

**RESULTS/RESULTS Educational Fund
International Conference**

**Global Legislative Update
Packet**

Please review this packet.

It contains copies of all documents that are in the
leave-behind folders for your senators and
representatives.

Review Session: Global Overview and Prep

Monday, 12:00–1:15

We will review this packet and hand out the leave
behind folders.

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Key House Requests for 2010

Note on Leave-Behind House Folders

These are the MAROON pocket folders. They have all documents you will need to make your requests and leave behind with the office. The "Global Legislative Update Packet" is your copy of these documents.

Education for All

The Education for All Act of 2010 was introduced by Reps. Nita Lowey (D-NY) and Dave Reichert (R-WA).

Request: Please cosponsor the Education for All Act (H.R. 5117)

Background document in packet: Dear Colleague: Cosponsor H.R. 5117; the Education for All Act of 2010; Education for All Act of 2010 Fact Sheet; Frequently Asked Questions on the EFA Act of 2010; Building Peace and Security Through Education Fact Sheet; Educate and Empower Women Fact Sheet; Investing in Education Saves Lives Fact Sheet; RESULTS Education for All: Keeping the Promise

Congressional office leave behind documents: Dear Colleague: Cosponsor H.R. 5117, the Education for All Act of 2010; Education for All Act of 2010 Fact Sheet; Building Peace and Security Through Education Fact Sheet; Educate and Empower Women Fact Sheet; Investing in Education Saves Lives Fact Sheet; RESULTS Education for All: Keeping the Promise

Global Fund to Fight AIDS, TB and Malaria

Rep. Barbara Lee (D-CA) is circulating a letter to President Obama asking him to make a commitment to contribute \$6 billion over the next three years to the Global Fund. 2010 will be a critical year in determining if the Global Fund can accelerate its progress on AIDS, TB and malaria. This fall international donors will gather at the Global Fund replenishment conference to make three-year funding commitments. Historically, every \$1 from the U.S. has been matched by \$2 from other donors, so a strong pledge from the United States has the opportunity to leverage additional contributions from other donor nations.

Request: Please sign the Lee letter to President Obama urging him to make a three-year, \$6 billion commitment to the Global Fund.

Background document in packet: ACTION: Women and Tuberculosis Fact Sheet; *The Lancet*: "Tuberculosis-time to accelerate progress."

Congressional office leave behind documents: Global Fund Executive Summary; Global Fund: "By 2015 We Can..."; ACTION: Women and Tuberculosis Fact Sheet; *The Lancet*: "Tuberculosis-time to accelerate progress."

Microfinance #1

Rep. Chris Smith (R-NJ) and a Democrat colleague (TBD as of June 17) are circulating a Dear Colleague informing members that at the end of June, USAID is supposed to release the FY09 Microenterprise Results Report, which details poverty outreach to very poor clients. By law, 50 percent of all microfinance and microenterprise funding is supposed to benefit the very poor.

After the report is released, they will be circulating a sign-on letter to USAID responding to the report, as it is not expected that the 50 percent mandate will have been fulfilled. They hope that their colleagues can sign this response. Please use this current letter as a way to educate your member on the issue.

Request: Please sign the response letter to USAID when it is released.

Background document in packet: Background on USAID and Microfinance

Congressional office leave behind documents: Dear Colleague Letter on USAID and Microfinance;
Background on USAID and Microfinance

Microfinance #2

The Senate has enough signatures to honor Muhammad Yunus with the Congressional Gold Medal, and has asked for the House to increase their cosponsorship so it can be passed this year. The House needs two-thirds of all members.

Request: Please cosponsor the bill to award the Congressional Gold Medal to Dr. Muhammad Yunus (H.R.2000)

Background document in packet: Yunus Gold Medal fact sheet

Congressional office leave behind documents: Yunus Gold Medal fact sheet

Appropriations

The House State and Foreign Operations Appropriations Subcommittees has jurisdiction over the foreign aid spending bill. They have not voted ("marked-up") the foreign aid spending bill, so there is still time for individual representatives to speak to the leadership of this subcommittee about our priorities. Please ask John or Jen for help to determine which request is most appropriate for your member.

Request: Please speak to your members, *especially if they are on the Appropriations Committees*, and ask them if they have (or will immediately):

- Submitted our requests to the chair and/or ranking member of the State and Foreign Operations Appropriations Subcommittee (Reps. Lowey (D-NY) and Granger (R-VA)).
- Speak personally with the chair and ranking member about these requests. Ask for when you can follow up to ask if this conversation occurred.

Background documents in packet: Requests for Foreign Operations Subcommittee Leadership;
International Affairs Budget Support Fact Sheet

Congressional office leave behind documents: Requests for Foreign Operations Subcommittee Leadership; International Affairs Budget Support Fact Sheet

Key Senate Requests for 2010

Note on Leave-Behind Senate Folders

These are the GRAY pocket folders. They have all documents you will need to make your requests and leave behind with the office. The "Global Legislative Update Packet" is your copy of these documents.

Microfinance

Sens. Bennett (R-UT), Durbin (D-IL), and Enzi (R-WY) have initiated a Senate sign-on letter to World Bank President Robert Zoellick requesting an update on World Bank efforts to use microfinance to benefit the very poor, specifically on the following initiatives suggested by the Senate in December 2008:

- The creation of a flexible World Bank grant facility of \$200 million per year to build the capacity of microfinance institutions to reach very poor clients;
- The creation and support of three "centers of excellence" — microfinance institutions that are leaders in reaching the very poor and to which other microfinance practitioners can visit to learn best practices in reaching the very poor; and
- The creation of apex funds (which facilitate the disbursement of microfinance funds) in those countries and regions with conditions that make them likely to succeed, particularly in countries with high poverty levels and a microfinance climate ready for this type of infusion of support.

Request: Please ask your senators to sign the Bennett-Durbin-Enzi letter.

Background document in packet: Dear Colleague Letter to the World Bank; World Bank and Microfinance Fact Sheet

Congressional office leave behind documents: Dear Colleague Letter to the World Bank; World Bank and Microfinance Fact Sheet

Appropriations

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Request: Please speak to your members, *especially if they are on the Appropriations Committees*, and ask them if they have (or will immediately):

- Submitted our requests to the chair and/or ranking member of the State and Foreign Operations Appropriations Subcommittee (Sens. Leahy (D-VT) and Gregg (R-NH)).
- Speak personally with the chair and ranking member about these requests. Ask for when you can follow up to ask if this conversation occurred.

Background documents in packet: Requests for Foreign Operations Subcommittee Leadership; International Affairs Budget Support Fact Sheet

Congressional office leave behind documents: Requests for Foreign Operations Subcommittee Leadership; International Affairs Budget Support Fact Sheet



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FY 2011 REQUESTS FOR FOREIGN OPERATIONS SUBCOMMITTEE LEADERSHIP

House

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

Senate

Sen. Patrick Leahy, Chair
Sen. Judd Gregg, Ranking Member

The Global Fund to Fight AIDS, Tuberculosis and Malaria

FY11 Request: \$1.75 billion for the Global Fund to Fight AIDS, Tuberculosis and Malaria.

FY09	FY10	FY11 President's Request	FY11 RESULTS Request
\$1 billion	\$1.05 billion	\$1 billion	\$1.75 billion

- The Global Fund to Fight AIDS, Tuberculosis and Malaria is an innovative multi-donor funding mechanism that has approved over \$18 billion in grants to 140 countries. The Global Fund disburses grants with a minimum of red tape — operating with just 4.8 percent overhead — but with safeguards to monitor program implementation, financial management, and health outcomes.
- As of December 2009, Global Fund resources have supported these achievements:
 - 2.5 million HIV-positive people received ARVs (anti-retrovirals), a 25 percent increase over results reported a year ago.
 - 6 million new cases of tuberculosis detected and put on DOTS treatment, a 30 percent increase since 2008.
 - 104 million insecticide-treated nets distributed to prevent malaria, a 48 percent increase over numbers reported in 2008.
- According to the Global Fund's current projections, it will need about \$5.25 billion this year in order to continue financing ongoing grants (\$2.5 billion) and initiate a new Round 10 grant cycle (\$2.75 billion). Based on our longstanding 33 percent match, the U.S. contribution should be at least \$1.75 billion.
- The U.S. contribution to the Global Fund is particularly critical this year because it will influence the amount that other donors commit. In November 2010 international donors will meet for a replenishment conference and make multi-year funding commitments. If the U.S. — the Global Fund's biggest contributor — does not substantially increase its contribution, there will be little pressure on other countries to give more.

Tuberculosis

FY11 Request: \$650 million for scaling up critical efforts to control tuberculosis.

FY09	FY10	FY11 President's Request	FY11 RESULTS Request
\$162 million	\$225 million	\$230 million	\$650 million

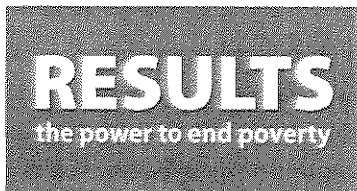
- Although usually treatable with a course of inexpensive drugs (\$16–20), tuberculosis (TB) kills 1.8 million people every year.
- The emergence of drug-resistant TB poses a grave risk to global health. Multidrug-resistant and extensively drug-resistant TB — known as MDR and XDR — are the result of inconsistent and incorrect treatment of standard TB. MDR- and XDR-TB are far deadlier than normal TB and are much more difficult and expensive to treat. In a recent case, it cost \$500,000 to treat a young Peruvian student studying in Florida with a new highly resistant strain of TB — XXDR-TB.
- The deadly synergy between TB and HIV/AIDS undermines our fight against both diseases. TB is the leading killer of people with HIV/AIDS and accounts for half of HIV/AIDS deaths in some parts of Africa.
- In 2008, Congress passed into law the Tom Lantos and Henry J. Hyde United States Global Leadership Against HIV/AIDS, Tuberculosis, and Malaria Reauthorization Act (or Lantos-Hyde Act). This landmark legislation authorized \$4 billion over five years in bilateral TB funding, which is the U.S. share of the funding needed to implement the Global Plan to Stop TB and the WHO's drug-resistant TB response plan.
- \$650 million represents the FY10 share of the Lantos-Hyde Act authorization. This funding is urgently needed to detect and treat TB and respond to the growing threat of extensively drug-resistant TB.

Microenterprise

FY11 Request: \$500 million for microfinance and microenterprise programs, with fifty percent directed to the very poor as required by the Microfinance Results and Accountability Act of 2004.

FY09	FY10	FY11 President's Request	FY11 RESULTS Request
\$245 million	\$265 million	\$230 million	\$500 million

- Microfinance is a successful, economically sustainable tool to help the very poor (those living on less than \$1.25 a day) lift themselves out of poverty and improve the lives of their families. Thanks to strong congressional leadership, USAID has been a global leader in microfinance, one of the great success stories of U.S. foreign aid. Yet current allocations are not keeping up with the potential capacity of microfinance practitioners.
- By the end of 2007, more than 3,552 microcredit institutions reached nearly 155 million clients, 106 million of whom were among the poorest when they took their first loan. Of these poorest clients, 83.4 percent, or 88.7 million, are women. Unfortunately, hundreds of millions more people around the world still lack access to fundamental financial services that can help them



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work their way out of poverty. And the global financial crisis has made access to credit for the very poor even more important.

- Public funding is critical to reaching the poorest and most marginalized. Very little of the private foreign investment capital in microfinance and microenterprise is going to the countries with greatest need — especially in Africa — or to support the microfinance services that reach the most marginalized. Despite the high poverty levels and need for financial services in Africa and Asia, these regions receive only six and seven percent of foreign private-sector investment in microenterprise, respectively.
- We know that microfinance can reach even the most destitute among the poor. In one of the worst slums in Nairobi, Kenya, the microfinance institution Jamii Bora began in 1999 with loans to 50 beggars. It now has over 200,000 clients and 300,000 people participate in its health insurance program. Grameen Bank in Bangladesh has more than 100,000 beggar clients.

Proposed Language

Microenterprise

The Committee recommends \$500,000,000 for microfinance and microenterprise development programs for the poor, especially women. Because the delivery of financial services is an especially important tool in enabling the poor to escape from poverty, the Committee encourages investment in a variety of financial services that allows the poor to save, borrow, and access insurance, remittances, and other key services. At least 50 percent of funds should be for grants and cooperative agreements to not-for-profit networks, practitioner institutions, and NGOs and funds should be provided for microfinance service providers working with people infected and affected by HIV/AIDS. As required by section 251(c) of the Foreign Assistance Act of 1961, USAID is to target half of all microfinance and microenterprise funds to the very poor.

Basic Education

FY11 Request: Provide \$2 billion for basic education.

FY09	FY10	FY11 President's Request	FY11 RESULTS Request
\$700 million	\$925 million	\$840 million	\$2 billion

- According to UNESCO's 2010 Education for All Monitoring Report, there are still at least 72 million primary school aged children not in school; 55 percent are girls. Unless the current trend changes, 56 million children will still be out of school in 2015, missing the Millennium Development Goal target of universal primary education.
- 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 better prenatal care. Their children have better survival rates, better health and nutrition, and are more likely to succeed in school.
- When countries in Africa have eliminated school fees, the results have been stunning. In 2003, Kenya eliminated public primary school fees and over a million more children came to school

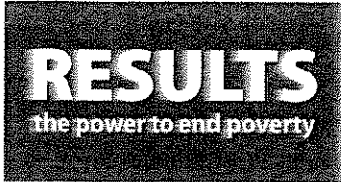
within the first week, a 22 percent increase. School enrollment in Kenya has continued to grow and gender disparities in primary education have largely disappeared.

- There is growing support internationally and within the U.S. for a Global Fund for Education to accelerate progress toward universal schooling. An allocation of \$2 billion would allow the U.S. to provide a "down payment" on the establishment of the new fund in 2010.

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International Affairs Budget Support

Dept. of Defense and State Letters Supporting the International Affairs Budget

Secretary of Defense Robert Gates' Letter to Budget Committee Chairman Conrad

"I strongly believe a robust civilian foreign affair capability, coupled with a strong defense capability, is essential to preserving U.S. national security interests around the world.

"State and USAID partners are critical to success in Afghanistan, Pakistan, and Iraq. Our military and civilian missions are integrated, and we depend upon our civilian counterparts to help stabilize and rebuild after the fight. As U.S. forces transition out of war zones, the U.S. government needs our civilian agencies to be able to assume critical functions. This allows us, for example, to draw down U.S. forces in Iraq responsibility while ensuring hard-fought gains are secured. Cuts to the 150 account will almost certainly impact our efforts in these critical frontline states.

"In other parts of the world, the work performed by diplomatic and development professionals helps build the foundation for more stable, democratic, and prosperous societies. These are places where the potential for conflict can be minimized, if not completely avoided, by State and USAID programs, thereby lowering the need for deployment of U.S. military assets."

50 Retired Military Leaders to Congress

"As retired officers of the U.S. military across all branches of the armed services, we are writing to express our support for the President's FY 2011 International Affairs Budget request, a fundamental pillar of U.S. national security and foreign policy...

"Continuing the bipartisan precedent set by the Bush Administration, the Obama Administration views the International Affairs Budget as part of the national security funding alongside Defense, Homeland Security, Intelligence, and Veterans programs. However, the International Affairs Budget remains under-funded, representing 1.4 percent of the entire federal budget and less than 7 percent of our total national security funding...

"The United States must combine its strong military with robust, effective civilian tools of international development and diplomacy to secure its national interests in an era when many of the challenges of the 21st century recognize no borders. While our military power can provide the logistics and organizational support to help those in need in times of humanitarian crisis, as demonstrated by our current efforts in Haiti, it can only help create the conditions necessary to allow the other tools of statecraft — our diplomatic, development and humanitarian programs — to effectively address these issues.

"Balancing our military power with the range of International Affairs programs funded by the International Affairs Budget is critical to stabilizing fragile states, combating terrorism, and deterring threats before they reach America's shores."

Eight Living Former Secretaries of State Letter to Congress

"...There is broad bipartisan agreement in Congress — as well as among current and past administrations — that programs funded by the International Affairs Budget provide critical investments in global development, diplomacy, and democracy. We know from our collective experience that these strategic tools are essential to achieving our goals of protecting national security, building economic prosperity, and providing humanitarian assistance.

"In order to accomplish these goals, the U.S. requires a full range of civilian and military options. Yet, despite modest increases over the last decade, the International Affairs Budget remains under-funded. It represents less than 1.5 percent of all federal spending. As a result, our civilian-led development and diplomatic efforts are often hindered, thus placing unnecessary burdens on our men and women in uniform...

"Increasing the investment in our civilian international capabilities will keep America safer by, among other things, addressing the root causes of terrorism and extremism, supporting key allies, and demonstrating America's proud tradition of global leadership."

Madeleine K. Albright, 1997-2001

James A. Baker, 1989 - 1992 Warren Christopher, 1993-1997

Lawrence S. Eagleburger, 1992-1993

Henry A. Kissinger, 1973- 1977 Colin L. Powell, 2001 - 2005

Condoleezza Rice, 2005-2009

George P. Shultz, 1982 - 1989

Secretary of State Hillary Clinton's letter to Budget Committee Chairman Conrad

"\$3.6 billion goes directly to 'frontline states:' Afghanistan, Pakistan, and Iraq. All other State and USAID funding grows by \$1.3 billion or a 2.7 percent increase, and allows us to tackle the transnational problems of poverty, food insecurity, climate change, and disease that pose serious threats to American interests.

"Our diplomatic and development tools enhance American leadership, strengthen our alliance, and build new partnerships to confront pressing global challenges. Full funding in FY11 will allow us to continue making tangible progress in securing the hard fought gains achieved in Iraq, and to continue supporting and deploying hundreds of civilians in Afghanistan and Pakistan to help stabilize dangerous but improving situations.

"The recent attacks on United States personnel and facilities from Juarez, Mexico, to Peshawar, Pakistan, reinforce what we already know — America's diplomats and development professionals are on the front line, protecting, and securing our vital national security interests around the world.

"Congress has rightly demanded that we use all the tools in our national security tool belt; that we put more diplomats and development experts on the ground, shoulder-to-shoulder with our troops; and that we do everything possible to secure America's interests around the world. We are doing our part at the State Department and USAID, but we need your help with the FY11 request. Our missions are increasingly integrated with those of our Defense Department counterparts, as we have seen demonstrated time and again in Iraq, Afghanistan, and other parts of the world. Cuts to civilian components can no longer be seen in isolation or having little impact on our national security strategy.

"Our investments in development and diplomacy are smart, cost-effective, and squarely in the best interests of American taxpayers and our national security. They are also relatively small compared to the cost of active military engagement, and they can end up delivering impactful savings. In Iraq, for example, our \$2.6 billion request for State and USAID will allow the Defense Department budget to decrease by about \$16 billion- a powerful illustration of the return on civilian investments."

Congressional Letters Supporting the International Affairs Budget

Senate Letter to the Appropriations Committee Supporting the International Affairs Budget

"The International Affairs Budget represents less than 1.5 percent of the total federal budget, and yet it funds America's development and diplomacy tools — two of the three pillars of U.S. national security. The majority of the proposed \$6.1 billion increase for the International Affairs Budget in FY 2011 is devoted to the Frontline States of Afghanistan, Pakistan, and Iraq. In fact, accounting for FY 2010 supplemental funding for Haiti, the FY 2010 request level is actually flat.

"Such funding is not only critical to safeguarding our national security and reducing the heavy toll on American men and women in uniform, but it is also instrumental in helping to improve lives through global health, democracy, agriculture,

and education programs...National security and foreign policy experts agree that a strong International Affairs Budget is an essential component of national security..."

Signed by 37 Senators: Kerry (D-MA), Lugar (R-IN), Durbin (D-IL), Feinstein (D-CA), Bond (R-MO), Akaka (D-HI), Cardin (D-MD), Casey (D-PA), Collins (R-ME), Gillibrand (D-NY), Lautenberg (D-NJ), Shaheen (D-NH), Klobuchar (D-MN), Landrieu (D-LA), Bingaman (D-NM), Levin (D-MI), Johnson (D-SD), Kaufman (D-DE), Menendez (D-NJ), Wyden (D-OR), Sherrod Brown (D-OH), Lieberman (I-CT), Tom Udall (D-NM), Hagan (D-NC), Merkley (D-OR), Whitehouse (D-RI), Mark Udall (D-CO), Johannis (R-NE), Leahy (D-VT), Boxer (D-CA), Sanders (D-VT), Mikulski (D-MD), Specter (D-PA), Dodd (D-CT), Begich (D-AK), Snowe (R-ME), Franken (D-MN)

Senate Letter to the Budget Committee Supporting the International Affairs Budget

"...A robust International Affairs Budget reinforces the continued bipartisan commitment of Congress and current and past administrations to invest in the strategic tools that are essential to strengthen our national security, foster economic growth, and promote America's moral leadership.

"Although it represents less than 1.5 percent of the total federal budget, the International Affairs Budget funds America's development and diplomacy tools- two of the three pillars of U.S. national security. The majority of the proposed \$6.1 billion increase for the International Affairs Budget in FY 2011 is devoted to the Frontline States of Afghanistan, Pakistan, and Iraq. The actual increase in International Affairs spending from FY 2010 to FY 2011 is only 2.8 percent, including pending FY 2010 supplemental funding. Such funding is not only critical to our national security and reducing the heavy toll on American men and women in uniform, but it is also instrumental in helping to improve lives through global health, democracy, agriculture, and educational programs...

"In addition to our national security, the International Affairs Budget is vital to our economic security and the U.S. economy. More than one in five U.S. jobs are tied to global trade — and trade has tripled as a share of our national economy in the past four decades. Today, developing countries represent an increasingly significant growth market for American exports. In order to create jobs here at home, we must invest in America's export promotion tools- including the Export-Import Bank and the Overseas Private Investment Corporation. Accessing emerging markets for American goods and services is vital to our economy..."

Signed by 31 Senators: Lugar (R-IN), Kerry (D-MA), Durbin (D-IL), Voinovich (R-OH), Feinstein (D-CA), Menendez (D-NJ), Leahy (D-VT), Brown (D-OH), Udall (D-NM), Reed (D-RI), Levin (D-MI), Specter (D-PA), Wyden (D-OR), Lieberman (I-CT), Franken (D-MN), Sanders (D-VT), Casey (D-PA), Bingaman (D-NM), Kaufman (D-DE), Akaka (D-HI), Feingold (D-WI), Whitehouse (D-RI), Klobuchar (D-MN), Gillibrand (D-NY), Collins (R-ME), Nelson (D-NE), Shaheen (D-NH), Lautenberg (D-NJ), Dodd (D-CT), Bond (R-MO), Boxer (D-CA).

House Foreign Affairs Subcommittee Chairs' Letter to Appropriations Committee Chairman Obey

"The International Affairs Budget is also essential to our economic interests, and as a reflection of America's moral values and compassion for those in need around the world, as evidence so dramatically by our assistance to Haiti following the devastating earthquake that struck the country. On-going development programs in areas such as global health, agriculture, and education programs save millions of lives. On the economic front, development and diplomacy programs play a significant role in creating American jobs by promoting U.S. exports, building more reliable trading partners, protecting intellectual property rights, and advocating for American business abroad. With one out of five American jobs now tied to international trade, export promotions programs funded by the International Affairs Budget are essential to economic growth and are indispensable to reaching President Obama's goal of doubling exports within five years."

Signed by Chairs of House Foreign Affairs Subcommittees: Howard Berman (Committee on Foreign Affairs), Gary Ackerman (Middle East and South Asia), Eni Faleomavaega (Asia, the Pacific and the Global Environment), Donald Payne (Subcommittee on Africa and Global Health), Brad Sherman (Terrorism, Nonproliferation and Trade), Eliot Engel (the Western Hemisphere), Bill Delahunt (Europe), Russ Carnahan (International Organizations, Human Rights and Oversight).

House Budget Committee Letter to Budget Committee Chairman Spratt

"...The programs supported by the International Affairs budget are critical to our national security and combat the suffering and extremism caused by poverty, disease, and a lack of economic opportunity. The International Affairs budget counters these threats by investing in 1) global health, food security, and economic stability and, 2) peace and stability through economic development, education, and democracy programs.

"Supporting civilian populations of the frontline states, where our brave men and women are serving today, required sufficient investments in necessities such as healthcare, food security, infrastructure, and accountable government. In addition, we must not forget other regions of the world where the lives of millions more are threatened by similar pressures including environmental degradation through climate change, HIV/AIDS, and lack of access to clean water, and education, and economic opportunity.

"The International Affairs Budget also plays a vital role in creating American jobs and spurring economic growth and trade. Over the past 40 years, trade has tripled as a share of our national economy and today, one out of five American jobs are tied to exports. Developing countries are the fastest growing market for American exports and currently represent nearly half of our total exports. Export promotion programs funded by the International Affairs Budget are essential to expanding U.S. trade in these emerging markets and helping American businesses remain competitive in the global market place..."

Signed by: *Earl Blumenauer (D-OR), Gerald Connolly (D-VA), James McGovern (D-MA), Allyson Schwartz (D-PA), Rosa Delauro (D-CT), Gwen Moore (D-WI), Bob Etheridge (D-NC), Robert Scott (D-VA), Betty McCollum (D-MN)*

Bipartisan Letter to President Obama Signed by 247 Members of Congress

"National Security: National security and foreign policy experts across the political spectrum support an increase in the International Affairs Budget as an essential component of our national security...Secretary Gates and other military leaders argue that our national security is dependent not only on a strong military force but also on increased investments in the full range of diplomatic, development and humanitarian tools funded through the International Affairs Budget. These investments improve our ability to track down terrorists and weapons, help reduce poverty and hunger, promote the security of key allies, and assist in the stabilization of fragile states that often provide quarter and safe haven to terrorists and others who seek to do us harm. A strengthened International Affairs Budget will also improve the capacity of the Department of State and associated agencies to partner with the military in pursuit of our national security objectives.

"Economic Security: By helping to create new and stable global markets for American goods and services, international affairs programs create jobs at home and opportunities for economic expansion abroad for American companies. Our export promotion agencies and overseas missions advocate for U.S. commercial interests overseas and promote U.S. exports, which account for one out of every seven U.S. jobs. Additionally, programs funded in the international affairs budget foster the development of sound economic policies in poor countries, protect intellectual property rights, build vibrant trade relationships and encourage public-private partnerships.

"Human Security and Humanitarian Values: Programs funded within the International Affairs Budget demonstrate America's moral values and our compassion for those in need around the world. They also protect the health and safety of our own citizens by preventing the spread of infectious disease, conserving the natural environment, and reducing the flow of refugees and contraband. Americans, both through our government and through private organizations, have a proud history of bringing hope to millions of people who live under oppressive poverty, face starvation, battle HIV/AIDS, malaria and other diseases and suffer the consequences of conflict and insecurity. Strong support for these life-saving interventions helps leverage significant private contributions that together promote a healthier, more peaceful and stable world."



Women and Tuberculosis

Tuberculosis (TB), an airborne infectious disease, is the third leading cause of death for women worldwide.¹ Women experience different risk factors, social and economic consequences, and barriers to treatment than men. Yet little has been done to address the biological differences and gender disparities that present a unique challenge to the diagnosis and treatment of TB in women. In 2008, 3.6 million women developed TB² and approximately another 500,000 died as a result.³ TB affects women mainly during their economically and reproductively active years, causing a substantial burden on children and families. Immediate action is needed to address the unnecessary suffering TB causes and to eliminate the disease as a leading killer of women.

WHAT IS TB AND HOW IS IT TREATED?

Tuberculosis (TB) is an infectious disease caused by bacteria that often attack the lungs. It is spread through the air when an infected person coughs or sneezes. When exposed to TB, most healthy people are able to fight the bacteria by sealing it off within a part of the body, usually the lungs. These people have *latent* TB infection, where they do not feel sick and cannot spread the bacteria to others. However, in some cases, the bacteria continue to multiply in the body making a person sick with active TB disease. If not treated properly, active TB can be fatal. Latent TB infection can be treated using only one drug over the course of nine months. Active TB infection is treated using numerous drugs taken over a 6-9 month period. It is crucial that infected persons take medication exactly as prescribed and complete the full course of treatment. If the drugs are taken incorrectly or stopped prematurely, TB disease can reemerge and become resistant to medication. These drug resistant strains of TB are much harder and more expensive to treat.

WHAT IS THE NATURE AND MAGNITUDE OF TB AMONG WOMEN?

Diagnosis and treatment of TB has not been equal across genders. Fewer women who have TB are diagnosed with the disease, and stigma falls more heavily on women.⁴ While men are more likely to have latent TB, women are more likely to develop active disease.^{5,6} In developing countries TB remains the third leading cause of death among women of reproductive age (15-44 years), disproportionately affecting pregnant women and the poor.⁷

TB Disproportionately Affects Poor Women

Poverty is a major factor for developing active TB disease. Of the 22 countries that are home to 80% of the world's people with active TB, 17 have an annual Gross Domestic Product (GDP) of less than US \$760.⁸ Because women account for 70% of the world's poor, women in developing countries are

disproportionately affected by the disease.⁹ This poses a significant challenge to TB control, as poor women are less likely to seek medical care.¹⁰

Certain aspects of poverty make women more susceptible to developing active TB. Cramped living conditions, overcrowding, and poor ventilation facilitate the spread of TB bacteria. Furthermore, women living in poverty are at an increased risk of being sold into the sex trade. Millions of women and girls are forced into commercial sex work each year; over one million girls are from India alone.¹¹ Women and girls who engage in sex work are at an increased risk of contracting TB from clients. This risk is exacerbated by their confined living conditions and susceptibility to HIV.¹²

TB Places Pregnant Women and Their Babies at Risk

TB poses a considerable risk for pregnant women and their babies. Delayed TB diagnosis in pregnant women heightens the chance of death during childbirth and causes danger to the child. Studies from Mexico and India indicate that TB positive women are twice as likely to give birth to a premature or low-birth-weight baby and four times more likely to die during childbirth. The risk of infant death also greatly increases.¹³

Pregnant women may take certain TB medications during pregnancy and while breastfeeding without any harmful affects to their baby.¹⁴ Even so, some women stop taking their medication because they fear it will affect their breast milk and/or unborn baby.¹⁵ Discontinuing TB medication prematurely is hazardous to pregnant women and their babies and can lead to the development of drug resistant TB. If left untreated, women may transmit TB to their infant or other children and family members.

WHAT RISK FACTORS FOR TB ARE SPECIFIC TO WOMEN?

Women's Social Roles Make Them More Susceptible to Developing Active Disease

Women's social roles place them at a higher risk of contracting TB. Indoor food preparation is particularly concerning. In developing countries, women often cook indoors in very confined spaces using biomass fuel such as wood or animal dung. Studies show that women who cook with biomass fuel are more likely to develop active TB.¹⁶ Evidence suggests these fuels can weaken women's respiratory systems and impair the immune system's ability to fight off bacteria.

Women do not Attend Proper Health Services for Diagnosis and Treatment

In low-income countries women often have a lower socio-economic status, reduced access to economic resources and fewer educational opportunities as compared to men. As a result, many women are unable to locate and reach qualified health services.¹⁷ Furthermore, the stigma attached to a positive TB diagnosis leads many women to forgo seeking necessary medical attention. In low income countries women tend to self medicate or seek out traditional healers instead of accessing public TB clinics because they are afraid of being recognized as a TB patient by members of the community.¹⁸

These factors of stigma, low socio-economic status, and lack of education cause significant delays in the diagnosis and treatment of TB in women. A study in Vietnam found women waited nearly twice as long to visit a hospital from the onset of a cough when compared to men.¹⁹ In some cases women neglected their illness until they became too sick to lead normal lives and, in some case, too sick to seek medical

attention.²⁰ Delayed TB diagnosis and treatment increases chance of death and leads to further spread of the disease.

Women Do Not Receive Proper TB Diagnosis

Women are less likely to be screened for TB than men.²¹ While this may be due to biological differences in symptoms, it is also likely because of the gender bias of physicians who often consider TB a “male disease.”²² This potential lack of screening amplifies the amount of undiagnosed cases, leading to further spread of disease.

Even when screened for TB, women are less likely to test positive for the disease than men. Studies in several countries, including Malawi, South Africa, and Bangladesh indicate that TB is more difficult to diagnose in women.^{23,24,25} This disparity may be attributed to biological differences, including the possibility that women have a different immune response to TB than men.^{26,27} As a result, women may have different symptoms, signs, and outcomes. One study indicated that TB lung lesions might not be as severe in females as compared to males, which may lessen the symptoms in women and make for a more difficult diagnosis.²⁸

Social factors also contribute to the disparity in case detection between men and women. A study in Pakistan reported that women felt uncomfortable producing the mucus needed for sputum-smear microscopy, the standard diagnostic test for TB in resource-limited settings.²⁹ The study also found that some women did not understand it was necessary to produce a mucus sample for proper diagnosis. Some women used saliva instead, which greatly affected test results. This misunderstanding led doctors to provide women instructions on how to produce a mucus sample, which resulted in a significant improvement in TB case detection. This stresses the need for increased effective patient education for women in some settings.

TB Treatment Options Are Not Gender Sensitive

In addition to diagnostic inadequacies, TB treatment options are not gender sensitive. The preferred method for TB treatment is Directly Observed Treatment (DOTS), a strategy where healthcare workers observe patients as they take their medicine.³⁰ While very effective, this approach depends on a woman's ability to recognize symptoms of TB and access a proper health care facility. As previously mentioned, fear of stigma and lack of education often prevent women from accessing national TB clinics, causing delays in treatment and the continued spread of disease.

WHAT ARE SOCIAL AND ECONOMIC CONSEQUENCES FACED BY TB POSITIVE WOMEN?

Positive TB diagnoses have damaging consequences for women. Socially, the stigma of having TB falls more heavily on women than men. In some communities, a positive TB diagnosis may force women into divorce or, if unmarried, create difficulty in finding a marriage partner.³¹ In addition to stigma, TB has a profound affect on women and their families. Because TB mostly affects women in their economically and reproductively active years, the impact of the disease is strongly felt at home. Women suffering from TB are often unable to care for their children and have trouble performing household chores. The health of children with an infected mother is also greatly affected. Research suggests children are more likely to

become infected with TB if their mother has TB than if their father has the disease.³² In some fatal TB cases women leave behind orphaned children.

The social and economic consequences of TB often overlap. In addition to household chores and caring for children, many women engage in work outside the home. Many women work in the agricultural or domestic sector, providing necessary additional household income. As a result, TB disease leads to a loss of workforce and loss of wages.³³

TB AND WOMEN: A CALL TO ACTION

A current lack of political will, inadequate financing, and intense stigma remain barriers to reducing the burden of TB among women. To date, little has been done to address gender disparities of TB and eliminate this disease as a leading killer of women. It is crucial that we act now to save the lives of millions of women and reduce the burden the disease has on their families. In order to accomplish these goals, immediate action is required:

- TB programs should work to remove barriers to access, reduce delays, and improve the diagnosis and treatment of TB in women.
- Further research and investigation is needed to understand the inadequacies of diagnosing and treating TB in women, including research on gender sensitive treatment options.
- All pregnant women should be screened for TB and provided appropriate treatment and care in countries where TB is endemic.
- Routine TB screening should be incorporated into maternal and child health programs in countries where TB is endemic.
- TB and infectious disease advocates and maternal and child health advocates must work better together on a common agenda to eliminate stigma, impact policies and programming, mobilize resources, and ultimately eliminate TB's impact on women.

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Quotes

"MDGs 4 and 5 will not be reached without additional emphasis on tuberculosis care and control"
 –Pamela Das and Richard Horton, *The Lancet*

“As women, we usually carry the dual burden of being infected and at the same time caring for our infected and affected family members and loved ones”

-Carol Nawina Nyirenda, Patient Advocate

Tuberculosis—time to accelerate progress

Pamela Das, Richard Horton

Tuberculosis is a major and still neglected cause of death and disability in low-income and middle-income countries. Although the disease is treatable, and even preventable, it has limited political backing and little interest from the private sector. This neglect is partly because the greatest burden of disease is among those who are poor or economically and socially excluded. But also, until the early 1990s, there was a firm belief that tuberculosis had been conquered (at least in the economically developed world), and that the disease no longer justified priority status. The reality is quite different. In the past year alone there have been 2 million deaths from tuberculosis and 9 million new infections.ⁱ There is more tuberculosis today than at any other time in history. The emergence of drug-resistant strains and the confluence with the HIV epidemic, as reviewed by Neel Gandhi and colleaguesⁱⁱ and Anthony Harries and colleaguesⁱⁱⁱ in our Series today, has turned tuberculosis into a global public health crisis.

For too long, control of tuberculosis has been approached as a medical or public health problem only. Despite the inclusion of tuberculosis in the Millennium Development Goals (MDGs), tackling this infection as a wider development problem has hardly begun. One difficulty is that the central development issue for tuberculosis is its complex intersection with poverty. On the one hand, tuberculosis is an issue that affects development through its effect on the health of individuals and families. The disease has a devastating economic impact. On the other hand, lack of economic development hinders efforts to control tuberculosis—overcrowding, lack of ventilation in households, and poor nutrition all provide environments for the spread of tuberculosis. Worse, in the current fragile economic climate, affordability of food and medicines has put additional pressure on individuals. The decline in tuberculosis notification rates at the turn of the past century reflects the fact that economic and social development is important in addition to the availability of treatment.^{iv}

Efforts to control tuberculosis should therefore include more than just ministries of health. Policy and practice must also include ministries responsible for finance, housing, social development, and education. Indeed, our Series concludes that treatment-related actions will be insufficient to reach global goals. There is an urgent need to assess interventions for social and economic determinants, such as malnutrition, alcohol use, poor housing, indoor air pollution, and poverty.

2010 marks an important staging post on the way to the MDGs. MDG 6 includes reducing the global burden of tuberculosis. The health-related MDGs are closely inter-related. Success in meeting them will only be realised through a comprehensive approach and not through programmes isolated from each other. Presently, there is justifiably a great deal of attention on MDG 4 (child health) and MDG 5 (maternal health). But it should not be forgotten that the burden of tuberculosis in women and children is huge.^v MDGs 4 and 5 will not be reached without additional emphasis on tuberculosis care and control.

Despite this still too invisible predicament, in a critical replenishment year for the Global Fund to Fight AIDS, Tuberculosis and Malaria, there are demonstrable achievements to report. As reviewed by Knut Lönnroth and colleagues^{vi} in our Series, the treatment success with directly observed therapy, short course (DOTS) exceeds 85%. Between 1995 and 2008, over 43 million people have been treated with DOTS. 36 million people have been cured. The prevalence of and mortality from tuberculosis are declining. We must not undervalue this good news.

But we do need to rethink control. Global health initiatives are failing to achieve the success they can achieve. There has been a deceleration in progress on case detection. Although prevalence and mortality are down, they are not down enough—especially in sub-Saharan Africa. The interaction with HIV has been neglected. And the data we use to devise programmes of tuberculosis control are inadequate.

What is needed is an accelerated scale-up of tuberculosis interventions, faster case detection, and greater attention to upstream prevention, attacking the broader social and economic determinants of infection with tuberculosis. These residual challenges will not be easy to meet. They require a new focus on strengthening health systems,

improving nutrition, and screening at-risk populations. The underlying point is that although we need to continue investment in what has worked, we must not simply do more of the same. It is this conclusion that justifies the call for a radical reframing of tuberculosis—from a disease to a development predicament.

One critical change that is fuelling this redefinition is the emergence of drug resistance. Multidrug-resistant and extensively drug-resistant tuberculosis can be found in every region of the world. Worryingly, the true magnitude of drug resistance is unknown because of the lack of laboratory capacity. There is a paradoxical and paralysing inverse laboratory law currently operating—where laboratory facilities are most needed, they are in the shortest supply.

The laboratory challenge goes beyond diagnostic capacity. There are still no reliable biomarkers for tuberculosis immunity and susceptibility, as reviewed by Robert Wallis and colleagues.^{vii} Without those markers, progress towards a new—and effective—vaccine against tuberculosis will be limited. The major barrier here is lack of investment in tuberculosis by the pharmaceutical industry. Although it is governments that have primary responsibility for health systems, private-sector corporations cannot escape their social responsibilities, as they have so far done very successfully. Sometimes, big pharma seems to believe it exists in a social vacuum—that its only obligation is to make its shareholders rich. But pharma would not exist without a society to sell its products to. Society and industry tightly depend on one another. Each needs to respect and work for the success of the other. When it comes to tuberculosis, the pharmaceutical industry has broken its contract with global society time and time again. With each day that industry fails to repair that contract, pharmaceutical companies share responsibility for the deaths of thousands of people who depend on new medicines for their survival. Governments cannot evade their responsibility either. Whether it is financing, health workers, governance, organisation, services, or supplies, ministries of health and finance in countries with a high burden of tuberculosis have mostly failed to deliver for their citizens. If the global rhetoric about universal access is to mean anything, there has to be a step change in country commitments to health, including tuberculosis. In high-burden countries, there is a compelling case for a designated minister for tuberculosis and HIV. Without the full-time advocacy and planning that such an appointment would provide, it is hard to see how political leadership will guide countries out of their current tuberculosis crisis.

The final paper in our Series by Ben Marais and colleagues,^{viii} sets out priority actions. It also describes the launch of a new initiative called *The Lancet TB Observatory*. Our Series shows the critical gaps in data and measurement capacity. These gaps hinder efficient decision making and the development of sound policies by countries. *The Lancet TB Observatory* will provide a new opportunity to track these measurement gaps and help to catalyse actions to ensure that these gaps are addressed. Although epidemiological data and funding flows are routinely collected by WHO and others, there is no formal mechanism to assess this information critically and independently. Nor is there any means to hold the various stakeholders in tuberculosis control to account. *The Lancet TB Observatory*, an internal and inclusive collection of tuberculosis scientists and physicians, will serve that function.

We warmly thank Ali Zumla, Mario C Raviglione, and Ben Marais for devising and leading this Series so superbly. We are also extremely grateful to Rifat Atun and the Global Fund to Fight Aids, Tuberculosis and Malaria for their energy, commitment, and financial support to deliver this series.

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Congress of the United States
Washington, DC 20515

Co-Sponsor H.R. 5117, the Education for All Act of 2010

Dear Colleague:

We urge you to join us in cosponsoring legislation (HR 5117) to ensure that the United States continues to play a lead role in helping all children have access to a quality, basic education.

Basic education is a fundamental development priority. Education – particularly for girls – can have profound consequences for reducing poverty, spurring economic growth, reducing infant mortality and halting the spread of HIV/AIDS in the developing world. No country has reached sustained economic growth without achieving near universal primary education. And at a time when winning hearts and minds remains vitally important, we must recognize that the fires of fanaticism are less likely to take hold in better educated, healthier, more stable societies. In countries plagued by violence and strife, and riddled with poverty, education is an equalizing force. That's one of many reasons why the 9/11 Commission concluded that ensuring educational opportunity is essential to U.S. efforts to defeat global terrorism.

In 2000, the United States, along with over 170 nations, committed to the goal of achieving universal basic education by 2015. The good news is that since then, Congress has worked in a bipartisan manner to dedicate increasing resources to basic education. The global community has also helped by forming the Education for All Fast Track Initiative. This effort is already helping donors work together to support poor nations with a strong commitment to a national education plan which serves all their children.

Yet despite such gains, we are far off track to meet the goal of a quality education for all children by 2015. Across the globe, there are at least 72 million children of primary school age today without access to adequate education. Three-fifths of them are girls, and over half of the children out of school live in fragile and conflict-affected states. Large financing gaps remain for countries with strong education plans, and even less is being done for the tens of millions of children in conflict and post-conflict situations.

Our bill authorizes a continuum of education services for children living in developing countries, conflict zones, and other emergency situations. It:

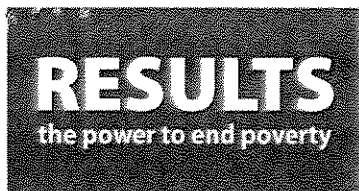
- calls on the President to develop a comprehensive strategy to meet the 2015 Education for All goal;
- recognizes that it is imperative to focus on strategies for reaching the most disadvantaged children – girls who live in poor, remote areas; child laborers; children with disabilities; victims of sex trafficking; and children who are orphaned or negatively impacted by the HIV/AIDS virus;
- supports reforming and improving multilateral education financing institutions such as a new Global Education Fund that can leverage private sector commitments to education;
- supports activities to help train teachers, build schools, develop effective curricula, and increase access to school lunch and health programs;

- fosters schools as centers of communities by bringing together parents, students, teachers and government officials to support holistic development of communities; and
- prioritizes support to countries with the greatest need based on the percentage of kids out of school and with the greatest opportunity to expand access and improve equality.

The time for action is now. A coordinated effort is needed to make sustainable and lasting change. We ask for your support to ensure that all children have access to a quality, basic education. To cosponsor or for more information please contact Ann Vaughan (ann.vaughan@mail.house.gov) with Rep. Lowey's office or Michelle Brennan (michelle.brenan@mail.house.gov) with Rep. Reichert's office.

Respectfully,


Nita Lowey
Member of Congress
David Reichert
Member of Congress



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Cosponsor the Education for All Act of 2010 H.R. 5117

**The Education for All Act of 2010 was introduced by Reps. Nita Lowey (D-NY)
and Dave Reichert (R-WA).**

*To cosponsor, please contact Ann Vaughan in Rep. Lowey's office
(ann.vaughan@mail.house.gov) or Michelle Brennan in Rep. Reichert's office
(michelle.brenan@mail.house.gov)*

What does the Education for All Act Do?

The EFA bill seeks to ensure the U.S. provides the resources and leadership to contribute to a successful international effort to provide all children with a quality basic education by 2015.

To achieve the goal of universal quality basic education, the EFA Act lays out U.S. policy that includes working with other countries, international organizations, and civil society to:

- assist developing countries and strengthen their educational systems;
- assist NGOs and multilateral organizations; and
- promote education as the foundation for community development.

The EFA Act Also Supports the Following:

Increase Access: The U.S. strategy to achieve Education for All shall seek to increase access for all children, particularly marginalized and vulnerable groups, including girls, children affected by conflict or humanitarian crises, disabled children, children in remote or rural areas, religious or ethnic minorities, indigenous peoples, orphans and children impacted by HIV/AIDS, child laborers and victims of trafficking.

Improve Quality: To ensure efforts to improve the quality of education, the U.S. shall commit resources to monitor and evaluate the effectiveness and quality of basic education programs and develop specific indicators to measure learning outcomes.

Build Country Capacity and Country Ownership: The bill authorizes funding to help developing countries create and implement national education plans to achieve quality universal basic education. It also requires the U.S. to align assistance to support these plans; coordinate and integrate bilateral and multilateral assistance so that aid is directly responsive to country needs, capacity, and commitment; as well as promote sustainable development.

Multilateral Assistance: The bill calls on the U.S. to support a multilateral education initiative, like the Fast Track Initiative or a multilateral Global Fund for Education. The multilateral initiative should be independent and governed equally by donors, developing country governments, and civil society based on the following principles:

- transparency with respect to financing, key policy decisions, and impact;
- coordination among governments, private sector, and civil society;
- mutual accountability between donors and recipients for achieving measurable results in access and quality;
- alignment with host country priorities; and
- predictable, long-term funding disbursed in a timely manner.

Support Communities of Learning: Recognizing the importance of holistic development of communities, the U.S. should utilize schools as the foundations for community development and build them as centers of integrated development assistance programs, such as health, nutrition, adult literacy, business training, democracy education, and housing programs.

How Will the Policy Be Implemented?

In order to implement the policy, the following activities and concepts may be used to expand access and improve the quality of basic education:

- monitor and evaluate student learning outcomes;
- train quality teachers and build adequate infrastructure;
- eliminate fees;
- replicate interventions that improve access, such as scholarships, school lunch, and school health programs;
- build systems to ensure oversight of education services and financing;
- ensure that schools are not incubators for violent extremism and are safe places for learning;
- provide human rights and conflict-resolution education;
- promote programs that teach civic education and life skills;
- support interventions to increase access for the most disadvantaged populations; and
- support a reformed Education for All Fast-Track Initiative or Global Fund for Education.

Does It Address Children Affected by Conflict and Crises?

Considering that over half of children out of school live in countries in conflict, the EFA Act focuses on assisting children affected by conflict or humanitarian crises and would support efforts to:

- ensure a continuity of educational activities;
- reestablish formal education services and/or provide safe places for learning;
- promote out-of-school programs and flexible-hour schooling;
- provide infrastructure- even temporary- for education services;
- provide necessary materials to train and support teachers; and
- promote efforts to reintegrate teachers and students of conflict.

The Bill Also Directs:

- The President to create a comprehensive strategy on Education for All to achieve the targets and goals of Education for All as prioritized in this bill.
- The U.S. to improve coordination and reduce duplication within the U.S. and with foreign donor governments and international organizations at the global and country levels.
- The creation of the position of the Education for All Coordinator, which would oversee and carry out Education for All policies, ensure coordination within the U.S. Government and with NGOs and international partners, and convene an annual meeting to evaluate progress in the U.S. strategy for Education for All.
- The President to submit an annual report to Congress that will include efforts to achieve the goals and implement the strategy.

To Achieve These Goals, the Bill:

- Supports efforts to **increase access**, particularly for marginalized and vulnerable groups, including girls.
- **Improves educational quality** by expanding monitoring and evaluation systems, including the development of indicators to measure learning outcomes.
- Calls on the **U.S. to support a multilateral education initiative, such as a multilateral Global Fund for Education**. This new multilateral initiative should be completely independent and governed

equally by donor and developing country governments and civil society. It should be based on the following principles:

- transparency with respect to financing, key policy decisions, and impact
 - coordination among governments, private sector, and civil society;
 - mutual accountability between donors and recipients for achieving measurable results in access and quality;
 - alignment with host country priorities; and,
 - predictable, long-term funding disbursed in a timely manner.
- **Builds country capacity and ownership** by helping countries to create and implement **national education plans** and ensuring all aid is directly responsive to country needs.
 - Supports "**communities of learning**" by integrating development assistance programs, such as health, nutrition, adult literacy, business training, democracy education, and housing programs, through schools.
 - Prioritizes support to **countries with the greatest need** based on the percentage of kids out of school and with the greatest opportunity to expand access and improve quality.
 - Supports interventions specific for **children affected by conflict or humanitarian crises**.
 - Mandates that the president create a **comprehensive Education for All strategy** that will achieve the targets and goals of Education for All.
 - Creates the position of **Education for All Coordinator** to oversee and carry out Education for All policies, ensure coordination within the U.S. Government and with NGOs and international partners, and annually convene a meeting to evaluate progress in fulfilling the U.S. strategy.
 - Requires the president to submit an **annual report to Congress** on efforts made to achieve these goals.
 - **Authorizes sufficient funds** to expand access to and improve quality of basic education.

Current Cosponsors (as of June 14)

Connolly, Gerald (D-VA)	Lowey, Nita (D-NY)	Schakowsky, Jan (D-IL)
Eshoo, Anna (D-CA)	Maloney, Carolyn (D-NY)	Smith, Adam (D-WA)
Garamendi, John (D-CA)	Moran, James (D-VA)	Stark, Fortney (D-CA)
Grijalva, Raul (D-AZ)	Olver, John (D-MA)	Woolsey, Lynn (D-CA)
Johnson, Henry (D-GA)	Pomeroy, Earl (D-ND)	Wu, David (D-OR)
Lee, Barbara (D-CA)	Rangel, Charles (D-NY)	Yarmuth, John (D-KY)
Lofgren, Zoe (D-CA)	Reichert, David (R-WA)	



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Education for All Act of 2010 (H.R. 5117) Frequently Asked Questions

The Education for All Act of 2010 was introduced by Reps. Lowey (D-NY) and Reichert (R-WA).

To cosponsor, please contact Ann Vaughan in Rep. Lowey's office (ann.vaughan@mail.house.gov) or Michelle Brenan in Rep. Reichert's office (michelle.brenan@mail.house.gov)

While the U.S. has provided strong global leadership to help open classroom doors for children around the world, there are still 72 million primary school-aged children not in school, the majority of who are girls. International efforts are failing to mobilize the resources and commitments needed from both donor and developing countries to ensure that every child receives a quality basic education. Without new leadership and new direction, as laid out in the Education for All Act of 2010, 56 million children will still be out of school in 2015, which is the target date for achieving universal primary education. Moreover, many children who are in school by then won't have the resources they need to learn and excel. We need a bolder, bigger, and more effective global initiative for education.

Who supports the Education for All Act?

A broad range of U.S. civil society organizations, including major teacher unions (NEA and AFT) representing nearly five million teachers, strongly support the Education for All Act.

The Global Campaign for Education: GCE was founded in 1999 and brings together major non-governmental organizations (NGOs) and teachers' unions in more than 100 countries. RESULTS is a member of the leadership council of the U.S. Chapter of the Global Campaign for Education, which is a broad-based coalition of more than 30 non-governmental and religious organizations, teachers' unions, foundations and child advocates to promote the cause of universal basic education in the world's poorest countries.

The EFA Act is supported by GCE-US coalition members including:

- RESULTS/RESULTS Education Fund
- The ONE Campaign
- National Education Association
- American Federation of Teachers
- Center for Universal Education at the Brookings Institution
- United Methodist General Board of Church and Society
- Global AIDS Alliance
- National Peace Corps Association
- Global Action for Children
- Islamic Relief
- School Girls Unite
- Connect To Learn — A Global Education Initiative of The Earth Institute, Ericsson & Millennium Promise

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Does the bill authorize funding?

The bill does not specify an authorization level, but authorizes "such sum as may be necessary" to carry out the provisions in the bill.

The U.S. currently contributes funding through bilateral programs for global basic education:

FY07: \$485 million	FY08: \$694 million	FY09: \$700 million
FY10: \$925 million	FY11: \$840 million (president's request)	

Does the bill support bilateral and multilateral efforts?

Yes. The bill reinforces support of both bilateral and multilateral programs. It states that "the United States should contribute on a multilateral basis in a manner that leverages overall impact and best reinforces United States bilateral aid efforts, which should remain central to United States efforts in basic education."

Regarding multilateral support, the bill specifically calls on the U.S. to support a multilateral education initiative, like the Fast Track Initiative or a new multilateral Global Fund for Education (GFE):

"A new multilateral initiative should be independent and governed equally by donors, developing country governments, and civil society based on the following principles:

- transparency with respect to financing, key policy decisions, and impact;
- coordination among governments, private sector, and civil society;
- mutual accountability between donors and recipients for achieving measurable results in access and quality;
- alignment with host country priorities; and
- predictable, long-term funding disbursed in a timely manner."

Why call for a new Global Fund for Education?

In 2002, the Education for All Fast-Track Initiative (FTI) was initiated by the World Bank. The FTI is a partnership between donor and developing countries to ensure accelerated progress towards achieving universal primary education by 2015. Open to all low-income countries and supported by every major donor for education, the FTI has created bilateral (country-to-country) partnerships to support country-developed national education programs to ensure effective investments, measurable outcomes, and concrete results.

However, the FTI is failing to galvanize sufficient funding to support national education plans to achieve EFA — for 2010 alone, the FTI needs an estimated \$395 million to meet demand for countries coming forward this year for grants. Combined with recent declines in bilateral aid for education, the FTI shortfall underscores that the status quo financing architecture is clearly not sufficient to ensure all kids a quality education.

The Global Fund for Education should become the next generation of the FTI by building upon its demonstrated strengths, identifying areas that can be reformed, capitalizing on lessons learned, and leveraging new opportunities globally to meet the Education for All goals. By expanding the resources of



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the FTI so that it can better support countries in need, such as fragile or conflict-affected states, a Global Fund for Education would better align aid with country-driven priorities, improve the impact of bilateral aid and make our investments in global education produce better results for vulnerable children around the world.

Why is U.S. leadership needed?

The U.S. is seen as the global leader on development and both donor and developing countries take cues from our actions. U.S. funding also leverages funding from other donors (e.g., U.S. contributions to the Global Fund to Fight AIDS, TB and Malaria are match on a 2:1 basis), and developing countries are strongly compelled to initiate reforms and increase their own commitments once the U.S. is involved.

Given the impact of declining aid for basic education globally, 2010 will only be a year of transformative action for global education if the U.S. is fully committed to achieving Education for All and takes concrete steps to bring leaders together to create a new multilateral, multi-donor response to the education crisis — a new Global Fund for Education — that would increase global funding commitments, coordination, transparency, and accountability to achieve universal quality education.

Does the president support these goals?

Yes, President Obama is supportive of global education. In fact, during the presidential campaign in 2008, he stated his intention to sign the 2007 Education for All Act into law. He also pledged \$2 billion for a global education fund. This commitment was reiterated by Secretary of State Clinton during her confirmation hearings; as a senator, Secretary Clinton introduced the Education for All Act of 2007. At the September 2009 UN General Assembly meeting, President Obama announced he would come to the 2010 UN Millennium Development Goal (MDG) Summit with a plan to achieve the MDGs — which include Education for All.

How much money is needed to get all kids into school?

An estimated \$16 billion in aid is needed annually to reach basic education goals in the world's poorest countries.¹

Unfortunately, donor country funding commitments are stagnating. 2007 funding levels for basic education in low-income countries amounted to \$4.3 billion, a 22 percent decline from the previous year. More worryingly, these declines appear to indicate a trend which has continued through 2010. Half of all commitments to basic education come from just a handful of donors.

The poorest don't always receive what funding there is for education: although 80 percent of all out-of-school children live in low-income countries, they receive less than half of all education funding, and

¹ According to UNESCO's EFA Global Monitoring Report 2010, the financing gap is the average annual financing gap universal primary education and support for pre-primary and adult literacy in low-income countries that is calculated as the difference between the total investment required and the levels of domestic financing associated with all countries reaching "best effort" thresholds by 2015



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nearly one-third of all education resources specifically for basic education went to middle-income countries in 2007.²

What would a new Global Fund for Education cost?

In 2010, donor countries should contribute funding to support universal quality education and catalyze a new multilateral initiative. An exact estimate of how much funding the GFE would need per year is unknown, as it would be needs-based and driven by applications from developing countries. But one of the most important contributions the U.S. can make right now is to provide the leadership to galvanize global support for this new, robust multilateral education initiative.

A new Global Fund for Education would be a multilateral organization that is created and supported by the entire global education community, including donor and developing countries, as well as multilateral organizations, the private sector, and civil society. It would continue to encourage and harmonize bilateral aid programs undertaken by FTI, while also fulfilling the promise of efficient disbursements of multilateral funding to countries with the greatest need.

Other donors, especially the Europeans, support the FTI, but are looking for an improved way to channel funding in order to increase aid commitments for education. The GFE is also an important opportunity to engage emerging bilateral donors, such as Korea and UAE, who would be compelled to give to a new education initiative, especially one they can support alongside the United States.

A Global Fund for Education should also involve private sector partners, including both corporations and private foundations, which are currently omitted from the FTI.

What should be the guiding principles of a GFE?

National Ownership: One of the great strengths of the FTI that should be a core building block of its evolution into the GFE is the focus on supporting comprehensive national education plans. The Paris Declaration on Aid Effectiveness states that developing countries commit to “exercise leadership in developing and implementing their national development strategies through broad consultative processes.” The FTI has been a model for ensuring national ownership of development plans; an expanded initiative on global education must be grounded in these country-driven education sector plans while seeking to expand the consultative process to include in-country civil society.

Participatory Governance and Independence: Participatory governance at both the global and the national level will be essential to the success of the GFE. The Global Fund to Fight AIDS, Tuberculosis and Malaria ensures that civil society and developing countries have equal representation at the global level and are key partners in the country-level planning and proposal processes. The GFE should provide for equal representation in the governance structures for donors, developing countries, and civil society and mandate the participation of all stakeholders in the development of national education plans. There

² UNESCO. Aid Brief 2009: Recent Trends in Aid to Education. April 23, 2009. Available at: <http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/GMR/pdf/gmr2009/Final%20aid%20brief%20April%2023.pdf>.



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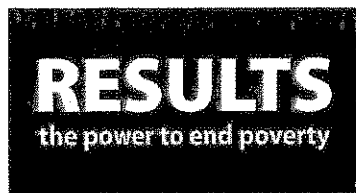
should also be a Secretariat that operates independently of any individual international organization to ensure effective management and accountability for results.

Multilateral, Multi-donor, Multi-instrument: A strong and inclusive GFE must provide a framework for increased and improved aid mobilized through a variety of modalities, while at the same time seeking to enhance multilateralism with an increased share of resources flowing through multilateral channels. The GFE should harmonize the multiple development actors so all efforts have a greater impact together. Without enhanced multilateralism, it will be extremely difficult to ensure the rapid disbursement of resources to countries most at risk for failing to achieve universal basic education.

Adhering to Global Principles for Aid Effectiveness: Responding to the Accra Agenda for Action on Aid Effectiveness, the GFE will coordinate all aid — delivered through diverse channels — and focus on ensuring adherence to the broadly-accepted principles of aid effectiveness: strengthening country ownership; building effective and inclusive partnerships; and delivering and accounting for development results.

Increased, Longer-Term, and More Predictable Financing: The GFE will have to mobilize resources on a scale far beyond what has been possible so far. The engagement of higher-level political figures in the governance and replenishment processes will be vital. It is no less important that both national education strategies and donor commitments are integrated multi-year approaches so that countries can engage in resource-based planning and long-term predictable financing commitments become the norm. The financing target should be based on independent assessments at the individual country level by the UNESCO Global Monitoring Team or similar experts.

Accountability for Results: It will be essential to hold all stakeholders accountable for achieving results. At the country level, improved oversight and accountability of aid flows and monitoring of the learning outcomes as a result of these investments is a critical dimension of this challenge. So too is improved transparency and benchmarks for realizing donor commitments on financing for education. The GFE needs effective benchmarks for all stakeholders — donors, recipients, and implementers — and public disclosure of the results it is achieving.



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Building Peace and Security Through Education

Education is a critical building block for the development of an inclusive, democratic society and must be a central component of U.S. efforts to promote global security. Today, one out of every three children in conflict-affected states is not in school.ⁱ Without an education and hope for the future, the chance for long-term stability is threatened.

Children are in war, not school. In 2008, the UN estimated that more than 250,000 children remained in the ranks of armed forces or groups.ⁱⁱ

Education promotes peace and can foster the possibility of a stable future. Education nourishes peace. It can encourage conflict resolution, tolerance, human rights and citizenship. It can reduce both poverty and inequality, and lays the foundation for countries which are prosperous and well governed. Across society, every year of schooling decreases a male's chance of engaging in violent conflict by 20 percent.ⁱⁱⁱ

Schools are centers of reconciliation. Research on primary education in Rwanda shows that schools are among the major influences on identity and attitudes toward the other — both in the lead-up to conflict and in terms of reconciliation and peace-building.^{iv}

Conflict and poverty often go together. Of the world's 20 poorest countries, 16 have suffered a major civil war in the last 20 years.^v

Education helps fight poverty and spur economic growth.

Education is a prerequisite for short- and long-term economic growth and stability: No country has achieved continuous and rapid economic growth without at least 40 percent of adults being able to read and write. And just one additional year of primary schooling adds approximately 10 percent to a person's wage.^{vi} Primary education allows people to plan and hope for a future in which they can provide for their families.

Education spurs democracy. People of voting age with a primary education are 1.5 times more likely to support democracy than people with no education.^{vii} Countries with higher primary schooling and a smaller gap between rates of boys' and girls' schooling tend to enjoy greater democracy, and democratic political institutions (such as power-sharing and clean elections) are more likely to exist in countries with higher literacy rates and education levels.^{viii}

Education offers an alternative to extremism. The 9/11 Commission Report stresses the link between strong U.S. leadership against extreme poverty and creating security: "America and Muslim friends can agree on respect for human dignity and opportunity. To Muslim parents, terrorists like Bin Laden have nothing to offer their children but visions of violence and death. America and its friends have a crucial advantage — we can offer these parents a vision that might give their children a better future.... That vision of the future should stress life over death: individual educational and economic opportunity."^{ix}

Building Peace

"After conflict, young people must be educated about their human rights. To attain peace and retain it is the most important thing after conflict. With education, they know that ballot must be considered instead of bullet."

Boy, >21, Sierra Leone. UNICEF e-newsletter, *Young People in Conflict and Recovery: Untapped Potential*. October 2005.

Schools are under attack. The number of attacks on school, students, and staff nearly tripled in Afghanistan from 2007 to 2008, up from 242 to 670.^x This instability prevents parents from sending their children to school and undermines the long-term impact of attempts to create a peaceful Afghanistan.

Long-term stability in fragile states begins with education: The Center for American Progress notes that "A close look at the many problems facing Yemen reveals that Yemen's notoriously inadequate education system should be a primary point of focus for the United States....The Middle East is already vulnerable to extremist ideology, and its large, young, and uneducated population magnifies these vulnerabilities. The United States must create a long-term strategy that results in a capable, educated Arab population. This approach will require more than building schools and sending textbooks. Yemen, and the region, is in need of an education overhaul that must begin with training well-educated teachers."^{xi}

Education aid for conflict-affected states remains too low. Although more than half of the world's out of school children live in fragile and conflict-affected states, less than half of basic education funding is directed to these states.^{xii}

Fighting Back

"We, the children in Côte d'Ivoire, want the war to stop now so that all the children can go back to school," said Awa loudly and clearly into the radio and television microphones. "It's our right!"

Just 12 years of age, Awa was speaking at an event to promote the Back to School campaign in Côte d'Ivoire, West Africa. An estimated one million children of primary-school age had their schooling brutally interrupted by the crisis that began in September 2002. Another 250,000 children of secondary-school age were affected. When a school is 'child-friendly', children who attend the school are better protected against violence, discrimination and abuse. They are also less likely to become involved in conflicts themselves.

Awa and all too many other children affected by crises around the world need education and play to bring stability, development and fun back into their lives. And, as Awa stressed, these things are not just a benefit. They are a right.

UNICEF. *Voices of Youth. Awa's Story.*

ⁱ Save the Children, "The Future is Now: Education for Children in Countries Affected by Conflict," 2010, p. 1. Available from

http://www.savethechildren.net/alliance/what_we_do/rewritethefuture/resources/publications.html

ⁱⁱ UNESCO. Education Under Attack 2010.

ⁱⁱⁱ Save the Children. September 2009. <http://www.savethechildren.org/newsroom/2009/rtf-threeyears.html>

^{iv} The Canadian Consortium on Human Security. Elisabeth King. *Policy Brief: The Human Security Impact of Education in Rwanda.*

^v Save the Children. Rewrite the Future. Website.

http://www.savethechildren.ca/index.php?option=com_content&view=article&id=764&Itemid=446&lang=en. Accessed June 17, 2010.

^{vi} Colclough, Christopher, Geeta Kingdon and Harry Anthony Patrinos, "The Pattern of Returns to Education and its Implications," Research Consortium on Education Outcomes and Poverty, Policy Brief 4, April 2009.

^{vii} Global Monitoring Report 2009.

^{viii} World Bank. Education and Development. <http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080118171/EducationBrochure.pdf>

^{ix} What to Do? A Global Strategy." National Commission on Terrorist Attacks on the United States. http://www.9-11commission.gov/report/911Report_Ch12.htm

^x UNESCO. Education Under Attack 2010.

^{xi} The Center for American Progress. Schools Not Bombs: **Long-Term Stability in Yemen Begins with Fixing Education. 25 February 2010.** http://www.americanprogress.org/issues/2010/02/yemen_education.html. Accessed June 17, 2010.

^{xii} Save the Children, "Last in Line, Last in School," 2009, p. vi. Available from http://www.savethechildren.net/alliance/what_we_do/rewritethefuture/resources/publications.html

Educate and Empower

Investing in Women and Girls Means Investing in a Better World

Today, 72 million children around the world do not have access to basic education. Educated children grow up to earn higher wages, contribute to stronger economies, support healthier and more prosperous families, and create more stable and secure societies. Making sure the millions of out-of-school children have access to an education will require U.S. leadership for a new, multilateral education initiative.

Investing in a girl's education is an investment in a more prosperous future – not only for girls, but for entire communities and countries. Study after study shows that investing in the education of women and girls can reduce poverty, stimulate the economy, and lead to better health and nutrition outcomes for women and their families. And yet, more than half of the world's 72 million out-of-school children are girls.

Fast Facts

- One extra year of education increases a person's wages approximately 10 percent. For girls, the rate of return for one additional year of primary education is as high as 15 percent.
- In Sub-Saharan Africa, investing in education of women has the potential to boost agricultural output by 25 percent.
- In Africa alone, 4.5 million children die each year before reaching their 5th birthday, but children of mothers with a full primary education are 40 percent more likely to survive to age 5.

Breaking the Cycle of Poverty

Women and girls make up nearly 70 percent of the poor worldwide. Economic empowerment and the ability to earn a living wage is one of the most effective ways for people to lift themselves out of poverty. Investing in education for women and girls is necessary to ensure that women can earn enough money to break the intergenerational cycle of poverty.

- Women make up an increasing share of the workforce (40.5% globally in 2008), but in many regions, women are disproportionately employed in "vulnerable jobs" in agriculture and in the services sector as factory workers. These jobs are often characterized by informal working arrangements that lack decent working conditions and adequate wages.
- Gains are even higher at the secondary level. For every additional year of secondary schooling, a girl's future wages increase by up to 18 percent.
- When women control the family budget, they are more likely than men to invest in children's health and well-being.

Stimulating Local and Global Economies

Child labor, early marriage, school fees, discrimination, conflict, poor school quality, lack of teachers, and health crises such as HIV/AIDS, are just some of the barriers that prevent girls from accessing a quality basic education. By denying girls access to a quality education, countries are missing out on the potential for substantial economic growth.

- In 2007, the United Nations Economic and Social Commission for Asia and the Pacific estimated that Asia-Pacific countries are missing out on \$16-30 billion dollars per year in economic growth due to the gender gap in education.
- Losses are highest for primary education, when girls are building the literacy and numeracy foundations that will help them find better jobs or allow them to go on to further schooling.
- PLAN International has estimated that 65 low-, middle-income and transition countries that fail to offer boys and girls the same secondary education opportunities together miss out on \$92 billion per year in economic growth.

Promoting Better Health and Nutrition

Educated girls pass on the benefits of their education to their children and families, especially when it comes to nutrition and health outcomes.

- The largest contributing factor to reducing child malnutrition has been the education of women – even more so than direct food aid.
- In developing countries, women produce 60 to 80 percent of food crops. In Sub-Saharan Africa, investing in education of women has the potential to boost agricultural output by 25 percent.
- In Nigeria, children of mothers without an education have about a 2.5 times higher risk of death than children of mothers with a secondary education.
- Children of mothers with a primary education are 50 percent more likely to be immunized.

Looking Beyond Basic Education

The international community – including the U.S. – committed to achieving universal basic education by 2015 as part of the Millennium Development Goals. A quality basic education builds the foundation upon which girls can build a better future, but women and girls who have access to quality secondary education or vocational training make even greater gains for themselves, their families, their communities and their countries.

- A 100-country World Bank study found that a one percentage point increase in the number of women with a secondary school education increases annual per capita income growth by an average of 0.3 percentage points.
- Preliminary studies show that girls' enrollment in secondary education is positively correlated with more women being elected to seats in national parliaments.

Investing in Education Save Lives

Today, 72 million children around the world do not have access to basic education. Educated children grow up to earn higher wages, contribute to stronger economies, support healthier and more prosperous families, and create more stable and secure societies. Making sure the millions of out-of-school children have access to an education will require U.S. leadership for a new, multilateral education initiative.

A quality basic education helps people develop the skills that allow them to make healthy decisions for themselves and their children. Studies show that investing in education improves maternal and child health, reduces malnutrition, and reduces the incidence of HIV/AIDS.

Fast Facts

- In Africa alone, 4.5 million children die each year before reaching their 5th birthday, but children of mothers with a full primary education are 40 percent more likely to survive to age 5.
- The largest contributing factor to reducing child malnutrition has been the education of women – even more so than direct food aid.
- In Sub-Saharan Africa alone, 700,000 HIV cases could be prevented each year if all children received a primary education.

Improving Maternal and Child Health

Studies show that investing in the education of girls and women can significantly improve their health when they become mothers, as well as the health of their children.

- Every year about 600,000 mothers die as a result of complications of pregnancy and childbirth. Offering equal education opportunities for women helps reduce maternal mortality. Rates of maternal mortality are higher in countries where the female literacy rate is lower than the male literacy rate.
- In Nigeria, children of mothers without an education have about a 2.5 times higher risk of death than children of mothers with a secondary education.
- Children of mothers with a primary education are 50 percent more likely to receive life-saving immunizations.

Reducing Malnutrition

Every 7 seconds, a child dies of hunger-related causes. Education can help reduce malnutrition by increasing agricultural productivity and giving people the knowledge they need to make smart decisions about food. Investing in education for women and girls has even greater potential for reducing malnutrition around the world.

- Just four years of primary schooling can boost a farmers' productivity by nearly 9 percent.

- In developing countries, women produce 60 to 80 percent of food crops. In Sub-Saharan Africa, investing in education of women has the potential to boost agricultural output by 25 percent.
- In a study of children under age 5 in Bangladesh, more than half of children of mothers unable to read were severely malnourished. The level of malnourishment dropped drastically among children of women with a secondary or higher education.

Preventing HIV/AIDS

Often called the "social vaccine," studies show that education can reduce the risk of HIV/AIDS transmission. Schools can also play an integral role in fighting the HIV/AIDS epidemic by disseminating information about HIV prevention and treatment to students, teachers, parents, and organizations outside the school community.

- Even without HIV-specific interventions, a good quality education offers protection against HIV by providing information and skills, and developing the values that help young people make smart choices.
- A study of HIV/AIDS prevention programs in schools in western Kenya demonstrated that simply lowering the cost of education by offering free school uniforms reduced the risk that a girl would enter an early marriage by 12 percent. Girls were also 10 percent less likely to begin childbearing during the course of the study.
- Because nearly half of new HIV infections occur in youth aged 15 to 24, the primary education years are optimal for addressing HIV/AIDS prevention in education.

Losing Ground to HIV

HIV/AIDS continues to stymie progress in securing thriving educational systems. In countries severely affected by the HIV/AIDS epidemic, public funds are often diverted from a variety of sectors, including education, to fund the health sector.

- The education sector is particularly vulnerable to the HIV/AIDS epidemic. Studies show that HIV affects teacher absenteeism and turnover rates. To make up for teacher turnover and deaths due to HIV/AIDS, one study estimates that Sub-Saharan Africa will need to recruit 4.4 percent more teachers above and beyond what is already needed to achieve Education for All.
- Worldwide, 2 million children under the age of 15 are living with HIV/AIDS – 90 percent of them in Sub-Saharan Africa. Young people aged 15-24 account for 45 percent of new HIV/AIDS infections.
- HIV has increased the likelihood that children are pulled out of school to work or care for sick family members. Children orphaned by AIDS are even more likely to work in the informal sector or in the commercial sex trade.

Keeping the Promise

Education for All (EFA) is a worldwide commitment to provide quality basic education for all children — a goal launched at the World Conference on Education for All in 1990 and reaffirmed by all countries in 2000 as one of the United Nations' Millennium Development Goals. Despite this commitment, more than 70 million primary school-aged children still do not have access even to the most basic literacy, numeracy, or other skills an education provides — condemning them to a life of limited options and vulnerability.

Standing between these children and the classroom is a lack of funding for quality basic education to overcome barriers to school, such as fees, transportation costs, teacher shortages, and a lack of books and other important school supplies.

For over a decade, RESULTS volunteers have been tireless education advocates, holding hundreds of face-to-face meetings with members of Congress and their staff to educate them about the important role education plays in development and diplomacy and the need to increase basic education funding. Staff and media-savvy volunteers have also hosted press conferences and media events, generating much-needed attention. Working with the media and Congress has led to drastic increases in funding for global basic education — from \$103 million in FY2001 to \$925 million in FY2010. This is a huge success for the millions of children who now have access to primary school, but is still less than half of the U.S. fair share required to achieve Education for All by the target date of 2015.

Now progress is stagnating due to the global economic recession.

Foreign aid for education is decreasing, developing country governments are losing revenue, and poor families are pulling their children out of school to work. Under the force of this triple hit, the advances made in the last decade will reverse without major international efforts to mobilize support. The fate of millions of children is at stake.

RESULTS is currently leading the U.S. civil society charge to hold President Obama to his promise of investing \$2 billion dollars in a Global Fund for Education. This multi-country mechanism would raise, coordinate, disburse, and monitor resources for basic education and ensure that the hardest-to-reach children are given the life-saving knowledge they so desperately need. By taking leadership and investing its fair share, the U.S. would inspire and mobilize other donors to step up to the plate, while ensuring that a Global Fund for Education makes the most of each dollar. *This giant step is needed to reach millions of eager children who are ready to learn.*



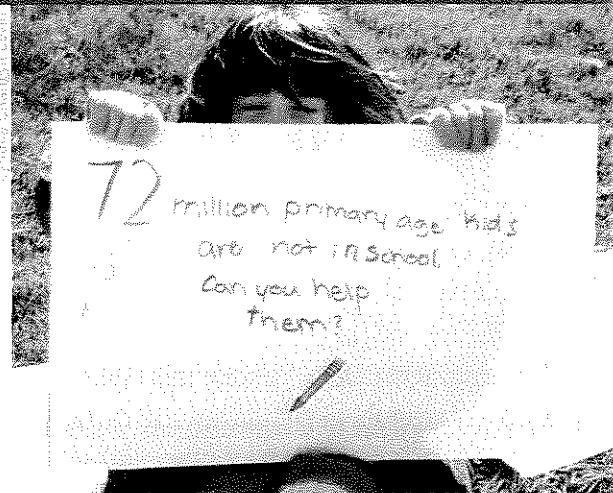
Did You Know...

- ▶ The ability of girls to avoid HIV infection is so strongly associated with school attendance that education is known as a "social vaccine." A Ugandan study showed that rural Ugandans with secondary education have a 75 percent lower rate of HIV infection than those without education.
- ▶ Crop yields in Kenya could rise up to 22 percent if female farmers had the same education and inputs (such as fertilizer, credit, investment) as male farmers.
- ▶ Bangladesh has closed the education gap for girls by providing small grants to cover the costs of supplies, textbooks, and uniforms. This effort more than tripled the number of girls in school.
- ▶ Burkina Faso made substantial gains in the enrollment and performance of girls by building schools in rural areas with separate toilet facilities for girls and by providing lunch for students.

RESULTS

The Benefits of Education

Education is a basic human right and a significant factor in the development of children, communities, and countries. Opening classroom doors to all children, especially girls, will help break the intergenerational chains of poverty. Education is intrinsically linked to all development goals, such as supporting gender empowerment, improving child and maternal health, reducing hunger, fighting the spread of HIV and diseases of poverty, spurring economic growth, and building peace.



Education Empowers Women and Girls

- ▶ Educating girls reduces the impact of HIV/AIDS and poverty, improves the health of women and their children, delays the age of marriage, reduces female genital cutting, and increases self-confidence and decision-making power.
- ▶ For a girl in a poor country, each additional year of education beyond grades three or four, on average, will lead to 20 percent higher wages.

Education Contributes to Improving Child Survival

- ▶ A child whose mother can't read or write is 50 percent more likely to die before the age of five and twice as likely to suffer from malnutrition than children born to mothers who completed primary school. Educated mothers are 50 percent more likely to immunize their children.

Education Helps Reduce Hunger

- ▶ Expanding education for girls is one of the most powerful ways to fight hunger. Gains in women's education make the most significant difference in reducing malnutrition, out-performing a simple increase in the availability of food.

Education Helps Fight Poverty and Spur Economic Growth

- ▶ 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 its adults being able to read and write.
- ▶ Failing to offer girls the same educational opportunity as boys costs developing countries \$92 billion each year, according to a study by Plan International. That's \$1 trillion per decade in forgone earnings and unnecessary costs.

Education Provides a Foundation for Peace Building

- ▶ Education nourishes peace. Across society, every year of schooling decreases a male's chance of engaging in violent conflict by 20 percent.

Education is the most powerful weapon which you can use to change the world.

— Nelson Mandela

Your voice is needed! RESULTS has been supporting ordinary people to become powerful advocates for the end of poverty for 30 years. For more information, go to www.results.org/education_for_all or contact Sarah Beardmore at sbeardmore@results.org.

RESULTS
the power to end poverty

ROBERT F. BENNETT
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June XX, 2010

The Honorable Robert Zoellick
President
The World Bank
1818 H Street NW
Washington, DC 20433

Dear President Zoellick,

In previous communications with the U.S. Senate and our colleagues in the House, you have been supportive of proposals to have the World Bank provide microfinance assistance for the very poor.

Given the strong and continued interest of the U.S. Congress, we request an update on the status of World Bank initiatives to use microfinance to benefit the world's poorest populations. Specifically, we would appreciate an update on plans for the new \$200 million annual grant facility to build capacity in microfinance institutions (MFIs) to reach the very poor; Centers of Excellence to encourage cross-learning and best practices for reaching the very poor with microfinance services; and a sub-Saharan Africa funding mechanism specific to microfinance institutions and helping the very poor access capital.

The demand for financial services for more established businesses is increasingly being met by microfinance and microenterprise providers that do not require any outside support or subsidies. However, the role of development finance is to serve those who the market leaves out.

We would like to reiterate our view that the new grant facility must support MFIs and providers with the mission of reaching the millions who are currently without access to microfinance but that need additional support to build their capacity and increase the effectiveness of their services. A clear focus on those living on less than US\$1.25 per day will ensure that this new facility does not distort the market where it is working, but rather, complements the market by supporting financially sustainable organizations that can build capacity and knowledge to reach the very poor.

Thank you for your continued efforts in guiding the World Bank Group's global efforts to counteract the financial and food crises on developing countries. The World Bank plays a critical role in coalescing international cooperation to support funding programs that impact the lives of the poor and vulnerable, and the U.S. Congress hopes that smart and effective policies will be supported by the Bank and other donors.

Sincerely,

Robert F. Bennett

Richard J. Durbin

Michael B. Enzi



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World Bank and Microfinance

Opportunities to Improve Access for the Very Poor

Timeline of Recent Congressional Actions

June 2010: The Senate is circulating a sign-on letter requesting Zoellick update the Senate on progress towards creating the grant facility and the other initiatives Zoellick responded favorably to in letters and said the Bank was working on finalizing (see below).

December 2008: Reps. Holt and Carter and Sens. Enzi and Brown initiated congressional letters to World Bank president Zoellick suggesting a set of initiatives that would increase financial access for the poor and marginalized. 93 representatives and 21 senators signed these letters, requesting the Bank create:

- A flexible grant facility of \$200 million per year to help build the capacity of microfinance institutions (MFIs) to reach the very poor.
- “Centers of Excellence” to encourage cross-learning and good practice dissemination on how to reach the very poor and with microfinance services.
- A sub-Saharan Africa funding mechanism to help MFIs focusing on the very poor access capital.

February 2009: The World Bank responded to the December 2008 Senate and House letters. The Bank noted that it was seriously considering all of the proposals and was working to move forward on them by the end of the year.

August 2009: The World Bank sent a response to a July 2009 letter sent by Rep. Holt requesting further details on the status of the proposed initiatives. In this response, the Bank noted that it is exploring partnerships with DFID to lay the groundwork for a sub-Saharan regional fund, as well as clarified that while the target demographic of this support would be those living on less than \$1.25 a day, it would not exclude other poor clients.

November 2009: Rep. Holt’s office met with World Bank staff, but new information regarding the planned grant facility was not forthcoming.

Background on Congressional Proposals

A flexible, well-funded grant facility would yield high impact returns for the very poor. Many microfinance institutions (MFIs) and microfinance providers that want to increase their outreach to the very poor are faced with funding constraints. This grant facility could provide these critically needed funds by supporting direct assistance for increased outreach to the very poor, financing for research and development of new pro-poor products and services, support for human capacity building, and assistance for improving and measuring performance of microfinance institutions. Funds could also be used to expand Bank pilot projects to help extend loan access for poor rural households and subsidized and create safety-net programs (“graduation programs”) for the small group of the poorest of the poor

that can not qualify for traditional microfinance programs. However, there has yet to be wide-scale support for microfinance for those living on less than \$1.25 a day.

The grant facility is needed to help alleviate human capacity constraints that are limiting the ability of MFIs to reach the very poor. The lack of human capital is the single greatest constraint to the growth of practitioner organizations in the microfinance industry, especially in sub-Saharan Africa.

World Bank funds can have enormous leverage if they are used strategically to build the capacity of smaller, pro-poor microfinance institutions and providers so that they, too, can access investment capital and reach more of the world's poor. Examples of capacity building include traditional and non-traditional recruitment, education, and training of staff of all levels. To ensure the longevity and sustainability of microfinance institutions and providers that are serving the poor and very poor, it is essential to recruit and develop qualified nationals into senior and middle management positions.

Centers of Excellence will facilitate learning and sharing of best practices. Microfinance has successfully proven that banking techniques, when radically adapted, can meet the needs of very poor people. The industry needs to learn from those who have successfully addressed the reasons the very poor are too often excluded from accessing financial services. Many microfinance institutions and providers that have best practices to share are unable to do so because staff and funding constraints limit their ability to accept visitors.

Apex funds can provide an infusion of financial support for countries with great need microfinance, but lack financial support. An apex fund is mechanism that facilitates the disbursement of microfinance funds to MFIs at an affordable rate to help those organizations gain access to needed funds. These funds can provide standard monitoring and evaluation, which helps MFIs to become more professional, efficient, and competitive, enabling the MFIs to responsibly grow, attract investors, and become sustainable.

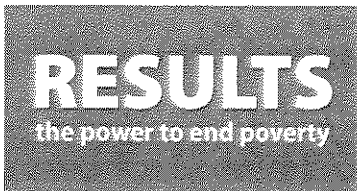
The Bank already supports some apex funds, such as the highly regarded PKSF in Bangladesh. Other apex funds have been very successful in Afghanistan (the Microfinance Investment Support Facility for Afghanistan), and Bosnia, and there is potential for poor countries and post-conflict countries to put such a fund to great use in helping to improve economic stability and alleviate poverty. This situation is especially true in sub-Saharan Africa, where many microfinance institutions could expand if provided with this source of support.

There is a huge need for microfinance for the poor in Africa. In sub-Saharan Africa, there is huge unmet demand for the full range of financial services that are still completely unavailable to the poor. Less than 10 percent of the population has an account with a financial institution¹ and only one in five households in the region's poorest countries have access to formal financial services.² Despite the high poverty levels and need for microfinance in Africa, it receives only six percent of private foreign investment in microenterprise.³

¹ Opportunity International. "What is Microfinance?"

² CGAP. *Who is Funding Microfinance in Sub-Saharan Africa?* August 2009.

³ CGAP. Focus Note No. 44. *Foreign Capital Investment in Microfinance: Balancing Social and Financial Returns*. February 2008.



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USAID and Microfinance for the Very Poor

Microenterprise Results and Accountability Act of 2004

In 2004 Congress passed the Microenterprise Results and Accountability Act of 2004 (PL108-484)¹ requiring that 50 percent of overall USAID microenterprise development assistance reach the “very poor” -- less than US\$1.25 per day or the national poverty line, whichever yields the higher threshold.

Poverty assessment tool (PAT)

The law directs USAID to develop accurate poverty assessments tools (PAT) to be used by USAID microenterprise implementing organizations to measure and report on the poverty level of their clients. The PAT is a short client questionnaire with an accompanying data entry program. It provides a snapshot of the aggregate poverty level of an organization’s clients by measuring the total percentage of clients who are “very poor.”

The use of poverty assessment tools should be one vital component in an over-all strategy of providing incentives for innovation in outreach to the very poor and most marginalized. They should provide USAID the opportunity to learn the effectiveness of its outreach to the very poor and provide an important impetus for the agency to improve the quality of U.S. funding by reviewing current programs supported, revising funding guidelines and projects supported, and incentivizing outreach to the very poor. For example, after implementing the Grameen Foundation’s cost-effective Progress out of Poverty Index in 2005, the Negros Women for Tomorrow Foundation (NWTF), a financially sustainable Philippine MFI operating in a region with a 51 percent poverty rate, was surprised to learn that 41 percent — rather than the assumed 10 percent — of its clients were above the poverty line. NWTF used this information to make simple adjustments to their eligibility criteria for new clients and their lending practices to better reach and serve the very poor, e.g., adjusting the initial loan size and loan cycle period. Six months after making these adjustments, 25 percent of entering clients were above the poverty line. NWTF is working to ensure that their 10 percent goal is reached.²

These tools are still relatively new and could benefit from further development, particularly to bring down the cost of use, make them more useful as management tools, enable the collection of data to measure and report on poverty targeting and clients’ movement out of poverty, and include accountability for social impact outcomes. USAID should allow for MFIs receiving support from USAID to use tools developed and endorsed by the Social Performance Working Group, an industry-wide body, in addition to those tools developed by USAID.

Reaching the very poor

Innovation requires USAID to accept a higher level of risk in order to carry out the mandate of supporting riskier populations and products and the development of new products. USAID should consider incentives and innovations to increase outreach to the poor and marginalized, investments in partner organizations targeting this demographic, and subsidies for new markets and new populations. Too few microfinance providers that serve the hardest to reach populations — including the very poor, those in rural areas, marginalized women, the disabled, and other unserved and underserved populations — have the capacity to access and on-lend private investment funds. Public funds are critical to close this gap by infusing resources to support the expansion of financial services marginalized regions and populations, such as helping microfinance providers cover the transaction costs of first loans to very poor clients.³ An increase in

¹ Definition of “microenterprise” and “microfinance”: The 2004 law defines a *microenterprise institution* as a “not-for-profit entity that provides services, including microfinance, training, or business development services to microenterprise clients in foreign countries” A *microfinance institution* is defined as a “not-for-profit entity or a regulated financial intermediary that directly provides, or works to expand, the availability of credit, saving, and other financial services to microfinance and microenterprise clients in foreign countries.”

² Progress out of Poverty Index, PPI Case Study #1, Negros Women for Tomorrow Foundation, Grameen Foundation.

³ Jonathan Morduch. *Smart Subsidy for Sustainable Microfinance*. ADB Quarterly: Finance for the Poor – Quarterly Newsletter of the Focal Point for Microfinance. Vol 6, No. 4. December 2005.

public funds could also support innovation in product development, technology, and institutional capacity-building that will increase the ability to provide services to hard-to-reach populations. Increased funding could also be used to build human capacity to ensure that programs have good governance and management.

While the costs per loan are higher and the returns lower for smaller loans to the very poor, organizations focusing on the very poor can still be financially sustainable. CGAP notes that research is showing that “programs that target very poor clients perform better than others in terms of cost per borrower, an efficiency indicator that neutralizes the effect of smaller loan sizes. Their efficiency comes from higher productivity” of more loans per staff member than institutions that service a broader range of clients. This research also notes that many organizations are showing that, “with strong management and efficient operations, the massive scale required to reach the billion people targeted by the MDGs is possible.”⁴ New York University professor and microfinance expert Jonathan Murdoch notes that “reaching the very poor while making profits is within sight — but it is not easy and takes time, even for this group of industry leaders. This is one reason that continuing support from international donors can be pivotal.”

FY08 Microenterprise Results Report

USAID is required to complete the Microenterprise Results Report by June 30 for the previous fiscal year.

Institutions using the PAT: In FY08, 18 partners in 10 countries used a country-specific PAT and reported on the results. These 18 institutions received 20 percent of overall FY08 funding (or 22 percent excluding policy reform support).

Funds Benefiting the Very Poor (FVP): In FY08, USAID failed to meet the target of 50 percent of overall funds benefiting the very poor. 26.9 percent of USAID microfinance and microenterprise funding benefited the very poor. This number is slightly higher than the FY07 level of 19.1 percent.

Investing in women: In FY08, 62 percent of microfinance and 36 percent of microenterprise clients were women. While these numbers exceed the targets set—60 percent for microfinance and 30 percent for microenterprise outreach — these targets are relatively low by industry standards.

Investing in Africa: There is an unmet demand for the full range of financial services, especially access to those services by the poor in sub-Saharan Africa. Less than 10 percent of the financially active population has an account with a financial institution.⁵ Only one in five households in the region’s poorest countries have access to formal financial services.⁶ However, the region receives only 6 percent of private foreign investment in microenterprise.⁷ But the amount going to microfinance in Africa is small relative to the need. In FY08, 74 percent of funding supported microenterprise development while only 26 percent was allocated to microfinance in Africa, which comparatively benefits poorer and more marginalized populations to a greater extent.

Performance Goals and Results, FY 2008

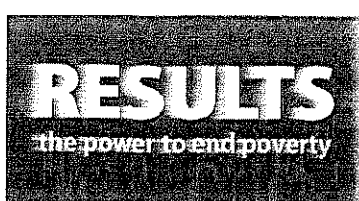
Microfinance	FY 2008 Results	FY 2008 Goal	Enterprise Development	FY 2008 Results	FY 2008 Goal
Borrowers	4.14 million	4 million	Microenterprises Assisted	791,000	250,000
Savers	2.74 million	4 million	Owners and Employees of Microenterprises Assisted	1.5 million	750,000
Women Clients	62%	60%	Women Clients	36%	30%
Rural Clients	63%	40%	Rural Clients	91%	75%
Funds Benefiting the Very Poor	28.5%	50%	Funds Benefiting the Very Poor	26%	50%
Financially Sustainable MFIs	75%	50%			

⁴ Elizabeth Littlefield, Jonathan Murdoch, Syed Hashemi, “Is Microfinance an Effective Strategy to Reach the Millennium Development Goals?” CGAP, January 2003.

⁵ Opportunity International. “What is Microfinance?”

⁶ CGAP. *Who is Funding Microfinance in Sub-Saharan Africa?* August 2009.

⁷ CGAP. Focus Note No. 44. *Foreign Capital Investment in Microfinance: Balancing Social and Financial Returns*. Feb. 2008.



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2009 Muhammad Yunus Congressional Gold Medal Award

H.R.2000: Introduced by Reps. Rush Holt (D-NJ), Jim Moran (D-VA), John R. Carter (R-TX), and Ileana Ros-Lehtinen (R-FL). *To cosponsor H.R. 2000, please contact Will O'Neal with . Holt (D-NJ) at (202) 225-5801.*

S.846: Introduced by Sens. Durbin (D-IL) and Bennett (R-UT). *Passed unanimously by the Senate on October 14, 2009.*

Since the American Revolution, Congress has commissioned gold medals as its highest expression of national appreciation for distinguished achievements and contributions. Although the first recipients included citizens who participated in the American Revolution, the War of 1812 and the Mexican War, Congress broadened the scope of the medal to include actors, authors, entertainers, musicians, pioneers in aeronautics and space, explorers, lifesavers, notables in science and medicine, athletes, humanitarians, public servants, and foreign recipients.

Presenting Prof. Yunus with the Congressional Gold Medal would help to:

- Raise public and congressional awareness of the power of microfinance to change lives;
- Build congressional and U.S. government support for this proven anti-poverty intervention;
- Send a strong signal to USAID and the World Bank that the U.S. is committed to microfinance for the very poor;
- Reinforce the message that microfinance is strongly supported by both political parties.

Biography of Professor Muhammad Yunus

As the recognized "father of microfinance," Muhammad Yunus is esteemed in the United States and abroad as an innovative and tireless leader in the fight against poverty. Born in 1940 in the seaport city of Chittagong, Professor Yunus studied at Dhaka University in Bangladesh, then received a Fulbright scholarship to study economics at Vanderbilt University. He received his Ph.D. in economics from Vanderbilt in 1969 and the following year became an assistant professor of economics at Middle Tennessee State University. Returning to Bangladesh, Yunus headed the economics department at Chittagong University.

Grameen Bank: Professor Muhammad Yunus established the Grameen Bank in Bangladesh in 1983, fueled by the belief that credit is a fundamental human right. The origins started in 1976 with \$27 from his pocket to provide business loans for 42 poor women in his native Bangladesh. Established in 1983, Grameen Bank is fully owned by its clients and has been a model for microfinance institutions around the world. Imitations of the Grameen Bank model operate in more than 100 countries worldwide. Prof. Yunus played a key role in catapulting a movement to provide financial services on a global scale. Grameen has since expanded to serve more than six million poor families with loans, savings, insurance and other services and has partnered with corporations, such as Danone/Dannon.

Nobel Peace Prize: In 2006, Prof. Yunus and Grameen Bank won the Nobel Peace Prize. The Nobel Committee noted that, "Microcredit has proved to be an important liberating force in societies where women in particular have to struggle against repressive social and economic conditions. Economic growth and political democracy cannot achieve their full potential unless the female half of humanity participates on an equal footing with the male."

Current Cosponsors (as of June 14)

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Andrews, Robert E. [NJ-1]
Baldwin, Tammy [WI-2]
Bartlett, Roscoe G. [MD-6]
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Biggert, Judy [IL-13]
Bishop, Rob [UT-1]

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 Young, Don [AK]