches such as involvement of mothers in literacy acquisition, learning assessment in the early grades and early childhood learning by supporting community early learning centers and early grade mother tongue instruction if appropriate.

#### Civil society

Organization	Pledge
<b>Education International</b>	Implement a new Early Childhood Education Strategy laying out specific guidelines for equity and quality in the early years and offer graduate degree scholarships for members that pursue graduate studies in education; will set up regional and sub-regional Working Groups on Early Childhood Education (ECE), conduct research and seminars on a study on the provision of ECE.
<b>Global Campaign for Education</b>	Support an emphasis on and more resources for children with disabilities in low-income countries and Early Childhood Care and Education
<b>Save the Children Fund</b>	Scale up support for children to acquire early grade reading and writing skills, which include testing, teacher training, community mobilization in support of literacy and through more print rich environments (through Literacy Boost which will benefit 550,000 children).

#### Foundations

Organization	Pledge
<b>Private Foundation Constituency</b>	Support models at a national scale that develop Early Childhood Development staff capacity