



# GREATER IMPACT THROUGH PARTNERSHIP

8 reasons to invest in the  
Global Partnership for Education  
now more than ever

**RESULTS**  
the power to end poverty

# SUMMARY

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On June 26<sup>th</sup>, 2014, leaders from around the world will convene at the Global Partnership for Education (GPE) Pledging Conference to decide the future of education for children in the most poverty-stricken and conflict-affected countries on the planet. This brief explores why now, more than ever, donors and development actors must ambitiously support GPE's work over the 2015-2018 period.



**REASON #1:**  
**WE CANNOT END POVERTY WITHOUT INVESTING IN EDUCATION.**

*Education is intrinsically related to other poverty alleviation aspects, such as maternal and child health, gender equality, economic development, national security, and democracy.*



**REASON #2:**  
**THE GLOBAL PARTNERSHIP FOR EDUCATION REACHES THOSE IN THE GREATEST NEED — ESPECIALLY THOSE IN FRAGILE CONTEXTS AND HUMANITARIAN EMERGENCIES.**

*Nearly three-quarters of the world's 57 million primary-school-age children who are out of school live in GPE developing country partners. GPE provides a higher proportion of its support to conflict-affected and fragile states than other major donors.*



**REASON #3:**  
**THE GLOBAL PARTNERSHIP FOR EDUCATION COMPLEMENTS BILATERAL EFFORTS IN GLOBAL EDUCATION.**

*GPE's strategic goals help Australia, Canada, the UK, and the US meet their own bilateral objectives in global education. Support to the Global Partnership for Education extends the reach of other foreign assistance both programmatically and geographically.*



**REASON #4:**  
**THE GLOBAL PARTNERSHIP FOR EDUCATION MOBILIZES DEVELOPING COUNTRY RESOURCES TOWARDS THEIR OWN EDUCATION SYSTEMS.**

*Public expenditure on education among GPE developing country partners is growing at a faster rate than that of developing countries that are not members of the Global Partnership.*



**REASON #5:**  
**THE GLOBAL PARTNERSHIP FOR EDUCATION GETS RESULTS.**

*GPE developing country partners are demonstrating greater gains in areas such as enrollment, completion, and gender parity than developing countries that are not members of the Global Partnership.*



### REASON #6:

#### THE GLOBAL PARTNERSHIP FOR EDUCATION IS TAKING INNOVATIVE STEPS TO FURTHER ENHANCE PERFORMANCE.

*The Global Partnership for Education has been repeatedly cited as a model to replicate, has scored high on multilateral assessments, and is advancing innovations to drive even greater performance.*



### REASON #7:

#### GLOBAL SUPPORT TO BASIC EDUCATION IS DRASTICALLY DECLINING.

*Total aid disbursements for basic education across all donors have dropped for three years in a row, resulting in a 16 percent reduction — and rolling basic education aid levels back to where they were in 2008. Basic education aid actually available to GPE developing country partners was cut by 23 percent from 2009 to 2012.*



### REASON #8:

#### DEMAND FOR GPE SUPPORT IS ON THE RISE.

*With the proven effectiveness of GPE's approach, the increase in the number of its eligible development country partners, and the current decline in other sources of education aid, demand for GPE support is rising and outstripping what donors have previously provided. The ambition of donors must equally match that of developing country governments.*

The Global Partnership for Education has set a 2015-2018 replenishment target of **US\$3.5 billion** for the GPE Fund. RESULTS calls on the governments of all four of its Education for All campaign affiliate countries to play their fullest part in ensuring that this target is met and that the education progress it promises is achieved.



#### **Australia**

We call on the **Australian Government** to make a **four-year pledge of AUD\$500 million** (US\$450 million) to the GPE Fund and maintain its status as a lead supporter of the Global Partnership for Education.



#### **Canada**

We call on the **Canadian Government** to make a **four-year pledge of at least CAD\$120 million** (US\$110 million) to the GPE Fund and provide multilateral support to education equal to that which it demonstrates in other arenas.



#### **United Kingdom**

We call on the **UK Government** to make an **early four-year pledge of up to £525 million** (US\$875 million) to the GPE Fund, committing to provide 25 percent of total contributions if other donors join the UK in ensuring that the Global Partnership for Education meets its replenishment target of US\$3.5 billion.



#### **United States**

We call on the **US Government** to make a **two-year pledge of US\$250 million** to the GPE Fund and demonstrate its leadership in global education not just bilaterally but multilaterally.



## THE GLOBAL PARTNERSHIP FOR EDUCATION

Established in 2002, the Global Partnership for Education (GPE) is the world's only multilateral partnership exclusively devoted to improving the provision of quality basic education. GPE brings together governments, multilateral agencies, international organizations, foundations, the private sector, and civil society to mobilize technical and financial resources towards the areas in the greatest need. The Global Partnership for Education has grown from 7 developing country partners in 2002 to **59** in 2014.

Through a system-strengthening approach that builds government capacity to deliver education services, the Global Partnership for Education is developing education systems in fragile and conflict-affected states, promoting girls' education, increasing basic numeracy and literacy skills, and improving teacher effectiveness. GPE's primary mechanism for providing this support is the GPE

Fund, through which the Global Partnership for Education has committed nearly US\$3.7 billion in support to basic education, making it the **4<sup>th</sup> largest** donor to low- and lower-middle income countries in the sector.

At the United Nations General Assembly in September 2013, GPE's CEO Alice Albright launched a campaign to replenish the GPE Fund so that it may continue to assist developing country partners in improving the quality of their education systems over the 2015-2018 period. The peak moment of the campaign will take place on June 26<sup>th</sup>, 2014, in Brussels, Belgium. Here, global leaders will make commitments that will largely determine the capacity of the GPE Fund and, with it, the futures of millions of children in some of the world's most impoverished and fragile nations.



## THE GPE PLEDGING CONFERENCE: A TURNING POINT FOR GLOBAL EDUCATION

The GPE Pledging Conference could not have come at a more critical time for global education. While the Millennium Development Goals have driven substantial progress in education since 2000, this progress has been narrowly oriented towards getting children into school, resulting in a dangerous international perception that the development of basic education no longer needs to be a priority. This perception masks grave realities.

The combination of a global misconception of a job done, declining aid to basic education, millions of children still out of school, and hundreds of millions of children in school but not learning has created a "perfect storm" in which the international community may stand idly by as the world's poorest countries fail to realize education's transformative powers in economic development and nation-building.

This global moment is even more critical as it comes at the dawn of the post-2015 development agenda. As world leaders turn their attention to agreeing on the post-2015 development goals that will follow the Millennium Development Goals, there is growing

popular consensus that education must be central to the new framework. In the United Nations' MY World global survey — with responses from nearly 1.5 million people in 194 countries at the time of writing — **"A good education"** is ranked as the world's **#1** priority for the post-2015 development agenda.<sup>1</sup> The UN High-Level Panel of Eminent Persons has also called for an ambitious goal to "Provide quality education and lifelong learning," with comprehensive targets for pre-primary, primary, secondary, technical, and vocational education.<sup>2</sup>

Yet these ambitions will be far out of reach without a step-change in financing for education and a global commitment to support developing country partners to achieve these goals. The GPE Pledging Conference arrives at a pivotal moment in which donor governments and development actors must recommit themselves to strengthening education systems so as to protect the progress that has been made, prevent threatening trends from going unchecked, and ensure a quality basic education for all children in a post-2015 world.



## REALITIES IN EDUCATION

- Globally, **1 out of 10** children still cannot go to school.
- In Africa, the number of out-of-school children are on the rise, and **1 out of 4** girls are not receiving a basic education.
- Worldwide, nearly **40 percent** of children of primary school age (250 million) either do not reach grade 4 or, if they do, fail to attain even minimum learning standards.
- Even with four years in school, **1 out of 4** young people in low- and lower-middle income countries cannot read a sentence.
- In a third of the countries analyzed by UNESCO's latest Education for All Global Monitoring Report, less than **75 percent** of primary school teachers are trained.
- Globally, **1.6 million** additional teachers are required to achieve universal primary education by 2015, and **5.1 million** more are needed to achieve universal lower secondary education by 2030.
- By 2015, only **56 percent** of countries are likely to achieve universal primary education.
- The poorest girls in sub-Saharan Africa won't complete lower secondary school until the **22<sup>nd</sup> century**.<sup>3</sup>



## REASON #1:

# WE CANNOT END POVERTY WITHOUT INVESTING IN EDUCATION.

### *The multiplier effect of education*

Education is a human right and is absolutely fundamental to ending poverty. A good education empowers individuals, contributes to greater economic growth, produces healthier populations, and builds more stable, equitable societies. Education is widely recognized as one of the most effective development interventions. If the world does not invest in education, development and progress will be impossible.

### *Maternal and child health*

A child born to an educated mother is more than **twice as likely** to survive to the age of five. As women's education levels increase, immunization rates go up, preventable child deaths go down, and nutrition improves.<sup>4</sup>

### *Gender equality*

Education increases self-confidence and decision-making power for girls, as well as their economic potential. On average, for a girl in a

poor country, each additional year of education beyond third or fourth grade will lead to **20 percent** higher wages.<sup>5</sup>

### *Economic development*

Education is a prerequisite for economic growth: no country has achieved continuous and rapid growth without at least 40 percent of adults being able to read and write.<sup>6</sup> Every US\$1 invested in a person's education yields **US\$10-15** in economic benefit over that person's working lifetime.<sup>7</sup>

### *Security and democracy*

People of voting age with a primary education are **1.5 times** more likely to support democracy than people with no education.<sup>8</sup> Countries with higher primary schooling rates and a smaller gap between rates of boys' and girls' schooling tend to enjoy greater democracy and stability.<sup>9</sup>

Without investing in education, the poorest countries and the poorest people will be left far behind.

## LINKING EDUCATION AND NUTRITION

With the Government of **Lao People's Democratic Republic** (PDR) having identified the importance of education, food security, and health in breaking the cycle of intergenerational poverty, a GPE grant of US\$30 million went towards an innovative School Meals Program that combined local food production, community trainings, and school interventions in health, sanitation, and hygiene. The program was piloted by the Ministry of Education and Sports in 66 schools in 2012, with plans to expand it to nine districts in five provinces.<sup>10</sup>





## REASON #2:

THE GLOBAL PARTNERSHIP FOR EDUCATION REACHES THOSE IN THE GREATEST NEED — ESPECIALLY THOSE IN FRAGILE CONTEXTS AND HUMANITARIAN EMERGENCIES.

### **Out-of-school children**

Nearly **three-quarters** of the world's 57 million primary-school-age children who are out of school live in GPE developing country partners. Of the 250 million children estimated by UNESCO to either not be reaching grade 4 or reaching grade 4 without mastering minimum levels of learning, 100 million (**40 percent**) of them are in GPE developing country partners.<sup>11</sup>

### **Conflict-affected and fragile states**

Moreover, the Global Partnership for Education prioritizes getting assistance to the most marginalized children, including girls, children with disabilities, and children in conflict-affected and fragile states (CAFS). GPE developing country partners are home to

**85 percent** of the world's out-of-school children living in conflict or fragile conditions.<sup>12</sup>

The Global Partnership for Education successfully reaches such populations by capitalizing on its partners' strengths. In fragile contexts of very limited capacity or no recognized government, the Partnership engages bilateral or multilateral agencies that are best adapted to manage the implementation of GPE grants in those conditions. While having already developed a new operational framework to even further improve its effectiveness in these environments, the Global Partnership for Education is currently drafting a policy framework specific to humanitarian and complex emergency contexts to enable it to accelerate support in emergency and early recovery situations.

## ESTABLISHING EDUCATION PLANS IN CONFLICT-AFFECTED ENVIRONMENTS

Following a series of conflicts that reduced public financing for education and increased school fees in the **Democratic Republic of Congo**, GPE mobilized the creation of the country's first ever education sector plan. Supported in part by a US\$100 million grant from GPE, DRC's 2012-2014 Interim Education Plan is abolishing school fees, making education free for all Congolese children.

Confronted with ongoing conflict, piracy, and cyclical famine since the outbreak of civil war in 1991, **Somalia** turned to GPE, whose interventions helped establish education sector plans in the country for the first time ever. Two GPE grants totaling US\$370,000 enabled the Government of Somalia to organize consultations in three regions. GPE is now supporting the 2012-2016 Puntland Education Sector Strategic Plan with US\$2.1 million and the 2012-2016 Somaliland Education Sector Strategic Plan with US\$4.2 million, while reviewing a US\$8.2 million grant to fund the 2013-2016 South Central Zone Interim Education Sector Strategic Plan.





GPE's prioritization of conflict-affected and fragile states is not only reflected by its geographic coverage but also by the level of its own investments. Despite the high proportion of out-of-school children living in conflict-affected and fragile countries, only **1.4 percent** of global humanitarian assistance was allocated to education in 2012, making GPE's targeted support to education in emergencies even more critical.<sup>13</sup>

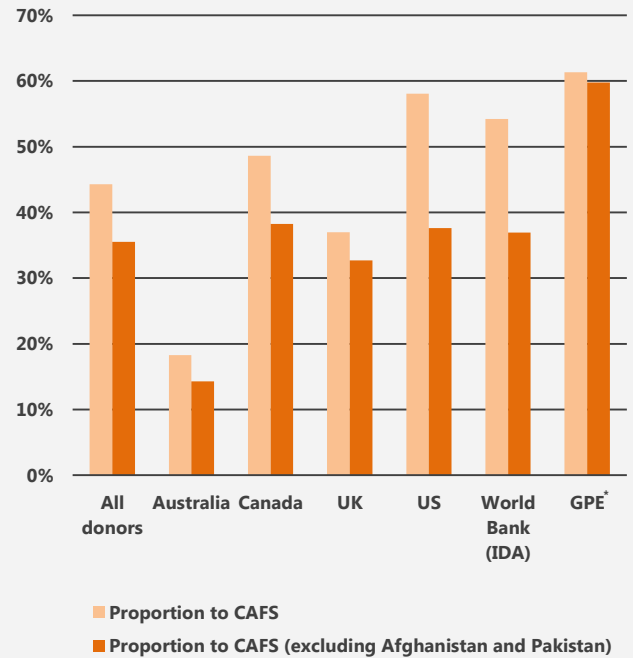
### Responding to crisis

Since its establishment, the Global Partnership for Education has committed **61 percent** of its funds to conflict-affected and fragile states (CAFS) — higher than the donor average, the World Bank, and the governments of RESULTS' Education for All campaign affiliate countries (Australia, Canada, the UK, and the US).

Unlike many other donors, GPE's support to conflict-affected and fragile states extends much further than Afghanistan and Pakistan. While the level of donor support to CAFS largely drops when Afghanistan and Pakistan are removed (that of the US drops from 58 percent to 38 percent), the proportion of GPE funds remains high (60 percent).

GPE's focus on conflict-affected and fragile states also highlights its attention to the Africa region, which currently consists of more countries in conflict than any other region on the planet. Twenty-four of the 29 CAFS served by the Global Partnership for Education are in Africa (the others being Afghanistan, Haiti, Nepal, Timor-Leste, and Yemen).

**Proportion of Basic Education Commitments to Conflict-affected and Fragile States, by Donor, 2000-2012**



\* Includes 2013 data.

Source: OECD CRS (using UNESCO definition of "basic education") and GPE Status of Program Implementation Grants

## REBUILDING EDUCATION SYSTEMS

After decades of war, a lack of service delivery mechanisms, no national curriculum, a large illiterate population, millions of children out of school, and uncoordinated support to education, GPE helped **Afghanistan** bring stakeholders together into a Local Education Group and develop its 2011-2013 Interim Education Sector Plan. GPE's US\$55.7 million grant to Afghanistan focuses on equitable access to a quality education, especially among girls, the recruitment and training of female teachers, and providing community-based schooling using the government's curriculum in 40 districts in 13 provinces.



## REASON #3:

# THE GLOBAL PARTNERSHIP FOR EDUCATION COMPLEMENTS BILATERAL EFFORTS IN GLOBAL EDUCATION.

### **Bilateral alignment**

The Global Partnership for Education's strategic goals include:

**Access for All:** All children have access to a safe, adequately equipped space to receive an education with a skilled teacher.

**Learning for All:** All children master basic literacy and numeracy skills by the early grades.

**Reaching Every Child:** Resources are focused on the most marginalized children and those in fragile and conflict-affected states.

**Building for the Future:** National systems have the capacity and integrity to deliver, support, and assess quality education for all.<sup>14</sup>

The Global Partnership has operationalized these goals into five strategic objectives in the areas of (1) **supporting education in fragile and conflict-affected states**, (2) **promoting girls' education**, (3) **increasing basic numeracy and literacy skills**, (4) **improving teacher effectiveness**, and (5) **expanding aligned**

**funding and support for education.** With these strategic priorities, the Global Partnership provides support that brings Australia, Canada, the UK, and the US closer to achieving their own goals and objectives in the education sector.

This alignment has been noted to support national interests as a whole and has been highlighted by the UK and Australia. For example, Australia's Department of Foreign Affairs and Trade (DFAT) rated the Global Partnership for Education as "very strong" in "alignment with Australia's aid priorities and national interests" in its 2012 assessment of the organization.<sup>15</sup>

### **Holistic approach**

GPE's comparative advantage also helps Australia, Canada, the UK, and the US meet their own development objectives writ large. GPE's unique system-strengthening approach to education development brings together partners at the country level to develop and implement national education plans, a process which harmonizes education aid, increases oversight, and builds government capacity to responsibly deliver public services. This holistic approach to development, as opposed to project aid implemented outside of government systems, leads to country-owned education programming and lasting change.

### **PROMOTING NATIONAL INTERESTS**

*In 2011, GPE developed three new strategic directions that align closely with three of Australia's priorities: girls' education; fragile states; and quality and learning outcomes.*

...

*GPE has been responsive to key issues raised by Australia, including ensuring that Small Island Developing States are eligible for grants. This has had a positive impact on countries of significant strategic and national security interest to Australia including East Timor, Pacific Island countries and Papua New Guinea.*

— AusAid (now DFAT),  
Australian Multilateral Assessment





## HELPING MEET BILATERAL EDUCATION OBJECTIVES

**Australia:** GPE's strategic goals of Access for All, Learning for All, and Building for the Future directly align with the three pillars of the Australian Department of Foreign Affairs and Trade's education thematic strategy:

- *Pillar 1: Improving access to basic education opportunities for all.*
- *Pillar 2: Improving learning outcomes for children and youth.*
- *Pillar 3: Driving development through better governance and service delivery.*<sup>16</sup>

**Canada:** GPE's current strategic objectives of (2) promoting girls' education and (4) improving teacher effectiveness support the basic education priorities of the Canadian Department of Foreign Affairs, Trade and Development's Children and Youth Strategy:

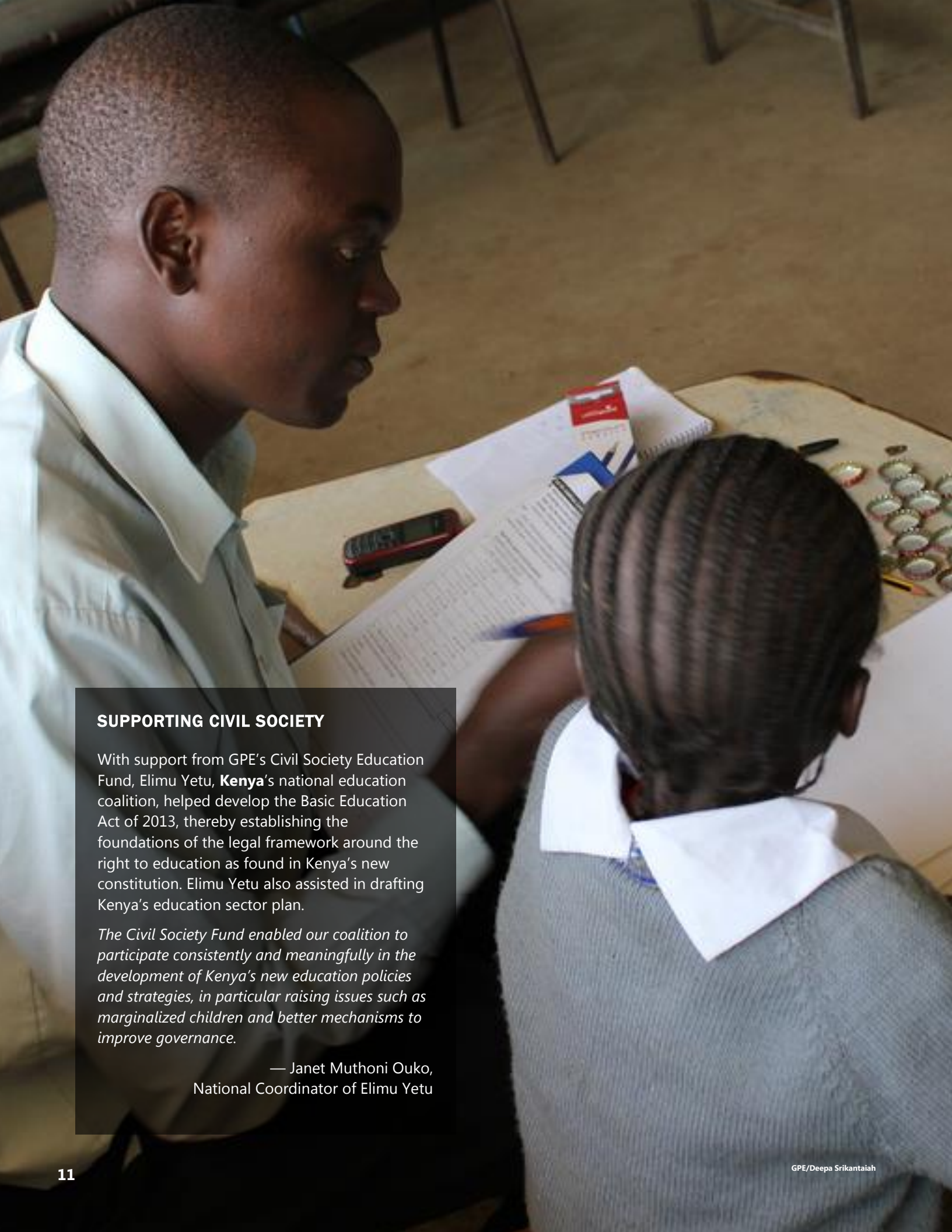
- *Improve access to basic education, particularly for girls.*
- *Improve the quality of education and promote learning achievement, with special focus on teachers and teacher training, relevant curricula, and quality teaching/learning materials.*<sup>17</sup>

**United Kingdom:** GPE's strategic objectives of (1) supporting education in fragile and conflict-affected states, (2) promoting girls' education, and (3) increasing basic numeracy and literacy skills reinforce the UK Government's core priorities as laid out in DFID's most recent position paper on education:

- *To improve learning.*
- *To reach all children, especially those in fragile states.*
- *To keep girls in school, helping the most marginalised girls stay in school and learning for longer.*<sup>18</sup>

**United States:** GPE's objectives of (1) supporting education in fragile and conflict-affected states and (3) increasing basic numeracy and literacy skills directly support Goal One and Goal Three of the USAID Education Strategy:

- *Goal One: Improved reading skills for 100 million children in primary grades by 2015.*
- *Goal Three: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.*<sup>19</sup>



## SUPPORTING CIVIL SOCIETY

With support from GPE's Civil Society Education Fund, Elimu Yetu, **Kenya's** national education coalition, helped develop the Basic Education Act of 2013, thereby establishing the foundations of the legal framework around the right to education as found in Kenya's new constitution. Elimu Yetu also assisted in drafting Kenya's education sector plan.

*The Civil Society Fund enabled our coalition to participate consistently and meaningfully in the development of Kenya's new education policies and strategies, in particular raising issues such as marginalized children and better mechanisms to improve governance.*

— Janet Muthoni Ouko,  
National Coordinator of Elimu Yetu

Not only is such an approach more effective, but it helps existing bilateral efforts. As many bilateral agencies desire to move away from projectized aid towards government-to-government assistance, the Global Partnership for Education is in effect building the environments that bilateral donors are seeking: functioning national systems capable of direct partnership and service delivery.

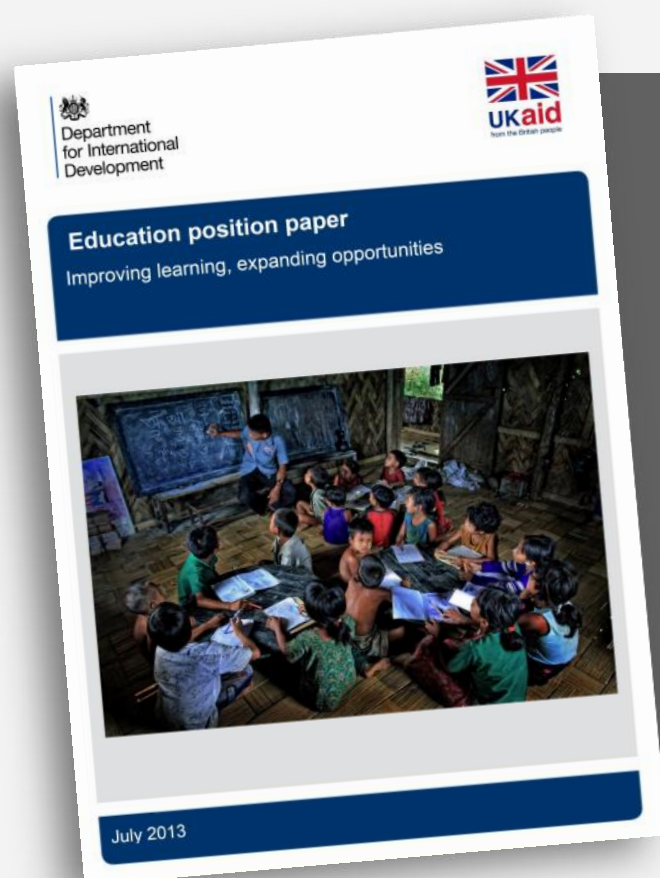
### Extending reach

As donors like Australia, Canada, the UK, and the US concentrate bilateral assistance towards select areas and outcomes, GPE's country-led systems approach can address additional education issues that bilateral programming may not be targeting. For example, as the United States Agency for International Development (USAID) Education Strategy focuses on early grade reading and access to school in conflict-affected and fragile states, the US contribution to the Global Partnership for Education allows the US to nevertheless support early childhood education programs in Moldova and inclusive education initiatives in Cambodia. Meanwhile, the UK Department for International Development (DFID) is collaborating closely with the Global Partnership for Education as a way to enhance its own focus on inclusive education for children with disabilities.<sup>20</sup>

The Global Partnership for Education also extends the reach of taxpayer money and bilateral assistance by enabling Australia, Canada, the UK, and the US to support education plans and programs in countries where they themselves have not established education projects. For example, DFID notes that by 2015, it and the Global Partnership for Education will be supporting nine of the 12 countries with the world's highest populations of out-of-school children. Of these, DFID will be reaching four of them (Cote d'Ivoire, Burkina Faso, Niger, and Mali) strictly through the Global Partnership for Education.<sup>21</sup>

### Building civil society

Through a designated fund called the Civil Society Education Fund (CSEF), the Global Partnership for Education is also building the capacity of national civil society education coalitions across **45** countries to more fully engage education sector programs, strengthen the implementation of national education plans, and perform the public oversight roles necessary for ensuring greater government accountability and improved service delivery. Greater support to the Global Partnership will facilitate the growth of not only developing country government systems as described above but also the robust civil society organizations that bilateral agencies are seeking to have as partners in development programs.



## EXTENDING THE REACH OF FOREIGN ASSISTANCE

Supporting GPE helps meet DFID's education objectives in several ways by:

- enabling DFID to support countries otherwise not reached.
- supporting DFID priorities, including a focus on learning outcomes, girls' education, and working in fragile states.
- playing a global role in advocating for education, coordinating partners, and collating and disseminating knowledge and evidence.

...

By 2015, GPE and DFID will be supporting nine of the twelve countries in the world with the largest numbers of out-of-school children. Of these, DFID will be relying on GPE to reach four of them (Cote d'Ivoire, Burkina Faso, Niger, and Mali).

— DFID, *Education Position Paper: Improving Learning, Expanding Opportunities*



## REASON #4:

# THE GLOBAL PARTNERSHIP FOR EDUCATION MOBILIZES DEVELOPING COUNTRY RESOURCES TOWARDS THEIR OWN EDUCATION SYSTEMS.

### Rallying national commitment

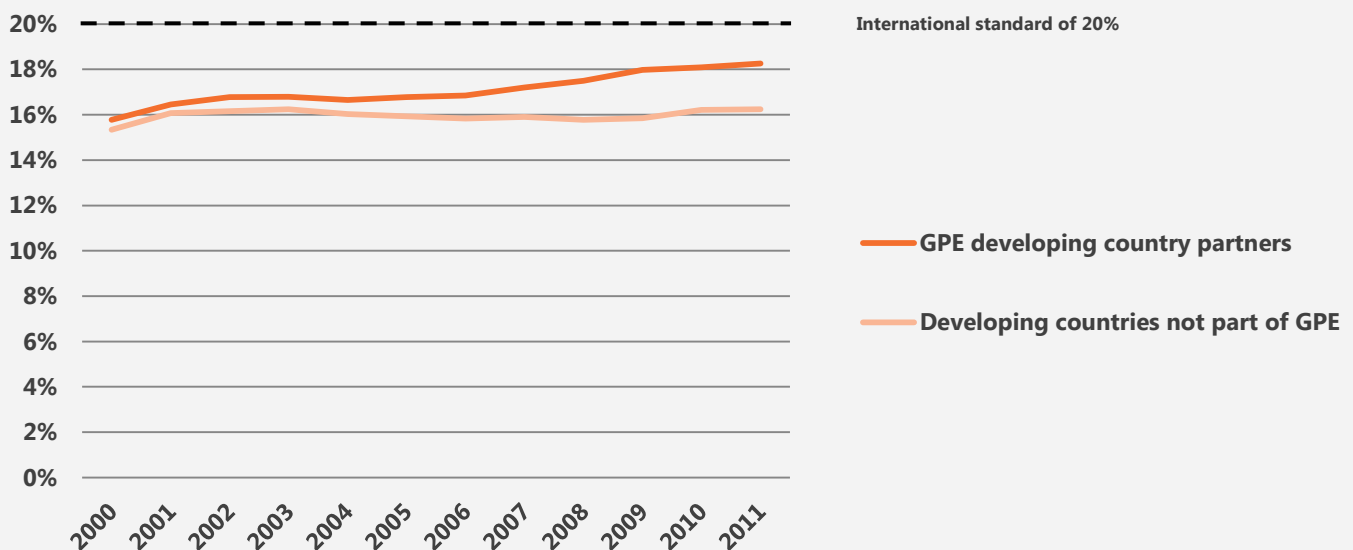
The Global Partnership for Education's strategic means of engagement yields not only more highly coordinated education aid but also expanded investment in the sector by developing country partner governments themselves. Public expenditure on education is a factor in country eligibility to join the Partnership, and increased domestic financing for education is not merely a byproduct of GPE's approach but is one of its five strategic objectives, as mentioned above. This critical but unique aspect of the Global Partnership brings developing countries closer to aid independence and responsible delivery of public services.

Public expenditure on education in GPE developing country partners has grown from 3.9 percent of GDP in 2000 to **4.8 percent**

in 2011. At the same time, public spending on education as a part of total government expenditure in these countries has increased from 15.8 percent in 2000 to **18.2 percent** in 2011, nearing ever closer to the 20 percent international standard for education spending.

GPE's ability to mobilize domestic resources toward education is even more evident when comparing education expenditure in developing countries that are not members of the Global Partnership. While GPE developing country partners increased investments of their own domestic resources in education by **15 percent** between 2000 and 2011, developing countries that are not in the Global Partnership increased public spending on education by only 6 percent over the same period.

Public Expenditure on Education as a Percentage of Total Government Expenditure



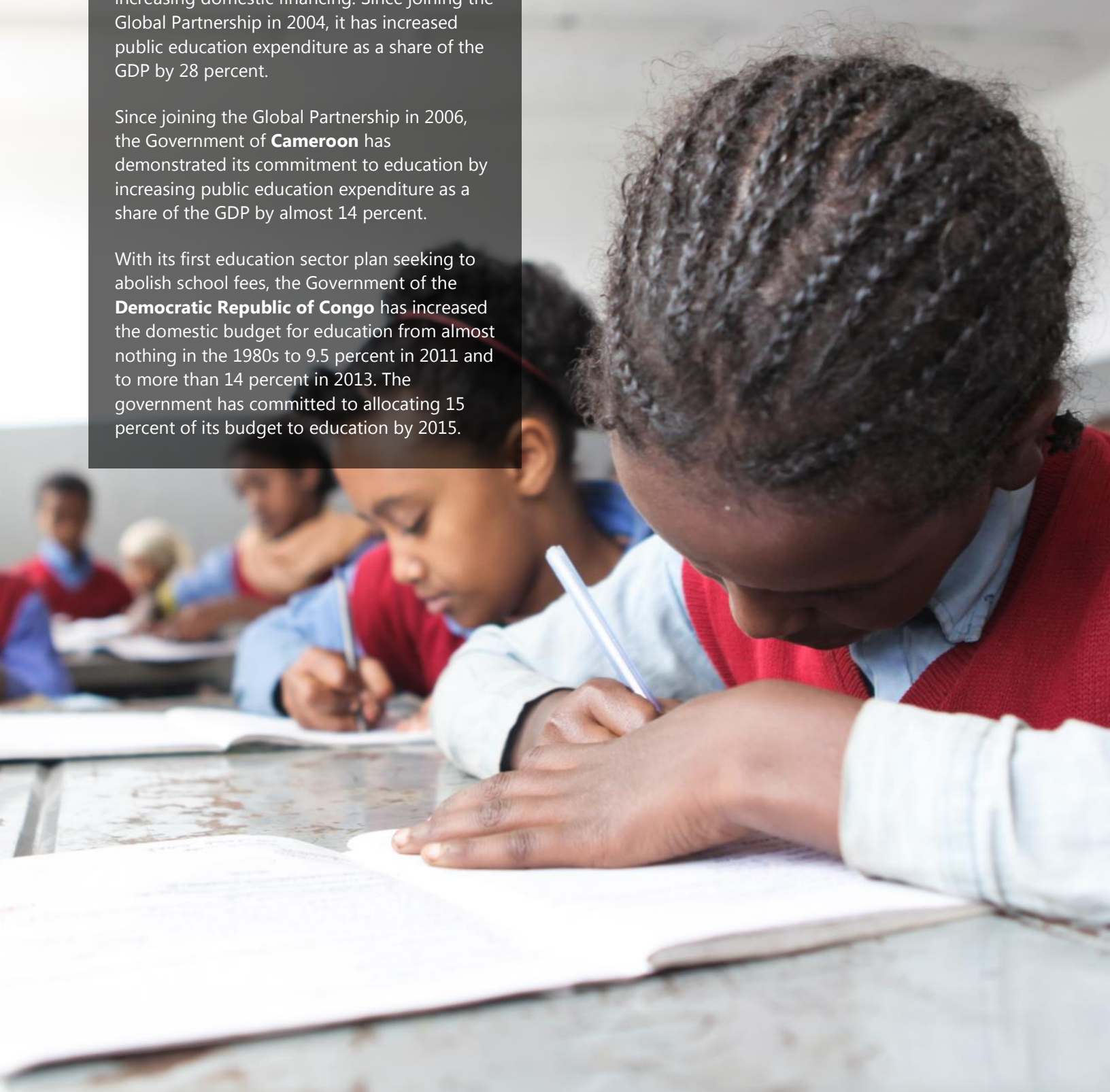
Source: UNESCO Institute of Statistics database; based on countries with available data as in GPE Results for Learning Report 2013

## LEVERAGING DOMESTIC FINANCING

With considerable achievements from its General Education Quality Improvement Program, the Government of **Ethiopia** has demonstrated its commitment to education by increasing domestic financing. Since joining the Global Partnership in 2004, it has increased public education expenditure as a share of the GDP by 28 percent.

Since joining the Global Partnership in 2006, the Government of **Cameroon** has demonstrated its commitment to education by increasing public education expenditure as a share of the GDP by almost 14 percent.

With its first education sector plan seeking to abolish school fees, the Government of the **Democratic Republic of Congo** has increased the domestic budget for education from almost nothing in the 1980s to 9.5 percent in 2011 and to more than 14 percent in 2013. The government has committed to allocating 15 percent of its budget to education by 2015.





## REASON #5: THE GLOBAL PARTNERSHIP FOR EDUCATION GETS RESULTS.

### Demonstrating impact

Collaborative planning, coordinated aid, increased oversight, and bolstered commitment get results. In the last ten years, the Global Partnership for Education has helped low-income countries to enroll **22 million** children into school, construct over **53,000 classrooms**, and train more than **300,000 teachers**.<sup>22</sup> Since 2000, GPE developing country partners have demonstrated clear improvements in key education indicators.

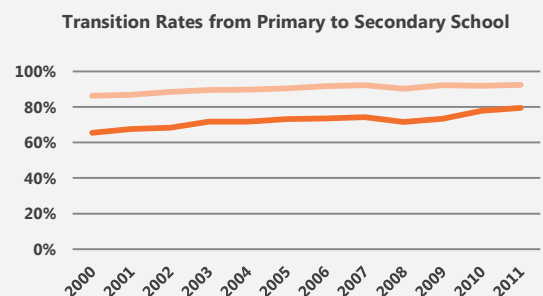
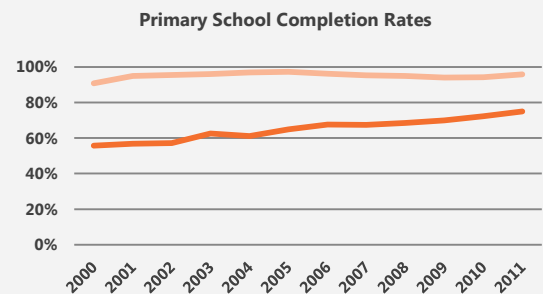
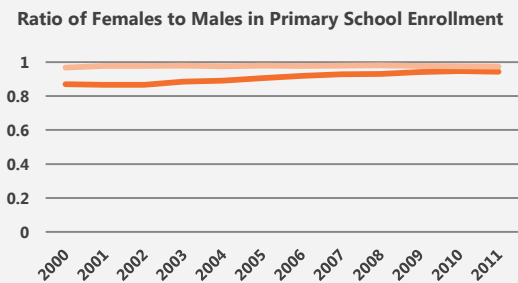
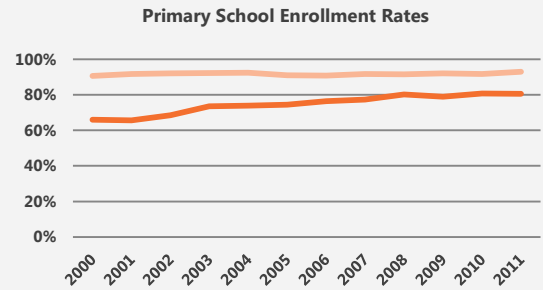
As illustrated at the right, these improvements have GPE developing country partners (low- and lower-middle income countries) **catching up** to what are mostly upper-middle income countries that are not part of GPE. Primary school net enrollment rates in GPE developing country partners rose from 66 percent in 2000 to **81 percent** in 2011, bringing rates closer to those of upper-middle income countries (93 percent). At the same time, GPE developing country partners improved gender parity to almost match that of other developing nations.

The proportion of children completing primary school and going on to secondary school has also drastically increased in GPE developing country partners. While in 2000 only 58 percent of children were completing primary school in GPE developing country partners, this proportion climbed to **75 percent** by 2011. And more and more of these children are going on to secondary school, with transition rates increasing from 65 percent in 2000 to **78 percent** in 2011.

GPE's system-strengthening, partnership approach of supporting nationally-led plans means that these improvements cannot and should not be attributed solely to the Global Partnership. Nevertheless, it is clear that the Global Partnership for Education is helping to pull up the education outcomes of some of the most off-track countries in the world.

- GPE developing country partners
- Developing countries not part of GPE

Source: UNESCO Institute of Statistics database; based on countries with available data as in GPE Results for Learning Report 2013







## MAKING PROGRESS WHERE IT IS NEEDED THE MOST

Struggling to reach the most marginalized populations, including ethnic minorities and disabled children, the Ministry of Education, Youth, and Sport of **Cambodia** was supported by a GPE grant of US\$57.4 million to pilot the Out of School and Disability Survey to identify the specific needs of marginalized and disabled children excluded from education. The survey not only provided the ministry with first-time high-quality data on disability enabling it to plan and budget appropriate interventions but also prompted partners to engage education programs targeting disabilities and impairments. GPE and partners supported, among other activities, a vision screening project for 13,000 students in 56 elementary schools in Siem Reap, with many children receiving eyeglasses, surgery, or other vision-related treatments.

After an economic crisis that saw the reduction of teacher salaries and the end of teacher recruitment in **Cameroon** throughout the 1980s and 1990s, a GPE grant of US\$47.3 million was used to pay teacher salaries as the country worked to address the teacher shortage. Over the grant period (2007-2011), 37,200 qualified primary school teachers were hired, 60 percent of them female. With the increased presence of female teachers, the gender parity ratio rose from 63 girls for every 100 boys in 2007 to 89 girls for every 100 boys in 2011.

After social and political turmoil in **Yemen** slowed education progress — particularly around the enrollment and retention of girls in school — GPE intervened with four grants totaling US\$122.6 million. US\$10 million of Yemen's most recent grant is being used as emergency funding for teacher training and rehabilitation of 142 schools in six conflict-affected regions home to 50,000 children. Among other things, GPE has co-funded a certification program for women teachers in rural areas, training and hiring more than 1,500 female teachers. Girls' enrollment has increased by 23 percent between 2006 and 2012 in targeted schools.



GPE/Natasha Graham





## REASON #6:

# THE GLOBAL PARTNERSHIP FOR EDUCATION IS TAKING INNOVATIVE STEPS TO FURTHER ENHANCE PERFORMANCE.

### **A tried-and-true model**

With a unique approach that achieves results, the Global Partnership for Education has been repeatedly cited as a model to replicate and has scored high on multilateral assessments conducted by some of RESULTS' Education for All campaign affiliate country governments.

In the 2012 Australian Multilateral Assessment, Australia's Department of Foreign Affairs and Trade rated the Global Partnership for Education as mostly "**strong**" in the seven assessment components of (1) delivering results, (2) alignment with Australia's interests, (3) contribution to multilateral system, (4) strategic management and performance, (5) cost and value consciousness, (6) partnership behavior, and (7) transparency and accountability — placing the Global Partnership for Education among the highest overall scores.<sup>23</sup>

After rating the Global Partnership for Education as "**good value for money for UK aid**" in its Multilateral Aid Review, DFID updated the MAR in 2013, rating the Global Partnership for Education as demonstrating "reasonable progress" against all reform priorities — an evaluation equal to that of the Global Fund to Fight AIDS, TB and Malaria, the Global Alliance for Vaccines and Immunisation (GAVI), and the World Bank's International Development Association (IDA). Progress areas included expanding and improving the quality of support to countries; increasing efficiency, transparency, and predictability in financial management; and publishing consolidated reporting on results.<sup>24</sup>

Even with these already high marks, the Global Partnership for Education is marching forward with a series of innovative reforms to ensure even greater outcomes over the upcoming replenishment period.

### **A funding model that drives greater performance**

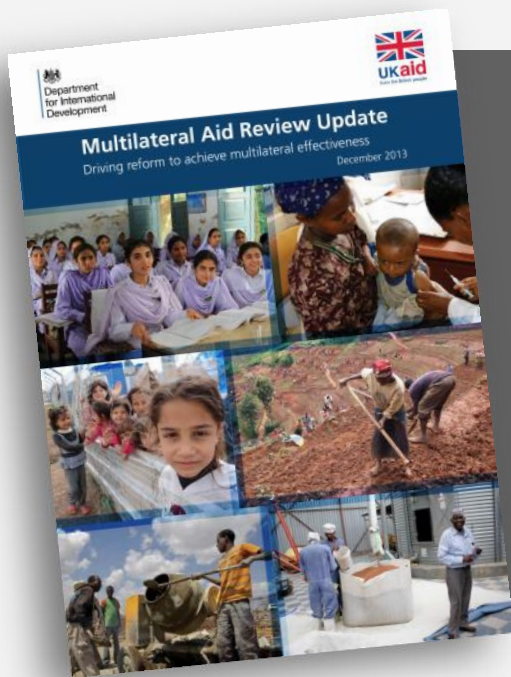
The Global Partnership for Education is revising its funding model to maximize the efficient and effective use of its resources towards achieving its mission, more strongly link its strategic goals and objectives to implementation and outcomes, and incentivize and reward the delivery of results.

- **Eligibility for grant funding:** In order to more effectively ensure that GPE funds are reaching the world's poorest countries with the greatest educational needs, the Global Partnership for Education is adjusting its grant eligibility criteria to incorporate dimensions of **poverty, education vulnerability, and fragility.**
- **Allocation formula to determine country share of available resources:** In order to more greatly incentivize performance, the Global Partnership for Education is splitting its current Needs and Performance Framework into strictly a needs-based formula that will determine the maximum country allocation. Each allocation will then be divided into a

*The Global Partnership for Education is getting quality education to marginalised children, coordinating education's many players, offering aid without wasteful replication, and following local leadership. ... GPE is single-sector (education) but shows how collaboration can bring better results. Similar models might prove useful in other areas.*

— *A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development - The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda*





Since 2011, GPE has increased the transparency and predictability of its allocations to countries. Grants are now set indicatively in advance and published on their website, based on a formula which balances need for funding against capacity to deliver, and weighted to support key GPE priorities — including fragile states, girls' education, and domestic financing for education. GPE has also expanded the range of agencies it works with to oversee funding in developing countries, so that recipient governments have more choice of partners to work with. The aim of these reforms is to increase access to GPE funding, especially for fragile countries who may previously have found it difficult to access support.

The effect of GPE's reforms has been to significantly increase country demand for grants and it has expanded the numbers of fragile states it supports by 50% over the last two years. In 2013 it used a new accelerated funding mechanism for the first time to reach schools in Somalia for the start of the school year.

— DFID, *Multilateral Aid Review Update: Driving Reform to Achieve Multilateral Effectiveness*

minimum requirement fixed portion and an incentives-based variable portion to catalyze further progress in key areas.

- **Requirements to access funding:** In addition to having an endorsed education sector plan in place, developing country partners will be required to have a **data strategy** and commitments of **government and donor financing** for the implementation of the education sector plan in order to access any funding from the Global Partnership. These additional minimum requirements are essential to filling in data gaps, particularly around learning, and increasing broad-spectrum commitment to education at the country level.
- **Incentives to access additional funding:** In order to drive transformational changes in the sector and strengthen the link between performance and financing, the Global Partnership for Education has grouped its strategic goals and objectives into three categories — **equity, efficiency, and learning** — and will make additional funds available to developing country partners demonstrating targeted interventions in those areas.

### **Launching the new Humanitarian Fund, scaling up innovations, and leveraging resources**

Expanding on the variety of support it already provides, the Global Partnership for Education is exploring new ways to further engage humanitarian crises, scale up promising innovations, and leverage

additional financing for education. With only 1.4 percent of global humanitarian assistance currently directed to education, the Global Partnership for Education is seeking to establish a designated **Humanitarian Fund** so that it may more swiftly intervene in humanitarian and complex emergencies, paying explicit attention to education's role in building the resilience of children, communities, and nations. The Global Partnership for Education is also developing new mechanisms to seek out and scale up **innovations** across the sector as well as provide **innovative financing**, such as debt buy-downs, for developing country partners to leverage additional external resources for education.

### **Expanding partnerships**

With new eligibility and assessment criteria, the Global Partnership for Education is creating a larger pool of partners who can act as Supervising and Managing Entities — those designated to administer funds and oversee program implementation. This expansion of its partner base will allow the Global Partnership to even more effectively deliver support, particularly in fragile contexts and humanitarian emergencies.

### **Strengthening the Secretariat**

The Global Partnership for Education has come far from its original days as the World Bank's Education for All – Fast Track Initiative, when the Secretariat operated as a unit of the World Bank. Rebranded and reorganized in 2011, the Global Partnership has since been independently funded and governed. It is now developing a new hosting arrangement with the World Bank to further improve performance of the Global Partnership inside the Bank as well as operational performance at the country level.



## REASON #7:

# GLOBAL SUPPORT TO BASIC EDUCATION IS DRASTICALLY DECLINING.

### Aid commitments dropping

While the Global Partnership for Education is successfully mobilizing domestic financing for education, global donor support to education is decreasing at an alarming rate.<sup>25</sup> Official development assistance (ODA) to education is suffering from unprecedented cuts.

- Aid commitments to education by other donors dropped by **27 percent** from 2009 to 2011 and rebounded by only 7 percent in 2012.
- Aid to education has struggled to rise above **8 percent** of all development assistance and currently makes up a smaller proportion of aid than it did ten years ago.
- More specifically, commitments to basic education dropped by **35 percent** between 2009 and 2011 and currently comprise a meager **3 percent** of all development assistance from other donors.
- Most alarmingly, basic education aid commitments from other donors to GPE developing country partners plummeted by a startling **77 percent** from 2009 to 2011.

### Available funds diminishing

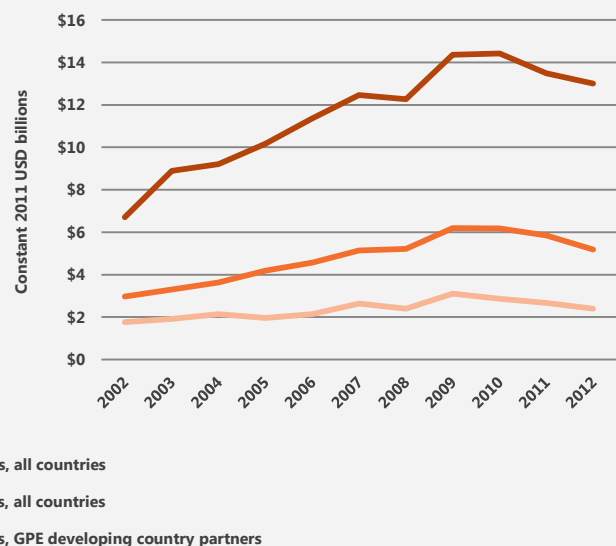
These reductions in commitments are now being felt as they are being translated into reduced disbursements — or money that is actually being provided to education.

- Disbursements for education by other donors dropped by **9 percent** (or US\$1.4 billion) between 2009 and 2012.
- Basic education has endured the bulk of these cuts, dropping for three years in a row, resulting in a **16 percent** (or US\$1 billion) reduction between 2009 and 2012 — rolling basic education aid levels back to where they were in 2008.
- Basic education aid actually available to GPE developing country partners was cut by **23 percent** by other donors from 2009 to 2012.
- While GPE developing country partners were receiving 59 percent of all basic education aid disbursements from other donors in 2002, their share has since fallen to **46 percent** in 2012.

ODA Commitments: Education and Basic Education



ODA Disbursements: Education and Basic Education

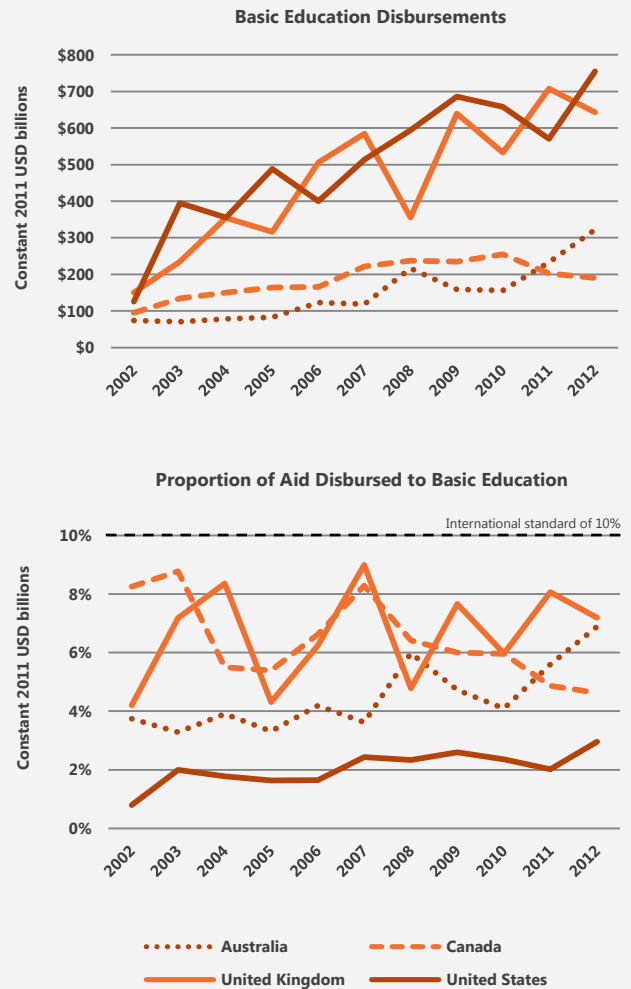


Source: OECD CRS (using UNESCO definition of "education" and "basic education")

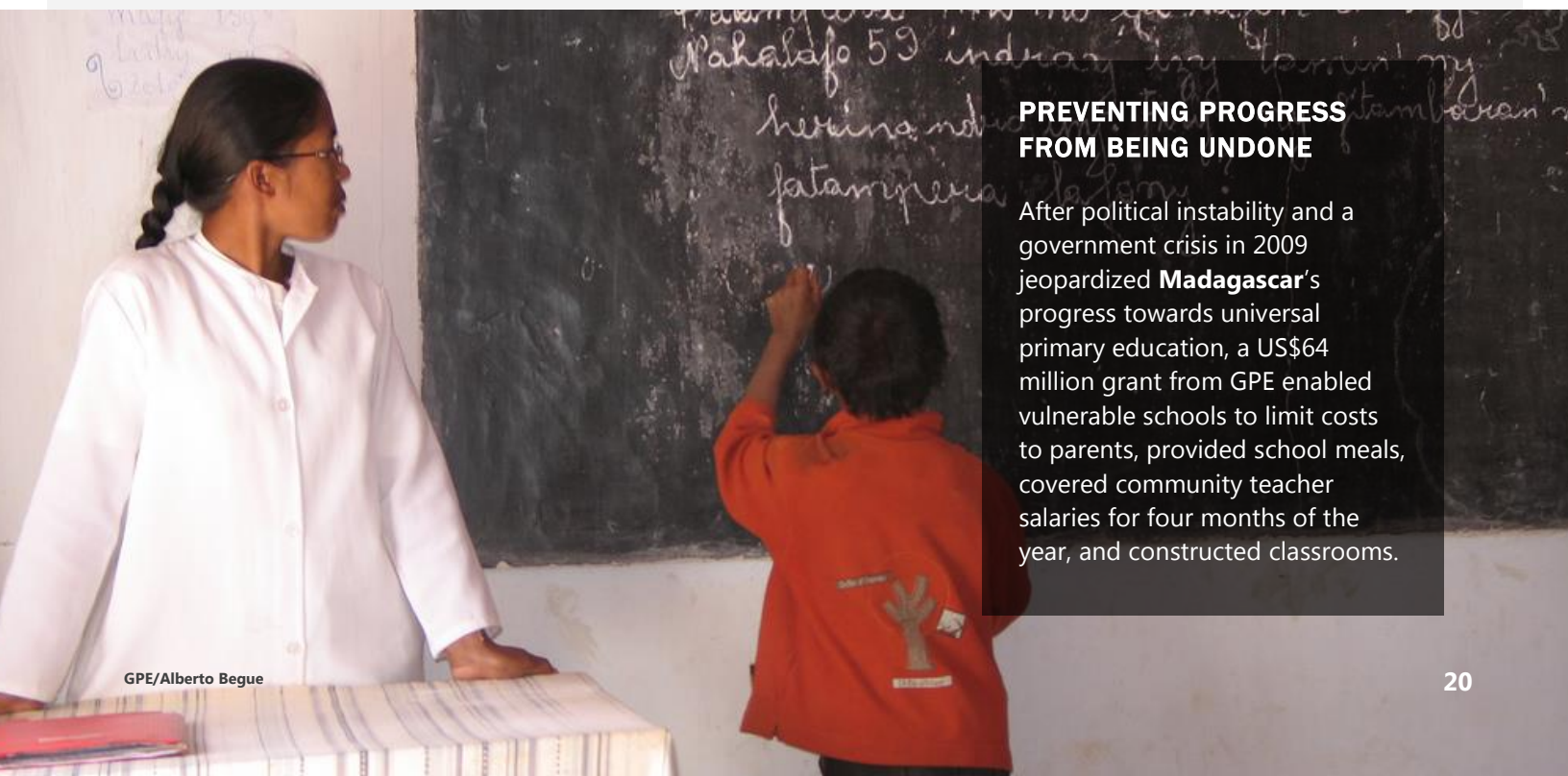
## Support from Australia, Canada, UK, and US

Turning to RESULTS' Education for All campaign affiliate countries, it is clear that they have played a key role in education aid. Taken together, aid disbursements to basic education by Australia, Canada, the UK, and the US represented more than a quarter of all aid to basic education from 2002 to 2012, with their share being over a third in 2012. Since 2002, all four countries have increased their disbursements to basic education, although recent years show a mixed picture.

While these nominal increases are commendable and have been absolutely essential to providing support to quality basic education programs, they are yet to consistently translate into proportionately greater attention to basic education. The percentage of total aid disbursed to basic education has hardly shown sustained increases, remaining in some cases far below the international standard of ten percent of total development assistance. The UK leads in routinely approaching the ten percent mark, with Australia displaying stronger commitment to basic education in recent years. Despite earlier indications of support, basic education aid from Canada has not only been decreasing since 2010, but the share of its aid designated to education demonstrates a substantial downward trend. And while the US keeps up with the international community in nominal terms, often taking the title of largest donor to the sub-sector, this leadership is called into question by the consistently low proportion of aid that the US provides to basic education — stagnating at around 2-3 percent since 2002.



Source: OECD CRS (using UNESCO definition of "basic education")



## PREVENTING PROGRESS FROM BEING UNDONE

After political instability and a government crisis in 2009 jeopardized Madagascar's progress towards universal primary education, a US\$64 million grant from GPE enabled vulnerable schools to limit costs to parents, provided school meals, covered community teacher salaries for four months of the year, and constructed classrooms.



## REASON #8:

# DEMAND FOR GPE SUPPORT IS ON THE RISE.

### *Funds are urgently needed*

With the effectiveness of GPE's approach and the overall decline in education aid, it is no wonder that demand for the Global Partnership is on the rise. In 2013 alone, developing country partners requested over US\$1 billion from the Global Partnership for Education to support their national education plans. The Global Partnership anticipates that by the end of 2014, it will have provided over US\$4 billion since its establishment in 2002 to support education in nearly 60 countries. However, if it is to approve all anticipated program implementation grants over the

2013-2014 period, as much as **US\$585 million** in additional funds may be required beyond existing inflows.<sup>26</sup>

### *The Global Partnership is growing*

Not only has existing demand for GPE support exhausted the GPE Fund but the Global Partnership will likely grow over the 2015-2018 period. Having multiplied from 7 developing country partners in 2002 to 59 in 2014, the Global Partnership for Education remains open to a total of **68** eligible countries. The currently high demand for GPE support will likely only increase.



### **PROVIDING ESSENTIAL SUPPORT**

Having suffered a decade-long civil war, **Sierra Leone** had no system for coordinating education before joining GPE in 2007. A GPE grant of US\$13.9 million in 2008 went towards school and latrine construction, deworming, drinking water, and some 1.7 million books, including Braille textbooks for visually impaired children. The grant also provided tuition incentives for 75,000 girls, dramatically increasing girls' enrollment and attendance in school.



# WHAT TO DO AT THE GPE PLEDGING CONFERENCE

## **GPE needs US\$3.5 billion**

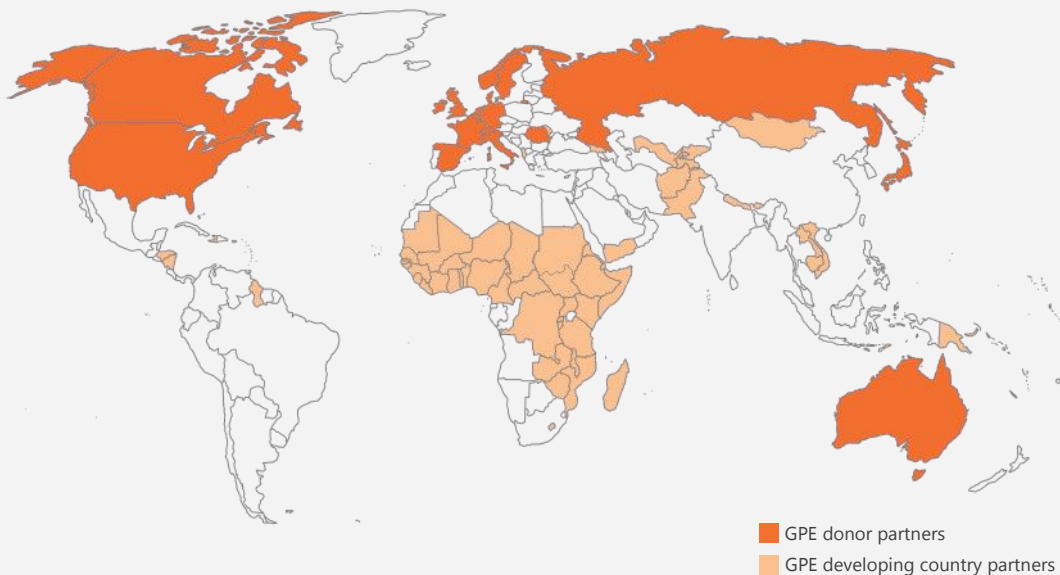
With demand for GPE support increasing and aid to education decreasing, it is clear that “business as usual” is not an option. A successful replenishment which sees a fully-funded Global Partnership for Education is critical to achieving universal education, remedying the learning crisis that has unfolded across many developing countries, and delivering on the ambitions of a post-2015 education development agenda. The GPE Pledging Conference is the moment for global leaders to put education squarely at the heart of development efforts and commit to the futures of millions of children in the world’s poorest countries.

The GPE Secretariat has calculated that without its support, GPE developing country members will experience a **US\$34 billion** financing gap for primary and lower secondary education from 2015 to 2018. The Global Partnership for Education has set a 2015-2018 replenishment target of **US\$3.5 billion** for the GPE Fund. With this amount, the Global Partnership estimates that it will be able to leverage an additional **US\$16 billion** in domestic financing with its developing country partners. The Global Partnership for Education also anticipates catalyzing further resources through innovative financing mechanisms, co-financing, and emerging donors. In total, a successful US\$3.5 billion replenishment will go far in closing the US\$34 billion education funding gap in GPE partner countries.<sup>27</sup>

## **Impact of a successful replenishment**

The GPE Secretariat estimates that a successful replenishment will:

- Support a total of **29 million** children to receive a primary and lower secondary education, of which **23 million** will be in conflict-affected and fragile states.
- Reduce the number of children not completing primary school by more than **a third**, from 7.6 million in 2014 to **4.8 million** in 2018.
- Increase the rate of girls completing primary school by **10 percentage points**, from 74 percent in 2014 to **84 percent** in 2018.
- Increase the rate of girls completing lower secondary school **10 percentage points**, from 44 percent in 2014 to **54 percent** in 2018.
- Increase the number of children annually completing primary school with core reading and numeracy skills by **25 percent**, from 16 million in 2014 to **20 million** in 2018.<sup>28</sup>



## **The crucial roles of Australia, Canada, UK, and US**

RESULTS calls on the governments of all four of its Education for All campaign affiliate countries to play their fullest part in ensuring that these education outcomes are achieved. In addition to increasing bilateral support to basic education and encouraging their own developing country partners to increase domestic financing for education, Australia, Canada, the UK, and the US must make ambitious pledges of support to the Global Partnership for Education at the June pledging conference.



### **Australia**

We call on the **Australian Government** to make a **four-year pledge of AUD\$500 million** (US\$450 million) to the GPE Fund and maintain its status as a lead supporter of the Global Partnership for Education. Investing in education bilaterally and multilaterally is essential to achieve Australia's development objective of a peaceful and prosperous region. With the Minister for Foreign Affairs Julie Bishop declaring education as a central pillar of the Australian aid program and former Prime Minister Julia Gillard recently appointed Chair of the GPE Board of Directors, the relationship between the Global Partnership for Education and Australia is stronger than ever. This relationship and Australia's support to the Global Partnership must be protected from Australia's recent aid cuts and ongoing reforms. Having pledged AUD\$270 million at the 2011 GPE Pledging Conference, an Australian pledge of AUD\$500 million will prevent the Global Partnership for Education and its invaluable work from being negatively impacted by any aid cuts and retain Australia's leadership role in achieving Education for All.



### **Canada**

We call on the **Canadian Government** to make a **four-year pledge of at least CAD\$120 million** (US\$110 million) to the GPE Fund and provide multilateral support to education equal to that which it demonstrates in other arenas. Having committed CAD\$57 million to the GPE Fund in the previous replenishment round, the Government of Canada has an opportunity to take a step forward in tackling the global education crisis. A commitment of CAD\$120 million — representing three percent of the total replenishment target — will place Canada's support to the Global Partnership for Education on par with what it provides to other multilateral funds, such as the Global Fund to Fight AIDS, Tuberculosis and Malaria. Canada's pledge to the Global Partnership for Education is critical to realizing its own Children and Youth Strategy and achieving its development objective of increasing access to quality education, particularly for girls.





### **United Kingdom**

We call on the **UK Government** to make an **early four-year pledge of up to £525 million** (US\$875 million) to the GPE Fund, committing to provide 25 percent of total contributions if other donors join the UK in ensuring that the Global Partnership for Education meets its replenishment target of US\$3.5 billion. By doing so, the UK would exercise its position as currently the largest donor to the Global Partnership for Education to leverage broader donor commitment. We call on DFID to actively promote the Global Partnership to others as a unique and effective aid mechanism, encouraging existing and new partners to join in pledging significant support. The UK has contributed 23 percent of GPE's funding over the 2004-2012 period, and with a rising aid budget, we urge the UK to lead in supporting a fully-funded Global Partnership for Education that will ensure that millions more children receive a quality education.



### **United States**

We call on the **US Government** to make a **two-year pledge of US\$250 million** to the GPE Fund and demonstrate its leadership in global education not just bilaterally but multilaterally. Congress and the education community have made routine calls for an annual US contribution of US\$125 million to the Global Partnership for Education,<sup>29</sup> and the current administration has it within its power to make a total two-year, US\$250 million pledge at GPE's June pledging conference. A stronger pledge would put the level of US support to the Global Partnership for Education closer to that of other leaders in the sector, such as the UK and Australia. It would also bear the valuable potential to catalyze further funding and leverage increased support from other donors. With its announcement of its recent designation as a UN Global Education First Initiative (GEFI) Champion Country, expectations are high for the US to provide dramatically increased annual support to the Global Partnership for Education. With its previous US\$20 million pledge to the GPE Fund equating to less than three percent of its bilateral support to basic education, the US must ambitiously increase its pledge to the Global Partnership for Education if there is to be any substance behind its title as a GEFI Champion Country and a leader in the sector. A two-year pledge of US\$250 million to the GPE Fund is essential to genuinely demonstrating this leadership.

*Australia, Canada, the UK, and the US are front-running proponents of global education and leaders in the development community writ large — a successful GPE replenishment and the education progress it promises depends on their ambitious commitment. In addition to the critically important bilateral support these countries will provide from now until 2018, the governments of Australia, Canada, the UK, and the US must seize the GPE Pledging Conference as an opportunity to provide the Global Partnership for Education the resources it needs to build strong, sustainable national education systems, end the learning crisis burdening much of the developing world, unlock education's transformative powers, and deliver prosperity and stability to the world's poorest populations in a post-2015 world.*

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<sup>25</sup> This brief uses the UNESCO definitions of “education” and “basic education” when discussing official development assistance as reported by OECD’s Creditor Reporting System. Namely, total aid to education is defined as direct aid to education plus 20 percent of general budget support, and total aid to basic education is defined as direct aid to basic education plus 50 percent of aid to education with level unspecified and 10 percent of general budget support.

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## ACKNOWLEDGEMENTS

“Greater Impact Through Partnership: 8 Reasons to Invest in the Global Partnership for Education Now More Than Ever” is a joint publication of RESULTS Educational Fund, RESULTS, RESULTS Australia, RESULTS Canada, and RESULTS UK. In particular, it was developed by Tony Baker (RESULTS Educational Fund), Allison Grossman (RESULTS), Camilla Ryberg (RESULTS Australia), Jason Clark (RESULTS Canada), Julie Savard-Shaw (RESULTS Canada), Aaron Oxley (RESULTS UK), and Dan Jones (RESULTS UK). Essential input, guidance, and support was also provided by several additional staff members across RESULTS’ Education for All campaign affiliates.

## RESULTS EDUCATIONAL FUND

RESULTS Educational Fund (REF) is a 501(c)3 non-profit citizen’s advocacy organization based in Washington, DC that is committed to educating the public, the media, and government leaders about issues related to poverty and hunger in the United States and abroad. It organizes public forums, trains citizens in being active participants in democracy, holds media conference calls to share the latest information, and conducts oversight research to determine the effectiveness of programs meant to address poverty and inequity. REF combines its advocacy efforts with its sister organization, RESULTS, Inc. (a 501(c)4 organization), and international affiliates in Australia, Canada, Japan, Mexico, and the United Kingdom for greater impact worldwide.

Cover photo:

Students in class 4C at the Hidassie Primary School in Addis Ababa, Ethiopia, do group work during a social science class. The Hidassie school has received funds through Ethiopia’s General Education Quality Improvement Program, which is supported by the Global Partnership for Education and many other development partners. Since 2008, the Global Partnership has contributed a total of US\$168 million to the program, which funds schools throughout Ethiopia. Credit: GPE/Alexandra Humme.

Published by RESULTS Educational Fund  
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