



Learning for All Ministerial Summary Report

May, 2013

Introduction

Every child – regardless of gender, country, or family circumstances – must be able to go to school and learn. Since 1990, as a result of targeted actions by many countries and their development partners, the number of out-of-school children globally, has been reduced by more than half. Despite this notable progress, today, 61 million children are still not in school. And often, even when children do go to school, abundant evidence shows that too many children and young people leave the education system without acquiring the knowledge and skills they need to lead healthy and productive lives, to care for themselves and their families, and to contribute to their communities and society as a whole. This global education and learning crisis poses a serious threat to ending poverty, boosting shared prosperity, and building stable and sustainable societies.

Overview

The Learning for All Ministerial took place at World Bank Headquarters in Washington, DC on April 18, 2013, alongside the World Bank-IMF Spring Meetings. The event hosted an unprecedented gathering of global development leaders and development partners alongside ministers and high ranking officials from 8 countries: Bangladesh, Democratic Republic of Congo, Ethiopia, Haiti, India, Nigeria, South Sudan, and Yemen, that together account for nearly half of the world's out-of-school children. The Ministerial, which was co-hosted by the UN Secretary-General, the World Bank President, and the UN Special Envoy for Global Education, was held in support of the UN Secretary-General's Global Education First Initiative. The Ministerial consisted of Country Meetings and a Roundtable. It was followed by a Call to Action advocacy event and a screening of the film, *Girl Rising*, held jointly by the World Bank, 10x10, Vulcan Productions, and Intel Corporation.

The Learning for All Ministerial Country Meetings were held on Bangladesh, Democratic Republic of Congo (DRC), Ethiopia, Haiti, Nigeria, South Sudan, and Yemen. The purpose of these 45-minute meetings was to provide participants an opportunity to discuss in greater depth critical education challenges, key obstacles to educational progress, and 2-3 key actions to promote Learning for All. The ministers of finance or education from each country presented their challenges, achievements, and solutions; high-level representatives from development partners chaired the sessions and provided closing remarks. An eighth Country Meeting on India had initially been planned, but was cancelled at the last minute as the expected ministers were unable to attend. Annex 1 provides a summary of key points from each of the Country Meetings.

The Learning for All Ministerial Roundtable took place following the Ministerial Country Meetings. This 90-minute session was opened by UN Secretary-General Ban Ki-moon and co-chaired by President Jim Kim and UN Special Envoy for Global Education Gordon Brown. Ministers, development partners, and civil society and private sector representatives were able to provide 2 minute responses to 3 questions: (1) What will it take to get all children in school and learning; (2) What are priority actions for governments; and (3) What can development partners do to help ensure all children are able to go to school and learn. Annex 2 provides the full transcript of the Learning for All Ministerial Roundtable.

Participation

The Learning for All Ministerial Country Meetings were attended on average by 55 key relevant country education stakeholders. The Ministerial Roundtable brought together more than 200 people in person and over 3,000 people via a live webcast of the event. The day culminated in a Call to Action event around girls' education and a screening of the film, *Girl Rising*, which brought more than 800 participants together at the World Bank.

Participants in the Learning for All Ministerial Country Meetings and Roundtable included ministers of education and finance and other high-level representatives from the 8 countries, including the Haitian Prime Minister and the Governor of the Central Bank. In addition, other participants included: 5 Heads of UN Agencies, 3 heads of regional development banks, 10 ministers of development and high-level representatives from bi-lateral development agencies, and more than 20 high-level representatives from the private



sector and global and local civil society representatives who are major stakeholders in the participating countries. Annex 3 provides brief biographies of the participants of the Learning for All Ministerial Roundtable; organizations and agencies represented include:

- Three co-hosts: UN Secretary-General Ban Ki-moon, World Bank President Jim Yong Kim, UN Special Envoy for Global Education Gordon Brown
- AfDB, IADB, IsDB, and the UN agencies (UNESCO, UNICEF, UNDP, UNFPA, UN Women, and the Office of the UN Secretary General, including the Deputy Secretary-General and the Special Adviser on Post-2015 Development Planning)
- Agence Française de Développement, AusAid, CIDA, DFID, Denmark, the European Commission, Germany, JICA, Norway, Russia, USAID
- Global Partnership for Education (GPE)
- 10x10, Brookings, CAMPE (Bangladesh), Center for Global Development, Education International, Global Campaign for Education, INEE, Inter-American Dialogue PREAL, Oxfam, Plan International, Save the Children, youth representatives from Africa
- Accenture, Bharti Foundation, Dubai Cares, Intel, MacArthur Foundation, Qatar Foundation.

The Call to Action & Girl Rising event focused in particular on the importance of girls' education. It was emceed by former CNN correspondent Tumi Makgabo, and featured a discussion between World Bank President Jim Yong Kim, UN Secretary-General Ban Ki-moon, UK Secretary of State for International Development Justine Greening, SOLA Founder Shabana Basij-Rasikh, actress Freida Pinto, and Girl Rising Executive Producer Holly Gordon. The event also included a musical performance by *Sweet Honey In The Rock*. The Call to Action was immediately followed by the Washington, DC premiere screening of the Girl Rising documentary and a post-film reception.

Coordination

The core planning team for the Ministerial included the Center for Universal Education at the Brookings Institution, the Global Partnership for Education, UNESCO, UNICEF, UNDP, the Office of the UN Secretary General, the Office of the UN Special Envoy for Global Education, USAID and the World Bank. The UN Special Envoy for Global Education and the Brookings Institution, with support from the Global Partnership for Education, the World Bank, and UN Agencies, coordinated the preparation of country papers and the related consultation processes prior to the Ministerial. The World Bank led the preparation, coordination and implementation of the Ministerial related events.

Highlights and Key Findings

The Ministerial was an important step to redouble efforts to ensure that the millions of out-of-school children can go to school and learn. Over the course of the day, countries and development partners alike shared their commitment to using innovative programs and resources to reach those children, particularly those from the most marginalized groups. Additionally, some of the most serious and persistent bottlenecks that prevent children from accessing school were shared. A number of specific commitments were made to address these bottlenecks. Select highlights and key messages which emerged from the Ministerial include:

"Investing in education pays"

Countries acknowledged the importance of education in helping them develop. They celebrated their successes in increasing enrollments, but recognized the unfinished agenda of reaching marginalized populations (children from very poor and remote areas, girls in rural areas, ethnic minorities, children with disabilities) and the specific bottlenecks associated with completing this agenda.

The importance of investing in education was highlighted by many, from the Deputy Prime Minister and Minister of Education, Demeke Mekonnen from Ethiopia who said "when we talk about investment in education, this is a smart investment. It is today's investment, and it is tomorrow's investment;" to the Danish Development Minister Christian Friis Bach who highlighted some of society's benefits from education when stating, "I believe the crucial role of education is there for children, but it is also there for state building and peace building, especially in fragile countries. Schools manage to build a social contract between states and their citizens; they build social capital, cohesion and cooperation."



The particular needs of marginalized populations and the importance yet difficulty in providing quality education to these groups of students was a theme repeated by many. Peter Baxter, Director General from AusAID, highlighted the importance of equity in education calling for a “need to increase our focus on reaching the most disadvantaged, those children who are excluded from learning because of poverty, the location where they live, their gender, their ethnicity, and those who suffer from disability. The Minister of Finance, Abul Maal A Muhith from Bangladesh pointed to the fact that “the people to catch are the hard-to-reach people, not because of space problems but because of social problems - urban slums, indigenous people, physically impaired people”. UNICEF Executive Director Tony Lake pointed to the fact that “it is more costly to reach into those communities” yet, he urged everyone to “consider the cost of not reaching them, to each child, to the community, and to the nation, because it is in those areas where poverty is worse and, therefore, where education is most important.”

Countries are facing a “learning crisis”

Countries recognized the greater challenges of improving the quality of education, of raising completion rates, and of increasing transition rates from primary education to secondary education.

President Kim put learning at the forefront by opening the Roundtable stating: “We are here today because there is a global learning crisis that requires urgent action. Learning is one of the most important driving factors for economic growth. It is at least as vital to fostering a dynamic economy as investing in infrastructure or energy. Addressing the learning crisis is essential to ending extreme poverty and building shared prosperity. It will require leadership from finance and development ministers as well as from education ministers.”

This sentiment was shared by many, with Ethiopia highlighting key challenges regarding quality and school drop outs, and Haiti, DRC and Nigeria pointing to the need to address teacher training and teacher development issues.

Concrete actions are needed to address remaining bottlenecks

Countries recognized the necessity of making a political commitment to improve education access and outcomes, and the need to strengthen not only their policies but also their implementation capacity. In countries where lagging regions face special challenges, there was a call to compensate for the limitations of the federal government by identifying and supporting committed local governors.

Countries agreed to focus on some specific actions, including:

- understanding the specific barriers for tribal groups, urban slum residents, girls;
- abolishing school fees;
- increasing resources for education as well as promoting openness, accountability and the efficient use of those resources;
- asking donors to pool funds for better coordination;
- reforming teacher training and professionalizing the teacher force;
- recognizing non-formal education models to reach marginalized populations;
- improving data and data use in education systems; and
- using innovative approaches to address both supply- and demand-side constraints.

Widespread commitment to sustained support to education

While governments committed to continued support and attention to education, development partners committed support for better coordination and agreed to maintain aid for education.

CIDA President Margaret Biggs called on Ministers of Finance to see education and “the importance of looking at this as a strategic investment, probably the most strategic investment that a country can make, in children and in youth.”

New GPE CEO Alice Albright reassured countries of GPE’s ability to help sustain support for education stating that: “starting tomorrow, we [GPE] are happy to facilitate the follow-up meetings to the discussions that we have had today, not only ongoing but also in September and thereafter. We will certainly advocate and mobilize greater funding not only through



GPE but from all of you on a bilateral basis to help all of our country partners build out their school systems.” This type of support was reiterated by the UN Secretary General in both his opening and closing remarks where he reaffirmed the need for continued support and aid to education. Speaking specifically to finance ministers he said “I stress that you should focus on education. That is why I am here. And we need to have your political and visionary leadership. We live in difficult financial times. These times demand smart investment. And there is no more valuable investment than education.”

Next steps

The greatest education gaps are among children living in adversity and disadvantaged children, particularly girls, including those who live in extreme poverty, in fragile and conflict-affected states, in slums and remote communities, those from ethnic minorities and lower castes, and children with disabilities. Reaching these children will require innovative efforts to mitigate the leading causes of disadvantage, along with national education system reforms and creating systems of accountability. It will also require prioritizing reforms and investments in education in national development plans and domestic budgeting, recognizing quality education not only as a human right but as an essential investment for country competitiveness, job creation, and economic growth.

Bilateral and multilateral development assistance – including through the Global Partnership for Education, the United Nations agencies, and the World Bank – have a critical role to play in supporting developing countries with coordinated action to help them achieve the goal of Learning for All. The engagement of civil society at global and national levels is vital to mobilize support for country education programs and to hold educators and policymakers accountable for reaching those most in need.

A follow-up meeting will be organized for a different set of countries alongside the UN General Assembly in September 2013. That meeting will be used to monitor progress for the April 2013 participating countries, and to bring to the table other countries that face similar challenges with respect to achieving the 2015 education goals. The Global Partnership for Education has volunteered to lead the coordination of the next event.

The coordinators of the first Learning for All Ministerial understands the need to continue this momentum, and push for specific commitments in political, financial, and technical support to help achieve real results for the world’s children. Working with country and development partners, we will continue to act with a sense of urgency to ensure that all children and young people everywhere have the opportunity to go to school and learn, so they can realize their dreams and help their nations prosper.



Annex 1 – Summary of Key Points from Learning for All Ministerial Country Meetings

Below is a brief summary of the key outcomes of the 7 Learning for All Ministerial Country Meetings held at the World Bank in Washington, DC on April 18, 2013.

Bangladesh Learning for All Ministerial Country Meeting (April 18, 2013 2:15 pm -3:00 pm)

There was broad recognition of the enormous progress made in education in Bangladesh, particularly in the areas of access to education and education for girls. The Government, represented by Minister of Finance, Abul Maal A Muhith, and Minister of Education, Nurul Islam Nahid, highlighted Bangladesh's commitment to addressing the challenges of quality and the transition from primary to secondary school and to reaching the hard to reach children still out of school. The remaining out-of-school population includes 1.5 million children in urban slums, remote rural areas, and those with disabilities. There was broad recognition by participants that education is part of a broader system with the potential to make an impact and affect progress in other areas of development, including malnutrition and health.

The focus on effective partnerships between the Government and civil society in Bangladesh was highlighted. Partners, donors and civil society groups are committed to supporting education in Bangladesh. Below are highlights of the type of support discussed at the meeting:

- The **EU** pledged continued support to primary education and reaching those in urban slums after 2014.
- **Dubai Cares** is working closely with the EU and Save the Children in the development of a **non-formal education program** targeting urban slums; it will continue to explore ways to support Bangladesh.
- **Plan International** offers support for social mobilization and Child Marriage Free unions to reduce child marriage to expand opportunities for education.
- **GPE** indicated it would welcome an application by Bangladesh.
- **JICA** is interested in continuing support.
- **World Bank** is supporting the Third Primary Education Development Program with US\$300 million in financing and is in the process of completing a sector review focused on access and quality of education.

Following the meetings, a few Tweets highlighting issues discussed at the Bangladesh Learning for All Ministerial Country Meeting were sent out including:

- Bangladesh Ministerial: Country has surpassed gender parity in basic education, with more girls attending school than boys. #educationfirst
- Bangladesh Ministerial: Challenge is reaching last 1.5M out of school children, in disadvantaged areas, urban slums #educationfirst
- Bangladesh Ministerial: Education is 2nd priority in natl budget; goal is to reach 4% of GDP by 2021. #educationfirst
- Bangladesh Ministerial: Govt committed to empowering communities, local govts to participate in school management. #educationfirst
- Bangladesh Ministerial: Social mobilization, stipends, tech skills training critical to boost girls' education. #educationfirst

DRC Learning for All Ministerial Country Meeting (April 18, 2013 10:30 am - 11:15 am)

There was broad recognition of the Government's commitment to education and the increases in budget allocation to education in DRC. Urgent needs highlighted by the Government, represented by Deputy Minister to the Prime Minister in Charge of Finance, Patrice Kitebi Kibol Mvul, and Minister of Education, Maker Mwangi Famba, include a focus on getting the remaining out-of-school children (OOSC) into school; the Government's goal is to have 60% of OOSC enrolled by 2015. The Government outlined top priorities as abolishing school fees in order to help decrease OOSC; improving teacher quality by increasing salaries and improving training and performance; improving data collection and implementing a comprehensive monitoring strategy including a good data collection system; and implementing an emergency action plan in the East with a strong infrastructure aspect. The Government is committed to be more transparent and provide better data on its spending with a commitment to increase their funding to education by 2020. There was a strong request by the Government to help fill the financing gap and follow up on commitments made.



Partners, donors and civil society groups are committed to supporting education in DRC. Below are highlights of the type of support discussed at the meeting:

- **Support to fill the significant financing gap through financial commitments made by:**
 - **USAID** – US\$ 45 million over next three years to address proposals;
 - **World Bank** - about US \$150 million (to be delivered in FY15) to build upon the work being done under the ongoing project which closes in December 2013;
 - **GPE** –US \$100 million approved November 2012 (one of GPE’s largest grants); there are other sources (e.g., **France, Belgium**) but it is not enough.
- **African Development Bank** indicated it was willing to engage in education with particular interest in exploring technology and infrastructure proposals.
- **Education International emphasized the need to engage teachers/teacher unions** in reform efforts; government agreed.
- **World Bank** is also planning a Public Expenditure Review for education because of the need to improve efficiency and the current status of absorption and distribution of funds.

Following the meetings, a few Tweets highlighting issues discussed at the DRC Learning for All Ministerial Country Meeting were sent out including:

- DRC Ministerial: 1st goal is to bring all kids into school by abolishing school fees #EducationFirst
- DRC Ministerial: 2nd goal to improve quality of learning through teacher training & taking care of salaries currently paid by parents #EducationFirst
- DRC Ministerial: Gov’t is making education its top priority and increasing budget. #EducationFirst
- DRC Ministerial: Gov’t requesting support for emergency action plan to reconstruct schools in conflict areas, eastern part of country #EducationFirst
- DRC Ministerial: Next step to fill financing gap beyond current commitments from @GPforEducation, @WorldBank, others #EducationFirst
- DRC Ministerial: 4 priorities: abolish school fees, improve teacher quality, increase data collection, improve infrastructure in east #EducationFirst

Ethiopia Learning for All Ministerial Country Meeting (April 18, 2013 1:30 pm -2:15 pm)

There was broad recognition of the Government’s remarkable progress in access to education and in the financial commitment Ethiopia makes to the education sector. The Government, represented by Deputy Prime Minister and Minister of Education, Demeke Mekonnen, requested additional support from development partners and agreed that the focus needs to be on the quality of education and on improving education completion rates. Equity was also seen as a key priority, with the Government focusing on pastoralist populations and gender equity issues, specifically looking at cultural issues that hinder girls from continuing school beyond primary education. The focus on issues of good quality education and equity in education have already begun, primarily through the multi-donor funded General Education Quality Improvement Project (GEQIP).

Other issues raised were the need to look at secondary education transition and Technical and Vocational Education (TVET), particularly how secondary and college graduates can have the required skills to enter the labor market. The need to look at socio-cultural barriers and technological solutions to reach marginalized communities were also discussed.

Partners, donors and civil society groups are committed to supporting education in Ethiopia. Below are highlights of the type of support discussed at the meeting:

- **Germany (GiZ)** noted that they are intensively supporting TVET and will assist in the TVET area if Ethiopia is interested.
- **Plan International** emphasized its commitment to work with the government on issue of child marriage.
- **GPE** is supportive of the recommendations and will commit another US \$100 million before the end of the year.
- **EU** expects to increase its support to Basic Services Program from Euro 40 million last year to Euro 73 million this year.
- **Dubai Cares** will help with school feeding via WHO.
- **World Bank** is supporting the Country Partnership Strategy with US \$1.5 billion to help deliver services to poor people and is working with the Government on a phase 2 of the General Education Quality Improvement Project (GEQIP)



Following the meetings, a few Tweets highlighting issues discussed at the Ethiopia Learning for All Ministerial Country Meeting were sent out including:

- Ethiopia Ministerial: All partners congratulate country on remarkable achievements in education over last 20 years #EducationFirst
- Ethiopia Ministerial: Gov't spending on education has increased over past decade to more than 25% of budget. #EducationFirst
- Ethiopia Ministerial: Considering community mobilization, textbooks, teacher training, ICTs to improve access & quality #EducationFirst
- Ethiopia Ministerial: Gov't considers community awareness and participation important to success of education #EducationFirst
- Ethiopia Ministerial: Still facing challenges in quality of education and drop-out rates. #EducationFirst
- Ethiopia Ministerial: Social and cultural barriers are critical challenges, including early marriage. #EducationFirst

Haiti Learning for All Ministerial Country Meeting (April 18, 2013 8:45 am-9:30 am)

The Government, represented by Prime Minister, Laurent Lamothe, Minister of Finance, Wilson Laleau, and Minister of Education, Vanneur Pierre, recognized education as transformational for Haitian society and reiterated its strong political will to improve education access and outcomes. The Government underlined its progress in increasing free access to primary schools (more than 1.3 million children are in school) using money collected from a fee on telephone calls and international financial transfers. The Government and donors committed to continue to not only improve access but also the quality of primary education. Two critical entry points include the recruitment and training of qualified and motivated teachers, and the application of knowledge-based policies backed by robust data and a strong monitoring and evaluation system. Participants agreed that Government stewardship over Haiti's largely private education sector is critical to results. Agreed upon identified priorities from the Government's Operational Plan 2010-2015 will serve as a coordinating framework for alignment of partner activities with Government priorities. A strong partnership between public and non-public entities around a common agenda is needed. Partners and the Government agreed on the need to lift implementation bottlenecks by strengthening analytical, implementation, and supervision capacity at all levels of the education system.

Partners, donors and civil society groups are committed to supporting education in Haiti. Partners including the World Bank, the Inter-American Development Bank and UNESCO called for the development of a medium term financing strategy for the sector to (i) help use existing internal and external resources efficiently and (ii) to plan for a progressive take over by the Government of the financing of recurrent expenditures (school feeding and tuition waivers), currently mostly financed by donors.

Following the meetings, a few Tweets highlighting issues discussed at the Haiti Learning for All Ministerial Country Meeting were sent out including:

- Haiti Ministerial: Working on improving access to primary education w/ school construction, support for community schools. #EducationFirst
- Haiti Ministerial: Focus on making teaching attractive w/ higher standards, better salaries and working conditions #EducationFirst
- Haiti Ministerial: Need to help families meet high costs of education by scaling up tuition waivers & free school meals #EducationFirst
- Haiti Ministerial: Strong political will and commitment to transform #education, but limited capacity. #EducationFirst
- Haiti Ministerial: Need to put children in school for free to allow parents to invest money in other sectors. #EducationFirst
- Haiti Ministerial: Need more robust and credible data implement and monitor #education policies. #EducationFirst

Nigeria Learning for All Ministerial Country Meeting (April 18, 2013 8:00 am -8:45 am)

The Government, represented by Coordinating Minister for the Economy and Honorable Minister of Finance, Ngozi Okonjo-Iweala, and Minister of Education, Raqayyatu Ahmed Rufai, highlighted short-, medium- and long-term goals for education in Nigeria. The priorities included:

In the short term:



- The need to bring Governors on board to work on enhancing commitment at the state level was mentioned. State level commitment is critical to achieve progress; a proposal for the President to meet with state Governors (in July 2013) to discuss education has been submitted. The need to remove bottlenecks which prevent states from accessing their share of funds due to lack of matching funds was highlighted.
- The need to scale up successful pilots such Conditional Cash Transfers (CCTs) in the North and school grants, linked to school performance was raised.
- The need to restructure finance and investments in different states to improve the efficiency of the utilization of available resources at the state and federal level was raised.

In the long term:

- The need to put in place programs which show that investing in education pays such as Job creation programs was highlighted.
- The need to ensure that education leads to improved quality of life and jobs was raised..

In addition to these priorities, medium term Government priorities in education include: improving the quality of teacher training, strengthening political will, integrating Islamic education into mainstream schools. Partners, donors and civil society groups are committed to supporting education in Ethiopia. Below are highlights of the type of support discussed at the meeting:

- **USAID** committed US \$45 million over three years to accelerate progress in the North and is seeking guidance as to how best use these funds.
- Five partners are working on a new strategy.
- **World Bank** approved a US \$150 million in March 2013 to support quality primary and secondary schooling, the project links financing to learning results. Also working with **GPE** to prepare a US \$100 million project to expand basic education.

Following the meetings, a few Tweets highlighting issues discussed at the Nigeria Learning for All Ministerial Country Meeting were sent out including:

- Nigeria Ministerial: Over 40% of primary school-age children are out of school, especially in northern part of country #EducationFirst
- Nigeria Ministerial: Need to scale up successful pilots such CCTs and school grants, linked to school performance #EducationFirst
- Nigeria Ministerial: Conditional cash transfers (CCTs) considered to accelerate progress, but should not be a long term solution. #EducationFirst
- Nigeria Ministerial: In short term, also need to improve quality of teacher training and strengthen political will #EducationFirst
- Nigeria Ministerial: For long term strategy, need to ensure #education leads to improved quality of life and jobs. #EducationFirst
- Nigeria Ministerial: Given complex governance structure of the country, need to bring governors of states onboard #EducationFirst

South Sudan Learning for All Ministerial Country Meeting (April 18, 2013 12:45 pm -1:30 pm)

Despite some progress, South Sudan's education system faces enormous challenges. Access to and the quality of primary education remains low, in particular for girls and rural populations. While 1.3 million South Sudanese children are in primary school, 1.4 million children are still out of school. To address these issues, South Sudan needs more classrooms, more schools in rural areas, more trained teachers and more learning materials for students. The magnitude of the gap in Learning for All is substantial and will require (i) additional resources (from the government as well as partners), (ii) enhanced coordination and monitoring for results, and most importantly, innovative solutions and delivery mechanisms to ensure that all South Sudanese children will be able to learn. The Government, represented by Minister of Finance and Economic Planning, Kosti Manibe Ngai, and Minister of Education, Joseph Ukel Abango, is committed to increasing its own funding (from 7% of budget to proposed 10% as indicated in the Education Bill recently approved by the Parliament); the budget has already been increased by 33% in the past year. There was agreement on the need for a pooled funding proposal; the modality of this is to be discussed but possibly linked to the EU state building contract or GPE. The Government emphasized the need for close coordination between partners in the pooled fund and the government.



Partners, donors and civil society groups are committed to supporting education in South Sudan. Below are highlights of the type of support discussed at the meeting:

- **Minister of Finance and Economic Planning** emphasized the Government's commitment to education as a priority; they were keen on a pooled-fund proposal which should be one large pooled social fund with a sub-division for education. The Government highlighted the need for good coordination between the Government and donors.
- **EU** will be able to commit additional funds through the EU state building contract (expected to be in place by October 2013). The modality is flexible and will need to be determined based on the context. The focus needs to be on achieving results at the school level. The 2014-2020 framework for education will allow the EU to do even more for South Sudan.
- **USAID** is committed to support the GPE process with US \$35 million (over 3 years) and strongly endorses the proposal for a pooled fund.
- **Dubai Cares** will help but needs an operating window through intermediaries and/or multilateral mechanisms for funds to flow directly to NGO partners.
- **World Bank** supports the idea of a pooled fund.
- **Denmark** supports the idea of a pooled fund and emphasized the need for close collaboration to avoid parallel structures.

Following the meetings, a few Tweets highlighting issues discussed at the South Sudan Learning for All Ministerial Country Meeting were sent out including:

- SouthSudan Ministerial: Low enrollment a challenge; only 44% of primary age children are in school. #educationfirst
- SouthSudan Ministerial: Govt focused on improving access + quality, stronger ed delivery systems, emergencies. #educationfirst
- SouthSudan Ministerial: Govt proposing to increase budget allocation for education to 10% in 2013-14. #educationfirst
- SouthSudan Ministerial: Donors express support for pooled fund to improve coordination; US commits additional \$ for fund. #educationfirst
- SouthSudan Ministerial: Supporting education sector is about statebuilding, peacebuilding at same time. #educationfirst

Yemen Learning for All Ministerial Country Meeting (April 18, 2013 9:30 am -10:15 am)

Yemen has made significant progress in education. The Government represented, by Minister of Finance, Sakhir Ahmad Abbas al-Wajih, and Minister of Education, Abdulrazzag al-Razaq al-Ashwal, shows a strong commitment to Learning For All, including bringing the remaining 2 million out-of-school children into school (most of whom are girls in rural areas), and delivering better results for better learning outcomes. Additionally, there has been an increase in the total public spending on education to 17% of the total government budget. Yemen and its development partners share the common understanding that Yemen needs to further strengthen education governance and social accountability, management capacity, and efficiency in using resources to deliver results.

Partners, donors and civil society groups are committed to supporting education in Yemen and pledge to continue to work together to move the Yemen education agenda forward through innovative approaches which address both supply side and demand side challenges. This includes scaling up CCTs and the provision of food to disadvantaged populations (particularly girls in rural areas), and involving local communities and parents councils in school-based management, to improve the quality and relevance of education and to enhance social accountability. GPE is putting forward a proposal for Yemen for US \$83 million. The Government's request for additional funding to back the proposals are complementary to current plans by GPE and others; GPE is committed to help Yemen fundraise for these initiatives.

Following the meetings, a few Tweets highlighting issues discussed at the Yemen Learning for All Ministerial Country Meeting were sent out including:

- Yemen Ministerial: In Yemen, 850 schools have been damaged in ongoing conflict since 2011. #EducationFirst
- Yemen Ministerial: GIZ suggests focus on mobile tech, conditional cash transfers, education for employment. #EducationFirst
- Yemen Ministerial: Govt focused on increasing enrollment, improving quality, reducing 42% illiteracy rate. #EducationFirst
- Yemen Ministerial: In last 10 yrs, enrollment has risen about 20% but 1M kids 6-11 still out of school. #EducationFirst
- Yemen Ministerial: Govt has been successful in recruiting female teachers to address shortage in rural areas. #EducationFirst
- Yemen Ministerial: Important to address 5M children who are malnourished - affects quality of learning. #EducationFirst



Annex 2 – Full Transcript for Learning for All Ministerial Roundtable

Transcript

Dr. Jim Yong Kim

April 18, 2013

Learning for All: Ministerial Roundtable



Transcript

Learning for All: Ministerial Roundtable

World Bank Group President Jim Yong Kim, UN Secretary General Ban Ki-moon, Ministers

April 18, 2013

DR. KIM: Thank you, everybody.

Mr. Secretary-General, Your Excellencies, ladies and gentlemen, I am pleased to welcome all of you to this important and timely discussion on "Learning for All."

I also want to acknowledge our global online audience.

I am pleased to be leading this important meeting with the Secretary-General in behalf of his Global Education First Initiative, and UN Special Envoy for Global Education Gordon Brown. I want to thank both of them for their leadership and tireless commitment to education.

We are here today because there is a global learning crisis that requires urgent action. Learning is one of the most important driving factors for economic growth. It is at least as vital to fostering a dynamic economy as investing in infrastructure or energy.

Countries need a work force that has the skills and competencies necessary to keep farms and factories producing, create jobs, fuel innovation and country competitiveness, and drive inclusive economic growth.

Addressing the learning crisis is essential to ending extreme poverty and building shared prosperity. It will require leadership from finance and development ministers as well as education ministers.

We will provide strong support, and strong support will also be required from all the development partners around this table.

Since 1990, targeted actions by a number of countries in the development partners has helped reduce by half the number of out-of-school children around the world. This is tremendous progress. Yet 61 million children today are not in school. Nearly half of those children live in countries represented at this table.

Today we reaffirm our collective commitment to achieving the Millennium Development Goals for universal primary education by 2015. But as we work together to frame the post-2015 global development vision, we need to approach the issue of education with greater ambition.

There is abundant evidence that too many children leave school without acquiring the knowledge and skills they need to secure good jobs, lead productive lives, and care for themselves and their families.

So we must urgently close the gap both in school access and in learning outcomes. Our vision is that this should be the first generation in history in which every child, regardless of gender, country, or family circumstances, is able to go to school and learn.

The greatest learning gaps appear among children from marginalized groups, particularly girls, who live in extreme poverty, in slums, in remote communities, in fragile and conflict-affected states, who are from ethnic minorities and lower castes, and children with disabilities.

Reaching these children will require new and innovative efforts to mitigate the leading causes of disadvantage.



From the World Bank, we think some of the key steps must include increased investments in early childhood development programs to ensure that all children enter school ready to learn. Ninety percent of brain development occurs before age 5. The lack of proper nutrition or stimulation in these early years, particularly from pregnancy to age 2, has lifelong negative impacts on a child's ability to learn, grow, and contribute to society.

Also, to ensure that children acquire the basic skills necessary to continue learning by the time they complete basic education. This is our second pillar. We need to make schooling count and have higher ambition for our children's education.

To compete in today's global economy, our children need the tools to become lifelong learners.

Three, establish a credible national or international assessment system to measure competencies at each level of education. Reliable, monitorable learning data will shed light on where education resources are most needed and the most effective use of those resources.

Finally, ensure that education systems are resilient in the face of crises and fragile situations. In many countries, natural disasters and armed conflicts have disrupted children's learning by destroying classrooms, taking students out of school, increasing disabilities, reducing the number of teachers.

Emergency support is critical, but the education system must also be rebuilt with a specific aim to facilitate the process of recovery.

But none of these crucial steps can happen unless the vision of learning for all becomes a priority in national development plans and domestic budgeting, with governments placing due emphasis on quality education as an essential investment in a country's competitiveness, job creation, and economic growth.

Bilateral and multilateral development assistance also has a critical role to play, including through the World Bank's International Development Association, or IDA, and the Global Partnership for Education. And I would like to welcome Alice Albright, who is our new leader of the Global Partnership for Education.

At the World Bank, we are doing our part. Almost three years ago, the Bank pledged to increase IDA financing for basic education by an additional \$750 million over five years. I am proud to report today that we have already exceeded that target a full two years ahead of schedule, and we will continue to push to do more.

Today I am also pleased to announce that as a key part of our "Learning for All" strategy, the Bank is releasing the first 20 Country Diagnostic Reports produced through our new Systems Approach for Better Education Results, or SABER, program. These programs using our new SABER database and analytic tools, developed with many partners in this room, will help countries put the right policies and systems in place to measure student performance and address other issues essential to learning, to benchmark their progress against other countries and hold governments and schools accountable for results.

We will be delivering a total of 100 such assessments by July of this year.

We are also setting up a new umbrella facility for this important work to improve learning. I am pleased to say today that AusAID plans to be a founding member of this partnership, and we look forward to others joining us.

Now we want to hear from all of you. What will it take to ensure that every child can go to school and learn? What priority actions for governments, and what can development partners do?

First, I would like to invite the United Nations Secretary-General to say a few words, but before that, just one quick thing. I am told that this is the first time that, at a meeting of the World Bank with finance ministers, we have had education ministers sitting around the table to discuss this important issue. And in that context, we are so proud and honored to have the Secretary-General here with us today.

SECRETARY-GENERAL BAN KI-MOON: Thank you, President Kim and the World Bank for inviting us to this very important meeting together with ministers of finance and education. I think this is the first time that the United Nations and the World Bank have been in such a structured way to address many important problem issues. We are now talking about education.



Your Highness Sheikha Moza, Your Excellency Prime Minister Laurent Lamothe of Haiti, Distinguished Ministers of Finance and Education, UN Special Envoy Gordon Brown, UNESCO Director-General Irina Bokova, Excellencies, ladies and gentlemen.

I am pleased to join my two co-hosts, Special Envoy Gordon Brown and President Jim Yong Kim of the World Bank, in welcoming you to this "Learning for All" Ministerial Roundtable. I take you all for coming and participating in this meeting.

I am inspired by this unprecedented gathering. Here in this room, we have heads of government, education ministers, finance ministers, and development partners. Your presence sends a message about our strong resolve to make quality education a reality for all.

The eight developing countries represented here are home to nearly half the world's out-of-school children and youth. Progress in your countries can tip the balance in reaching our global goals, and we are here to identify concrete actions to ensure that all children and young people have access to school and quality learning by the year 2015.

This is also the proposal of the Global Education First Initiative which I launched in September last year, during the General Assembly, out of my deeply-held faith in the power of education to transform the world.

Earlier this month, we marked 1,000 days until the deadline for the Millennium Development Goals. I took that opportunity to call someone who represents better than anyone why we need to reach these Goals.

You all know Malala Yousafzai of Pakistan for her courage in the face of terrorism. I told her that she is also a daughter of the United Nations. Malala told me that she would work with the United Nations. She said, and I quote: "When we work together, we can achieve our goal, peace and happiness in this world. And the only way to have peace in this world is education."

These wise words come from a young teenager who almost died fighting for her rights and for her right to go to school.

We are here for Malala and for the roughly 61 million people--children--who are out of school. We are here for the hundreds of millions who do not have the right opportunities to learn. We are here to take action for a better world--not with empty promises but with clear steps to train teachers, build classrooms, and help the disadvantaged.

Real progress depends on financial and political will and actions. Here, I would like to emphasize the political vision of the leaders and finance ministers. After all, we are living in a world where resources are very much limited. The key question is how and where to appropriate these limited resources.

I stress that you should focus on education. That is why I am here. And we need to have your political and visionary leadership.

We live in difficult financial times. These times demand smart investment. And there is no more valuable investment than education.

People ask me how the Republic of Korea became so strong in such a short period of time. I answer immediately. My answer has always been very simple and right--education. We needed to invest in the education of our people, and they paid us back with accelerated development. It was the United Nations who helped us during and immediately after the Korean War, when everything was devastated and destroyed.

The greatest return comes from investing in girls and women. When they are educated, they drive development in their families, communities, and nations.

We need to transform this understanding into results. Consultations with the countries have already identified [unclear]. Development partners are armed with ideas about supporting these efforts.

Let us use this session to build on the productive meetings held earlier today and agree on concrete action to reach our goals. If we can leave here today with the plans in place, we can enroll half the world's out-of-school population. This would be a tremendous accomplishment.

This meeting is a single but critical step in support of the objectives of the Global Education First Initiative to provide a quality, inclusive, and relevant education to all children.



We have three priorities: All children will go to school, all children will learn, and all children will become global citizens.

Today's meetings should demonstrate ambition. We must prove that we can pool our resources and muster our will in the sure knowledge that educating children now will pay dividends to whole societies for generations to come.

I thank you, and I count on your leadership.

Thank you very much.

[Applause.]

UNITED NATIONS SPECIAL ENVOY FOR EDUCATION GORDON BROWN: Since Malala Yousafzai was shot on October 10 last year simply for wanting to go to school, the demand of young people that they should have the right to education and that we should be obliged to meet the Millennium Development Goal on Universal Education has in my view grown louder and louder.

Two million people signed a petition in support of the right of girls to education after Malala was shot.

A Business Coalition for Global Education has been formed. A faith coalition to push the case for universal education is being formed. A youth coalition is developing at speed.

Tomorrow I will receive a petition from one million young Pakistani boys and girls who are not at school, demanding that they have the right to go to school.

And on July 12, Malala Yousafzai herself will make her first public speech at the United Nations General Assembly to make the case that every child should be in school by the end of 2015. And she will not only make a case. A resolution will be passed at that meeting by thousands of young people who will be present in New York on that day, demanding that world leaders take seriously their demand as young people that their right to education be met. And I believe that the demand of young people for their right to education is becoming the civil rights issue of this generation, and we have a duty to respond.

We not only know that that is the case, but we also know, as Jim Kim and the Secretary-General have just said, that people understand now more than ever the importance of education to the success of an economy. No country will become a high-income country and move from low- or middle-income status to high-income status unless it invests in quality education.

But we have a paradox, because just at the time when we are having to meet a deadline that education be available for all by the end of 2015, education expenditure in aid budgets is being cut. Having stalled for three years, it is being cut. And we are beginning to see also how cost-effective it is but also how, initially, it costs more money to reach the marginalized, those people who have been left out and who are not yet at school.

So I believe we have a huge task before us over these next few months. People expect us in the next two years to deliver this Millennium Development Goal. People know that there is a huge uphill task to achieve it, but they also know that there is no scientific or technological barrier to achieving that goal. It is about political will, it is about the capacity to implement, and it is about our willingness to provide the money that is necessary to make that reform happen.

Past generations have educated and developed only some of the talent of some of the people. This can be the first generation where we can develop all of the talent of all of the people. And that is why, meeting today, finance ministers, education ministers, donors, recipients, all partners in delivering this Millennium Development Goal, it is important that coming out of this meeting, we are resolved that nothing will stop us meeting that Millennium Development Goal by the end of 2015.

Thank you very much.

[Applause.]

DR. KIM: Thank you, Mr. Secretary-General. Thank you, Gordon.

There are about 50 of us sitting around the table. We have a lot to talk about. So I will ask Prime Minister Lamothe and Her Highness Sheikha Moza to make the first set of comments, and we will focus on the first question.



The first question, of course, is: What will it take to get all children in school and learning, and what are some of the key bottlenecks that countries here are facing?

We have a little tool here. It says 2 minutes on the clock. So, when you start making remarks, it will count down, and we ask everyone to try to keep their comments brief, because we really do want to hear from everyone.

Mr. Prime Minister, please.

PRIME MINISTER LAMOTHE (HAITI): Thank you very much, President, and thank you all.

Just 23 months ago, nearly half a million children could not go to school in Haiti. Today, because of an aggressive campaign making education one of the first priorities of this government, 300,000 of those 500,000 are currently in the school system. We have to work on the other 200,000 to put all the kids that can go to school into the school system.

And Haiti has done something unusual in terms of being able to create a permanent funding mechanism to put these children in school. Haiti created surcharges on phone calls and on money transfers, and these surcharges brought in an extra \$50 million a year, which is currently allowing over 1.2 million children to find tuition-free school.

This has been done fairly quickly and has found the benefit of taking the children living in extreme poverty and giving them the fruit of education, giving them opportunity to become tomorrow's Haitian lawyers and doctors through the education system.

We have increased our budget for education from 20 to 23.6 percent. However, we have a number of challenges for our education system to go forward. One of the biggest is technology. The second one is, of course, the implementation of some of the projects, and donor coordination to make sure that the aid and the good will of the international community translates into actionable items and construction of new schools, renovation of existing schools, and general coordination. This is one of the key challenges that we are having to implement.

Of course, teacher training is something that is a very large challenge. Most of the teachers that we have don't have the necessary education in order to give the quality education that we would like. So we are earmarking a budget of about \$23 million to train teachers to have better-quality education in our schools.

One of the largest, I would say, challenges that we are finding is the supervision to make sure that the coordination and all of these programs are in sync with the national curriculum that the country has.

The infrastructure is also a challenge.

So, considering the number of challenges that we have had, we focused on what we could, which was providing access to children, and that strategy is working today, along with the World Bank's Education for All Program, which is putting over 200,000. We now have 1.5 out of 2.2, so we are greatly on our way to meeting the challenge of access for all and putting all of the primary school-age children in school today.

So we are very excited about this opportunity to come and exchange on this platform and to discuss some of the strategies certainly that work elsewhere and to see how we can bridge the gap to put all of our children in school.

One of the top priorities of my government is education for all children of Haiti.

Thank you.

DR. KIM: Thank you.

Your Highness?

HH SHEIKHA MOZA BINT NASSER (QATAR FOUNDATION): I'd like to present some solutions, if I can.

To answer your question, I think the first and the most crucial step to get all children back to school and to provide them with good learning is political will. And our gathering here reflects this political will which was not there before.



Today we are seeing for the first time in our history the development of a global movement led by the United Nations Secretary-General. This global movement is focusing on education first and is also recognizing the value of education to a society.

Now we need to define how to translate this into concrete results. Today, in the country meetings, we have heard many excellent suggestions on addressing particular issues, suggestions such as conditional cash transfers. What I hope to see resulting from this meeting is a holistic approach to getting children to school, a comprehensive approach that tackles the obstacles that prevent children from learning, an approach that not only focuses on education but also tackles poverty by creating job opportunities and the economic foundation that will enable education to be sustainable.

I believe that we need to bring new and innovative approaches to the problems education has faced for decades. We must find new ways of working together such as partnering with employment, health, and food security agencies. This will enable us to think outside the box and look at the issues in a more comprehensive way. It will bring together all those who have a stake in education and also in building a healthy, functioning society.

We can overcome the challenges to overcome. We can change the paradigm if we all make the case for education not only as a fundamental human right but also as an investment to empower societies economically.

For instance, we know that for one extra year of schooling, an individual's earnings are increased by 10 percent. So, to build on this political will that we see here today, we must monitor the commitments made, establish action plans, set up implementation programs, and enshrine the right policy frameworks. All of this is essential to deliver on our promise.

I think I have respected my time.

Thank you very much.

[Applause.]

DR. KIM: Thank you very much.

Let me first remind you that the question is: What will it take to get all children in school and learning, and what are some of the key bottlenecks that countries here are facing?

So we will go to the countries that are here today for this purpose, and let me list them in order: India, Bangladesh, Democratic Republic of the Congo, Ethiopia, Nigeria, South Sudan, and Yemen.

I would ask one minister from each of these countries to make brief, less-than-two-minute remarks. And we want to keep this going, because we are going to have a conversation very soon.

Let me start with the representative from India.

INDIA: Mr. President, thank you very much, and Mr. Secretary-General, Mr. Special Envoy, thank you very much for convening today's meeting.

I am the Deputy Permanent Representative of India at the United Nations and am honored to represent the Government of India here.

Mr. President, as a country with more than a billion people, improving our human capital has got to be at the core of what we need to do for human development in our country.

We have always recognized education as fundamental to human progress and progress in our country. The right of children to free education is guaranteed in our Constitution. We have a Special Act which gives children the right to free and compulsory education. We have one of the world's largest campaigns for education to all, one of the largest [unclear] schemes.

Mr. President and Mr. Secretary-General, you have in India one of your strongest supporters of what you are pursuing here. I was delighted to read the report that was commissioned for this meeting, which noted such significant progress that my country has made.



The net enrollment ratio in primary schools in India has risen from 96 percent in 2007 and 2008 to 99.89 percent in 2011 and 2012. Over the past decade, the number of out-of-school children in India in the primary level, which used to be as high as 32 million in 2011, has reached 2.9 million. And we have paid a great deal of attention to gender parity. In fact, our Gender Parity Index at the primary level has improved from 0.93 to 0.94 percent, and for upper primary level has improved from 0.89 to 0.95.

Mr. President, what are we focused on, and what is it that we would like from the global community?

We are focused on marginalized groups--[unclear] castes, [unclear] tribes, minorities, girl children, as well as children with special needs. We are carrying out a massive mapping exercise through the country.

Our second focus area is on enhancing learning outcomes. Please note that many of the children are first-generation learners, and it takes a lot of time and effort to improve the learning outcomes in these children. We are undertaking training of teachers, revision of curricula, training of principals, and a host of other steps.

And we really believe that we would be extremely benefited by getting together sets of global best practices that we can try to utilize in our country.

I will stop here and just point out that the next major exercise for us is to universalize opportunities for vocational educational opportunities, skills development, and we are doing this in collaboration with industry, the private sector, and we want to see that the entire issue of literacy and education also leads to employment and employability.

Thank you very much, Mr. President and Mr. Secretary-General.

DR. KIM: Thank you very much.

We have so many people to hear from, and we urge you to be concise and to-the-point.

The representative from Bangladesh; Mr. Minister?

BANGLADESH: Thank you, Mr. Chairman.

We have 1.5 million to catch. We have 19 million in school. The people to catch are hard-to-reach people, not because of space problems but because of social problems--urban slums, indigenous people, physically impaired people. These are what you have to reach.

It is not easy to reach them so quickly, and we will need sufficient resources in order to be able to reach them.

We are doing our best, and I think we need to find some means of a particular kind of experiment which Haiti is carrying out to set apart some funding for this purpose. I do not promise it right now, but this is an option which is definitely acceptable.

But as Prime Minister Gordon Brown mentioned, it needs two hands to clap, so we also expect the kind of response from others as well.

Thank you.

DR. KIM: Thank you very much. Thank you.

[Applause.]

DR. KIM: Next, the Minister from the Democratic Republic of the Congo.

You have the floor.

DEMOCRATIC REPUBLIC OF CONGO [Interpreted from French]: Thank you very much, Mr. President.

I appreciate your giving me the floor.



The Democratic Republic of Congo since 2010 has very much emphasized free education for all in public schools. We launched that initiative knowing that we had a million kids outside of school. We have 3.5 million that are still out of school. So we have improved 1.5, those children of course being of school age.

Among the children who are not yet at school, we have noticed that 60 percent of them don't go to school because of the cost of schooling. The remaining 40 percent don't go because of armed conflict, and those who live where mining activity takes place often don't go for that reason.

The problem of teachers is also critical for us, so we understand that it is imperative to work on that front--that is, on training teachers, having access to school and of course quality education.

Once we have a cadre of teachers in hand, we believe we will be able to get the 2 million kids who are still out of school into school.

Thank you very much, sir.

DR. KIM: Thank you.

The representative from Ethiopia; Mr. Minister.

ETHIOPIA: Thank you, Mr. President.

Just to focus on the question raised, in the last 20 years, we have learned about the importance of education, and with the political commitment and community mobilization, how we can achieve this important investment.

When we talk about investment in education, this is a smart investment. It is today's investment, and it is tomorrow's investment. In this regard, for emerging countries like Ethiopia that have a knowledge-based society, education is very critical and important.

So far, we have achieved a lot in this regard, but we still have critical challenges that should be addressed, especially accessing students in rural areas, girls, and marginalized societies. This is very critical. Around 3 million students, target groups, are still out of school. So mobilizing them with the active participation of the community and committed leadership are very critical, and we are focusing around the world.

The second one is the issue of quality. Although education is capital-intensive, to realize that, quality education is very critical. We have set a clear standard and assessment tools and related inputs. And focusing on quality education is very important in the timely agenda. We designed a clear quality improvement program to address this national issue.

The third one is the issue of dropouts. Due to the poverty problems, economic problems, cultural and other social problems, the dropout problem is still our serious challenge. We are working a lot around this one, but it still needs further intervention for the sustainability of students at school from the lower level up to the higher level.

So, to intervene in this critical challenge, there is still continuing, committed government intervention, mobilizing the community, and the active engagement of the global society is very, very critical, and that is the timely agenda.

To me, today is a special day, having such a forum, discussing education to transform our society is actually a very important one. We really appreciate the UN Secretary, the World Bank President, and the UN Special Envoy for the reality of this, and on our side, we are committed to achieve the Millennium Development Goals by addressing these critical problems.

Thank you very much.

[Applause.]

DR. KIM: Thank you.

Now I'd like to call on the Minister from Nigeria.

NIGERIA: Thank you very much for this opportunity once more.



In Nigeria, our major challenges are centered around the issue of access and quality. On access, we are battling with the issue of low girls' participation in schools. We have the issue of the [unclear] which I discussed this morning. We have regional disparities. We also have low participation in adult literacy, and we are working UNESCO in that respect.

And of course, on the issue of quality, we are still battling with the issue of infrastructure. We have problems with teacher recruitment and teacher quality. We also have the problem of continuous development of teachers in terms of their own capacity building, and of course, the [unclear] outcome that we are also facing.

But Nigeria is working. We understand that we have the highest number of out-of-school children--10.5 million--the highest in the world. So we believe that with this very important meeting, we appreciate the Secretary-General and his team, and we hope the support given to Nigeria will be targeted toward what we are also planning to do.

We are working with the states. As I mentioned this morning, the problem in Nigeria is that we have the financing, and we also have the political will, but unfortunately, the issue of education in Nigeria, particularly when it comes to primary education or basic education, the problem lies with the State governments.

We do have 36 States in the Federation plus FCT [phonetic], and we have to have the political will from all of those governors.

So, what Mr. President wants to do now--and we are working with the Finance Minister here--the President is going to call for a special meeting with all the governors to have their own political will, because since we have the financing, and we have the good will of the President, if we can bring on board the State Governors, we will be able to make it in terms of what we are planning to do.

What we will require from the international community is their support as far as the issue of capacity building is concerned, not only in financing, because we definitely know that we need that political will and support.

Thank you very much.

[Applause.]

DR. KIM: The Minister from South Sudan.

SOUTH SUDAN: Thank you very much for this opportunity.

South Sudan has a lot of challenges. We are one-and-a-half years old. These challenges can be solved in the way that the Secretary-General, the President of the World Bank, the UN Special Envoy on Global Education have thrown their weight. Our President and the government have declared the physical war is over, and now the war is on education. I think this is something that is comforting.

To mention some of these challenges, access--1.4 million children in South Sudan are out of school, and many of the ex-combatants in the army and all of the organized forces need to learn. Some of the problems we are having now, in the case of insecurity, come from the fact that most of these people, if they get educated, will not do what they are doing now.

So we think that access to education should not only be limited to the children but to most of the grown-up people who have missed education because of the war.

Access for girls, as I have mentioned before, is very low, and we have presented this in our paper. There should be an increase in the access of girls to schools.

We need to train teachers. We need to have books provided, and we need to train teachers. We have seven teacher training institutes, and we need to rebuild, because all the buildings were destroyed.

So I wish to thank [unclear] for being concerned to solve the problem of this new nation.

Thank you very much.

[Applause.]



DR. KIM: Thank you very much.

I'd like to ask the Minister from Yemen.

YEMEN [Interpreted from Arabic]: I would like to extend my deep thanks to those who organized this meeting.

I would like to say that you all know that the Yemen Republic is one of the countries of the Arab Spring, the youth of which are seeking to achieve their dream of a change in building a modern civic state, and that gateway to that is education.

One of our challenges is that we have 2 million children out of school, an 80 percent literacy rate, and a very low rate of girls in school. Therefore, the government has sought to design serious solutions by putting a plan of action, two of which would address inequalities--regional inequalities--and increase addressing the needs of special needs and marginalized groups.

The third point addresses quality of education, and the fourth addresses developing national curricula and improving the quality of education. Two programs would also include capacity building and eradication of illiteracy and early schooling.

These ten programs would have to be implemented concurrently for us to be able to achieve the Millennium Development Goals, or at least achieve most of them.

However, we face serious challenges of lack of funding, reaching a shortfall of \$180 million, to achieve or to execute our plan. It is our hope that our partners--not the donors, I would say, but our partners--and members of our team will assist us in allowing the children of Yemen to obtain the right to education.

I thank you very much.

DR. KIM: Thank you.

I would just remind everybody that we have three questions, and we are going to do our very best to give everyone a chance to speak. But on this question of what will it take to get all children in school, and what are the key bottlenecks, we would like to ask first Peter Baxter of AusAID, then Tony Lake of UNICEF, Luis Alberto Moreno of the Inter-American Development Bank, and Alice Albright.

We will take those four, and then we'll go on to the next question, and we'll go in order and do our very best, and we think everyone will have a chance to speak.

Peter, thank you very much for being here, and thank you for your support.

AusAID (PETER BAXTER): Thanks very much, Jim.

I would like to focus on two areas.

First, on equity, we need to increase our focus on reaching the most disadvantaged, those children who are excluded from learning because of poverty, the location where they live, their gender, their ethnicity, and those who suffer from disability.

One effective strategy for tackling disadvantage is to invest in coordinated early childhood interventions, including health, nutrition, and pre-primary education.

We know that investing in early childhood development gives young children the best chance to grow and develop and to be ready for school and then to learn while they are there.

Children with disabilities are amongst the most disadvantaged but also have the most to gain from education, because education opens the door to social inclusion and independence, and it allows children to have the opportunity to gain employment after they finish school and to participate in social activities. So our investments must be disability-inclusive.



On global partnership, we now have two central international mechanisms for strengthening our global efforts to get better results. We have the Global Education First Initiative, and that really consolidates our political and our advocacy efforts under one umbrella. And we have the Global Partnership for Education which has the responsibility for accelerating implementation.

Under its new leadership, we see an opportunity for the Global Partnership to play a critical leadership role as a vehicle to effectively support countries to reach their education goals. All partners need to get behind the GPE to ensure the GPE can deliver on its reform objectives and become a truly innovative and effective global fund, mobilizing resources to fill gaps and to improve education results.

UNICEF EXECUTIVE DIRECTOR TONY LAKE: Do I get Peter's 14 seconds that were left over?

[Laughter.]

DR. KIM: Yes.

UNICEF (MR. LAKE): I just took them; thank you.

I just want to echo what so many have said and applaud it, about the importance of reaching the marginalized. We have to focus on reaching the hardest-to-reach, or we cannot reach our goals on poverty, on education, and even on health.

Let me make an argument for finance ministers here.

Yes, it is more costly to reach into those communities, but consider the cost of not reaching them, to each child, to the community, and to the nation, because it is in those areas where poverty is worse and, therefore, where education is most important.

Besides the contribution that those areas can make, for example, through girls, think about growth without reaching those areas in which inequalities will grow in those economies, with all of the political and social implications of that.

The effect on education--by definition, if we are going to reach the 61 million children out of school, that is where they are, disproportionately; or even, perhaps more importantly, 250 million children are failing to learn properly and cannot read or write by grade four.

Health--one estimate is that in Sub-Saharan Africa, almost 2 million children could have been saved in 2008 who lost their lives if their mothers had had secondary education--and that would have moved us closer to MDG 4.

The fact is that we are not focusing now on the areas of greatest need. A new World Bank study shows that in low-income Sub-Saharan Africa, 10 percent of the most educated are benefiting from 43 percent of the public spending. I believe that has to change.

Let me emphasize that this is cost-effective as well. A UNICEF simulation about Ghana shows that in-service training of teachers already in the disadvantaged areas helped more children learn than through our traditional pre-service teacher training.

Also, just to emphasize, we can use various innovations both to reach marginalized areas and to empower people to demand better education, and we in UNICEF are looking forward to working with all partners in doing so.

Thank you.

DR. KIM: Thank you very much, Tony.

Luis Alberto Moreno.

INTER-AMERICAN DEVELOPMENT BANK (MR. MORENO): Thank you very much, and thank you for this initiative.

I would say that one of the big lessons that we have had in Latin America is how you can divide certain areas which are harder to reach, which goes exactly to something that Tony was saying and the Minister from Bangladesh. Reaching the most remote areas requires a way of thinking that is different than going to urban areas.



Here, one of the things that is interesting to find is how, in many countries, a lot of the education is delivered by private groups as opposed to public groups. So we can all agree here what public education needs to do, but doing the curricula and having something that is overarching and has impact is critical.

It is for this reason that I believe the critical idea that we need to think about, more than the funding itself, which is of course critical, is the implementation and how you break down that implementation. Certainly, teacher training is something that everybody has talked about here, but it is the sequencing--it is something that Peter said from AusAID--at the end of the day, the way to think about this is from early childhood development to working with teachers and all the components of teacher training, and then, all of these skills to work. And those skills will be different depending on the areas in which you are doing the kinds of interventions that you are doing.

And certainly, investing much more in teachers as you work forward and the infrastructure part. And here, there are very interesting models--the so-called one-classroom schools in rural areas. I think we should bring out these experiments that have worked and have been successful.

With that, I saved 6 seconds, so I'll stop there.

Thank you.

DR. KIM: Thank you.

Alice Albright, CEO of the Global Partnership for Education.

GLOBAL PARTNERSHIP FOR EDUCATION (MS. ALBRIGHT): Thank you very much, Dr. Kim, for your very warm welcome.

I would also like to congratulate you and the Secretary-General and also Gordon Brown for convening these meetings. It has been a remarkable day.

You asked us to talk about the essential ingredients for getting every child into school, and we have talked about those--strong learning outcomes, getting girls into school, remote children, teacher training and financing--but I also think it takes some additional ingredients.

One is partnering. I think this room owes all of these countries the best tools that we can muster to give them the know-how, the financing and the techniques to build out their school systems, and that is something that the GPE is absolutely committed to.

We will offer to all of you our focus, our follow-up and, hopefully, our good ideas on financing. One of the things that we are increasingly thinking about internally is that education is an investment, not a recurring cost.

So I want to offer to you that GPE stands ready to help all of you. Starting tomorrow, we are happy to facilitate the follow-up meetings to the discussions that we have had today, not only ongoing but also in September and thereafter. We will certainly advocate and mobilize greater funding not only through GPE but from all of you on a bilateral basis to help all of our country partners build out their school systems.

We are also happy to help convene follow-up meetings to keep these dialogues going, which we think have been tremendously beneficial.

I thank you all again for including me. It has been a wonderful set of meetings. We exist for one reason at GPE, and that is to ensure that every child has an opportunity to change his or her life for the better. We stand ready to help you, and thank you very much.

[Applause.]

DR. KIM: Thank you very much, Alice.

Just another quick note. I am going to hand it over now, and Gordon will chair the next session.



Remember that Question 2 is what are priority actions for governments, and Question 3 is what can development partners do to help.

MR. BROWN: I think the common strands arising from the already given contributions are--we see a priority now in reaching the marginalized. We believe that we need a better "science of delivery," to use Jim Kim's own words, and we need to have better cooperation between the donor partners and those who are needing support.

I want to call on some of the agencies that are providing very substantial funds for education around the world and have shown extraordinary resilience, even in times of austerity, in supporting global education and providing aid.

I would first of all like to call on Raj Shah from USAID, who has done a fantastic job today preparing for these meetings and offering support to the countries around the table.

Raj?

USAID (MR. SHAH): Thank you, Gordon, and thank you for pulling this partnership together and leading it so effectively.

USAID and the United States are proud to be part of it. As the largest bilateral donor to primary education, we believe that a strategic approach that integrates access and quality, innovation and measurement, is the path forward, and we found that most of the analyses of country plans and programs essentially highlighted those core components.

We really applaud today's process in large part because of the focus on country leadership. The question was what can countries do to accelerate progress. For us, having a clear set of priorities coming from countries driven by evidence and analysis; having countries and other partners collectively identify mechanisms that bring us together and allow for effective cofinancing and coordination; welcoming measurement and reporting on results; and welcoming mapping and targeting those children who are not in school.

Those were the types of discussions that were held throughout the day, and we were proud at USAID to launch our effort to be part of this. We call it "Room to Learn." It is a focused effort targeted initially in six countries that we had the chance to discuss this with today, where we intend to expand our investment significantly in order to reach 1.5 million children who are not in school and improve learning outcomes for them once they get into school.

I will close just by noting that President Obama in the State of the Union Address sounded a little bit like Jim Kim in that he commended the United States to work to end extreme poverty within two decades, and he made that commitment out of a fundamental belief that it is possible and ought to be our goal going forward. And "Room to Learn" is just one manifestation of our administration's commitment to that ultimate objective.

Finally, I will just say on Luis' point that I think what is particularly inspiring about today is the follow-up and the focus on implementation. So we look forward to working with you to make that happen.

Thank you.

[Applause.]

MR. BROWN: Norway also has--

DR. KIM: Do you want to go to the third question, or no?

MR. BROWN: No; I am going to call Norway now on the second question on the broad reactions.

DR. KIM: The third question--we'll move you to the third question.

MR. BROWN: All right. I will call first of all Minister Bach from Denmark. Denmark is one of the champions of the Education First Initiative.



DENMARK (MR. BACH): Thank you very much, and thank you very much for the leadership provided by the Secretary-General, President Kim, Gordon Brown. Thank you very much. This is an excellent initiative.

I would like to emphasize one specific point.

I believe the crucial role of education is there for children, but it is also there for state building and peace building, especially in fragile countries. Schools manage to build a social contract between states and their citizens; they build social capital, cohesion and cooperation.

So this is not only about building schools; it is also about building stronger states and sustaining peace. That is why we must do our best to avoid the mistakes of the past, the [unclear] of the past, and we must avoid building parallel structures and instead support strong national plans, strong national ownership, and strong national leadership. That is crucial.

We must also thereby stubbornly support the international mechanisms and structures that do this, not least the Global Partnership for Education and its close cooperation with the key UN organizations. By standing together on this, we can build stronger schools and stronger states and sustain peace at the same time.

That is my important message.

Thank you very much.

[Applause.]

MR. BROWN: Commissioner Andris Piebalgs has moved the European Union to a pivotal role in education delivery and committing resources to individual countries, so Commissioner, would you like to address us?

EUROPEAN COMMISSION (MR. PIEBALGS): Thank you very much.

I believe that first and what is definitely important is focus on education, and the MDGs have definitely been a success for education, but it was also a bit of a challenge, because now the focus is on other goals, and education moves to the side. I believe that the Learning for All Initiative exactly once again focuses us on education, and I believe the post-2015 development agenda should also include a very strong focus on education.

I believe that, in partnership, we can also very much design the challenges. I think the main challenges that we have seen now are access to marginalized groups, because they are growing, and they really need it, and it costs a lot of money, really, to involve them; and second is quality of education.

To address this, it is very crucial that it includes ownership and leadership of government and, as the Prime Minister of Haiti said, we need to make their work easier. The EU is trying to make so-called joint programming that is subordinated to government development plans. Only in this way can we really be effective in strengthening the government action.

But it is still crucial to have money. In the last year, in 2012, we have spent some \$9 billion, and we have disbursed 7 percent on education. In my opinion, this does not sound too convincing. Six hundred million euro that the European Commission has supported sounds more convincing, but it is only 7 percent for education, and it was in 48 countries, also including the GPE Fund.

This education support will continue until 2017, but it is important that in the next period, countries themselves also call for development partners to support the education sector. Among all the priorities, it is crucial that countries themselves show leadership. So we need to support them in education.

Thank you.

[Applause.]

MR. BROWN: One of the strands of thinking coming out of the discussions today was that if we are going to reach the marginalized, we should look again in some countries at how we can advance conditional cash transfers, and a number of different countries came up with proposals that this be considered for them.



We had a meeting on Haiti that was chaired by Margaret Biggs. Canada has done a huge amount of work in Haiti, as elsewhere, so I would like to call on Margaret to speak.

CIDA (MS. BIGGS): Thank you very much, and thank you to the World Bank and the United Nations and the Special Envoy for organizing this.

I would like to make three quick points.

The first one is just to reinforce the message we have heard today about the cost of inaction, the cost of the lost potential of every child in every country, and again, for ministers of finance who might be in the room, the importance of looking at this as a strategic investment, probably the most strategic investment that a country can make, in children and in youth.

The second point I want to make is that we also need to link this back to how education can be a force multiplier. It can multiply the investments that we are all making in issues like child survival. We need to link those agendas and show that children have to survive, but they also have to thrive.

The third point I wanted to make was to draw in a concept that we have not had at the table today, which is about the safety and security of our children. Schools have to be safe; they have to be safe for children, for girls and for boys, and as our colleague from Denmark said, they have to be places that build community and build citizenship. But they cannot be places that children are scared to go, and we need to listen to their voices.

Thank you very much.

[Applause.]

MR. BROWN: There is no better person to take this argument forward about a coordinated approach to putting education at the center than Irina Bokova, who is the head of UNESCO, so I will ask Irina to speak.

UNESCO (MS. BOKOVA): Thank you very much, Gordon.

From our perspective, I think what is most important is political will, as somebody said, but also to build very sound education systems. It is important to strengthen them because then you can put in perspective cash transfers, you can look at case-by-case countries, decentralized countries, which have specific challenges. And then also, I think it is important that the development community looks at both formal and non-formal education. It is important in many settings in many countries--non-formal education, literacy, parental literacy, and parental environment also, which is conducive to bringing kids to school.

Then, I think we have to take into account that still, 38 million children are out of school because they are living in conflict countries. I think that situations of conflict and post-conflict countries are very particular. I am looking at Her Highness Sheikha Moza; she was ringing the bell and continuing about such situations, where I believe humanitarian interventions have to take education more as something important, and we don't see that. Only 2 percent of humanitarian aid goes to schools, and I think it is important that it is from the very beginning of such cases. I think South Sudan is also a very important case-in-point, because you have to take very particular issues, like reintegration of children soldiers and reintegration overall in society. I think this is something very, very special.

Finally, in order to do all this, we have to have very sound data. I think data, statistics, in any particular setting are extremely important. Mapping--we need to have that if we want to have sound interventions and systems.

Thank you.

[Applause.]

MR. BROWN: One other theme emphasizing the cost-effectiveness of education that came out of our discussions was the idea that education is the goal that unlocks the other goals. If we invest in education, we can improve our record on health, on employment, and of course, on gender equality. Again, Education International is an organization that has been pushing this for many, many years, and Susan Hopgood is here. I will ask her to contribute.



EDUCATION INTERNATIONAL (MS. HOPGOOD): Thank you very much.

International cooperation is critical to the achievement of the Millennium Development Goals. One point I would like to make is that through international cooperation, we ourselves, as an organization that represents teacher organizations and teacher unions in all countries around the world, or almost all countries around the world--we understand the importance of building the capacity of teacher organizations so they can take their place at the table in all of the discussions, in the development of the plans and so on.

This is very critical. We understand that many teacher organizations do not have that place at the table, so we would like to make the point today to you all that we are committed to helping member organizations to have that capacity. We hope you make the commitment to ensure that they have their voice at the table to ensure that international cooperation.

Thank you.

[Applause.]

MR. BROWN: Thank you very much.

Before I pass back to Jim Kim, can I welcome on your behalf Freida Pinto, who is not only a great actress but is a girls' education champion. Thank you very much for being with us today.

[Applause.]

DR. KIM: Thank you, and thank you so much for keeping your remarks so on-point.

I would like to first call on my friend Donald Kaberuka from the African Development Bank to make comments around the question of what can development partners do to help ensure that all children are able to go to school and learn.

AFRICAN DEVELOPMENT BANK (MR. KABERUKA): Thank you, Jim.

I think you have done the first step already, because it is not about simply increasing expenditures, budgets and operations everywhere, in low-income countries and in donor countries. It is also about value and sustainability.

I think bringing finance ministers and education ministers around the room is a first step. It is essential.

Many of the achievements we celebrate today over the last decade in education have been funded by donor money. And you have asked the hard question about sustainability. So I believe what you have done today to bring finance ministers to this room is extremely important. That is the essential first and last step.

Number two, if we are to reach the people in the marginalized countries, in the fragile state countries, it will not be possible to accomplish the whole list of things we have to do, including infrastructure, without innovation. And one of the things we will have to do is examine how we can leapfrog in providing education--make use of technologies which are available today, which Gordon and I discussed in Dubai.

I grew up in a refugee camp with many of my countrymen, but I am here today. The difference was the quality of the teachers--motivated.

Now, the kids of today do not have to go through the same teaching and learning methods we went through. Technology is available. It is available for kids in the Congo, in Somalia, everywhere. I think we will have to figure out how to make this technology work with them, and we at the Bank are trying to see how that can be done.

Thank you.

[Applause.]

DR. KIM: Thank you so much.

I would like to now call on one of the true leaders in support of education, Mark Lowcock from DFID.



DFID (MR. LOWCOCK): Thank you very much indeed.

There are 5 million girls and boys in schools in the United Kingdom. Over the period from 2010 to 2014, we will finance 9 million girls and boys, mostly girls, actually, going through basic education, largely in the countries around this table.

As we have gone along the journey, especially as the focus has moved from access to quality, we have learned three important things, I think.

The first is, picking up Donald's point, the essential focus that is needed on teachers--how they are hired, how they are trained, how they are paid, how they are managed, are they in the classroom, and what are they doing in the classroom. That is a system issue that in lots of places, we need to grip.

The second is picking up Luis' point about the need for public-private partnerships. In many of the great cities in the developing world, whether it is Lagos or Nairobi or Kinshasa or Lahore or Karachi, many of the children are in low-fee private schools, and our system, the international development system, has not paid enough attention to how we can support that sector.

The third thing we have learned is the need for long-run, sustained commitment and relentless pursuit of this whole agenda, both by the countries themselves but also by the development partners. Every year, year on year for the last decade, the UK has increased its efforts in this space, and we intend to go on doing that.

Thank you.

[Applause.]

DR. KIM: And now I would like to call on Minister Heikki Holmas from Norway to make an intervention.

NORWAY (MR. HOLMAS): Thank you very much.

My father-in-law was the only one in his class who went to secondary education, and he was the first one in his family who had higher education. He came from a very rural area in Norway. I say this because he grew up in the post-war situation, and this underscores my point on what you need in order to achieve full education and equal opportunities for education for all.

You need a government that prioritizes it. You need to make certain that all people--all kids--all over the country, whatever kinds of disabilities or however rural the area is, get the same access to education.

And thirdly, you need the funding in order to do this.

It is impossible for me to give the right prescription for all of you on how you do this, but I will take you along one line of thought that I think is important.

UNICEF published this month a report that shows the relationship between a country's per capita GDP and the well-being of its children, and that is included in the access to education. The connection or the link is weak. That means, really, that it isn't enough for the finance ministers to get enough money in our high-rising GDP, but you actually need to make certain that taxes are mobilized in order to get the money and prioritize it to the kids who need it.

That is why I think it is so important that we--as a donor country, I think it is important to focus, of course, on the equality between rich countries and poor countries, and that is why we present one percent of our GDP, our gross national income, in development aid. But it is also immensely important to focus on making certain that you can decrease inequality in a country by also having enough taxes. We spend more of our money backing up countries and encouraging countries to increase the tax income of your citizens, because this is the only way to have a sustainable way of financing your education system in the years to come.

[Applause.]

DR. KIM: Thank you very much.

I'd like to ask Vice Minister Uta Bullhoff from Germany to speak next.



GERMANY (MS. BULLHOFF): Thank you all for making education a priority.

I would like to echo much that has been said underlying the importance of education for state and peace-building, for the empowerment of girls and women, for enabling employment and sustainable growth.

Education is a human right, and it is a development goal on its own. So Germany has made it a priority in particular in the last few years, and the efforts supporting and working with partner countries are ranging from early childhood schooling and in particular also to vocational training.

We also would like to see the future of education, the possible post-2015 agenda, to get a strong position. In the recent global thematic consultations, I think there was a lot of agreement on access and quality that needs to be raised, and I think a lot has been said here about we have to fight inequality, we have to lift up teacher quality, we have to leverage technology that is out there but which we are not yet using, and in order to make sure that we get the success needed, we need to closely monitor the results and successes and also ensure that we share the knowledge and the best practices that are out there.

[Applause.]

DR. KIM: Thank you.

I would now like to invite Bill Green from Accenture and the Global Business Coalition. We are especially excited to have you here. We have heard echoes all day today about the importance of the private sector in this space.

ACCENTURE (MR. GREEN): Thank you.

I think the first thing is that I think the private sector recognizes that we are in a world of collaboration, that there isn't one dimension of this, be that money, be it effort, be it programs, that will tackle the challenge ahead of us.

It is going to take all of us, and I think the private sector can bring two dimensions. One is education, and the second is inspiration, to allow people to raise their sights.

I think business knows that we have trapped talent in countries around the world and that it is essential that we unleash that. The private sector knows that it needs to be involved in all areas of the supply chain in terms of talent creation, really, for two reasons. I think the first is to create the customers of the future and rising prosperity in the markets of the future.

The second is to create the talent of the future, the people who are going to invent and change how the world works and lives.

So I see incredible energy from the business community, which has recognized that even though we have navigated through incredibly tough economic challenges, we are all still here. We have to take long-term view, not a short-term view. And in the end, we have to recognize the education is a means to an end, not the end in itself, and the end in itself is the rising prosperity and standards of living for people across the world, which is good for economic prosperity and broadly good for the private sector as well as being good for the men and women of the global.

So thank you for having me.

[Applause.]

DR. KIM: Before asking the Secretary-General and Gordon to make some closing comments, I would like to take the final comment from the floor from Helen Clark of UNDP.

UNDP (MS. CLARK): Thank you, Jim.

I want to make just two points.

The first is that, clearly, the solutions lie both within and beyond the education sector if we are to effectively address the disparity and access issues for girls and for marginalized and excluded groups generally. And I think Gordon's reference to cash transfers and their role points to the need to be looking beyond the education sector itself to the other levers.



Secondly, I want to underline that solutions must also be country and context specific, and each country has talked about its own circumstances. I think it is critical for development partners to line up with the country strategies. And on behalf of the UN country teams around the world, I can say that we are committed to aligning with each country's strategy and supporting each to address the specific challenges that they have.

Thank you.

[Applause.]

DR. KIM: Thank you very much.

Secretary-General?

UNITED NATIONS SECRETARY GENERAL BAN KI-MOON: Thank you, Dr. Kim and Gordon Brown, for moderating this very well-structured discussion.

You have discussed various tools and approaches for how we can empower people through education. While I have been attending many multilateral meetings, sometimes we talk without knowing where we are going, but this meeting has been, I think, one of the most well-structured ways of moderating this one.

It is not necessary to emphasize the importance of education. If I may explain one of my recent experiences, when I visited the Syrian refugee camps in Jordan, life, of course, is miserable--miserable, hopeless--but what I was most impressed by was that the United Nations has built some temporary school classrooms for young children there, with UNICEF and UNESCO and so on.

I was so struck and impressed, and I told them: Look, have hope. Do not despair. I also studied under these conditions after the Korean War, but you seem to be a little better than I was 50 years ago. So still, do not lose your hope. The United Nations will always be behind you.

That was one of my most moving experiences. Where life was very difficult, we care for our young children so they will be able to learn. This is one thing that I would like to share with you, and I am very deeply grateful for your commitment and leadership.

I think we need a very good vision. After all, finance ministers have a lot of difficulty dealing with the many ministers asking for money. But on how to and where to invest. Please invest in education. I am really asking you for that.

We need wise investment, and particularly when we invest in women and girls, this will have a multiplier effect. It is not that you are teaching just one woman or one girl. You are teaching a family. If you educate the woman, her family, then you are educating a community and a nation. Then you are educating the whole world.

So I am just emphasizing the importance of girls' education.

And I thank the "Girl Rising" organization, and I thank them for the event this evening.

Again, I thank you very much for this opportunity; all the best.

Thank you.

[Applause.]

MR. BROWN: Let me add all our thanks to the Secretary-General, because he provides inspiration for that we do.

And let me thank Jim Kim, because his emphasis on the importance of how we deliver and developing the capacity to do so is also inspirational in the work we have to do.

Can I just say that following on from these meetings, in September, at the time of the UN General Assembly, it is proposed that we have country meetings for countries that we didn't include today--Afghanistan, Pakistan, Burma, Timor, and other countries--and



there may be scope for follow-up meetings because of issues that have been raised today that need to be followed through, and we will be working with all the organizations and the GPE to do this.

I think we have also seen that the private sector, foundations, the voluntary sector, could be more engaged in the business of delivering education and providing partnership, and I hope we can look at how we can increase that engagement over the next few months.

I think the lesson we have learned is that we need to reach the marginalized, we need to emphasize quality, and let us not forget the other inspiration for the Education First Initiative of the Secretary-General - that we want to encourage a citizenship that is truly global.

Thank you very much.

[Applause.]

DR. KIM: Let me end with just a few quick words.

First of all, I want to thank the Secretary-General because he is bringing the entire multilateral system together. Some of you may know that at the last [United Nations] Chief Executives Board meeting, we actually took on three countries--Tanzania, Ghana, and Niger--and under the Secretary-General's leadership, everyone around the table--myself, representatives from the IMF--began to make their own commitments to help those three countries reach the Millennium Development Goals.

The Secretary-General has reminded us that there are still 980-some days left, and we are not giving up. That is the most important thing I want to tell you. Under his leadership, we are not giving up.

We have committed that every six months at the CEB meeting, we are going to look at specific countries and ask ourselves what we around the table can do to accelerate the process toward the MDGs.

We just had a meeting today of leaders in the health world, and we are going to do the exact same thing. We have to have single budgets, single plans, use the same frameworks--not burden countries but help them reach their targets.

Finally, I really want to thank Gordon. There is a saying that you have people who are so focused and keep your feet to the fire. I feel like my feet have been in the fire with Gordon, and that is just where it should be.

So we will meet again in September, and the expectation is that we will hear just how all of you are doing in terms of making progress around the commitments we have made today.

What I heard today was that the commitment, the ideas, and the insights around implementation are all here at this table. There is no reason why we cannot get 61 million children into school by the end of 2015.

I look forward to the journey with you. We are going to make it. And now, I would like to invite everybody to come to the "Girl Rising" event downstairs in the Atrium.

Thank you very much.

[Applause.]

[Whereupon, at 6:15 p.m., the proceedings were concluded.]



Annex 3 – Participant Bios for Learning for All Ministerial Roundtable



Ban Ki-moon, Secretary-General, United Nations

Ban Ki-moon is the eighth Secretary-General of the United Nations.. Previously, he served as a career diplomat for South Korea’s Ministry of Foreign Affairs and Trade. His priorities have been mobilizing world leaders around new global challenges, such as climate change, economic upheaval and pandemics as well as increasing pressure on natural resources. He holds a bachelor's degree in international relations from Seoul National University a master's degree in public administration from the Kennedy School of Government at Harvard University.**Jim Yong**



Kim, President, World Bank Group

Jim Yong Kim, M.D., PhD, became the 12th President of the World Bank Group on July 1, 2012. A physician and anthropologist, Dr. Kim has dedicated himself to international development for more than two decades, helping to improve the lives of underserved populations worldwide. Dr. Kim comes to the Bank after serving as President of Dartmouth College, a pre-eminent center of higher education that consistently ranks among the top academic institutions in the United States. Dr. Kim is also a co-founder of Partners In Health (PIH) and a former director of the HIV/AIDS Department at the World Health Organization (WHO).



Gordon Brown, Special Envoy for Global Education, United Nations

Gordon Brown served as Prime Minister of the United Kingdom and Leader of the Labour Party from 2007 to 2010. As Prime Minister, Brown was one of the first to initiate calls for global financial action after the global financial crisis and introduced a range of rescue measures in the U.K. Previously, Brown served as Chancellor of the Exchequer from 1997 to 2007. His time in government also shaped his views on the importance of education as a fundamental right of every child in the world, and an engine of economic growth and prosperity. Brown co-chairs (with Graca Machel) a High Level Panel on global education and has authored a number of papers on education issues.



Laurent Lamothe, Prime Minister, Haiti

Laurent Salvador Lamothe is a Haitian political figure who served in the government of Haiti as Minister of Foreign Affairs since October 2011, and was appointed Prime Minister on 4 May 2012. Previously, he was co-founder and CEO of the company Global Voice Group.



HH Sheikhha Moza bint Nasser, Chair, Qatar Foundation

Her Highness Sheikhha Moza bint Nasser has been actively engaged in education and social reform in Qatar for many years and has played a major role in spearheading various national and international development projects. In 2003, UNESCO appointed her Special Envoy for Basic and Higher Education. In this capacity, she actively promotes various international projects to improve the quality and accessibility of education worldwide. She currently serves as Chairperson of Qatar Foundation for Education, Science and Community Development, a private non-profit organization founded in '95 on the personal initiative of His Highness the Amir Sheikh Hamad Bin Khalifa Al Thani.



Vanneur Pierre, Minister of Education, Haiti

Mr. Vanneur Pierre was Director General at the Ministry of Education until August 2012, when he was promoted to the post of Minister. He holds two Master's Degrees in Education Planning and Project Management from the Institut International de Planification et de l'Education de Paris, France, and has been working on various projects as a consultant for over 10 years. He has worked as a professor and senior teacher trainer, and has conducted social and economic assessments, field surveys, and monitoring and evaluation activities. He is a lecturer at the Faculty of Economic and Administrative Sciences of Quisqueya University and has worked as a consultant within the MENFP on various projects funded by the World Bank, Oxfam UK, and the Inter-American Development Bank (IDB). Mr. Vanneur Pierre has worked with MENFP in a variety of capacities and was instrumental in the development of the Operational Plan.



Wilson Laleau, Minister of Finance, Haiti

Mr. Laleau is an economist specializing in development economics and political economy; he has served as both Professor and, from 2003 to 2007, as Vice Rector for Academic Affairs at the University of Haiti. Additionally, he has consulted for a number of international organizations including: UNDP, the World Bank, and UNICEF, as well as for the Haitian Government itself. In 2000, he was appointed as Coordinator of UNDP's mission for state modernization in Haiti, in which capacity he served until the end of 2001. During the first Martelly government, he was named Minister of Commerce and Industry, and retained his post into the second Martelly government, before on 12 April 2013 being appointed as the Minister of Finance. While in this role, he continues to serve as the Minister of Commerce



Jan Eliasson, Deputy Secretary-General, United Nations

Jan Eliasson was appointed Deputy Secretary-General of the UN in 2012. He took office as Deputy Secretary-General on 1 July 2012. Prior to assuming this position, Eliasson served as Diplomatic Adviser to the Swedish Prime Minister from 1982 to 1983, and as Director General for Political Affairs in the Swedish Ministry for Foreign Affairs from 1983 to 1987. From 1988 to 1992, he was Sweden's Ambassador to the United Nations in New York where he was part of the UN mediation missions in the war between Iran and Iraq, headed by former Prime Minister Olof Palme. In 1992, he was appointed the first UN Under-Secretary-General for Humanitarian Affairs and was involved in operations in Somalia, Sudan, Mozambique and the Balkans – taking initiatives on landmines, conflict prevention and humanitarian action. In 1993 and 1994, Eliasson served as mediator in the Nagorno-Karabakh conflict for the Organization for Security



and Co-operation in Europe. Eliasson was State Secretary for Foreign Affairs from 1994 to 2000 and the Swedish Ambassador to Washington from 2000 to 2005. From 2005 to 2006 he served as President of the UN General Assembly. Eliasson's distinguished career as a Swedish diplomat culminated in his serving as Minister for Foreign Affairs in 2006. From January 2007 to July 2008, Eliasson was the UN Secretary-General's Special Envoy for Darfur.



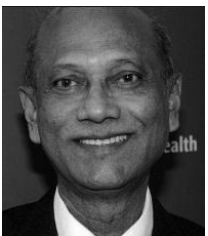
Christian Friis Bach, Minister for Development Cooperation, Denmark

H.E. Mr. Christian Friis Bach is the current Minister for Development Cooperation of Denmark, a position he has held since October 2011. Mr. Bach is the Member of Parliament for the Social Liberal Party in North Zealand greater constituency. Mr. Bach has a PhD (international economics) and MSc (agronomy) from the Royal Danish Agricultural University and a supplementary degree in journalism at the Danish School of Journalism. Previously, Mr. Bach was Special adviser to EU Commissioner Connie Hedegaard, UN Global Sustainability Panel and Special delegate to the World Bank (International Trade Division). He was also CEO of ViewWorld ApS and International Director, DanChurchAid. Mr. Bach formerly lectured in international economics and development economics at the University of Copenhagen.



Demeke Mekonnen, Deputy Prime Minister and Minister of Education, Ethiopia

Demeke Mekonnen was appointed Ethiopia's Minister of Education in 2008 and has also served as a member of the House of People's Representatives since 2010. Mr. Mekonnen was born in Wello Region and began his career teaching biology in a small town in West Gojam Zone. He was elected to the Amhara Regional Council in 1995 and appointed general secretary. In 2006, he was elected to the executive committee of the ANDM party and became its first non-combatant chairman in 2010. He received a Bachelor degree in Biology from Addis Ababa University in 1988.



Nurul Islam Nahid, Minister of Education, Bangladesh

Education Minister Nurul Islam Nahid was born in Beanibazar upazila in 1945. He studied in Sylhet MC College and Dhaka University and was an elected president of Bangladesh Chhatra Union in 1970 and a founding president of Jubo Union in 1976. Mr. Nahid became general secretary of Communist Party of Bangladesh in 1991. He joined Awami League (AL) in 1994. He served the parliamentary committee on education ministry as a chairman during the last AL government. He participated in the 55th general assembly of the United Nations as a member of Bangladesh team.



Sufian Ahmed, Minister of Finance and Economic Development, Ethiopia (*did not attend*)

In the May 1995 general elections, Sufian Ahmen was elected to the House of Peoples' Representatives in Oromia region for the Oromo People's Democratic Organization (OPDO), part of the EPRDF. He was subsequently given the Finance Minister portfolio in the new government set up in August 1995 under Prime Minister Meles. Sufian Ahmed was re-elected to the House of Peoples' Representatives in May 2000, May 2005 and May 2010 from OPDO representing the people of Harawacha Wereda in East Harar Zone of Oromia Region. Minister Sufian Ahmed holds a BA in Economics and a Msc in Economic Development and Planning from



Addis Ababa University.



Abul Maal A Muhith, Minister of Finance, Bangladesh Mr. Muhith has been the Finance Minister of Bangladesh Government since 2009. He began his career in the Pakistan Civil Service (CSP) in 1956, he has served in different capacities in the government of East Pakistan, Central government of Pakistan, and then Bangladesh. In 1972, he was appointed Secretary of Planning. He has since consulted for a wide range of institutions including the Ford Foundation, IFAD, the World Bank and UN. Mr. Muhith has published 21 books on different subjects including war, development, public administration and politics. He holds a Bachelor and Master degree in English Literature from Dhaka University and he received an MPA degree from Harvard in 1964.



Andris Piebalgs, Commissioner for Development, European Commission

Andris Piebalgs is an experienced Latvian politician who occupied key positions in both national and European political fields. During the first Barroso Commission, starting in November 2004, he was the European Commissioner for Energy. In recognition of his leadership in European energy policy, The Economist magazine honoured him with the title "Eurocrat of the Year" in 2007. In 2009, Andris Piebalgs received the "Diamond Prize" from the Regional Chamber of Commerce in Katowice (Poland) for his work in developing a cohesive European Energy Policy for the further generations. In 2009, the Energy Efficiency Global Forum presented him the Energy Efficiency Visionary Awards for his "outstanding contributions to the advancement of energy efficiency". Before joining the Commission, Andris Piebalgs pursued a political career, occupying strategic ministerial portfolios. He was also a high-ranking diplomat, helping Latvia to play its role in the EU.



Anthony Lake, Executive Director, UNICEF

Anthony Lake became the sixth Executive Director of UNICEF in 2010, bringing more than 45 years of public service to the position. During his career, Mr. Lake has worked with leaders and policy makers across the world. He served as a senior foreign policy adviser to the presidential campaigns of Barack Obama in 2008 and Bill Clinton in 1992. He has managed a full range of foreign policy, national security, humanitarian and development issues including as National Security Advisor under President Bill Clinton and as Director of Policy Planning in President Carter's administration. He joined the U.S. State Department in 1962 as a Foreign Service Officer.



Joseph Ukel Abango, Minister of Education, South Sudan

Joseph Ukel Abango was named Minister of General Education and Instruction on August 26, 2011. He is also Chairman of United Sudan African Party, a position he has held since 1998. Prior to his current appointment, Minister Abango was Minister of Parliamentary Affairs in Sudan's Government of National Unity, from 2005 to 2010. He was a Member of Parliament elected to represent Wau in Sudan's National Assembly from 1986 to 1989 (until the coup led by Omar el-Bashir), and was appointed Minister of Local Government under Prime Minister Sadiq al-Mahdi. In 1983-84, he was Member of Parliament in the Bahr El Ghazal Regional



Assembly, and from 1978 to 1983, he was Member of Parliament in the Regional Assembly, representing Wau East constituency. He was also Minister of Culture and Information in 1980-82, in the Southern Sudan Regional Government. He has a B.A. in English and Political Science from the University of Khartoum and a diploma in Teaching of English as a Foreign Language. He attended Morrey House College of Education in Edinburgh, Scotland; Maridi Junior Secondary School and Mbili Boys Primary School.



Heikki Eidsvoll Holmås, Minister for International Development Cooperation, Norway

Heikki Holmås is serving as the Minister of International Development for Norway since March 2012. He has served as member of the Parliament of Norway, representing Oslo from 2001 - 2012. He previously served as a deputy representative from 1997 - 2001. He is nominated on the top spot on Oslo SV's ballot for the Norwegian parliamentary election, 2013.



Kosti Manibe Ngai, Minister of Finance and Economic Planning, South Sudan

Mr. Ngai was appointed Minister of Finance in August 2011 in the first Cabinet of the Republic of South Sudan. He has been involved in a number of key government initiatives, including budget reforms and the release of a new Aid Strategy to manage aid in South Sudan. Prior to this appointment, he was Minister of Cabinet Affairs (2010-2011) in the semi-autonomous Government of Southern Sudan, which was established following the signing of the Comprehensive Peace Agreement (CPA) in 2005. Mr. Ngai was also the lead economic negotiator during the separation of Sudan and South Sudan. Prior to the signing of the CPA in 2005, Mr. Ngai served as the Commissioner for Education in the Sudan People's Liberation Movement (SPLM), a rebel political movement founded in 1983 in opposition to the Sudanese Khartoum government. Mr. Ngai is active in the New Sudan Council of Churches, a coalition of churches that advocates peace, justice, equality, and human rights. He holds a BA from Makerere University in Kampala, Uganda, and speaks English and Juba-Arabic.



Manjeev Singh Puri, Deputy Permanent Representative to the United Nations, India

Ambassador Manjeev Singh Puri is India's Deputy Permanent Representative to the United Nations. Prior to taking over his present assignment in New York, Ambassador Puri was Joint Secretary (United Nations—Economic & Social) in the Ministry of External Affairs from March 2005 to March 2009. His charge included dealing with UN and multilateral bodies involved with economic and social issues, including in the areas of development, finance, human rights, migration, humanitarian affairs and UNESCO related matters.



Irina Bokova, Director-General, UNESCO

Irina Bokova has been the Director-General of UNESCO since 2009, the first woman to hold the position. Before her election, she was a Bulgarian diplomat and politician. She was Minister for Foreign Affairs and Coordinator of Bulgaria-European Union relations and subsequently Ambassador of Bulgaria to France, Monaco and UNESCO. While serving as State Secretary on European Integration and Minister for Foreign Affairs and as an active member of international expert networks, she has promoted European integration and worked to foster the values of dialogue, diversity, human dignity and human rights.



William Green, Executive Chairman (former), Accenture/Global Business Coalition for Education

William Green is the former executive chairman of Accenture. During his 34-years with the company, Mr. Green has built a reputation for his strong work ethic, consensus building and ability to forge and maintain major client relationships. Mr. Green represents Accenture in a number of external venues including the United Nations' Secretary-General's High-Level Group on Sustainable Energy for All, the Initiative for Global Development, the Business Council, the International Business Council of the World Economic Forum and the G100. He is also deeply involved in many business groups supporting education in the United States and around the world.



Raqayyatu Ahmed Rufai, Minister of Education, Nigeria

Born in Ringim in Jigawa State in 1958, the Honorable Minister obtained her Bachelor's degree in History in 1981 and a Master's degree in History in 1987, both from Bayero University, Kano. She received her PhD in Education from West Virginia University, USA in 1991. She was promoted to professor in 2003, the first woman from north-western Nigeria to attain that status. She served as Commissioner for Health between 1993 and 1996 in Jigawa state and Commissioner for Education, Science, and Technology in the same state until her appointment as Minister. Nigerian She was appointed Minister of Education on April 6, 2010.



Helen Clark, Administrator, UNDP

Helen Clark became the Administrator of the United Nations Development Programme in April 2009, and is the first woman to lead the organization. She is also the Chair of the United Nations Development Group. Prior to her appointment with UNDP, Helen Clark served for nine years as Prime Minister of New Zealand, serving three successive terms from 1999 - 2008. Throughout her tenure as Prime Minister, Helen Clark engaged widely in policy development and advocacy across the international, economic, social and cultural spheres.



Ngozi Okonjo-Iweala, Coordinating Minister for the Economy and Honorable Minister of Finance, Nigeria

Ngozi Okonjo-Iweala was appointed in July 2011 as the new Minister of Finance for the Federal Republic of Nigeria. Prior to this appointment, she was the Managing Director of World Bank (October 2007 - July 2011) and has also held the position of a Finance Minister and Foreign Minister of Nigeria, between 2003 and 2006. She is notable for being the first woman to hold either of those positions. She served as finance minister from July 2003 until her appointment as foreign minister in June 2006, and as foreign minister until her resignation in August 2006.



Alice Albright, Chief Executive Officer, Global Partnership for Education

Ms. Alice P. Albright, a U.S. national, comes to GPE with over 27 years of international experience that spans the private, non-profit, and public sectors. From July 2009 until January 2013, she served in the Obama Administration as the Executive Vice President & Chief Operating Officer of the Export-Import Bank of the United States (Ex-Im Bank). Her previous experience includes serving as the Chief Financial and Investment Officer for the Global Alliance for Vaccines and Immunizations (GAVI) from 2001 to 2009 and from 2003, as the head of GAVI's Washington, DC office. From 1985 to 2001, Ms. Albright worked as a banker with a focus on emerging markets and held positions at the Carlyle Group, JP Morgan, Bankers Trust Company and Citicorp.



Andrey Bokarev, Director of Department for International Financial Affairs, Russian Federation (*did not attend*)

Andrei Bokarev has been the Director of the Russian Federation Ministry of Finance's Department of International Relations since December 2009. He holds a Ph.D in Economics having graduated from the Russian Plekhanov Economic Academy in 1995 and the Diplomatic Academy of the Russian Ministry of Foreign Affairs in 2002. He has held several key positions within the Government of the Russian Federation starting in 1999.



Abdulrazzag al-Razaq al-Ashwal, Minister of Education, Yemen

HE Dr. Abdulrazzag Al-Ashwal is currently the Minister of Education for Yemen. Minister Al-Ashwal received his PHD in curriculum planning and teaching methods. He invested more than 20 years of his career life working in the education sector in different capacity. He was involved in developing and evaluating curriculums and designing of standardized tests, as well as, identifying teachers' training needs and designing teachers' training programs. He is also a professor at the Faculty of Education, Sana'a University.



Peter Baxter, Director General, AusAID

Mr. Peter Baxter is the Director-General of the Australian Agency for International Development (AusAID). His appointment follows his promotion to Senior Executive Service Band 3 level in the Department of Foreign Affairs and Trade. Mr Baxter has been Acting Director-General since 4 July 2009. Before taking on that role, Mr Baxter had filled senior positions in DFAT, including First Assistant Secretary of the Consular, Public Diplomacy and Parliamentary Affairs Division, and First Assistant Secretary of the North Asia Division. He has served overseas in Australian missions in Suva, Honiara, Ho Chi Minh City and Washington.



Sakhir Ahmad Abbas al-Wajih, Minister of Finance, Yemen

HE Mr. Sakhir Al-Wajih is currently the Minister of Finance for Yemen. He is also a member of the parliament since 1997. He is a member of the development and oil committee at the Parliament. He was the chairman of the Yemen Parliamentarians Against Corruption. He has been trained as an aviation engineer.



Amina J. Mohammed, Special Adviser on Post-2015 Development Planning, United Nations Special Envoy

Amina J. Mohammed of Nigeria is the Secretary-General's Special Adviser on Post-2015 Development Planning. Ms. Mohammed was previously Senior Special Assistant to the President of Nigeria on the Millennium Development Goals after serving three Presidents over a period of six years. In 2005 she was charged with the coordination of the debt relief funds (\$1 billion per annum) towards the achievement of Millennium Development Goals in Nigeria. From 2002-2005, Ms. Mohammed served as coordinator of the Task Force on Gender and Education for the United Nations Millennium Project.



Abdulaziz Al Hinai, Vice-President, Islamic Development Bank

As Vice President Finance, Dr. Al Hinai leads the Finance Complex in the Islamic Development Bank and which covers the areas of Islamic Financial Services, Treasury, Investments, Financial Policy Planning, Financial Control, Budgeting and Performance Management, and Financial Products Development Center. In addition to the above, as Vice President Finance, Dr. Al Hinai chairs the Finance Committee of the Board of Executive Directors of IDB and the Asset Liability Committee (ALCO), Investment Committee and Policy Committee. Prior to joining IDB, he has held many senior executive positions in Oman of which the most recent was that of an Advisor to the Board of Directors and as a General Manager of Oman Development Bank. Dr. Al Hinai received his PhD in Economics and Public Policy from Claremont Graduate University in California.



Rajiv Shah, Administrator, USAID

Since 2009, Dr. Rajiv Shah serves as the 16th Administrator of USAID and leads the efforts of more than 9,600 professionals in 80 missions around the world. Shah managed the U.S. Government's response to the devastating 2010 earthquake in Port-au-Prince, Haiti; co-chaired the State Department's first review of American diplomacy and development operations; and now spearheads President Barack Obama's landmark Feed the Future food security initiative. He is also leading "USAID Forward," an extensive set of reforms to USAID's business model focusing on seven key areas, including procurement, science & technology, and monitoring & evaluation. Before becoming USAID's Administrator, Shah served as undersecretary for research, education and economics, and as chief scientist at the U.S. Department of Agriculture. Prior to joining the Obama administration, Shah served for seven years with the Bill & Melinda Gates Foundation.



Mark Lowcock, Permanent Secretary, Department for International Development, DFID

Mark Lowcock is Permanent Secretary for the Department for International Development (DFID). He was appointed on 9 June 2011. Mark began his career in DFID (formally the Overseas Development Administration) in 1985. Over the course of his career, he has served as Private Secretary to Baroness Chalker, Minister for Overseas Development (1992 to 1994), Deputy Head and latterly Head of the DFID Regional Office for Central Africa (based in Harare) (1994 to 1997). Prior to that, he served as Head of European Union Department from 1997 to 1999, before returning to Africa as Head of the DFID Regional Office for East Africa (based in Nairobi). He has also served as Director, Finance and Corporate Performance (2001 to 2003), Director General, Corporate Performance and Knowledge Sharing (2003 to 2006), Director General, Policy and International (2006 to 2008), and Director General, Country Programmes (2008 to 2011).



Maker Mwangi Famba, Minister of Education, Democratic Republic of Congo

Minister Maker Mwangi Famba has served as head of the DRC's Ministry of Primary, Secondary and Vocational Education since 2007. Previously, he was Deputy Secretary General of the People's Party for Reconstruction and Democracy, a national representative from the province of Kasai Occidental, advisor in the Office of the Head of State, consultant to the UNDP and assistant teacher at the Institute of Education Tshikapa. He has a Bachelor degree in International Relations from the University of Lubumbashi and holds a Diploma in Cooperation and Development from the University of Paris 1 Panthéon-Sorbonne.



Luis Alberto Moreno, President, Inter-American Development Bank

Luis Alberto Moreno assumed the presidency of the Inter-American Development Bank (IDB) in 2005. Prior to joining the IDB, Moreno served as Colombia's Ambassador to the United States for seven years, where he was credited with building bipartisan support in the U.S. Congress for passage of US\$6 billion in U.S. assistance for Colombia. Prior to his ambassadorship, Moreno worked in private equity and banking after holding several government positions, including Minister of Economic Development. Moreno obtained a bachelor degree from Florida Atlantic University and an MBA from Thunderbird.



Patrice Kitebi Kibol Mvul, Deputy Minister to the Prime Minister in Charge of Finance, Democratic Republic of Congo

Patrice Kitebi Kibol Mvul is an expert in Project Management and an experienced economist from the University of Kinshasa, DRC. Prior to becoming the DRC Deputy Minister to the Prime Minister in charge of finance, Mr. Patrice Kitebi worked as Unit Coordinator in charge of monitoring projects and programs within the Ministry of Finance from 2010 to 2012; Senior Economist in the Project Coordination Unit, a unit set up by donors for project management, from 2004 to 2010; He was Director of Monitoring and Evaluation and the Environmental and Social Monitoring for a portfolio totaling \$676 million. He also monitored the implementation of a \$15 million "Institutional Support" project for "Emergency Economic and Social Reunification." Mr. Patrice Kitebi has also served as Governor of the World Bank Group for the Democratic Republic of the Congo. Mr. Patrice Kitebi has also served as the Head of the External Relations Department at the Research Department of the DRC Central Bank from 2001 to 2004.



Uta Böllhoff, Acting Vice-Minister Multilateral Cooperation, Germany

Uta Böllhoff is the Acting Vice-Minister and Director-General for Asia, Europe, Middle East and Multilateral Cooperation of the German Federal Ministry for Economic Cooperation and Development. She is responsible for bilateral cooperation with Asia and the Middle East and also for multilateral cooperation. She previously worked for the McKinsey & Company, Inc. management consulting (both in Germany and in the Middle East. In her position as senior manager, she has been responsible for public sector projects for many years, with a particular focus on national and regional economic development in developing and emerging economies and on enhancing effectiveness in development cooperation.



Donald Kaberuka, President, African Development Bank

Mr. Donald Kaberuka is the seventh president of the African Development Bank Group (AfDB). Prior to being elected in 2005, he had a distinguished career in banking, international trade and development and government service. A national of Rwanda, he was the country's Minister of Finance and Economic Planning between 1997 and 2005, overseeing many of the economic reforms accredited for revival of Rwanda's economy. At the AfDB, Mr. Kaberuka has presided over a major redirection in its strategy. He was educated in Tanzania and holds a PhD in Economics from Glasgow University.



Margaret Biggs, President, Canadian International Development Agency

Margaret Biggs serves as President of the Canadian International Development Agency. Prior to her appointment at CIDA, she was Deputy Secretary to Cabinet, Plans and Consultation, in the Privy Council Office, a position she held since May 2006. Ms. Biggs has held a variety of senior positions in the federal government including: Assistant Secretary to the Cabinet, Priorities and Planning, Privy Council including: Assistant Secretary to the Cabinet, Priorities and Planning, Privy Council Office, Assistant Deputy Minister, Human Investment Programs and Associate Executive Head, Strategic Policy, Human Resources Development Canada. Ms. Biggs has a Master of Arts in International Affairs from the Norman Patterson School of International Affairs at Carleton University, and a Bachelor of Arts in Political Science from the University of



British Columbia. She began her career as a Research Officer, and later Director of Research for the North South Institute.



Susan Hopgood, President, Education International

Susan Hopgood is the current President of Education International (EI), a global federation of about 400 unions in more than 170 countries and territories, which represents 30 million teachers and education employees in education institutions from early childhood to university. Additionally, she is the Federal Secretary of the Australian Education Union (AEU). Not limiting her commitments to education unionism, Susan is also extremely active in the broader Australian trade union movement. She is a Vice-president the Australian Council of Trade Unions (ACTU) and a member of a number of its committees.



Babatunde Osotimehin, Executive Director, UNFPA

Dr. Babatunde Osotimehin became the fourth Executive Director of the United Nations Population Fund (UNFPA) in 2011. He holds the rank of Under-Secretary-General of the United Nations. Before this appointment, Dr. Osotimehin served as Minister of Health of Nigeria. Prior to that position, he was the Director-General of the Nigerian National Agency for the Control of AIDS, which coordinates all HIV and AIDS work in a country of approximately 160 million people.



Camilla Croso, President, Global Campaign for Education

Camilla Croso is President of the Board of the Global Campaign for Education. A Brazilian human rights activist, she is the coordinator of the Latin American Campaign for the Right to Education (CLADE), a network that represents 15 national education forums, 8 regional networks from Latin America and 5 international NGOs with solid presence in the region. CLADE seeks to influence policy-making both at a regional and national level, as well as internationally. She has consulted at several organizations and authored a series of articles and books in the area of education and rights (Equality of Ethnic Relations in Schools, 2007).



Lakshmi Puri, Acting Executive Director, UN Women

Ms. Lakshmi Puri is the current Acting Head of UN Women. Prior to assuming this role, she served as Assistant Secretary-General of the United Nations and Deputy Executive Director of UN Women, the United Nations Entity for Gender Equality and the Empowerment of Women. She is directly responsible for the leadership and management of the Bureau for Intergovernmental Support, United Nations Coordination, and Strategic Partnerships. Before joining UN Women in 2011, Ms. Puri was the Director of the UN Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States, where she coordinated the preparations for the fourth UN Conference on the Least Developed Countries which resulted in major outcomes, including the Istanbul Programme of Action and Political Declaration.



Kiyoshi Kodera, Vice-President, JICA

Mr. Kiyoshi Kodera is Vice President of Japan International Cooperation Agency (JICA). Previously, he was Executive Secretary of the Development Committee of the World Bank and International Monetary Fund from 2006 to 2010. He began his career in the Ministry of Finance of Japan in 1974 and has assumed various posts at the World Bank, Japanese Embassy in the U.S., African Development Fund and Inter-American Investment Corporation. Mr. Kodera graduated from the University of Tokyo, Japan. He has a Bachelor degree in Law and a Master degree in Economics from Tsukuba University.



Freida Pinto, International Actress and Activist, Girl Rising

Freida Pinto is an Indian actress and model best known for her portrayal of "Latika" in the 2008 British Indian drama film *Slumdog Millionaire*. She was nominated for "Best Actress in a Supporting Role" at the 2009 BAFTA Awards. She won the Screen Actors Guild Award for Outstanding Performance by a Cast in a Motion Picture alongside other cast members from *Slumdog Millionaire*. Freida Pinto graduated from St Xavier's College in Mumbai with a BA in English in 2005. She became joined the Plan International's "Because I am a Girl" Campaign as Global Ambassador in 2012.



Isabel Guerrero, Vice President, South Asia, World Bank

Isabel Guerrero became the World Bank's Vice President for the South Asia Region on July 1, 2008. She has held management positions in various countries and regions since joining the Bank in 1982. A national of Chile, Ms. Guerrero holds a M.Sc. degree in Economics from the London School of Economics and Political Science (1981) and is a Psychoanalyst trained in the Washington Psychoanalytic Institute. She also holds a degree from Instituto Psicológico Peruano.



Keith Hansen, Vice President (Acting), Human Development Network, World Bank

Keith Hansen is the Acting Vice President for Human Development at the World Bank, responsible for the Bank's work in Education Health, Nutrition, and Population and Social Protection. He previously served as the Human Development Director for Latin America and the Caribbean, responsible for the Bank's activities in education, health, nutrition, population and social safety nets in the region. Previously, in his role as head of the AIDS Campaign Team for Africa, Keith spearheaded the Bank's renewed approach to the epidemic. He holds a master of public affairs degree from the Woodrow Wilson School at Princeton University and a law degree from Stanford University and a bachelor's degree in political science from Yale University.



Hasan Tuluy, Vice President, Latin America and the Caribbean, World Bank

Hasan Tuluy, is the World Bank Regional Vice President for Latin America & the Caribbean (LAC) effective January 1, 2012. Mr. Tuluy's 24-year career at the World Bank has focused on promoting the Bank's role as a reliable partner in finding development solutions for member states through financial, knowledge, and technical assistance services. He joined the Bank in 1987 as an economist and has since served in various positions of responsibility including: Country Director in the Africa Region, Director of World Bank Corporate Strategy, Director of Strategy & Operations, Middle East and North Africa Region, Chief Operating Officer for the Multilateral Investment Guarantee Agency (MIGA), Vice President of Human Resources.



Inger Andersen, Vice President, Middle East and North Africa, World Bank

Inger Andersen, a Danish national, is Vice President of the Middle East and North Africa at the World Bank, where she is responsible for the Bank's strategy and operations throughout the region. Prior to her appointment, she served as Vice President of Sustainable Development, where she led the department's work with developing countries to provide key infrastructure, enhance food security, promote environmental sustainability, develop social accountability, provide support for climate change mitigation and resilience, and support countries in disaster risk management. She has also played a key role in supporting internal reforms and strengthening the Bank's sectoral leadership. Ms. Andersen joined the Bank in 1999 and has served the Bank in a range of capacities in the sustainable development sectors, including as Sector Manager and Director in Africa and as Director in the Middle East and North Africa. Prior to joining the Bank, Ms. Andersen worked at the United Nations for 12 years, including in UNDP's Regional Bureau of Arab States and in the United Nations Drought & Desertification Office.



Ritva Reinnika, Director, Africa, World Bank

Ritva Reinnika is the Director of the Human Development Group in the Africa Region of the World Bank. Since she joined the Bank in 1993 as a country economist in the Eastern Africa Department, she has held various positions in the Africa Region, the Middle East and North Africa Region and the Development Research Group, and was co-director of the 2004 World Development Report Making Services Work for Poor People. In 2004-08 she was the World Bank country director based in South Africa. Prior to joining the Bank, Ms. Reinnika was researcher at the Centre for the Study of African Economies in the University of Oxford and the Helsinki School of Economics. She has also held operational positions at UNICEF and with the Ministry of Foreign Affairs in Finland. She holds a Ph.D. in Economics from the University of Oxford.



Annex 4 – Social Media and Press Round Up for Learning for All Ministerial

Social Media Overview

There was an active online response, leading up to, during, and in the days following the Learning for All Ministerial. Some highlights include more than 3,500 views on a World Bank infographic, about 4,000 views on the Ministerial website, 2,100 views on social postcards produced for the event. There was also wide tweeting and re-tweeting among our of the coordinating partners and the live streaming of the Roundtable was watched by more than 3,000 participants.

- Key pieces of content and tweets are aggregated into a [Storify](http://storify.com/worldbank/what-will-it-take-to-achieve-learning-for-all) (<http://storify.com/worldbank/what-will-it-take-to-achieve-learning-for-all>)
- The [Ministerial landing web page](http://www.worldbank.org/education/learningforall2013) includes links to blogs, articles by key participants, as well as the full Ministerial webcast, which remains available for viewing (www.worldbank.org/education/learningforall2013)

Media Round Up: Learning for All Ministerial

External Media

Nigerian Tribune, April 23, 2013

MDGs: FG seeks N90.95bn W/Bank support for education

<http://tribune.com.ng/news2013/index.php/en/news/item/10178-mdgs-fg-seeks-n90-95bn-w-bank-support-for-education>

New York Times, April 22, 2013

A New Drive Toward Universal Primary Education

<http://www.nytimes.com/2013/04/19/world/europe/a-new-drive-toward-universal-primary-education.html?pagewanted=all&r=0>

4 Traders.com, April 18, 2013

World Bank Group: Leaders Call for Urgent Action on Global Learning Crisis

<http://www.4-traders.com/news/World-Bank-Group-Leaders-Call-for-Urgent-Action-on-Global-Learning-Crisis--16744505/>

Web Wire, April 18, 2013

Hollywood, UN and World Bank in Girls' Education Call

<http://www.webwire.com/ViewPressRel.asp?ald=173417>

Haiti Open, April, 18 2013

Michaëlle Jean to attend "Learning for All"

<http://www.haitiopen.com/haiti-news/michaelle-jean-to-attend-learning-for-all/>

Oman Observer, April 29, 2013

World Bank pushing poverty eradication, education goals

<http://main.omanobserver.om/node/162544>

Business Recorder, April 20, 2013

World Bank pushing poverty eradication, education goals

<http://www.brecorder.com/articles-a-letters/187/1176649/>

All Africa, April 18, 2013

Africa: Beyond-the-Classroom Approach Vital to Eradicate Poverty

<http://allafrica.com/stories/201304190668.html>

World Stage, April 19, 2013

GPE to play central role at implementing plans unveiled at global education ministerial

<http://www.worldstagegroup.com/worldstagenew/index.php?active=news&newscid=8368&catid=42>

The Washington Post Op Ed, April 17, 2013



Helping the world's poorest children requires radical reform

http://www.washingtonpost.com/opinions/helping-the-worlds-poorest-children-requires-radical-reform/2013/04/17/84b50b38-a792-11e2-8302-3c7e0ea97057_story.html

International Herald Tribune, April 8, 2013

Girls Who Risk Their Lives for Education

http://www.nytimes.com/2013/04/09/opinion/global/girls-who-risk-their-lives-for-education.html?_r=0

Blogs

European Commission

Getting all children in school and learning by Andirs PieBalgs

<http://blogs.ec.europa.eu/piebalgs/getting-all-children-in-school-and-learning/>

Huffington Post

Education: A possible Dream By Irina Bokova(Director General, UNESCO) April 17, 2013

http://www.huffingtonpost.com/irina-bokova/universal-primary-education_b_3095333.html

Putting the Last Child First by Josephine Bourne (UNICEF)

http://www.huffingtonpost.com/josephine-bourne/putting-the-last-child-fi_1_b_3103002.html?utm_hp_ref=impact

Reaching the Classroom Is Just the First Step by Jim Yong Kim (World Bank President)

http://www.huffingtonpost.com/jim-yong-kim/reaching-the-classroom-is_b_3103855.html

World Education Blog

We need to act urgently on inequality to get every child into school by 2015 by Pauline Rose, Director of the Education for All Global Monitoring Report

<http://efareport.wordpress.com/2013/04/15/we-need-to-act-urgently-on-inequality-to-get-every-child-into-school-by-2015/>

Brookings Blog

Education Rising: Reflections on the Learning for All Ministerial Meetings by Liesbet Steer

<http://www.brookings.edu/blogs/education-plus-development/posts/2013/04/24-global-education-rising-steer>

Partners:

Education International

EI engages in high-level dialogue on quality education

http://www.ei-ie.org/en/news/news_details/2549

UN News Center

Ahead of talks with World Bank, Ban briefs press at UN Headquarters

<http://www.un.org/apps/news/story.asp?NewsID=44682&Cr=ban+ki-moon&Cr1=>

Statement from Global Campaign for Education

<http://www.campaignforeducation.org/docs/statements/GCE%20statement%20on%20the%20Learning%20for%20All%20Ministerial%20meetings.pdf>

EFA Global Monitoring Report World Inequality Database on Education (WIDE) for 8 Partner Countries

<http://unesdoc.unesco.org/images/0022/002204/220440E.pdf>

Global Education First Initiative

Public Responses to April 2013 Learning For All Ministerial Roundtable Questions

<http://www.globaleducationfirst.org/1659.htm>

UN Secretary General's office

Educating Children Now Will Pay Dividends for Generations, Secretary-General Tells 'Learning for All' Ministerial Round Table



<http://www.un.org/News/Press/docs/2013/sgsm14955.doc.htm>

The Office of the UN Special Envoy for Global Education

The Final Sprint to 2015: Delivering Quality Education & Learning for All

<http://educationenvoy.org/events>

Global Partnership for Education

Press Release: GPE to Play Central Role in Implementing Plans Unveiled at Unprecedented Global Education Ministerial

<http://www.globalpartnership.org/news/419/47/GPE-to-Play-Central-Role-in-Implementing-Plans-Unveiled-at-Unprecedented-Global-Education-Ministerial/>

A Successful Week in DC for Raising Awareness on Out-of-School Children (GPE)

<http://www.educationforallblog.org/issues/basic-education/a-successful-week-in-dc-for-raising-awareness-on-out-of-school-children>

Basic Education on the Global Stage This Week by Alice Albright, GPE

<http://www.educationforallblog.org/issues/basic-education/basic-education-on-the-global-stage-this-week>

World leaders want to hear from you - Have your say: What will it take to get all children in school and learning?

April 11, 2013

<http://www.educationforallblog.org/education-first/have-your-say-what-will-it-take-to-get-all-children-in-school-and-learning>

The World Bank

Transcript: Learning for All: Ministerial Roundtable, April 19, 2013

<http://www.worldbank.org/en/news/speech/2013/04/18/transcript-learning-for-all-ministerial-roundtable>

Leaders Call for Urgent Action on Global Learning Crisis, April 18, 2013

<http://www.worldbank.org/en/news/press-release/2013/04/18/leaders-call-for-urgent-action-on-global-learning-crisis>

A Global Conversation: What Will It Take to Achieve Learning for All?, April 17, 2013

<http://blogs.worldbank.org/education/a-global-conversation-what-will-it-take-to-achieve-learning-for-all>

Responses to Online Questions: What Will It Take to Achieve Learning for All?

http://siteresources.worldbank.org/EDUCATION/Resources/278200-1366042721940/Responses-to-Ministerial-Questions_FINAL.pdf

Infographic: What Will It Take to Achieve Learning for All? April 15, 2013

<http://www.worldbank.org/en/news/feature/2013/04/15/what-will-it-take-to-achieve-learning-for-all>

Reaching the Classroom Is Just the First Step

<http://blogs.worldbank.org/education/reaching-the-classroom-is-just-the-first-step>

Media Advisory: Leaders to Address Global Learning Crisis, April 12, 2013

<http://siteresources.worldbank.org/EDUCATION/Resources/278200-1366042721940/Learning-for-All-Media-Advisory.pdf>

World Bank Learning for All Country Update Report

http://siteresources.worldbank.org/EDUCATION/Resources/2782001366042721940/1317335_HDN_Education_Overview.pdf

BBC Radio - The Office of the UN Special Envoy for Global Education Radio Transcript

President Kim's BBC Radio Interview on issue of education Aired - April 22, 2013 (Interview- April 18, 2013)

QUESTION: Well I've been speaking to Dr. Jim Kim, he's the head of the World Bank and I said, are the goals on track?

DR. KIM: Well, we still have a little less than a thousand days, and we're not giving up. We think there's still plenty of time to make dramatic progress. And so today, we had meetings with all eight countries--and they are Bangladesh, the Democratic Republic of the Congo, Ethiopia, Haiti, India, Nigeria, South Sudan, and Yemen--and in each of the meetings with the individual education ministers and finance ministers, we've asked them to make very specific commitments and we in turn have made commitments to work with them in getting their children in schools. So we feel that if we can make progress in these eight countries, that's half of the out-of-school children. The others we will also be working on, but if we can make progress with these eight countries, we think we're going to go a long way toward actually meeting the target by 2015.



QUESTION: In some countries, of course, the obstacle isn't lack of funding, but lack of will and often in relation to educating girls.

DR. KIM: That's absolutely true, and it's a great tragedy, because we actually know a lot about the importance of educating girls. You know, better access to education for girls since 1970, we think, has prevented more than 4 million child deaths. So it's not just that the--you know, the notion that one year of providing a girl education boosts eventual wages by 10 to 20 percent. That's great. But we actually think we've saved 4 million children from dying as a result of education. So we're going to keep beating the drum. We're going to keep telling countries that this is critical. And we understand that political will varies across the different countries, but we have them here and we have them in front of myself and the Secretary-General Ban Ki-moon. They're going to be presenting to us their commitments, and we're going to be making commitments right back.

QUESTION: Could you give us an example of perhaps, a success story where the funding has gone and has paid dividends?

DR. KIM: In Africa, for instance, like Rwanda. Rwanda came out of a terrible genocide, and they've been so focused in their efforts to get children in school. They've had tremendous success now, and we think that children in Rwanda are actually learning as well. If you look at other countries like South Africa that has made their own commitment with their own funding, they now have 98 percent of their young people in school, which is, on the one hand, is a great success. But what the South African government has told us specifically is now they need help to ensure that the children are actually learning. We're trying to make the point that getting kids in school is great; it's important; that's what we're driving for. But now we've got to take the next step and make sure that all the kids are learning.

QUESTION: I think you have a conference coming up in DRC itself, in the Democratic Republic of Congo. What is the specific purpose of that meeting?

DR. KIM: Well, the Secretary-General and I are going to be traveling together to the Great Lakes region, so we'll be travelling to several countries. And the purpose of our trip is to try to find ways of putting together a joint political security, and development solutions for the region. This is first time that we've done this kind of a trip, and I have very close personal relationship with the Secretary-General, and we think that if we go there together, we can have an impact. If you look at the DRC specifically, the population is about 70 million people, and 3.5 million children of primary school age are not in school. Moreover, 68 percent of the children in grades 3 and 4 were unable to read a single word in a simple text. So we've got a lot of work to do there. I think one of the messages that we've been giving very, very strongly is that for all developing countries, you've got to think about making the investments in human capital that will assure growth in the future.

END: That's Jim Kim, he is the head of the World Bank.