**YOUR COUNTRY**

The upcoming replenishment conference of the Global Partnership for Education (GPE) is a key opportunity for governments and donors to make pledges to increase their funding of education. Developing Country Partners (DCPs) should pledge to increase the share of national budgets and GDP devoted to education.

During the 2014 replenishment conference, DCPs demonstrated ambition and clear leadership. Some 33 countries pledged US$26 billion, far exceeding all expectations, and ten times the amount donors pledged. Yet the Global Campaign for Education’s recent analysis suggests that many countries remain off track in meeting the 2014 spending pledges, and progress is not clear in many countries due to a lack of a ‘credible’ pledging baseline process.

DCPs must make spending pledges that are deep but also realistic, credible and trackable –they must be commitments which governments fully intend to meet and to which others can hold them to account. Pledges should be:

* **Ambitious**. Countries should provide spending pledges for increasing the proportion of GDP and national budgets allocated to education spending.
* **Clear**. Figures need to be clearly referenced by governments, and be consistent with national planning documents.
* **Official**. Pledge figures cited by governments should be formal, having been signed off by the government as part of an agreed planning process.
* **Open to scrutiny**. Pledges must promote parliamentary and public scrutiny over progress in education spending and promote accountability.
* **Fundable**. Governments should state where additional resources might come from, most notably from increasing tax revenues

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| **The Global Campaign for Education and its members** call on governments and the international community to deliver free, inclusive and quality education:   * **Developing countries** should expand their domestic tax base (to at least 20% of GDP) and increase the share of spending on education (to at least 20% of budgets), progressing to 6% of GDP spent on education, and ensure resources are scrutinised to improve the effectiveness, efficiency and equitability of public education. * **Bilateral donors**: Increase aid (towards 0.7% global target), commit at least 30% of their education aid to support multilateral efforts, and ensure they are supporting the countries and populations most in need. |

**Education spending in xx**

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| **The 2014 pledge[[1]](#footnote-1)** | **Current spending on education** |
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**What might a 2018 pledge look like?**

The government of xxx should:

* Set a pledge figure at the GPE 2018 Pledging conference
* Pledge to increase to or maintain spending at over 20% of the budget and raise spending to 6% of GDP to education.

[ADDITIONAL INFORMATION TO BE FILLED IN BY COALITION]

**How could the pledge be financed through tax revenues?**

Domestic resources to finance this extra education spending can be found. DCPs should expand their tax bases in progressive ways to ensure that they are raising at least 20% of their GDP in tax revenues. The United Nations has noted that developing countries needed to meet this 20% to meet basic service delivery.[[2]](#footnote-2)

Countries can expand their tax bases in a variety of ways. They can, for example:

* Increase the efficiency of their tax administrations
* Abolish harmful tax incentives given to corporations
* Reduce/eliminate tax avoidance and tax evasion by multinational companies
* Formalise at least parts of the informal sector to ensure that those who should be paying taxes, are paying taxes.

1. <http://www.globalpartnership.org/content/pledge-report-gpe-replenishment-conference-june-2014> [↑](#footnote-ref-1)
2. UNDP estimated the minimum requirements for achieving the MDGs. This figure has also been used by UNESCO Global Education Monitoring Report as an estimate of the minimum levels required to scale up quality education – with an effective prioritisation of education to go hand-in-hand with increased domestic revenue mobilisation. A more accurate, up-to-date figure for meeting the SDGs does not exist, but it is likely that this would need to be much higher. [↑](#footnote-ref-2)