**The Global Partnership for Education** provides financial and technical support to strengthen the teaching profession and improve learning outcomes.

**CHALLENGE**

While there have been significant gains in access to primary education, the quality of learning remains a major challenge in many developing countries. UNESCO estimates **250 million children have not learned foundational literacy and numeracy skills**, even though 130 million of them have spent at least four years in school. About 100 million of these children are in GPE partner developing countries. Poor funding, inefficient use of resources and unequal provision of education fuels the learning crisis: high rates of repetition and drop-out remain a significant challenge.

Well-trained, motivated and supported teachers, nurturing and stable learning environments, and adequate learning resources are key for effective teaching and positive learning outcomes. In many countries, the student-teacher ratio is at an average of 40 students per teacher. In addition, teacher training and teaching resources are inadequate. Poverty, geographical location and extreme inequality put children at greater risk of not learning the basics. Living in rural areas or in remote parts of a country reinforces disadvantage due to poverty. Schools in these areas often don’t have enough teachers, and instructional materials are in short supply. The lack of regular, quality data on learning outcomes prevents teachers from tracking student progress and governments from making evidence-based policy decisions.

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4 GPE. Results for Learning Report 2014/15: Basic Education At Risk.
5 UNESCO. (2015). The challenge of teacher shortage and quality: Have we succeeded in getting enough quality teachers into classrooms?
7 GPE. Portfolio Review 2014.
8 UIS data as at July 2015.
9 GPE. 2012-2013 All Children Learning Report.
The Global Partnership recognizes the importance of closing the learning gap and supporting governments to invest in teachers and effective teaching. Teachers are a critical education resource, and the presence of qualified, well-motivated and supported teachers is vital for student learning.

**INCENTIVIZING QUALITY LEARNING**
Quality learning is a critical component of the Global Partnership’s results-based funding model, which encourages developing country partners to review their policies and strategies and agree on a results framework for learning outcomes. The GPE funding model provides incentives for governments to make concrete and externally validated gains in quality learning, equity and efficiency.

**FUNDING FOR TEACHERS AND LEARNING**
As of 2013, nearly $425 million have been allocated by the Global Partnership to finance components of education sector plans promoting teacher quality and learning. These include support for teacher salaries, textbooks, learning assessments, curricular reform, and pre-service and in-service teacher development, including through the construction of teacher training centers.

**SUPPORTING POLICY DIALOGUE**
The Global Partnership helps promote national education strategies that respond to community needs and empower local actors — including civil society and teachers — to demand and monitor the implementation of quality education services. Through the Civil Society Education Fund (CSEF), the Global Partnership is providing grants to civil society organizations to shape new policies and to develop, monitor and evaluate education sector plans.

**ENHANCING THE EDUCATION KNOWLEDGE BASE**
The Global Partnership supports knowledge exchange and capacity development, and provides technical support to promote good practices in learning outcomes and quality education. Seven grants totaling US$17 million have been supporting the improvement of learning outcomes in 53 countries. These activities promote early learning and reading in multilingual contexts; learning and oral reading-assessment tools; and teacher participation in education sector policy dialogue.

**IMPROVING LEARNING ASSESSMENTS**
The Global Partnership has been actively involved in the Learning Metrics Task Force (LMTF), which was established in 2012 to improve the quality of learning outcomes. To better understand the extent of the global learning crisis and necessary interventions to improve learning, governments must be equipped with effective assessment systems. The LMTF supports the development of robust systems to assess learning outcomes at the country level (both within and outside of formal school systems) and make better use of assessment data to help improve these outcomes.

**THE GLOBAL PARTNERSHIP’S APPROACH**

- GPE support contributed to the construction or rehabilitation of more than 7,000 classrooms, provision of at least 36 million textbooks and learning materials, and the training of almost 100,000 teachers in 2013.
- In GPE developing country partners, student-teacher ratios in primary education have improved, especially in fragile and conflict-affected countries where the ratio fell from 44 to 40 students per teacher between 2008 and 2013.
- Nearly 60% of GPE developing country partners have established teacher development programs with GPE support.

**THE GLOBAL PARTNERSHIP’S RESULTS**

Sudan’s Federal Ministry of Education developed a comprehensive system to assess learning in schools supported by the $76.5 million grant from the Global Partnership for Education. The country established a unit for National Learning Assessment (NLA) within the Ministry of Education. This is Sudan’s first national learning assessment comprising feedback loops between states and schools, preparation of examinations, record keeping at the local level and planning at the state level. In Rwanda, the Global Partnership supports “Rwanda Reads,” a four-year program aimed at developing a culture of reading. At the primary school level, the program enables children in early grades to benefit from teacher training, more and better reading materials and the establishment of reading standards to guide curriculum reform. The Global Partnership, along with other partners, also funded an innovative computerized school book distribution system that puts schools in control. The system increases accountability and removes obstacles to supplying Rwandan students with learning materials.