# THE CASE FOR INVESTMENT

## (2011-2014)



GLOBAL PARTNERSHIP *for* EDUCATION

*quality education for all children*

# THE GLOBAL PARTNERSHIP FOR EDUCATION AIMS TO:

Reduce the population of out-of-school children in the Global Partnership for Education developing country partners by helping to enrol 25 million children into primary education.

Reduce the number of school children who cannot read by 50% in 20 countries over 5 years.

Reduce the number of children who die annually of preventable causes by 350,000 and save the lives of 14,000 mothers each year.

*Please visit the Global Partnership for Education website for background documents, data sources and analytic methodology:*

www.globalpartnership.org

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*This Page Photo Credit: World Bank, Honduras*

*Cover Page Photo: Arne Hoel*

# OVERVIEW

## EDUCATION IS IMPORTANT:

*171 million* people could be lifted out of poverty if all students in low-income countries left school simply with basic reading skills – equivalent to a *12%* cut in global poverty.

In 2011 an estimated *1.8 million* children's lives in sub-Saharan Africa could be saved if their mothers had a secondary education. The figure globally is much higher.

## THE GLOBAL PARTNERSHIP FOR EDUCATION WORKS:

In 2009 over *82 million* children were enrolled in school in GPE developing country partners compared to *63 million* in 2002. In other words, the Global Partnership for Education has helped put *19 million* more children into school.

In 2009 more than *68%* of girls completed the last grade of primary school in GPE developing country partners around the world compared to *56%* in 2002. This increase in completion will help to save the lives of approximately *350,000* children under the age of 5.

## THE DEMAND FOR FUNDING IS UNPRECEDENTED:

In the *70 GPE*-eligible countries the funding needs for the coming three years, for which there is absorptive capacity, amounts to *US$8 billion.* At the same time overall bilateral donor support for basic education is falling.

## THE CHALLENGE IS SIMILARLY UNPRECEDENTED:

There are still over *67 million* children out of school. Almost half of these children live in conflict-affected and fragile states.

About *half of children* in the poorest countries cannot read anything at all at the end of grade 2; in rich countries this proportion is essentially *0*.

## THE GLOBAL PARTNERSHIP FOR EDUCATION 2011 REPLENISHMENT:

The Global Partnership for Education is seeking *US$2.5 billion* over three years for its pooled Global Partnership for Education Fund. This level of funding will achieve the following in GPE developing country partners:

- An additional 25 million primary school children enrolled in school.
- A halving of the population of out-of-school children.
- An increase in primary school completion rates by 7.5%.
- A reduction in the number of grade 3 school children who cannot read by 50% in 20 countries over 5 years.
- 50 million new textbooks in classrooms.
- An increase in the number of teachers by providing in-service training to 600,000 new teachers.



# WHY INVEST IN EDUCATION?

Investing in education is the single most effective means of reducing poverty. Overall, the global education story has been positive in the past decade, with the number of primary school-aged children not attending school decreasing from over 100 million to 67 million.

However, it is too easy to take this progress in education for granted, particularly in the face of widespread concerns about global health, the environment and food security. Investments in education may take several years to bring measurable returns but the impacts are extremely powerful in terms of improving health, raising income, promoting gender equality and reducing poverty.

## INCOME, GROWTH AND POVERTY REDUCTION:

*Education is the key to unlocking a country's potential for economic growth.*

- Each year of schooling translates into a 10% increase in an individual's potential income. At a national level, each year of additional schooling leads to a 1% increase in annual GDP.
- 4 years of primary schooling can boost a farmer's productivity by nearly 9%.
- An increase of one standard deviation in student scores on international assessments of literacy and mathematics is associated with a 2% increase in annual GDP per capita growth.
- 171 million people could be lifted out of poverty if all students in low-income countries left school with basic reading skills – equivalent to a 12% cut in global poverty.

## IMPROVING HEALTH:

*The most effective investment for achieving long-term health benefits is educating girls and women.*

- Every 10% increase in girls' enrolment in secondary school in low-income countries will save approximately 350,000 children's lives and reduce maternal mortality by 15,000 every year.
- Girls' education often turns out to be the single most powerful factor affecting various health outcomes such as infant mortality, maternal mortality, the propensity of mothers to seek modern birth options, the supply of those options due to higher availability of trained birth attendants, the rate of risky teenage births and the number of children she will have.
- Worldwide 700,000 HIV cases could be prevented each year if all children received a primary education.
- In 2011 an estimated 1.8 million children's lives in sub-Saharan Africa could have been saved if their mothers had had at least a secondary education.

## GENDER EQUALITY:

*Education is key to women's rights, self-expression and civic engagement.*

- Every extra year of schooling for girls reduces the fertility rate by 10%.
- In sub-Saharan Africa, investing in the education of girls has the potential to boost agricultural output by 25%.
- For a girl, each additional year of primary education increases her potential income by 15%, while a 1% increase in the number of women with secondary education can increase annual per capita economic growth by 0.3%.

# THE GLOBAL PARTNERSHIP FOR EDUCATION IS SUCCESSFUL AND IT WORKS

The Global Partnership for Education is the only global partnership devoted to getting all children everywhere into school for a quality education. The Global Partnership comprises nearly 50 developing countries; more than 30 bilateral, regional and international agencies and development banks; the private sector; teachers; and local and global civil society groups. Through a pooled fund, the Global Partnership for Education provides its developing country partners the incentives and resources to devise and implement sound education plans.

Since 2003 the Global Partnership for Education has fundamentally transformed international cooperation in education, with impressive achievements in terms of the quality of national education plans in developing country partners, donor coordination around those plans, and the injection of much needed resources (amounting to over US$2 billion to date, as well as 6% annual increases in domestic financing) to support the achievement of bold targets in primary school completion and gender parity. In short, the Global Partnership works.



Photo Credit: Mohammed Al-Asaadi (Yemen)

*quality education for all children*

With GPE support, more children will participate in school, for a longer time and for a better education. The Global Partnership has supported more girls starting school and staying enrolled. And the GPE model has been able to mobilise domestic financing, while ensuring that external education financing flows are tracked and coordinated to reduce aid dependency and guard against 'substitution'.

*Basic Education:*

- In 2009 over 82 million children were enrolled in school in GPE developing country partners compared to 63 million in 2002. In other words, the Global Partnership has helped put 19 million children into school. It has also seen a drop in the out-of-school population by 10 million children. (Table 1)
- Increases in primary school enrolments in GPE developing country partners are twice as high as in non-GPE developing countries.
- Since 2003, GPE funding has supported the construction of over 30,000 classrooms, one year of training for 337,000 teachers and the distribution of over 200 million textbooks in primary schools.
- In all GPE developing country partners, the percentage of children repeating a year in primary school has been reduced following endorsement of the national education plans and the allocation of grant funding to support the implementation of basic education strategies. Repetition rates in GPE developing country partners have on average were halved within 3-5 years of their entry into the Global Partnership, both improving the transition rate of children year to year and reducing inefficiencies in the system. The trend in all GPE developing country partners is now moving towards a repetition rate of less than 7% from a median of over 13% in these same countries in 2002.
- The number of children enrolled in school in African GPE developing country partners went up 48% between 2002 and 2009. In non-GPE developing countries, the increase was 28%.
- More than 300,000 additional teachers were hired in GPE developing country partners between 2002 and 2009.
- The primary school completion rate in GPE developing country partners has increased from 60% in 2002 to over 72% in 2009.

*With GPE support, more children will participate in school, for a longer time and for a better education.*

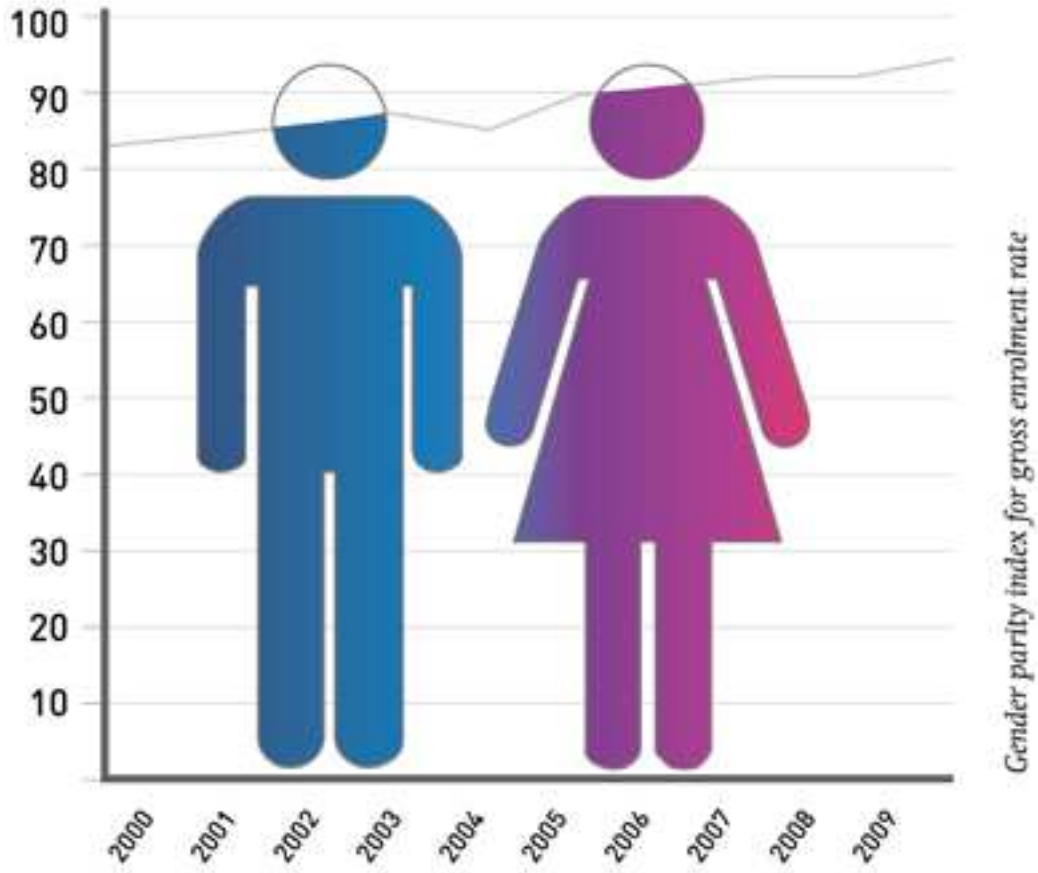


*Photo Credit: Giacomo Pirozzi, UNICEF*


million children
10
20
30
40
50
60
70
80
90
100
2009
2008
2007
2006
2005
2004
2003
2002
2001
2000
1999
98.4
95.9
92.2
88.6
85.7
82.8
79.5
75.3
70.9
68.3
65.4
Total Primary School Enrolment
Total Primary Out-of-school Children
16.6
16.8
18.5
20.3
21.1
22.8
23.7
25.6
26.7
27
27.5
%
10
20
30
40
50
60
70
80
90
100
69.2%
67.6%
65.4%
64.6%
64%
61.6%
60.7%
59.7%
58.2%
56.1%
Primary School Compleition Rate

*Gender Equality and Health:*

- In sub-Saharan Africa, girls account for 62% of all new children entering school in GPE developing country partners.
- In 2009, 68% of girls completed the last grade of primary school in GPE developing country partners around the world compared to 56% in 2002. This increase in completion will save the lives of some 500,000 children under the age of 5 annually, and for every 10-point increase in completion, the child mortality rate decreases by 13 per 1000.
- Out of 46 GPE developing country partners, an additional 5 countries have achieved gender parity in primary completion rates since 2000 and another 15 developing country partners are within reach.
- In GPE developing country partners, fertility rates will be reduced by over 10% for 11 million women.
- Because of GPE funding, 700,000 children receive a daily school meal.




*Pooled bilateral and GPE funding at the country level provides a single channel for aid, with lower transaction costs and joint monitoring efforts.*

*Mobilising Domestic Financing:*

- GPE developing country partners have increased their domestic expenditures for primary education by an average of 6-9% per annum between 2000 and 2008, significantly more than economic growth for the same period. This is a compelling statistic, given that domestic health sector spending has not increased in many countries receiving external financing for health.
- Typically 70-80% of the costs of education programmes are paid by the developing countries themselves. The remaining financing is either mobilised from bilateral and multilateral donors or from the Global Partnership for Education.

*Aid effectiveness:*

- The Global Partnership for Education provides smarter aid. Pooling donor resources and reducing overhead costs results in more support for children, schools and teachers in developing countries and better oversight of how funds are used. Funding is more predictable, on a three-year planning and commitment basis.
- The Global Partnership for Education promotes harmonisation and aid effectiveness, with the developing country partner in the driver's seat. The OECD, the United Nations and, most recently, DFID's Multilateral Aid Review have praised the Global Partnership as an excellent model for donor coordination and country ownership.
- The Global Partnership uses existing aid delivery mechanisms and does not create parallel or vertical funding arrangements.

*Results/outcomes monitoring:*

- The Global Partnership for Education has established a robust and comprehensive Results Framework to better reflect its objectives and to link each objective with specific assessment criteria and concrete activities to achieve it.

*Efficiency:*

- Since 2007 the Global Partnership for Education has doubled its disbursements and reduced the time needed to move from allocation decisions to signing grant agreements from 12-18 months to an average of just 5.5 months.
- The Global Partnership for Education has developed a level of efficiency comparable to other international funds. In 2008 the Global Environment Facility had a cash balance/disbursement ratio (donor contributions paid in but not yet disbursed vs. funding disbursed to the country) of 5:1. The Global Fund to Fight AIDS, Tuberculosis and Malaria had a cash balance/disbursement ratio of 2:1. In 2010, the Global Partnership for Education had a ratio of 2:1.
- The Global Partnership for Education is committed to cost savings in its operations. For example, in spite of coordinating and representing such a large and diverse partnership, the GPE Secretariat is small, with fewer than 40 staff.

*Leveraging bilateral aid and domestic financing:*

- The Global Partnership for Education helps to leverage bilateral education aid programmes by providing a platform to increase investment returns – harmonising donors according to their comparative advantage and reducing duplication and fragmentation among donors.
- Pooled bilateral and GPE funding at the country level provides a single channel for aid, with lower transaction costs and joint monitoring efforts.
- GPE grant funding provides a strong incentive for developing country partners to develop quality education plans, thereby improving the impact of bilateral aid within the context of improved education strategies.
- The Global Partnership for Education provides a cost-effective way of delivering aid to education in countries where donors do not have a mission presence, particularly in conflict-affected countries.



# TOWARDS 2015: A SIGNIFICANTLY INCREASED DEMAND FOR SUPPORT FROM THE GLOBAL PARTNERSHIP FOR EDUCATION

The need for GPE funding between now and 2014 will be unprecedented:

- UNESCO estimates that US$16 billion a year in external assistance to low-income countries is required to achieve Education for All by 2015 – nearly 6 times the current level of aid to basic education. By way of a simple comparison, this is only half the amount spent on ice cream annually in the USA and Europe.
- Bilateral support for education is decreasing – or in some instances disappearing altogether. As a result several low-income countries are experiencing the withdrawal of funding and technical support for education from several bilateral donors at once, such as in Burkina Faso, Cambodia, Benin, Nepal and Zambia. GPE funding and coordination will therefore be more important than ever, as a critical stop-gap to ensure countries are able to continue expanding and improving their education systems in line with endorsed education strategies.
- The need for assistance to fragile and conflict-affected states continues to grow, with numerous fragile states interested in joining the Global Partnership in the coming 3 years. Fragile and conflict-affected countries receive just over a quarter of all aid to basic education despite being home to more than half of the world's out-of-school children, so demand for GPE funding in these countries is likely to be acute in the coming three years.

# MEETING THE CHALLENGES: THE GLOBAL PARTNERSHIP FOR EDUCATION'S RESULTS-FOCUSED REPLENISHMENT, 2011-2014



Between now and 2014, initial analysis indicates that US$8 billion is necessary to meet the unmet funding needs of current GPE developing country partners. To meet such unprecedented needs and to reinvigorate political support for education, the Global Partnership launched a three-year replenishment campaign in 2011 with the aim of achieving the following:

- US$2.5 billion in additional funding for the GPE Fund by 2014.
- Additional bilateral, private sector, civil society and multilateral commitments to basic education over three years that help achieve the US$8 billion in unmet funding needs.
- Policy commitments from all GPE partners that further the Global Partnership's policy priorities.
- Commitments from GPE developing country partners to increase their domestic financing for basic education.

The GPE Replenishment was confidently launched at the first-ever GPE Pledging Conference on 8 November 2011 in Copenhagen, Denmark. With representatives from over 50 countries, pledges were presented by governments, civil society organisations, the teaching profession, the private sector, private foundations and multilateral agencies. These 60 pledges resulted in the following:

- An initial commitment from 15 GPE donor partners of US$1.5 billion in new funds and reflows to the GPE Fund.
- Pledges from GPE developing country partners to increase domestic spending on basic education by more than US$2 billion.
- Pledges to increase bilateral aid to basic education from 5 GPE donor partners.
- Civil society, the teaching profession, the private sector and private foundations also pledged to invest US$2 billion of their own organisational resources to expand activities in universal quality basic education programmes over the replenishment period.

The Pledging Conference, however, was only the beginning of a renewed effort to galvanise a global commitment to deliver quality education for all children by 2015. The Global Partnership anticipates future annual commitments from other donors, which will bring the GPE Fund closer to its ultimate target of US$2.5 billion for 2011-2014. New donors are also expected to join the Global Partnership during this period

The GPE Secretariat has also undertaken vigorous work on core operational issues that will ensure greater effectiveness and efficiency, such as:

- New prioritisation criteria for country allocations based on needs and performance;

- Efficiency of fund management, including securing the return of unused funds;
- Diversification of the GPE Supervising Entities in developing country partners;
- Exploring innovative financing on the ground, including the use of top-up grants;
- A focus on efficiency of GPE Secretariat operations and value for money.

In addition to the Global Partnership for Education's core focus of getting more children into school for a quality education, the replenishment will be based around a three-pillared policy agenda to focus attention on fragile and conflict-affected states, learning outcomes and girls' education.

### *Conflict-Affected States*

At least 42% of the world's 67 million out-of-school children live in fragile or conflict-affected poor countries. To meet this challenge, the Global Partnership for Education will:

- Proactively seek to support countries with large numbers of out-of-school children, many of which are conflict-affected.
- Provide additional financing to conflict-affected countries, improve the predictability of its delivery and reward good performance based on progress against mutually-agreed, context-specific results.
- Increase technical engagement to support the development of sound education plans and improve coordination in the education sector.

### *Quality Education*

The quality of education in developing countries is unacceptably low. About half of children in the poorest countries cannot read anything at all at the end of grade 2; in rich countries this proportion is essentially zero. To improve learning outcomes, the Global Partnership for Education will:

- Ensure that policies that address quality are integrated into national education plans in order to promote a 'surge in learning' to match the 'surge in access' that has taken place in the past decade.
- Develop coherent, evidence-based instruments and guidelines that countries can use to improve reading skills.
- Support GPE developing country partners in assessing reading and monitoring progress in quality.
- Identify the potential impact of incentives on reading achievement, using a results-based approach (school grants, teacher grants, etc.) which will be explored in conjunction with teacher support.

### *Girls' Education*

Of the 67 million out-of-school children, 36 million are girls. To increase gender parity and enrolment overall, the Global Partnership for Education will:

- Provide strong incentives, as well as technical and financial support to developing country partners, to include gender strategies in their education plans.
- Support the enrolment of out-of-school girls into primary school and ensure that girls make the crucial transition to and through secondary school.
- Support countries to undertake systematic and targeted evaluations of progress in girls' participation, retention and learning.



# WHAT AN INVESTMENT IN THE GLOBAL PARTNERSHIP FOR EDUCATION WILL ACHIEVE THROUGH THE 2011-2014 REPLENISHMENT



Photo Credit: René Edde, UNESCO

An investment in the GPE Fund of US$2.5 billion from 2011 to 2014 will allow significant progress in education access and quality to be made. Achieving the full replenishment target by 2014 will ensure that sufficient funds are in place to support education in current GPE developing country partners and potentially in the 25 additional low-income countries that are eligible to join the Global Partnership.

Under the stewardship of the Global Partnership for Education, US$2.5 billion would achieve the following in GPE developing country partners:

- An additional 25 million primary school children enrolling in school.
- Halving the population of out-of-school children.
- An increase in primary school completion rates by 7.5%.
- A reduction in the number of grade 3 children who cannot read by 50% in 20 countries over 5 years.
- 50 million new textbooks in classrooms.
- An increase in the number of teachers by providing in-service training to 600,000 teachers.

This level of progress in education would have major secondary impacts on child and maternal health, reducing the number of children who die annually of preventable causes by 350,000 and saving the lives of 14,000 mothers each year.

Every additional US$1 million invested in the Global Partnership for Education will help to enrol 10,000 pupils, or hire 250 teachers or buy/print over 60,000 textbooks by 2014.

The following table sets out the outcomes that can be achieved through different levels of funding of the GPE Fund (US$2.5 billion, US$2 billion and US$1.75 billion).

# SCENARIOS FOR THE GLOBAL PARTNERSHIP FOR EDUCATION REPLENISHMENT TARGETS

*all indicators refer to GPE developing country partners*

| **2.5** bn USD | **2** bn USD | **1.75** bn USD |
|---|---|---|

SHORT-TERM IMPACTS OF GPE FUNDING FOR EDUCATION DEVELOPMENT (3-5 YEARS)

## PRIMARY SCHOOL ENROLMENT










## EFFORTS IN PRIMARY SCHOOL EDUCATION

**7%** *Increase in primary school completion*

*Reduction in out-of-school children of primary school age* **50%**

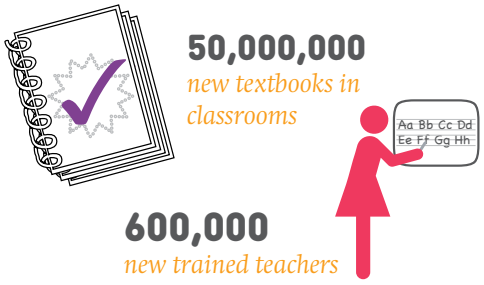
**6%** *Increase in primary school completion*

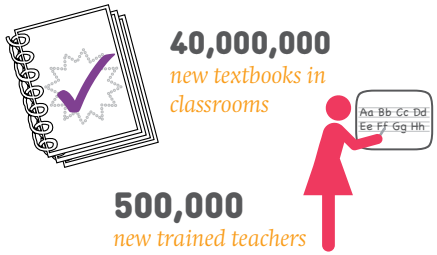
*Reduction in out-of-school children of primary school age* **40%**

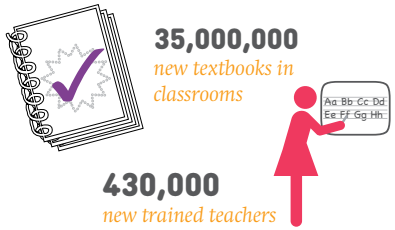
**5.3%** *Increase in primary school completion*

*Reduction in out-of-school children of primary school age* **35%**

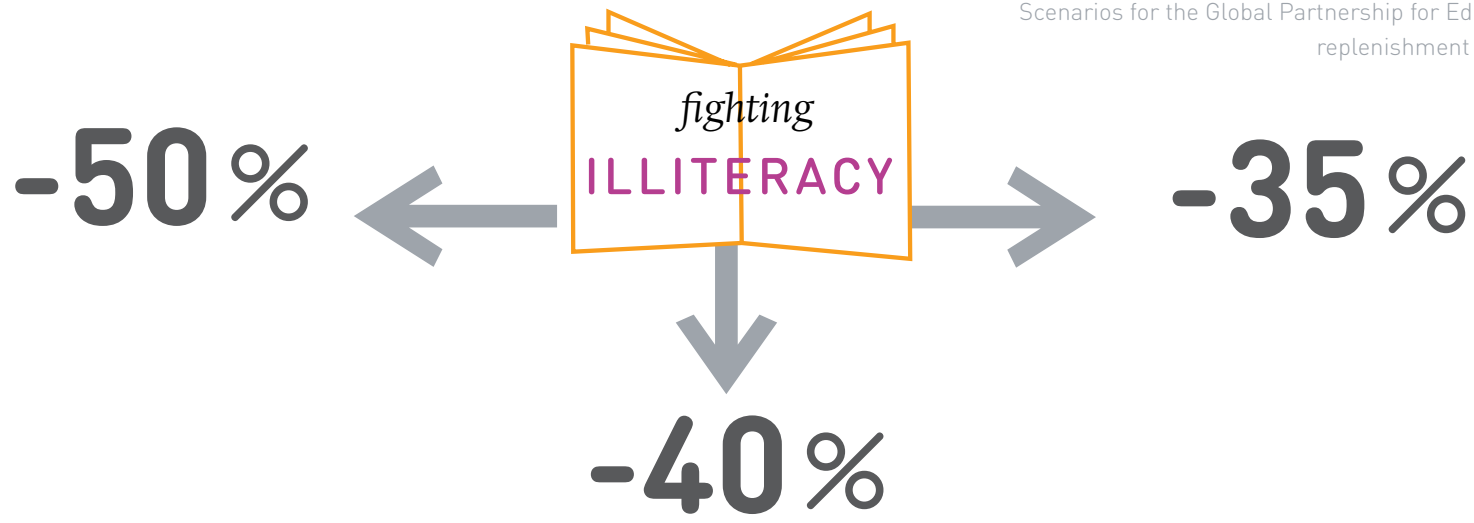
## SUPPORT FOR SCHOOLS



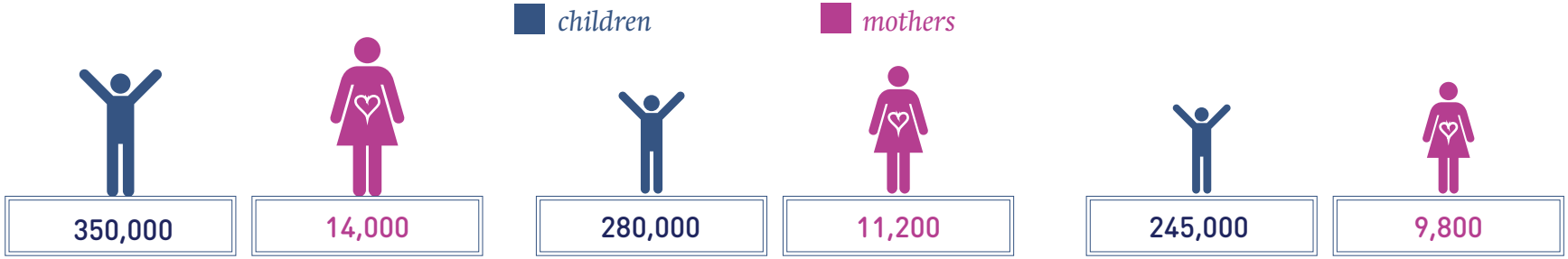



## REDUCTION OF NUMBER OF GRADE 3 CHILDREN WHO CANNOT READ




LONG-TERM IMPACTS OF GPE FUNDING FOR EDUCATION DEVELOPMENT (5-25 YEARS)

## LIVES SAVED PER YEAR




## REDUCTION IN THE NUMBER OF CHILDREN A MOTHER WILL HAVE




*{reduction by -0.2}* *{reduction by -0.16}* *{reduction by -0.14}*

*These results assume that, as required by the Global Partnership for Education process, appropriate plans are prepared for the use of the funding and the effects of the funding are also appropriately monitored. Good planning and monitoring are part of the GPE package and are increasingly rigorously monitored. These results also assume ongoing investments in health.*



*Please visit the Global Partnership for Education website for background documents, data sources and analytic methodology:*

www.globalpartnership.org

Photo Credit: FTI - Cambodia