



1730 Rhode Island Ave. NW
Suite 400
Washington, DC 20036

Phone (202) 783-7100
Fax (202) 783-2818
www.results.org

FY 2014 REQUESTS FOR FOREIGN OPERATIONS SUBCOMMITTEE LEADERSHIP

House

Rep. Kay Granger, Chair
Rep. Nita Lowey, Ranking Member

Senate

Sen. Patrick Leahy, Chair
Sen. Lindsey Graham, Ranking Member

Global Basic Education

FY14 Request: Provide \$125 million for the Global Partnership for Education within Global Basic Education

Global Basic Education and Global Partnership for Education (GPE) Funding History

Fiscal Year	FY10	FY11	FY12	FY13 House	FY13 Senate	FY14 RESULTS' Request
Overall Basic Education	\$925 million	\$925 million	\$800 million	\$800 million	\$800 million	\$925 million
GPE	\$0	\$0	\$20 million	language authorizes funding	language authorizes funding	\$125 million

The Need for Global Education

Around the world, **61 million primary school aged children are still not in school**. And many more children who are in school are failing to acquire even basic reading, writing and numeracy skills. The world has made steady progress toward universal education since 2000, but unless more effective policies are implemented and there is greater international financial support, 72 million children may still be out of school by 2015 — more than in 2008. Millions more will receive a low-quality education and not be able to read, write, and count.

Education is one of the most effective ways to fight poverty and disease, and promote democracy and development. Educated women marry later and have fewer children, and receive better prenatal care when pregnant. Their children have better health and nutrition, and are more likely to succeed in school. ***If all students in low-income countries were to leave primary school with basic reading skills, 171 million people would be lifted out of poverty.***

The Global Partnership for Education

The Global Partnership for Education (GPE) is the only multilateral partnership focused on ensuring all children have access to a quality education. Housed at the World Bank, the GPE is an innovative and effective model, working directly with developing country governments and their partners to develop and fund national education plans. In November 2011, 30 of GPE's developing country partners came forward and pledged to increase their domestic education budgets by \$5 billion over the next three years. There is a strong commitment from these countries, and the need is clear. It is critical that donors do their part to fill the financing gaps.

For every additional \$1 million invested in GPE:

- 74 new classrooms will be constructed;
- 8,000 more children will enter primary school;
- 500,000 textbooks will be distributed; or
- 1,000 teachers will receive a year of training.

Mutual Accountability

GPE's developing country partners commit to:

- Develop and implement sound and sustainable education plans through broad-based consultation;
- Show commitment to education through strong and increased domestic financial support; and
- Demonstrate results on key performance indicators.

In return, donors, multilateral agencies, civil society organizations, private foundations, and the private sector commit to:

- Support national education plans with increased support, including financial support;
- Assist in mobilizing resources and aligning with the priorities of developing country partners; and
- Harmonize aid as much as possible.

Children Affected by Conflict

Over 40 percent of the world's 61 million out-of-school children live in fragile or conflict-affected poor countries. But countries with higher primary schooling and greater gender parity tend to enjoy stronger democracy and democratic political institutions (such as power-sharing and clean elections). To meet this challenge, the GPE will:

- Provide additional financing to conflict-affected countries and improve the predictability of its delivery;
- Reward good performance based on progress against mutually-agreed, context-specific results; and
- Increase technical engagement to support the development of sound education plans and improve coordination in the education sector.

Girls' Education

Of the 61 million out-of-school children, 34 million are girls. Educating girls has a positive impact for themselves, their children, and their communities and economies. For instance, for a girl in a poor country, each additional year of education beyond third or fourth grade will lead to 20 percent higher wages and a 10 percent decrease in the risk of her own children dying of preventable causes.

The GPE has already helped speed progress toward gender parity; 68 percent of girls in GPE countries now finish primary school, compared to 56% in 2002. To continue this progress, the GPE will:

- Increase gender parity and enrolment overall;
- Provide strong incentives, technical and financial support to developing country partners, to include gender strategies in their education plans;
- Support the enrollment of out-of-school girls into primary school; and
- Ensure that girls make the crucial transition from primary to secondary school.

Quality Education

The quality of education in developing countries is unacceptably low. About half of children in the lowest-income countries cannot read anything at all at the end of grade 2; in rich countries this proportion is essentially zero. To improve learning outcomes, the GPE will:

- Ensure adequate time is devoted to reading and numeracy in the early grades;
- Support qualified teachers who are equipped with the right approaches to teach reading and numeracy;
- Provide appropriate reading materials;
- Promote mother-tongue instruction for reading where appropriate; and
- Support education plans that focus on increasing the quality of teaching, along with the percentage and number of qualified teachers.

For additional information, please contact:

Allison Grossman

Senior Legislative Associate

RESULTS

(202) 783-7100 x153 / agrossman@results.org