GLOBAL PARTNERSHIP
for EDUCATION
quality education for all children

All Children Learning Report 2011

All Children Learning Report 2011

This annual report is different from our past reports. It is aimed at a general audience. It describes the Partnership's new governance structure, our work, and our impact on school-age girls and boys in developing countries. And it is a >web-only report that briefly highlights major achievements in 2011 and links to our >website for more complete information.

Throughout the report, you will find hyperlinks, as well as links to video and audio clips, that provide more depth and richness. Individual country profiles, including data on indicators, aid effectiveness, and policy pledges, will be available soon on our website, along with our Results Report, which includes data and analysis based on our work with our developing country partners.

Look out for the following icons:



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From our Chair, Carol Bellamy
Results matter

We want all children to get a good quality education so they can reach their potential and contribute to their societies. This vision drives us each day at the Global Partnership for Education.

How do we hope to achieve these results?

GPE's mission is to galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, especially the poorest and the most vulnerable. We do this by drawing on the strength of our collaborative partnership composed of governments, civil society organizations (including teachers), global institutions, and the private sector.

After a decade of work, we are now operating in 46 low-income countries. Over the past two years, we have retooled the Global Partnership's governance structure, renamed ourselves to better describe our mission, and raised nearly US$2 billion to fund our efforts to help children get a good education.

Over the next three years, we will focus these resources on a few key challenges we must address to give the world's poorest children a chance to succeed:

- Around 50 percent of children in low-income countries can't read. Our goal is to reduce by half the number of children unable to read in 20 GPE partner countries over the next five years.
- Forty percent of all out-of-school children live in fragile, conflict-affected states. Our goal is to bring more of these countries into our Partnership and find more flexible ways to give their children an opportunity to learn and grow.
- Girls comprise over half of all out-of-school children and are much less likely to start or complete secondary school. Our goal is to give these girls—many of whom are living in extreme poverty and in rural areas—the same chance as boys to excel and advance their education.



GPE is proud of what we have accomplished over these past 10 years in helping to bring millions of girls and boys into schools, build tens of thousands of classrooms, train hundreds of thousands of teachers, and provide hundreds of millions of textbooks.

Though we may pause to reflect on these and other gains, we should not forget our obligation to act with a sense of urgency and purpose to continue to achieve concrete results: Results for learning. Results for access. Results for opportunity.



As you look at the faces of the children that grace these pages, please remember that their lives and opportunities hang in the balance and that we need your efforts to support them.

We hope you will **>join us** to help deliver results for the world's children.

Carol Bellamy
Chair of the Board of Directors
Global Partnership for Education

From our Head, Bob Prouty
Soumaila's Story

Soumaila Koumare can read and understand. I felt the pride of this young boy, halfway through Grade 3, as he read effortlessly and with expression, in French and in Bambara, the language he speaks at home.

During my visit earlier this year to the dusty town of Tabou in southern Mali, Soumaila helped me to reflect on the successes in the Global Partnership for Education's decade of work, but also on the crucial challenges ahead.

For any of you who have watched the miracle of a child learning to read in your own family, you know how special this moment is. Yet, in Soumaila's world, and for tens of millions of other children, this moment is rare indeed, for, even after many years of schooling, they cannot read.

Of course many of these children can't do arithmetic either, and too many children are shut out of education because they are girls, are poor, or live in countries that are unstable and cannot support effective schools.

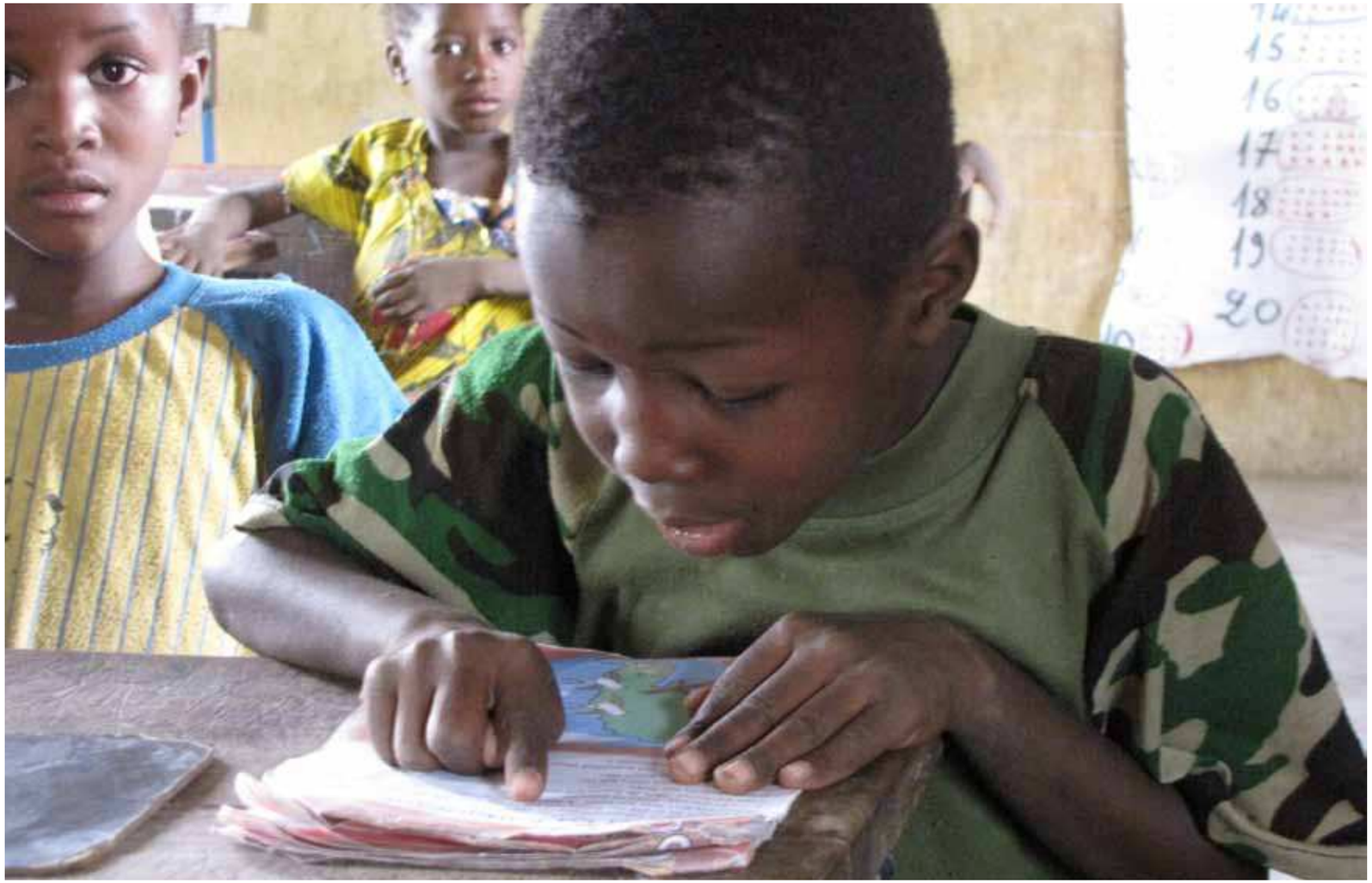
After 30 years of work in international education, including a decade in central Africa as a school administrator, I still rejoice in the incremental victories when children succeed in learning, and I still feel a profound sense of urgency to help those children who are shut out of such opportunities. It is this passion that drives all of us at the Global Partnership for Education Secretariat.

Our job is to make the GPE more than the sum of its parts, to help galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, especially the poorest and most vulnerable.



In 2011, we contributed to this mission by creating flexible ways to operate in fragile and conflict-affected countries, by gathering better data to help us focus on results, and by increasing the capacity of ministries of education in many of the 46 low-income countries in which we work.

In the coming year, to help many more young children like Soumaila, we will focus on improving teaching and learning, streamlining the administration of our programs so they become more nimble yet operate with integrity, telling our story to people across the world, and asking for continued financial support and technical collaboration so we can achieve measurable results.



Children can learn to read in less than a year. With GPE's help, Soumaila and his classmates are proving it day in and day out. With your help, we can give them the skills they need to participate more fully in their society and the world.

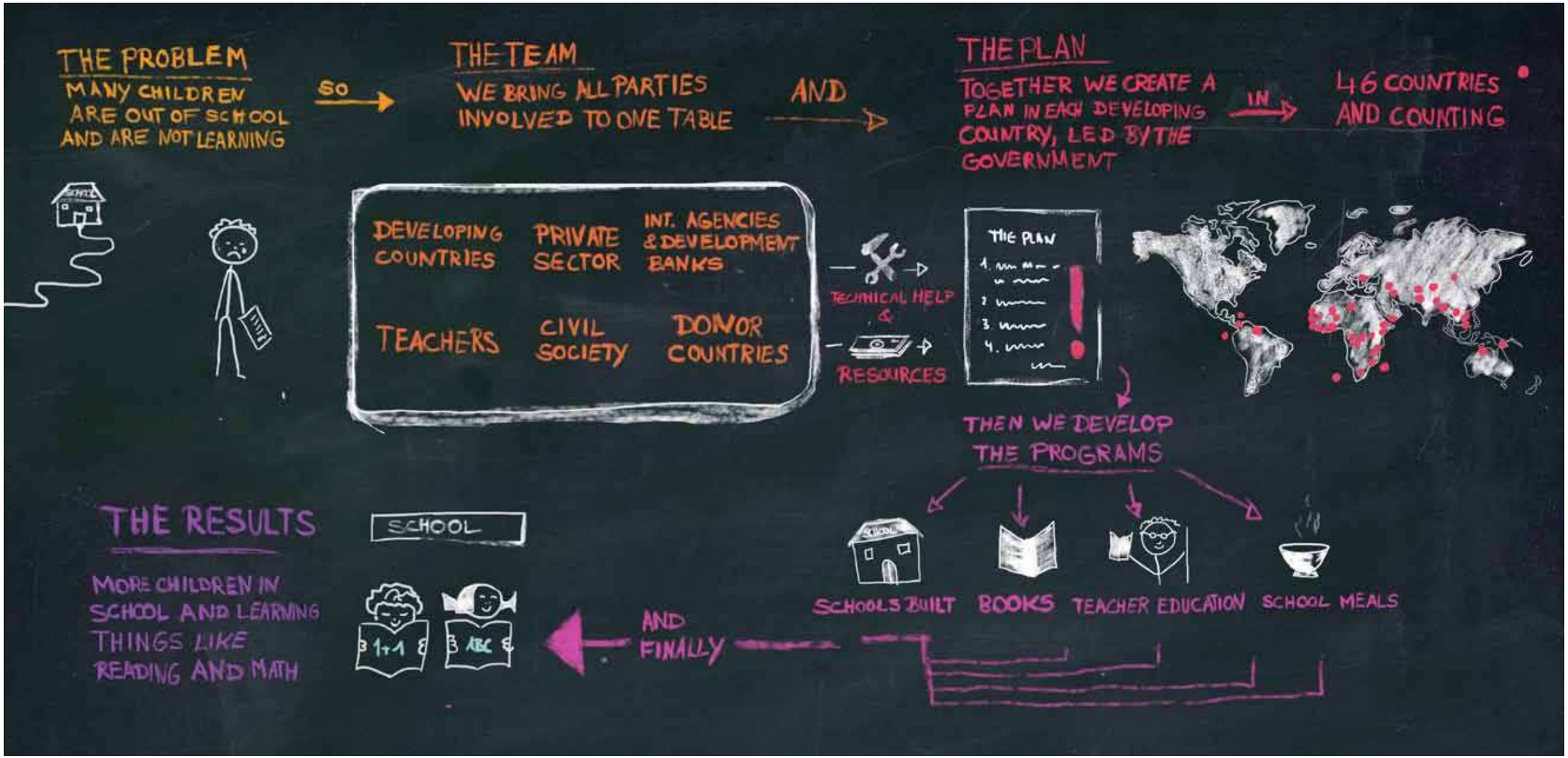
We hope you will **>join our efforts**.

Bob Prouty
Head
Global Partnership for Education

How the Partnership works

The challenge of providing all children with a good quality education requires major cooperation and resources. This is how we coordinate all the actors working toward the common goal of delivering a good quality education to all girls and boys.

>Read more



Who we are

The Global Partnership for Education is a partnership of developing countries, donor countries, multilateral agencies, civil society organizations, the private sector, and private foundations, which seek to galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable.

Meet our Board

The Board includes 19 different constituencies, each represented by a board member and an alternate board member from different countries/ organizations. Board members serve for two years.

Meet our >Board and >Financial Advisory Committee Members

6 DEVELOPING COUNTRY CONSTITUENCIES

Kenya, Lesotho, Madagascar, Malawi, Mozambique, Rwanda, Uganda, Zambia (AFRICA 1)

Benin, Burkina Faso, Cameroon, Central African Republic, Côte d'Ivoire, Djibouti, Guinea, Guinea-Bissau, Mali, Mauritania, Niger, Senegal, Togo (AFRICA 2)

The Gambia, Ghana, Ethiopia, Liberia, São Tomé and Príncipe, Sierra Leone (AFRICA 3)

Bhutan, Cambodia, Lao People's Democratic Republic, Mongolia, Nepal, Papua New Guinea, Timor-Leste, Vietnam (ASIA AND THE PACIFIC)

Afghanistan, Albania, Georgia, Kyrgyz Republic, Moldova, Tajikistan, Yemen (EASTERN EUROPE, MIDDLE EAST, AND CENTRAL ASIA)

Guyana, Haiti, Honduras, Nicaragua (LATIN AMERICA AND THE CARIBBEAN)

6 DONOR COUNTRY CONSTITUENCIES

Belgium, Luxembourg, the Netherlands, Switzerland

Australia, Spain

Canada, United Kingdom

Denmark, Ireland, Norway, Sweden

European Commission, France, Germany, Italy

Japan, Russian Federation, United States

1 PRIVATE SECTOR/ FOUNDATIONS CONSTITUENCY

3 MULTILATERAL AGENCIES

UNESCO

UNICEF

Multilateral and Regional Banks

3 CIVIL SOCIETY ORGANIZATIONS

International/Northern

Developing Country

Teaching Profession

Where we work

The Global Partnership for Education empowers >developing countries so they can invest in the education and future of their children.

Click on country to find more information



Finances at a glance

Read more about
our >finances

**TOTAL SIGNED PLEDGES,
2002–11, US$ MILLIONS**

Australia	Belgium	Canada	Denmark	European Commission	France	Germany	Ireland	Italy	Japan	Luxembourg	Netherlands	Norway	Romania	Russian Federation	Spain	Sweden	Switzerland	United Kingdom	United States
37.92	24.60	55.47	123.04	175.73	92.87	40.73	55.00	35.19	5.54	6.48	643.78	253.44	0.71	15.20	326.49	157.33	7.09	532.23	3.50

Total 2,592.33

Total 168.0

**ALLOCATIONS APPROVED
IN 2011**

Afghanistan	Côte d'Ivoire	Guinea-Bissau	Mali	Moldova	Mongolia	Timor-Leste
55.7	41.4	12.0	41.7	4.4	10.0	2.8

Highlights of 2011

PARTNERS

The Global Partnership welcomes three new country partners: Afghanistan, Côte d'Ivoire, and Uganda

Thirty-eight developing country partners participate in an exercise on aid effectiveness that contributes findings to **>Aid Effectiveness 2005–10: Progress in Implementing the Paris Declaration,** a report of the Organisation for Economic Co-operation and Development

Click to watch video narrated by Angélique Kidjo





MILESTONES

The Partnership releases **>Fast-Tracking Girls' Education: A Progress Report by the Education for All–Fast Track Initiative**

The **>new constituency-based GPE Board of Directors meets for the first time,** in Kigali, Rwanda, May 18–19

CHANGE

The Education for All–Fast Track Initiative becomes the Global Partnership for Education

Highlights of 2011





PARTNERS

Afghanistan, Côte d'Ivoire, Mali, Moldova, Mongolia, and Timor-Leste receive >grant allocations

MILESTONES

The Global Partnership celebrates >International Literacy Day on September 8 with an all-day event on literacy that is cosponsored by the Brookings Institution and the U.S. Agency for International Development

The first >Pledging Conference of the Global Partnership takes place in Copenhagen in November

The Board of Directors >meets in Copenhagen on November 9–10

GPE Secretariat Head, Bob Prouty, and Board of Directors Chair, Carol Bellamy, attend the >Fourth High Level Forum on Aid Effectiveness in Busan, Republic of Korea on November 29–December 1; the Global Partnership is mentioned as an aid-effective model in education by Irina Bokova, Director-General of UNESCO, and by Queen Rania of Jordan

What we do

We seek to coordinate all education efforts in the 46 developing countries where we work. Led by the developing country government, we create and fund education strategies to help children have access to education and learn.

How we fund our work

In the coming three years, at least another US$8 billion will be needed to get all children in school and learning in GPE partner countries. Last November, the Global Partnership's >donor countries pledged more than US$1.5 billion toward the GPE Fund; developing country partners pledged to increase their domestic education budgets by over US$2 billion; and >civil society and >private sector partners pledged sizable resources to help achieve Education for All in GPE developing country partners. >Read more

What will we accomplish by 2015 with our new resources?



We will provide our 46 >current developing country partners, as well as new countries that will join, with financial and technical resources to develop and implement national education plans over the next three years, enroll an additional 25 million children in school for the first time, train 600,000 new teachers, and reduce illiteracy among children of primary-school age. We will also provide appropriate support to at least eight fragile and conflict-affected countries.
>Read more



Our civil society/NGO partners: strong, visible, knowledgeable

The Global Partnership for Education has provided US$17.6 million to the Global Campaign for Education (GCE) over three years (2009–12) to help its >civil society/nongovernmental organization member coalitions in developing countries become stronger and more visible partners in education.

GCE, along with its partners Action Aid Americas, Africa Network Campaign on Education For All, Asia South Pacific Association for Basic and Adult Education, Education International, Latin American Campaign for the Right to Education, and Oxfam, distributed the funds among national civil society education coalitions (NECs) in 45 developing countries. GCE and its partners have provided guidance, knowledge, and capacity support to help NECs advocate for quality education in their countries. NECs suggest education policy changes and advocate for expenditure accountability and transparency, as well as community empowerment.



They talk to parents in their communities, translating difficult policy into a language the parents can understand, and advocate with governments, donors, media, parents, teachers, and employers in cities and villages for quality basic education. >Read more



Reaching out-of-school children

We help countries address barriers faced by out-of-school children, helping them to build safe and accessible schools; deploy more and better qualified teachers to areas that need them; and provide cash incentives to poor families, free school lunches, and mentoring support. By doing these things, our developing country partners can ensure that the hardest-to-reach children are given a chance to learn.



If current trends continue, universal primary education goals may not be met by 2015. The Global Partnership is focused on making it possible for all children, including the poorest and most marginalized, to attend school and receive a quality education.

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Education for children with disabilities



Many disabled children in developing countries are excluded from education because of physical, emotional, or learning impairments. The government of Cambodia is tackling this problem. To understand the needs of excluded children in Cambodia, the Global Partnership for Education supported a study by the Departments of Primary Education and of Planning in the Ministry of Education, Youth and Sport to gather data on out-of-school children and children with disabilities. The results of this study show that a large number of children have easily treatable disabilities, such as hearing loss because of uncared for ear infections, and that 5 percent of children simply needed glasses.

>Read more



Cambodia

MeiMei, a 9-year-old third grader in Takéo Province, was one of these children. MeiMei began missing school because of headaches and was no longer the good student she had been. Indeed, she did not like school at all any more. When she did come to school, she had difficulty following in class because she was not able to see clearly what was written on the board. She attended a GPE-funded disability screening, where it was discovered that poor vision was the main reason MeiMei was experiencing frequent headaches that caused her to stay home from school. MeiMei's vision and poor school attendance were corrected with a pair of glasses. Now, she is able to participate again in school and gain the full benefit of an education.

Helping more girls attend school

Educating more girls in developing countries will not only increase their quality of life, it will also improve their nation's health, food production, and economic growth. Our developing country partners have succeeded in enrolling more girls in school through public campaigns aimed at parents and community leaders and by assisting with the cost of school fees and books, as well as by providing help with health care or school meals. >Read more

Reducing barriers to girls education one step at a time



Girls in developing countries face numerous barriers to education. Early marriage, household chores, and poverty often keep girls from finishing primary school. Children in remote rural communities face the additional challenge of getting to school.

Listen to H.E. Koumba Boly Barry, Minister of Education of Burkina Faso



In some countries, it is not uncommon for children to walk distances of five kilometers or more. Because there is often a greater demand for girls' domestic labor (compared with boys), girls often have less time to walk to school. Three GPE partner countries, Mali, Niger, and Togo, are addressing the distance issue. Since joining the Global Partnership, these countries have each included measures in education plans to open small multigrade rural schools so that children can attend schools that are closer to their homes.

Niger, Mali and Togo



Niger became the first country in the region to develop a teaching model compatible with small rural schools. By 2010, there were more than 100 one-room schools that served all primary grades. Mali followed suit and, by 2011, had established a network of 45 one-room schools. In Togo, education officials no longer prevent small communities from opening schools.

Communities with fewer than 40 school-age children are now entitled to open one-room schools where teachers facilitate learning for children in six grades simultaneously in one room.

Opening schools that are closer to where children live means less walking and more time for other activities. This small step may be sufficient to keep many more children, particularly girls, in school and help change their lives.

Improving children's learning

In many developing countries, the quality of education remains unacceptably low. Children in developing countries acquire knowledge at only 20 to 25 percent of the rate achieved by children in richer countries. Improving children's learning in school can dramatically affect their development and their incomes later in life.

The Global Partnership supports governments in implementing programs that enhance learning outcomes through more training and support for teachers, the promotion of mother-tongue language instruction, and improvements in the measurement of student performance.

>Read more

Early grade reading in The Gambia





Early grade reading is the foundation on which children build their education. Reading is fundamental to acquiring knowledge in all other subjects and is imperative for future learning. Without a strong basis in reading, children will be at risk of repeating grades or dropping out of school.

Many factors can impede children in developing countries from learning to read, including a lack of support from teachers, the absence of books at home, or education policy that is restrictive on the language of instruction. To increase access and improve educational outcomes, the government of The Gambia has made early grade reading a priority. It has adopted a strategy of using national languages in early grade reading to help retain students who are struggling to learn how to read and ensure that they have the tools necessary to succeed in the future.

The Gambia is a linguistically diverse country; its 1.7 million people speak a number of local languages. The Global Partnership for Education's global good practices team has partnered with the Ministry of Basic and Secondary Education of The Gambia to implement a pilot program for early grade reading. Teachers in 125 classrooms in all parts of the country now use scripted lessons for 50 minutes each school day to teach children to learn to read in one of five local languages. Every child receives a low-cost workbook for study at home, which is particularly important because most children in The Gambia do not own schoolbooks and rarely have the opportunity to read outside the classroom.



The innovative introduction of coaching builds the capacity of teachers and supports them throughout the period of instruction so that they are able to improve the delivery of lessons. Teachers receive feedback from monthly classroom observations and participate in group meetings to share best practices. Programs such as this are important in providing children with the foundation to learn and to contribute to society throughout their lives. >Read more

Rebuilding education in fragile and conflict-affected countries

Over 40 percent of the more than 60 million children worldwide who are not attending primary school live in countries that are characterized by weak institutional capacity and governance, political instability, and, in many cases, persistent violence.

In these fragile states, the Global Partnership focuses on enrolling children in school not only because education promotes peace-building and helps mitigate conflict, but also because education fosters economic growth and provides visible evidence of a return to normalcy and the existence of security. >Read more

Madagascar: education in crisis





In 2008, Madagascar seemed on track to achieve the Millennium Development Goal of ensuring that, by 2015, children everywhere, boys and girls alike, would be able to complete a full course of primary schooling. Primary-school enrollment and completion rates were steadily improving, having benefited from GPE-supported, government-led steps to reduce the cost of education for families. In 2009, political instability and a government crisis ended the advances in education. Education ministry personnel were replaced; reforms were stopped; and donor funding was frozen. This strained budgets, delayed salaries, and resulted in higher school fees for families.

Combined with a general increase in the level of poverty, this made it difficult for families to send their children to school. In 2010–11, for the first time in decades, the number of children enrolled in primary school dropped.

A new grant from the Global Partnership for Education was approved in 2008, but could not be disbursed because of the political situation. The Malagasy Local Education Group therefore suggested that UNICEF manage the grant. Thus, US$64 million has been disbursed by GPE through UNICEF since December 2009, providing financial support to vulnerable schools and covering community teacher salaries for four months per year, as well as school feeding programs, classroom construction, and other activities.

The years of political uncertainty have taken a toll on education. Despite the discouraging trends, the Ministry of Education and its partners are looking ahead. Madagascar is the third country that has been approved for a GPE Education Plan Development Grant, and the Malagasy Local Education Group is set to launch the development of a transitional education plan.



The planning process involves a needs assessment, a redefinition of priorities in education development through broad consultations with stakeholders, and the identification of sources of financing to bring the progress in education back on track.

The Global Partnership for Education has provided vital support to the education sector throughout the political crisis, attempting to reduce the impact of political instability on children's education. The flexible processes mean that resources could be disbursed more quickly and that children could remain in school.

Afghanistan: reaching more children



Afghanistan's path toward Education for All has been a long and challenging one. Today, more children attend school than ever before in the history of the country: over 6.2 million children are attending primary or secondary school. About 2.2 million of these children are girls, which is also a record. Afghanistan has made enormous strides in education development in the past several years, but there is still much to do. The participation of girls in education is still critically low in many southern provinces, and there is a severe shortage of teachers, especially women teachers.

Listen to H.E. Farooq Wardak, Minister of Education of Afghanistan



The Ministry of Education recognized the value and importance of the Global Partnership for Education and worked hard to join our partnership. Throughout the development of the education plan, the ministry called regular meetings of the Afghan Local Education Group, which coordinated the development of the plan and invited local and international civil society organizations to participate in the related consultations and workshops. Ministry officials remained open and receptive to comments, criticisms, and suggestions and ensured that all voices were heard in the crafting of a quality education sector plan that maintained a clear focus on the education of girls and the recruitment of women teachers.





Once the education plan had been endorsed and Afghanistan had joined the Global Partnership, the ministry began to prepare a funding request. Initially, it was a challenge to identify a supervising entity to take on the responsibility of overseeing the use of the GPE funds in the volatile environment. UNICEF, recognizing the need to ensure that children in Afghanistan would have the opportunity to benefit from GPE support, accepted this role.

Although UNICEF has managed GPE funds directly in other fragile contexts, it had never before taken on the role of supervising entity. It was fully supported in this by the government and the country's development partners, who showed their appreciation by setting up a pooled fund to assist with the grant application process and by providing consultants to help. Afghanistan's application for US$55.7 million has not only been approved by the GPE Board of Directors, it has also been graded highly as a faithful reflection of the challenges facing Afghanistan. The grant will support equitable access to quality education, especially among girls, in 40 districts in 13 provinces. This is an important step toward ensuring that all children in Afghanistan are back in school and on a path toward a more secure and productive future.



Our impact in Rwanda



The 1994 genocide killed "close to 80% of our intellectuals," Rwanda Education Minister Charles Murigande has said, "leaving a huge gap in our human resources." About 700,000 refugees flooded into Rwanda, creating a need for a unifying system.

To become a knowledge-based economy, Rwanda needed to invest in human resources and "transform our people into the most important human and economic assets for the development of Rwanda." The country's leaders targeted education as one of the main instruments to repair the damage to the fabric of society, including full access to education for all children and a ban on any form of discrimination.

Our response and the results



Rwanda wanted to move quickly to implement a nine-year basic education program, an endeavor supported by GPE. Rwanda developed an education sector plan through broad consultations with the local administration, parent teacher associations, nongovernmental organizations, and development partners. Lead education partners U.K. Department for International Development and UNICEF coordinated donors' work and annual reviews, maintaining close contact with ministry officials. The plan decentralized services and some procurement, providing greater authority at the district and school levels. GPE helped support enrollment-based small grants, administered at the school level, to empower schools.

View a short video about a little girl named Divine learning to read in Rwanda



GPE has provided US$140 million in support since 2006. With GPE's assistance, the government increased the percentage of students completing primary schooling from 23 to 68 percent over the first decade of the 2000s. At the same time, the girls primary-school completion rate rose from 85 percent of parity with boys to 100 percent of parity. In addition, repetition rates in primary school were cut in half, from 33 to 14 percent.

Credits



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