Methodologies, Assumptions and Sources for the Case for Investment

Introduction

Below you will find the compilation of background documents and data sources used in the report: *250 million reasons to invest in education: The case for investment*

(page 4): An estimated 250 million children worldwide fail to reach grade 4 or reach grade 4 but do not acquire the minimum level of learning, including 57 million out-of-school children.
UNESCO (United Nations Educational, Scientific and Cultural Organization).
2014. *Education for All Monitoring Report 2013/4. Teaching and Learning: Achieving Quality Education for All*. Paris: UNESCO.
http://unesdoc.unesco.org/images/0022/002256/225660e.pdf

(page 4): UN (United Nations). *Global Education First Initiative. An Initiative of the United Nations Secretary General.* New York: UN.
http://www.globaleducationfirst.org/files/GEFI_Brochure_ENG.pdf

(page 5): US$3.5 billion in GPE funds would leverage US$16 billion in domestic financing. With the collective increased funds the proposed outcomes could be achieved.

(page 5) The equivalent children indicator measures the equivalent number of pupils that can be supported by GPE funding in an academic year. Over time, the indicator will provide an aggregated measure of the concept “pupil school year” supported by GPE over the duration of the GPE grants. An average of 7.3 million equivalent children can be supported by GPE funding in an academic year, 6.7 million in primary school, 0.7 million in lower secondary. Of these, 5.9 million would be in fragile and conflict affected states.

(pages 6 and 7): References on the benefits of investing and costs of not investing in education:

If all students in low-income countries completed school with basic reading skills, 171 million people could be lifted out of poverty. This would be equal to a 12 percent cut in global poverty.
UNESCO. 2011. *Education Counts. Towards the Millennium Development Goals.* Paris: UNESCO. (p. 8)
http://unesdoc.unesco.org/images/0019/001902/190214e.pdf

Each additional year of schooling raises a country’s average annual gross domestic product (GDP) growth by 0.37 percent.
UNESCO. 2011. *Education Counts.Towards the Millennium Development Goals.* Paris:

UNESCO. (p. 6)
http://unesdoc.unesco.org/images/0019/001902/190214e.pdf

Investing in education for girls could boost sub-Saharan Africa's agricultural output by as much as 25 percent.
IFPRI (International Food Policy Research Institute). 2005. *Women. Still the Key to Food and Nutrition Security.* Washington, D.C.: IFPRI. (p. 2)
http://www.ifpri.org/sites/default/files/pubs/pubs/ib/ib33.pdf

Education has been identified as one of the key indicators or conditions for determining peace within societies.
UNESCO. 2012. *Literacy and Peace*. (p. 3)
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/NotesLiteracy-Peace.pdf

If all women were to complete primary education, there would be 66 percent fewer maternal deaths, saving more than 189,000 lives each year.
UNESCO. 2014. *Education for All Monitoring Report 2013/4. Teaching and Learning: Achieving Quality Education for All*. Paris: UNESCO. (p. 15)
http://unesdoc.unesco.org/images/0022/002256/225660e.pdf

A child whose mother can read is 50 percent more likely to live past age five.
UNESCO. 2011. *Education Counts. Towards the Millennium Development Goals.* Paris: UNESCO. (p. 17)
http://unesdoc.unesco.org/images/0019/001902/190214e.pdf

If all girls in sub-Saharan Africa and South and West Asia had a primary education, there would be 14 percent fewer child marriages (under age 15). This would fall to 64 percent fewer child marriages if all girls received a secondary education.
UNESCO. 2014. *Education for All Monitoring Report 2013/4. Teaching and Learning: Achieving Quality Education for All*. Paris: UNESCO. (p. 181)
http://unesdoc.unesco.org/images/0022/002256/225660e.pdf

The cost of 250 million children around the world not learning basic skills translates into a loss of an estimated US$129 billion per year, the equivalent of 10 percent of global spending on primary education.
Soliván, Maribel and Rebecca Winthrop. 2014. *Stealing from the Future: The Urgency of the Global Learning Crisis.*
http://www.brookings.edu/blogs/education-plus-development/posts/2014/02/14-global-learning-crisis-solivan-winthrop

Global income loss from not providing every individual with one extra year of schooling ranges from 7 to 10 percent of GDP per capita.
Burnett, Nicholas, Anne Guison-Dowdy and Milan Thomas. 2013. *A Moral Obligation, An Economic Priority: The Urgency of Enrolling Out of School Children. Doha: Educate a Child.* (p. 46)
http://www.educateachild.org.qa/temp/EAC_Cobranded_En_Online.pdf

The economic cost to 65 low- and middle-income countries of failing to educate girls to the same standard as boys is US$92 billion per year, which is just under the approximate US$103 billion annual ODA budget of the developed world.
Plan. 2008. *Children in Focus. Paying the Price. The Economic Cost of Failing to Educate Girls*. Woking: Plan Ltd. (p. 3)
http://www.planusa.org/docs/PayingthePrice.pdf

Across society, every year of schooling decreases the chance of a young person engaging in violent conflict by 20 percent.
Wedge, Joanna. 2008. *Where Peace Begins: Education's Role in Conflict Prevention and Peacebuilding.*
London: International Save the Children Alliance (p. 13)
http://www.savethechildren.org.uk/resources/online-library/where-peace-begins

Countries with some of the highest rates of out-of-school children also have some of the highest rates of death due to environmental causes.
Burnett, Nicholas, Anne Guison-Dowdy and Milan Thomas. 2013. *A Moral Obligation, An Economic Priority: The Urgency of Enrolling Out of School Children. Doha: Educate a Child.* (p. 32)
http://www.educateachild.org.qa/temp/EAC_Cobranded_En_Online.pdf

12.2 million children could avoid becoming stunted if their mothers had a secondary education.
UNESCO (n.d). *Education Keeps Hunger Away*.
http://www.education-transforms.org/en/?portfolio=test-education-keeps-hunger-away#.UymvDvldVW9

In sub-Saharan Africa, only 23 percent of girls from the poorest households were completing primary education by the end of the decade. If recent trends in the region continue, boys from the richest households will achieve universal primary completion in 2021, but girls from the poorest households will not catch up until 2086.
UNESCO. 2014. *Education for All Monitoring Report 2013/4. Teaching and Learning: Achieving Quality Education for All*. Paris: UNESCO. (p. 7)
http://unesdoc.unesco.org/images/0022/002256/225660e.pdf

The Global Partnership for Education's Journey since 2002

(page 8): UN (United Nations). 2013. *A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development. The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda.* New York: United Nations. (p.22)
http://www.post2015hlp.org/wp-content/uploads/2013/05/UN-Report.pdf

(page 9): On average, domestic financing in GPE partner developing countries as a share of GDP increased by 10% after the countries joined the partnership.
In 14 GPE partner developing countries, gender parity in the primary school completion rate has been achieved or is close to being achieved, and in 14 GPE partner developing countries there are more girls completing primary education than boys.

(page 9): For further information on GPE results, visit: Global Partnership for Education. 2013. *Results for Learning Report 2013. Facing the Challenges of Data, Financing and Fragility.* Washington, D.C.: Global Partnership for Education
/content/results-learning-report-2013
Global Partnership for Education. 2013. *All Children Learning Report 2012-2013.* Washington D.C.: Global Partnership for Education (pp. 11 and 20)
/content/all-children-learning-report-2012-2013
Global Partnership for Education. 2013. *How the Global Partnership for Education Adds Value*. Washington D.C.: Global Partnership for Education
/content/how-global-partnership-education-adds-value

(page 10): For further information on GPE donor country contributions visit: /content/gpe-donor-contributions

(page 10) Fragile and conflict-affected countries that joined the Global Partnership for Education from 2011 to 2014 include: Burundi, Chad, Comoros, Democratic Republic of Congo, Eritrea, Nigeria, Pakistan, Somalia, South Sudan, Sudan, Uganda and Zimbabwe.

(page 10): For further information on the Global Partnership's strategic goals, refer to the Global Partnership for Education's 2012-2015 Strategic Plan, available on www.globalpartnership.org

(page 11): The External Evaluation is available at:
http://www.campaignforeducation.org/docs/csef/CSEFev_FINAL_REPORTv4_complete.pdf

(page 12): The average over the three-year period (2012-2014) is 5.6 million equivalent children of which 2.7 million are girls.

An Agile Partnership for the 21st Century- The Next Four Years

(page 16): For further details, see Board Decision BOD/2014/02-06—Global Partnership for Education Funding Model for the 2015 – 2018 Replenishment Period.

(page 18): US$34 billion: funding needs to maintain increases in school enrollment and completion in GPE developing partner countries between 2015 and 2018 (US$12.8 billion for primary schools; US$21.6 billion for lower secondary schools). That is an annual funding gap of US$8.5 billion (source: the Global Partnership for Education). For further details, see

the document *Estimates and Projections of Unmet Financial Needs. Methodological Notes and Results*.

(Page 20): This indicator measures the equivalent number ofstudents that can be supported by GPE funding in an academic year. Over time, the indicator will provide an aggregated measure of the concept “pupil school year” supported by the Global Partnership over the duration of the GPE grants. An average of 7.3 million equivalent children can be supported by GPE funding in an academic year, 6.7 million in primary school, 0.7 million in lower secondary. Of these, 5.9 million would be in fragile and conflict-affected states.

Footnotes contained in the Text

1 (page 5): This indicator measures the equivalent number of pupils that can be supported by GPE funding in an academic year. Over time, the indicator will provide an aggregated measure of the concept “pupil school year” supported by GPE over the duration of the GPE grants. An average of 7.3 million equivalent children can be supported by the Global Partnership funding in an academic year.

2 (page 8): GPE Managing and Supervising Entities include: Agence Française de Développement, Belgium, the United Kingdom Department for International Development, the Swedish International Development Cooperation Agency, UNESCO, UNICEF and the World Bank. Coordinating Agencies include a number of Ministries of Education, as well as the Asian Development Bank, the African Development Bank, the Australian Department of Foreign Affairs and Trade, the Canadian Department of Foreign Affairs, Trade and Development, DANIDA/Ministry of Foreign Affairs of Denmark, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the European Union, theMinistry of Foreign Affairs of Japan, New Zealand Aid, the Swiss Agency for Development and Cooperation, UNICEF, UNESCO, the United Kingdom Department for International Development, the United States Agency for International Development, the World Bank, and the World Food Programme.

3 (page 10): As a new donor partner, Finland recently signed a contribution agreement with the Global Partnership for Education for €4 million (US$5.6 million)

4 (page 10): Based on the estimated grant cash needs for 2014 through 2017 within the current planned project cycles, the Global Partnership's disbursements are positioned for an unprecedented increase to more than US$2 billion.

5 (page 15): Sixty-six GPE developing country partners include: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Côte d'Ivoire, DR Congo, Dominica, Eritrea, Ethiopia, the Gambia, Guinea, Grenada, Guinea-Bissau, Guyana, Haiti, Kenya, Kiribati, (DPR Korea), Kyrgyz Republic, Lao PDR, Lesotho, Liberia, Madagascar, Malawi, Maldives, Mali, Marshall Islands, Mauritania, Micronesia, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Papua New Guinea, Republic of Congo, Rwanda, Samoa, São Tomé and

Príncipe, Senegal, Sierra Leone, Solomon Islands, Somalia, South Sudan, St Lucia, St Vincent, Sudan, Tajikistan, Tanzania, Timor-Leste, Togo, Tonga, Tuvalu, Uganda, Vanuatu, Yemen and Zimbabwe.

6 (page 21): This will be guided through an indicator on school life expectancy/% of GDP to education

7 (page 21): Fragile and conflict-affected contexts are taken into account.