

The logo consists of the word "results" in a bold, lowercase, sans-serif font, colored red. It is centered within a white speech bubble shape that has rounded corners and a small tail pointing downwards and to the left. The entire logo is set against a solid red background.

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# **The RESULTS Global Policy Forum**

**September 22, 2022**

***Welcome!***

# Our Anti-Oppression Values

*RESULTS is a movement of passionate, committed everyday people. Together we use our voices to influence political decisions that will bring an end to poverty. Poverty cannot end as long as oppression exists. We commit to opposing all forms of oppression, including ableism, ageism, biphobia, classism, colonialism, homophobia, racism, religious discrimination, sexism, transphobia, white saviorism, and xenophobia.*

*At RESULTS we pledge to create space for all voices, including those of us who are currently experiencing poverty. We will address oppressive behavior in our interactions, families, communities, work, and world. Our strength is rooted in our diversity of experiences, not in our assumptions.*

*With unearned privilege comes the responsibility to act so the burden to educate and change doesn't fall solely on those experiencing oppression. When we miss the mark on our values, we will acknowledge our mistake, seek forgiveness, learn, and work together as a community to pursue equity.*

*There are no saviors — only partners, advocates, and allies. We agree to help make the RESULTS movement a respectful, inclusive space.*

Find all our anti-oppression resources at <https://results.org/volunteers/anti-oppression/>

## Meg P. Gardinier

Global Education Policy Manager



# Introduction

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- Fulbright Advisor @ Georgetown U.
- Graduate Education Faculty @ School for International Training (SIT), Florida International University, and Indiana Tech
- Worked with UNESCO and NGOs
- Produced Doctoral Dissertation on Education Reform in Post-Communist Albania (2012)
- Served as Global Peace Education Campaign Coordinator for Hague Appeal for Peace (2001-2003)



# Global Education

# Why Education?

- Education can **end cycles of poverty** by increasing future wages, preventing child marriages, and reducing infant mortality.
- Achieving universal primary and secondary education would help lift more than **420 million out of poverty**.
- Girls, low-income children, and children with disabilities, and youth affected by conflict face the **greatest barriers to education**.
- The COVID-19 pandemic has **severely disrupted** children's access to quality education around the world.
- **Education = HOPE** for children and families, particularly those living in situations of conflict and crisis.

# The Learning Crisis

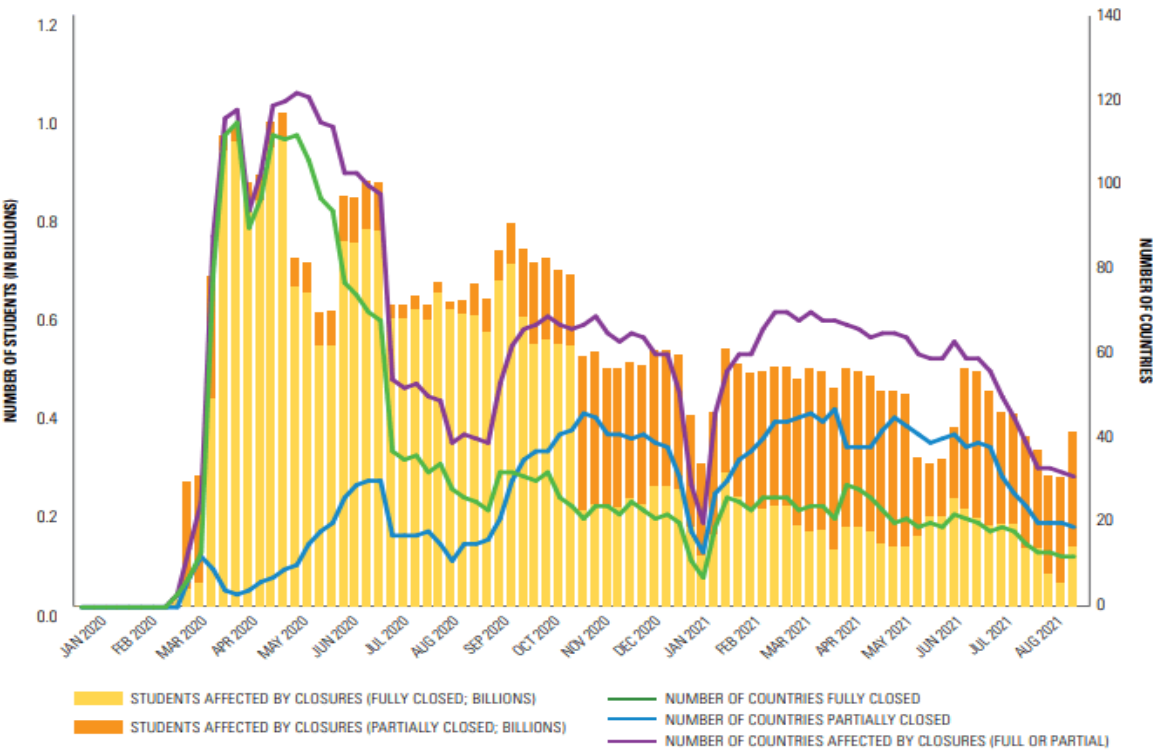
The logo consists of the word "results" in a white, lowercase, sans-serif font, positioned inside a red speech bubble shape that points downwards and to the left.

- More than **90% of the world's children** have had their education disrupted by the pandemic.
- In 2021, **244 million children and young people were out of school.**
- Nearly **370 million children** worldwide were deprived of **in-school meals.**
- The longer vulnerable children are out of school, the less likely they are to return; the World Bank estimates that this generation of students will **lose \$10 trillion** in lifetime earnings because of learning loss.
- These factors have created a **learning crisis.**

# Global Impact



FIGURE 2. Hundreds of millions of students in low- and middle-income countries have been affected by full and partial school closures since the start of the pandemic



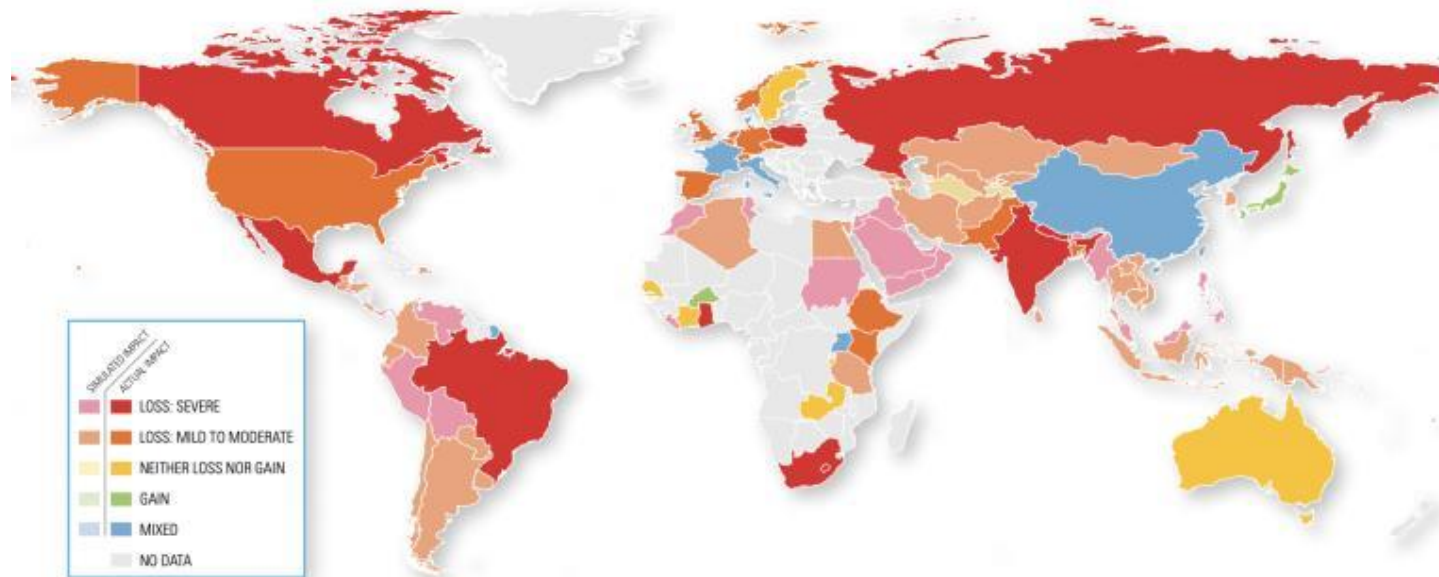
- In low- and middle-income countries, up to **70% of 10-year-olds** are unable to read a simple text (worse than pre-pandemic).
- Around **200 million youth** ages 12-17 are out of school, and 80% of children in low-income countries **lack access to preschool.**

Source: "The State of the Global Education Crisis" by UNESCO, UNICEF, and the World Bank

# Global Impact

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**FIGURE 3.** Impact of school closures on learning result, based on literature as of 28 February 2022



**Source:** Based on 65 studies reporting simulated (lighter shades) and actual observed (darker shades) learning losses/gains, covering a total of 104 countries and territories.

**Note:** Categorization of severity of learning loss is based on the distribution of values ('Severe' = top tercile of distribution). Losses are considered severe if  $\geq 0.30$  decrease in standard deviations,  $\geq 6$  months behind,  $\leq 30$  per cent of in-person equivalent,  $\geq 5$  percentage points decrease in share of students able to do tasks/reaching proficiency,  $\geq 10$  per cent decline in performance,  $\geq 10$  per cent decline in learning-adjusted years of schooling, or  $\geq 50$  per cent decline in instructional loss (average share of the school year lost). Losses are categorized based on the largest reported loss, regardless of age/grade and subject.



# COVID's impact on foundational skills

- An estimated 70% of 10 year olds in lower and middle income contexts experience learning poverty. They are unable to understand a simple text
- Those marginalized by disability, poverty, race, gender and other factors were the least likely to access remote learning opportunities.
- USAID is committed to addressing these gaps in foundational learning to ensure all students have opportunities to progress



*Photo Credit: USAID Liberia*

# USAID's Policy Goals

1. Improving Learning Outcomes
2. Expand access to quality basic education for all, particularly the most marginalized and vulnerable populations



USAID EDUCATION POLICY

November 2018



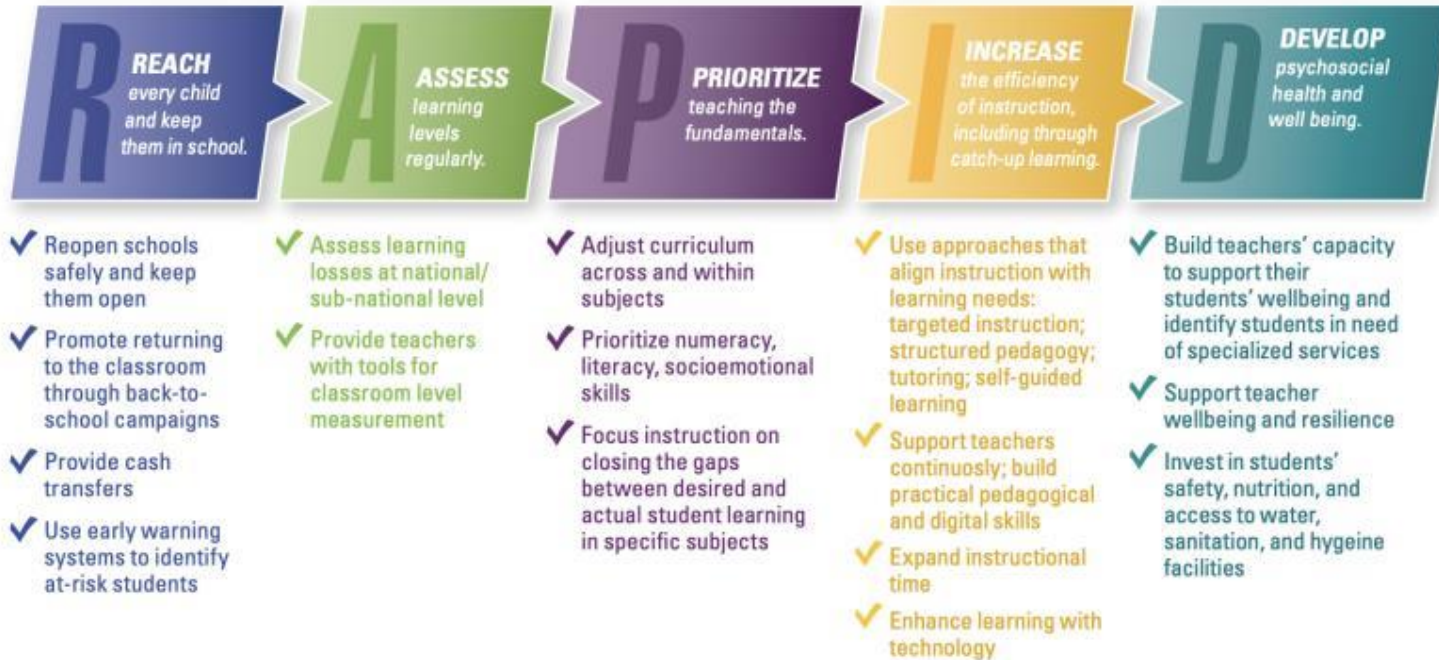
# Addressing the challenges of learning loss

- Implement the **RAPID Framework**.
- Assess learning loss and overall student and teacher wellbeing
- Prioritize inclusive and differentiated instruction
- Give greater attention to the development of social and emotional skills and the overall wellbeing of teachers and students.



# RAPID Framework

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[From learning recovery to education transformation - World Education Blog \(world-education-blog.org\)](https://world-education-blog.org)

## TRANSFORMING EDUCATION SUMMIT: An Opportunity for more Equity and Inclusion in Education Systems

**SDG 4:** 'Ensure **inclusive, equitable** quality education and promote lifelong learning opportunities **for all**'

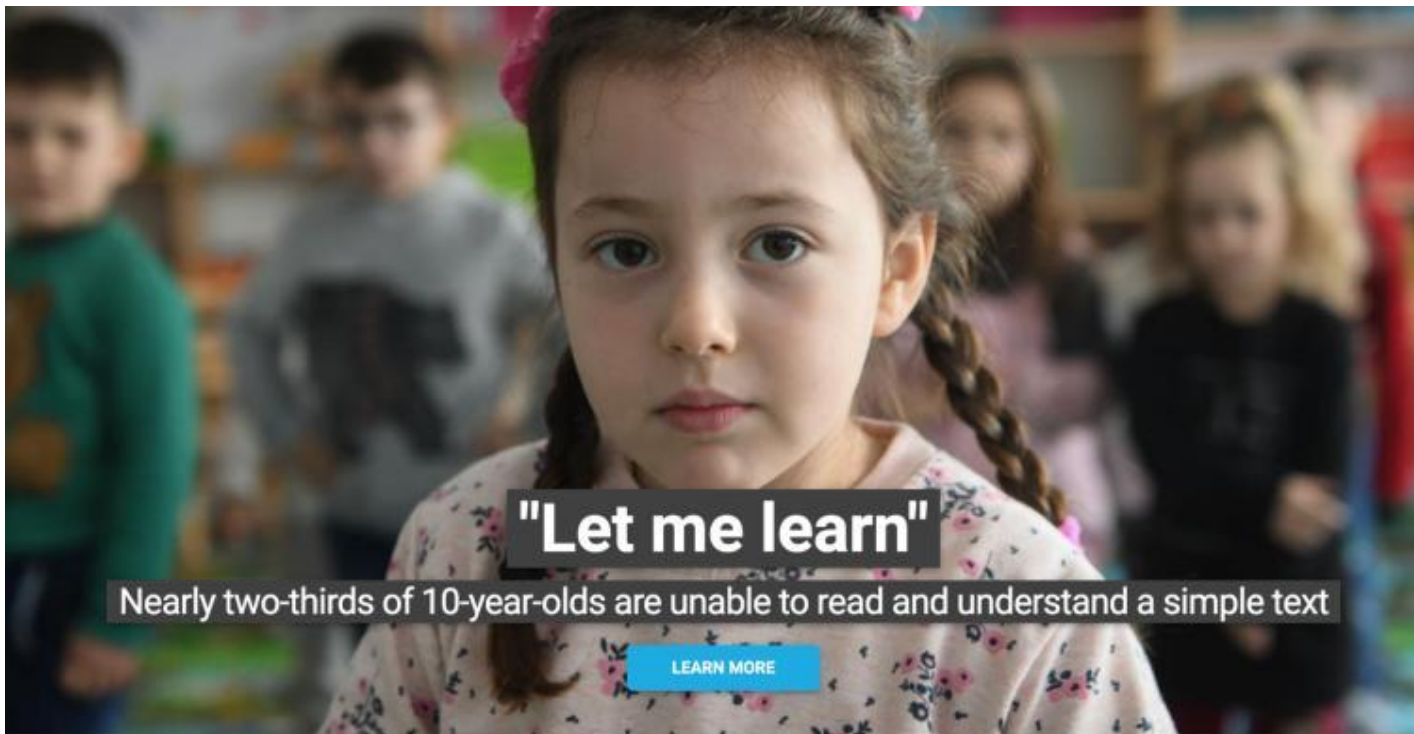
- 240m children with disabilities in the world
- 49% more likely to never have attended school
- In developing countries, 90% of children with disabilities do not attend school
- 42% less likely to have foundational reading and numeracy skills
- 16% less likely to read or be read to at home
- During COVID, 31% of children unable to benefit from digital learning





# "LET ME LEARN" Campaign

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**"Let me learn"**

Nearly two-thirds of 10-year-olds are unable to read and understand a simple text

[LEARN MORE](#)

# “LET ME LEARN” Campaign

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[https://youtu.be/r\\_ee3w5hMqE](https://youtu.be/r_ee3w5hMqE)

# Dr. Jill Biden Addresses World Leaders at TES

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## Commitment to Action on Foundational Learning | UNICEF

- The Commitment to Action (CtA) recognizes that **foundational learning** provides the essential building blocks for all other learning, knowledge and higher-order skills.
- By endorsing the CtA, countries and organizations **commit to taking urgent and decisive action** to reduce by half the global share of children unable to read and understand a simple text by age ten, by 2030.



# READ Act Reauthorization Act (H.R.7240/S.3938)

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- Reauthorizes the 2017 READ Act for an **additional 5 years**.
- Continues and updates the USG comprehensive strategy to **promote basic education** and support students, especially girls.
- Ensures access to basic, quality education for children affected by conflict and other emergencies.
- **Improves coordination** between U.S. agencies, partner countries, and civil society organizations like the Global Partnership for Education (GPE) & Education Cannot Wait (ECW).
- Requires rigorous **monitoring and evaluations** and a yearly report to Congress.

# Current Status

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- Introduced by Sens. Durbin (D-IL) and Rubio (R-FL) in the Senate and Reps. Bass (D-CA) and Smith (R-NJ) in the House
- Passed the House Foreign Affairs Committee already!
- Just recently passed the House!
- Goal: Gain cosponsors in the Senate.

HOUSE					SENATE					Law!
	Introduced	Cosponsors	Committee	Passed		Introduced	Cosponsors	Committee	Passed	
Tuberculosis		2			Tuberculosis		3			
Nutrition		103			Nutrition		20			
Education		48			Education		7			

# Q & A

- What are the issues that are most compelling to you in the area of global education?
- What actions have you taken so far to advocate for children's right to education?
- What additional information or resources do you need to move into action?

# Resources on Global Education

- [U.S. Government Strategy on International Basic Education, Fiscal Years 2019-2023](#)
- UNICEF, UNESCO and the World Bank. [Where are we on Education Recovery?](#)
- UNESCO. [Visualizing Indicators of Education for the World](#). Based on the [Global Education Monitoring Report](#). Consulted 7 Sep 2022.
- World Bank, UNICEF, FCDO, USAID, the Bill & Melinda Gates Foundation, and UNESCO, [The State of Global Learning Poverty: 2022 Update](#)
- UNESCO, [“Reimagining our futures together: a new social contract for education.”](#)
- [GPE Calls on World Leaders to Commit More and Better Financing for Education](#)

# Looking Ahead

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- **Overall goals:** Improve the effectiveness, equity, and impact of U.S. programs for global health and education.
- **PASS THESE BILLS!**
  - **Nutrition:** Need full Senate vote
  - **Education:** Gain cosponsors, full House vote
  - **Tuberculosis:** Gain cosponsors, pass committees

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**@RESULTS\_Tweets**



**/RESULTSEdFund**



**@voices4results**

**[www.results.org](http://www.results.org)**