


Statement of Principles on Effective Aid for Education

Fourth High Level Forum on Aid Effectiveness (HLF-4)

1. Since 2000, there has been substantial progress on the globally agreed education targets. However, 67 million children remain out of school and tens of millions of children leave school without basic competencies in literacy, numeracy or critical thinking skills. More domestic and international investment is necessary to close the education financing gap. Without major effort, the Millennium Development Goals and the Education for All Goals will not be met.
2. We remain convinced that results-oriented education partnerships are the best way to fully achieve Millennium Development Goal 2 (universal primary completion), Millennium Development Goal 3 (gender equity in education), and the Education for All Goals. The Global Partnership for Education is an important enabler of collective action at a global level and provides a partnership model for the country level.
3. We believe education is a shared responsibility. Learning begins at birth, with the family and the community the first educators. Supportive learning environments, appropriate learning materials, trained teachers and involved communities each reinforce the experience and the quality of education. We believe that all parts of society have a stake in the continuous improvement of education.
4. In all contexts, we commit to the full participation of all children and young people in quality education. We commit to the meaningful participation of youth and adults in relevant and up-to-date education, training and lifelong learning opportunities to ensure the acquisition of essential knowledge, life and livelihood skills.
5. We are committed to equity and the universal right to quality education. At all levels of education, we will focus on the full participation of all children and young people, particularly the marginalised and excluded, including girls, children with disabilities, ethnic and linguistic minorities, children living in rural or remote areas, children living in poverty, and children living in fragile and conflict-affected states.
6. We recognise that significant development synergies can be made between education and early childhood development, education and health, education and women's empowerment, education and civic engagement, education and productive employment, and education and good governance. We believe that quality education for all underpins peaceful, democratic and equitable societies, and that education is core to sustainable development.
7. We will derive and disseminate good practice in the education sector. We will share lessons on opportunities, innovations, risks and challenges, with a special focus on South-South and triangular cooperation.
8. We recognise that the education system needs to be treated as an integrated whole. To support children and young people to access school or other learning opportunities, to fully participate, and to graduate with useful, transferable skills, our sector partnerships will link efforts on:
 - a) Equitable access and participation (including good quality early childhood education and development; accessible infrastructure; gender sensitive and disability inclusive policies and practices; community engagement).

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- b) Education quality and learning outcomes (including teaching quality; appropriate learning materials; inclusive curriculum; reliable, robust and transparent student performance assessment systems; system strengthening).
 - c) Education, training and productive livelihoods (including second-chance education; education and training pathways; technical and vocational training; higher education; lifelong learning).
9. We reaffirm our commitment to the development effectiveness principles and their application to the education sector.
- a) Our partnerships will be built upon country developed and owned Education Sector Plans, with clearly articulated sector goals, time-based performance targets, effective and transparent monitoring and evaluation systems, and defensible costings.
 - b) To focus scarce human and financial resources on education priorities, we will rely on the relevant country-based systems to the greatest extent possible. Aligning with national systems is not an end in itself. Our experience has shown that the use of robust and resilient country systems increases development impact, thereby supporting the achievement of identified sector results in an efficient and sustainable manner.
 - c) We will continue to work together to the maximum extent possible. We have learned that stand-alone activities are less effective. By further harmonising and aligning our efforts, we can deepen the results focus in the education sector, underpinned by a commitment to mutual accountability and aid predictability. We will avoid parallel structures, decrease fragmentation and improve transparency.
 - d) We commit to achieving results in the education sector, derived from realistic Education Sector Plans that take account of country-specific circumstances, particularly in fragile and conflict-afflicted states. Our focus will be: equitable access and participation in all levels of education; education quality, including the identification and measurement of meaningful learning outcomes; and the connection of the education system to ongoing learning systems, employment, and productive engagement in society.
 - e) We will be mutually accountable in supporting the sustainable governance of education systems. We recognise the essential role of all partners in the education sector, including all levels of government, education institutions, finance ministries, teachers, education administrators, parents, families, community representatives, civil society organisations, the private sector, bilateral development partners, private foundations and multilateral organisations. We will hold each other to account in education sector partnerships at both the country and global level.
10. To reach our shared goals of universal participation in quality education and training, our cooperation will move beyond aid effectiveness: we are resolved to meet the challenges of effective development. We will increase resources to education, and we will pursue ongoing partnerships to benefit all children, youth and adults.
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