

## The Basics: Transformative Power of Education

Education is the opportunity every parent wants for their child, and that every child wants for building a brighter future. The right to education for children is not just supported by international law – it is supported by common sense. Education offers children the opportunity for healthier, safer, more prosperous futures. Even just one additional year of school can increase a person's lifetime earnings by 10 percent.<sup>i</sup>



Unfortunately, a staggering 263 million children and youth are out of school around the world,<sup>ii</sup> and tens of millions more can't read a single sentence.<sup>iii</sup> Yet we know the transformational power of education – both on a child and on the world. Out-of-school girls are three times more likely to be infected with HIV than girls who remain in school.<sup>iv</sup> The potential that can be unleashed through education remains hidden for too many children and nations.

Early next year, the world has the opportunity to change course. The Global Partnership for Education (GPE), the only international partnership exclusively dedicated to education in the poorest countries worldwide, makes education a reality for more children by supporting developing countries to build strong education systems. GPE will be gathering donor governments, developing country partners, and philanthropic and private sector donors to pledge funds to fulfill an ambitious three-year plan to support an additional 19 million children complete primary school and 6.6 million children complete lower secondary school.

Now is not the time for the United States to turn its back on the world's children. Leadership from governments like the United States will be critical for GPE to achieve its goals, bringing new hope to a generation of children and youth.

### Who is in school, and who is being left behind?

Education helps bring brighter futures, healthier communities, and increased economic growth for individuals and countries. Governments worldwide have recognized these benefits, and actions by developing countries to abolish school fees, build infrastructure, and train teachers, paired with commitment from donors to support local efforts, have seen incredible results in just 15 years.

Despite these efforts, recent progress has stagnated. Worldwide, a total of 263 million children and youth are not in school – a number that hasn't changed in the past several years. Critical

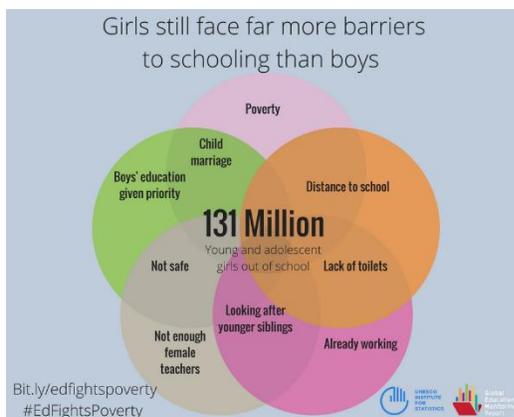
early learning programs like preschool also remain out of reach for most children. In sub-Saharan Africa, only 20 percent of children have access to preschool.

Challenges like the absence of separate bathrooms for girls, early or forced marriage, or too few female teachers mean that girls are still less likely than boys to get an education in most developing countries.

Additionally, children with disabilities are among those most excluded from school, often because of lack of understanding about disabilities and stigma.

263 million children and youth are out of school worldwide, which includes:

- 61 million children of primary school age (6-11 years old)
- 60 million of lower secondary school age (12-14 years old)
- 142 million of upper secondary school age (15-17 years old)



Conflict and protracted crises, such as war, natural disasters, and public health emergencies in many regions around the world have affected the educational opportunities for millions of children. In fact, two thirds of the world's out of school children live in countries affected by fragility and conflict.<sup>v</sup>

Education should not wait until conflict and crises are resolved. It is imperative that these children receive support to access education and learn the skills they need to help rebuild their communities.

Even for kids who do make it into the classroom, millions aren't receiving a quality education. 130 million children are in school, but still failing to learn basic reading, writing, and math skills.<sup>vi</sup> More and better trained teachers, updated curricula, and stronger standards are just a few of the ways to address the learning crisis.

## The Role of the Global Partnership for Education

The Global Partnership for Education is working to change the situation for the poorest and most marginalized children to both access education and ensure they are learning once they make it into a classroom. GPE is the only organization of its kind focused on education in the poorest countries worldwide. As a multilateral organization, GPE receives its funding from many donor countries and allocates it via grants to the poorest countries to help strengthen their education systems.

### What does GPE do and how does it work?

In developing countries, GPE works collaboratively and strategically across key stakeholders in the education sector. GPE convenes these stakeholders – including donor governments,

international institutions like the World Bank, and local civil society organizations, with the developing country government in the lead – to work together to develop high-quality national education plans. These plans identify the most important issues that must be addressed to provide quality education in that country, from teacher recruitment and training to curriculum reform to improved infrastructure like building more schools or bathrooms. By putting its developing country partners at the front and aligning donors and other partners behind them, GPE helps build strong, sustainable education systems that will provide children an education for generations to come.

GPE provides grants to 89 low- and lower-middle income countries to go through this process to strengthen their national education plans. In 67 low-income countries, GPE also provides grants to help fund the implementation of the plans.

GPE is working with its partners to deliver on three strategic, ambitious goals:

1. Improved and equitable learning outcomes so all students finish school with the knowledge and skills they came to school to learn.
2. Increased equity, gender equality, and inclusion for the most marginalized children.
3. More effective and efficient education systems to ensure quality education for the long term.

In addition to country grants, GPE provides support for global and national level initiatives that will lead to more and better outcomes for children. For instance, GPE supports advocacy and social accountability with the goal of increasing political will and improving transparency and accountability at the country level for stronger policies and efficient and effective education spending. GPE also facilitates the sharing of best practices and expertise across the partnership, particularly focused on what works to strengthen equity and learning. Finally, GPE is seeking to leverage its grant money by offering extra funds to countries who secure additional education financing from other sources, resulting in \$3 of external financing for every \$1 of GPE grant funding.

GPE also incentivizes developing country governments to increase their own domestic financing for education. The overwhelming share of investment in education for vulnerable children already comes from governments in developing countries themselves, with donor financing bridging the critical remaining gaps. GPE works with countries to increase the amount they spend, which led to developing country partners pledging an astounding \$26 billion toward their own education systems in 2014.

### **Where does GPE work?**

GPE works in the world's poorest countries. Its eligible countries are home to approximately 870 million children and youth, which represent 78 percent of out of school children and youth.<sup>vii</sup>

Approximately 77 percent of GPE spending is in sub-Saharan Africa, where over half of out of school children live.

GPE also focuses on children affected by conflict or fragility, with 60 percent of funds going to countries where these children live. In fact, 63 percent of child refugees live in GPE partner countries.

### **What has GPE accomplished?**

Since its inception in 2002, GPE has made impressive gains supporting countries to get more children and youth into the classroom, ensuring that they are learning, and improving equity so even the most marginalized children have the opportunity to go to school.

In partner countries, from the period of 2002 to 2014, GPE support has helped achieve:

- 64 million more children in primary school;
- A 10 percent increase in primary school completion rates, with even higher rates for girls;
- 9.3 million fewer girls out of school;
- A 12 percent increase in lower-secondary school completion rates; and
- A 10 percent increase in primary school completion rates in countries affected by conflict or fragility, which means five million more children are finishing primary school.

#### **GPE support in Ghana:**

*“In the last two years, there were so many people dying in this village from cholera and other disease. If you want to be a nurse, you have to study science...when I finish [at university] I will come back to this community and help.”*

*-Ruhainatu, 14 years old, West Mamprusi, Ghana*

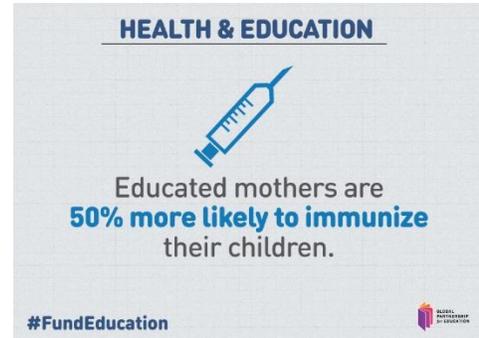
Ghana has received \$95 million in GPE support over the last decade; this helped improve policy and planning, and strengthen school supervision and teacher training. The most recent grant targeted 75 of the most deprived districts helping to institutionalize in-service training and provides small grants to schools to upgrade their facilities and learning materials. Ruhainatu and a million other girls and boys in Ghana have a better opportunity to provide productive employment.

## **Why education matters: Building healthy, prosperous, stable communities**

Achieving access to quality education worldwide is critical to fulfilling global development goals, breaking cycles of poverty, fostering economic prosperity, and promoting global stability:

- **Poverty:** 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.<sup>viii</sup>
- **Health:** An educated mother is 50 percent more likely to have her children vaccinated, and girls in school are three times less likely to be infected with HIV than her peers who are not in school;<sup>ix</sup>

- **Gender Equality:** For each year of school completed, an individual's wages increase an average of 10 percent.<sup>x</sup> This impact is even greater for girls. On average, for a girl in a poor country, each additional year of education beyond fourth grade will lead to 20 percent higher wages.<sup>xi</sup>
- **Economic Opportunity:** Education is a prerequisite for short- and long-term economic growth – no country has achieved continuous and rapid economic growth without at least 40 percent of adults being able to read and write.<sup>xii</sup>
- **Global Stability:** Education offers the hope of a better future for millions of vulnerable and marginalized populations living in dangerous and difficult circumstances, including the poor, people with disabilities, and women and girls. Without an education, children are more vulnerable to the pull of extremist groups, at greater risk of contracting infectious and deadly diseases, and more likely targets for forced labor, trafficking, and child marriage. Research has shown that each additional year of formal schooling for males reduces their risk of becoming involved in conflict by 20 percent.<sup>xiii</sup>



## The Opportunities

### Global Partnership for Education Replenishment

This is a critical moment for global education, and for GPE in particular. On April 20, 2017, GPE launched an ambitious new plan to support its 89 developing country partners improve the quality of and access to education.

But GPE can't do it alone – donors and developing country partners must step up and invest in this plan. In order to raise funds, GPE will gather donor governments, developing country partners, and philanthropic and private sector donors in early 2018 for a pledging conference. There, partners will pledge to replenish GPE's funds for the period of 2018-2020 to help accelerate progress for the world's children.

**GPE is calling on donors to pledge a cumulative \$3.1 billion over three years to fulfill its goals.** With this level of funding from donors, GPE can support:

- an additional 19 million children completing primary school;
- an additional 6.6 million children completing lower secondary school;
- training 1.7 million teachers;
- building 23,800 classrooms; and
- distributing 204 million textbooks.

In addition to donors, GPE is also urging developing country governments to allocate 20 percent of government expenditure to education to philanthropic and private sector donors to increase their contributions.

**U.S. leadership will be critical for a successful GPE replenishment.** Since first contributing to GPE in fiscal year 2012, the U.S. government has made increasing annual investments in GPE, helping drive its accomplishments. The opportunity this year calls for leadership from elected officials – especially members of Congress. It is imperative that Senators and Representatives voice strong support for increased U.S. government contributions to GPE in the months leading up to the replenishment conference.

## Fiscal Year 2018 Appropriations

This spring, all members of Congress had the opportunity to weigh in to leadership of the congressional committee that makes funding decisions for the critical antipoverty programs in the international affairs account. RESULTS advocated from January to June to urge both House and Senate members to weigh in through submitting personal requests to in writing and by speaking personally to the Chairs and Ranking Members of the State and Foreign Operations subcommittee of Appropriations. You can read more on our [appropriations webpage](#) or on the [updated blog](#) following actions to these leaders that oversee foreign aid funding.

Members of Congress that are part of the select group known as the State and Foreign Operations Subcommittee of Appropriations on either the [Senate](#) or the [House of Representatives](#) are particularly important in fighting the proposed funding cuts from the administration to foreign aid. This fiscal year 2018 (FY18), RESULTS supports funding in the State and Foreign Operations Appropriations bill for Development Assistance to Basic Education, which includes the Global Partnership for Education.

Fiscal Year	FY13	FY14	FY15	FY16	FY17	President's FY18 Request	RESULTS' FY18 Request
<b>Global Partnership for Education</b>	\$20 million	\$40 million	\$45 million	\$70 million	\$75 million	unknown	\$125 million
<b>Basic Education</b>	\$767 million	\$800 million	\$800 million	\$800 million	\$800 million	\$378 million	\$925 million

## The Stories

### Inspiring Stories

- [Helping Moldova's Kids Learn and Grow](#)  
In Moldova, where many preschools have been closed, the Global Partnership for Education is helping the government restore and reopen early childhood development centers for the poorest children.
- [All Girls Deserve Education Beyond Primary](#)

Malala Yousafzai, Nobel laureate and education activist from Pakistan, talks about the young women who inspire her.

- [How Zanzibar Includes Children with Disabilities in its Classrooms](#)  
Kisiwandui Primary School in Zanzibar is embracing inclusion. It welcomes 50 students with various forms of disabilities, both learning and physical.

## Inspiring Videos

- [Former Australian Prime Minister and Chair of the GPE Board of Directors Announces GPE's Replenishment](#)  
A succinct, informative video explaining what GPE hopes to accomplish by raising \$3.1 billion from donors for 2018 – 2020.
- [Rihanna Travels to Malawi with the Global Partnership for Education](#)  
As GPE's Global Ambassador, pop star Rihanna traveled with GPE Board Chair Julia Gillard to Malawi in early 2017 to see the state of education and the role of GPE firsthand.
- [In Chad, making quality education a reality for a million children](#)  
In Chad, access to quality education remains a significant challenge. The Global Partnership for Education together with UNICEF and other partners are supporting the government of Chad to strengthen education for almost a million children.
- [Meet Ami. She wants to be a pilot.](#)  
Ami tells the story of what she wants to do when she grows up, and the role that governments like the U.S. can play to make it happen.
- [Just Bring a Chair](#)  
In Jordan, where the Syrian crisis has led to hundreds of thousands of additional people taxing already overburdened schools, hospitals and social services, some people still find reasons to open their arms and make it work. Ms. Maha is one of those people.

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<sup>i</sup> *Global Education Monitoring Report 2016: Education for People and Planet: Creating sustainable futures for all* (Paris: UNESCO, 2016).

<sup>ii</sup> "263 Million Children and Youth are Out of School," *UNESCO*, July 15, 2016, <http://uis.unesco.org/en/news/263-million-children-and-youth-are-out-school>.

<sup>iii</sup> *Education for All Global Monitoring Report 2013/4: Teaching and Learning: Achieving quality for all* (Paris: UNESCO, 2014).

<sup>iv</sup> Karen Ann Grépin and Prashant Bharadwaj, "Secondary Education and HIV infection in Botswana," *The Lancet Global Health* 3, no. 8 (2015): e428-e429.

<sup>v</sup> *GPE Case for Investment: Fund Education: Shape the Future* (Washington, DC: GPE, 2017).

<sup>vi</sup> *Education for All Global Monitoring Report 2013/4: Teaching and Learning: Achieving quality for all* (Paris: UNESCO, 2014).

<sup>vii</sup> All statistics in this section: *GPE Case for Investment: Fund Education: Shape the Future* (Washington, DC: GPE, 2017).

<sup>viii</sup> *Education for All Global Monitoring Report: Education Counts: Towards the Millennium Development Goals* (Paris: UNESCO, 2011).

<sup>ix</sup> *GPE Case for Investment: Fund Education: Shape the Future* (Washington, DC: GPE, 2017).

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- <sup>xi</sup> Barbara Herz and Gene Sperling, *What Works in Girls' Education* (New York: Council on Foreign Relations, 2004)
- <sup>xii</sup> *Education and the Developing World* (Washington, DC: Center for Global Development, 2004)
- <sup>xiii</sup> Paul Collier, "Doing Well out of War: An Economic Perspective," in *Greed and Grievance: Economic Agendas in Civil Wars*, ed. Mats Berdal and David M. Malone (Boulder: Lynne Rienner, 2000)