HOW THE GLOBAL PARTNERSHIP FOR EDUCATION ADDS VALUE
Unless otherwise noted, all data in this report are from the UNESCO Institute for Statistics (UIS), the Education for All Global Monitoring Report (EFA GMR) and project reports from GPE supervising agencies.
With 57 million children not in primary school, 71 million adolescents not in lower secondary school, and more than 250 million children in school but not learning, the global community is unlikely to reach the Millennium Development and Education for All goals by 2015. Girls continue to be disproportionately disadvantaged in basic education, and more than half of all out-of-school children live in countries that are prone to conflict and natural disasters.

While global commitments for education financing declined by 16 percent between 2010 and 2011, demand for education has been rising steadily. As young people increase in numbers, the global community has the responsibility of ensuring that generations of children are equipped with the knowledge, skills, positive attitudes, and solid values they need to create a better future. By investing in education today, global leaders can accelerate economic growth, attain their global health goals, achieve gender equality, promote democratic governance, and nurture sustainable livelihoods.

“Education reduces poverty, improves health, increases gender equity, and boosts economic growth. Education is an investment that pays dividends for many generations.”

Alice Albright, CEO at the Global Partnership for Education.

RESPONDING TO THE GLOBAL EDUCATION CRISIS
The Global Partnership for Education (GPE) is the only global multilateral partnership devoted to getting all children into school for a good quality education. The Global Partnership—made up of governments, civil society organizations, international institutions, teachers, private foundations, and the private sector—provides funding to support the development and implementation of high-quality education sector plans in the world’s poorest countries. It brings global and national leaders together in support of coordinated strategies that provide every child the chance to learn in a safe and effective learning environment.

By supporting development programs to achieve a country’s education goals—such as gender parity, quality learning outcomes, and universal access to primary school—the Global Partnership ensures that investments in education pay off. We have helped improve national education outcomes by bringing partners together to develop measurable quality education sector plans, by investing in underfunded and strategically important elements of the plan, and by mobilizing the expertise of country-level partners to leverage their comparative advantages.

“The participation of the Government of Honduras in the GPE has been an important reference point in the promotion of partnerships between the education community and other national and international entities and organizations, with the aim of improving the quality of education.”

Sandra Maribel Sánchez R., Honduras’s Deputy Minister of Education for Administrative and Financial Affairs.
A one-of-a-kind partnership

The Global Partnership has always been guided by six principles that are in line with the development effectiveness agenda:

- country ownership
- mutual accountability
- financial support linked to performance
- low transaction costs
- transparency
- development results and value for money

In its report¹ to the UN Secretary General in May 2013, the United Nations High-Level Panel of Eminent Persons on the Post-2015 Development Agenda highlighted the unique nature of the Global Partnership for Education. No other partnership or organization was singled out for attention:

“The Global Partnership for Education is getting quality education to marginalized children, coordinating education’s many players, offering aid without wasteful replication, and following local leadership. GPE is single-sector [education] but shows how collaboration can bring better results. Similar models might prove useful in other areas.”

Our Strategy

In 2012, the Global Partnership developed a Strategic Plan to guide its work. The plan promotes coherence in the formulation and implementation of education policy thanks to a consultative process involving all members of the partnership. These members then lead the implementation of the education strategy at the country level.

The Strategic Plan identifies four long-term goals:

Access for All. All children have access to a safe, adequately equipped space to receive an education with a skilled teacher.

Learning for All. All children master basic literacy and numeracy skills by the early grades.

Reaching Every Child. Resources are focused on the most marginalized children and those in fragile and conflict-affected states.

Building for the Future. National systems have the capacity and integrity to deliver, support, and assess quality education for all.

In line with these strategic goals, the Global Partnership identified five strategic objectives for 2012 to 2015. (see graphic page 5 )

The Global Partnership model works: a decade of evidence suggests that universal quality education is attainable. Since 2002 the partnership has helped put an additional 22 million children in school; increased primary school completion rates and literacy rates, especially among young girls; allocated nearly US$3.8 billion (by the end of 2013) to 59 countries in support of education; and spurred developing partner governments to increase their domestic financing for education. But much more work lies ahead.
Available resources are too scarce to meet the demands of all 59 GPE partner developing countries. External financing commitments for education in these countries dropped by 36 percent between 2009 and 2011 and the outlook is no brighter. The decline in fragile and conflict-affected countries within the GPE partnership is even more worrisome, with education commitments in these countries dropping by almost 39 percent over the same period.
Replenishing the Global Partnership for Education

The replenishment campaign for the period 2011 to 2014 has mobilized nearly US$2 billion dollars; developing country partners have committed to increasing domestic financing by US$5 billion over the same period; and bilateral and multilateral organizations have pledged to increase their aid for basic education. Civil society organizations, the private sector, and foundations have also committed to expanding their education programs.2

Yet in 2013 alone, our developing country partners requested US$1.2 billion in grants from the GPE Fund. Despite these challenges, governments realize that their future economic growth, political stability, and national development depend on quality basic education. To keep pace with the extraordinary demand for technical and financial support, the Global Partnership is launching its second replenishment campaign, culminating in a pledging conference in June 2014 hosted by the European Union in Brussels. It will be an inclusive replenishment featuring pledges from all partners, including GPE donor and developing country partners, civil society organizations, nongovernmental organizations and the private sector, as well as from new partners that are ready to join the cause.

“The European Union is committed not only to supporting education, but also to making sure we do it well together with others. I’m happy to announce that the European Union will be hosting the second Replenishment Conference of the Global Partnership for Education in June 2014 in Brussels.”

Andris Piebalgs, European Commissioner for Development.

---

3 The 2013 Results for Learning report is available at www.globalpartnership.org/results.
4 The 2013 GPE Portfolio Review was prepared by the GPE Secretariat for the GPE Board of Directors. While not a public document, we have drawn some information from it.
The following pages examine how the Global Partnership model gets results, providing highlights of achievements to date, followed by a series of country cases exemplifying how the Global Partnership for Education makes a difference in the lives of children. More detailed information can be found in the GPE 2013 Results for Learning Report available on the GPE website and the 2013 GPE Portfolio Review.
<table>
<thead>
<tr>
<th>nani osla taxanka</th>
<th>Other items</th>
<th>Notebooks</th>
<th>Chairs</th>
<th>Pens</th>
<th>Pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lerna</td>
<td>Cups</td>
<td>Forks</td>
<td>Mats</td>
<td>Crayons</td>
<td>Colored Pencils</td>
</tr>
<tr>
<td>Dafa</td>
<td>Chopsticks</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Colored Pencils</td>
</tr>
<tr>
<td>Matika</td>
<td>Plates</td>
<td>Cups</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
<tr>
<td>Matika</td>
<td>Chairs</td>
<td>Plates</td>
<td>Chairs</td>
<td>Crayons</td>
<td>Crayons</td>
</tr>
</tbody>
</table>
A GLOBAL VIEW

The Global Partnership is the only initiative exclusively devoted to education with a global view of what is required to achieve sustained results in education in low-income countries. The Global Partnership’s funding policy takes into account needs, performance, and the availability of other funding at the country level. At the global level, the partnership engages with the worldwide education community as a convener and consensus builder among global stakeholders, and as an advocate for universal high-quality basic education.

BRINGING ALL PARTNERS TOGETHER TO DEVELOP CREDIBLE EDUCATION SECTOR PLANS

The Global Partnership fosters an inclusive approach, bringing all partners together in a focused and coordinated education sector dialogue. This approach strengthens the credibility and relevance of education sector plans and therefore makes them more sustainable. The Global Partnership helps ensure that education reforms are strongly endorsed by stakeholders and deeply rooted in the national system, so that investments will not be lost if there is a change of government. The Global Partnership promotes the participation of civil society organizations (CSOs), teacher organizations, and private sector partners, thereby increasing the relevance, credibility, and ownership of reforms.

“In 2012, I joined Kofi Annan, Michel Camdessus, and others on the Africa Progress Panel to develop strategies for equitable and sustainable development through the Global Partnership for Education. The GPE is dedicated to this development objective as the world’s only multilateral partnership committed to access to education for every child.”

Muhammad Yunus, Nobel Peace Prize winner and founder of Grameen Bank.
INCORPORATING ACCESS TO PRIMARY EDUCATION

The number of out-of-school children in GPE partner developing countries decreased from 58 million in 2000 to 42 million in 2011, and this decrease was greater for girls than for boys. The primary school completion rate rose from 58 percent in 2000 to 75 percent in 2011. On average, the primary completion rate grew 12 percent faster each year after a country had joined the partnership. We have invested heavily in making schooling available to children living in some of the poorest countries in the world. The primary school completion rate in GPE partner developing countries has risen by 15 percent in the past decade.

IMPROVING LEARNING OUTCOMES

The Global Partnership has contributed to improving the quality of education in countries, helping governments to measure learning so that children can leave primary school with fundamental skills such as reading and numeracy. GPE grants have been used for teacher training, learning assessments, education management systems, early childhood development, and other improvements in the quality of educators, learning materials, and learning environments. We are also an active participant and champion of the Learning Metrics Task Force, shifting the global conversation on education from a focus on access alone to access plus learning. Based on results from technical working groups and worldwide consultations with education stakeholders, this initiative has built consensus within the education community on how to measure and improve learning outcomes.

PREDICTABLE FUNDING

The Global Partnership is an important mechanism for education funding to low-income countries. Compared to bilateral donors that change development aid priorities as well as priority country partners over time, the GPE contributes to consistent funding of education in partner countries. Once GPE members, countries can count on continued predictable support from the GPE Fund as long as they continue to fulfill the eligibility criteria of being a low-income country.
LEVERAGING INTERNATIONAL FUNDING

The Global Partnership is a strong advocate for more education financing from international partners while also promoting greater alignment with country systems. In addition to our global advocacy work aimed at increasing resources for education, we also encourage multi-stakeholder coordination at the country level to ensure that external funding is harmonized and complementary. A funding application submitted to the Global Partnership must include information on the availability of other donor funds, and explain how the GPE grant will complement activities financed by others within the broader framework of the education sector plan. This encourages a conversation between the government and its partners to assess how the different pieces fit together.

LEVERAGING DOMESTIC FUNDING

The Global Partnership promotes the importance of nationally owned and managed education strategies and encourages its developing country partners to increase their education budgets and to allocate resources equitably. On average, domestic financing for education as a share of Gross Domestic Product (GDP) in partner developing countries increased by 10 percent after they joined the partnership. The share of government expenditures allocated to education by GPE partner developing countries rose from 15.8 percent in 2000 to 18.2 percent in 2011. In GPE fragile and conflict-affected countries government expenditures allocated to education increased even more, from 16.2 percent in 2000 to 18.8 percent in 2011.

Aligning GPE funds with country systems

In Zambia, the GPE grant provides Sector Budget Support to strengthen the government’s capacity, to monitor program performance, and to evaluate results. In Burkina Faso, GPE support is fully aligned with national systems through a pooled fund that directly supports the implementation of the government’s education sector plan. Ethiopia has a strong pooled funding mechanism that finances education quality improvements. All activities are implemented through government systems, and financing is not earmarked for specific activities. This allows resources to be used where they are needed based on implementation requirements.

“We’ve aligned our principles with the Global Partnership for Education and have doubled the national education budget.”

Farooq Wardaq, Minister of Education, Afghanistan.
FUNDING FOR EDUCATION IN FRAGILE AND CONFLICT-AFFECTED STATES

The Global Partnership provides a significant share of external financing for education in fragile states. Traditional funding mechanisms make it difficult for many development partners to operate in these countries, especially in unstable or dangerous environments. The Global Partnership gives high priority to helping children whose lives and futures have been shattered because of conflict and fragility, and to building the long-term capacity of education systems. Currently, 28 of our 59 developing country partners are considered fragile, and more are expected to join. About 85 percent of the 42 million out-of-school children in the Partnership’s partner developing countries are in a fragile or conflict-affected state. By the end of 2013, the Global Partnership’s cumulative disbursements in fragile and conflict-affected countries are expected to exceed 40 percent of the total cumulative disbursements from the GPE Fund.

FILLING THE GAP BETWEEN EMERGENCY NEEDS AND DEVELOPMENT

While some partners provide emergency education support and others are skilled at longer-term development and institution building, the Global Partnership fills the gap between emergency and development assistance. We have mechanisms to respond quickly with funding when countries become unstable. We can also adjust existing funding to support transitional strategies that put education on track for recovery (see the example from Madagascar on page 38).

COLLABORATING WITH CIVIL SOCIETY

The Global Partnership strongly encourages civil society organizations (CSOs) and other nongovernmental organizations, such as teacher associations and unions, to participate in country dialogues. CSOs contribute extensively to education programs and often have an excellent understanding of the real-life problems faced by schools, teachers, and families. Their

Effective support in conflict situations

“During the past few years, the Global Partnership for Education has made significant strides toward supporting and financing education in conflict-affected and fragile states. A primary example is the Operational Framework for Effective Support in Fragile and Conflict-Affected States, a protocol to ensure that funding can be delivered and overseen by entities other than a national government. The Global Partnership has also worked to raise awareness of the situation of children in crisis and conflict situations through the Education Cannot Wait: Call to Action and associated events. GPE sits on INEE’s Working Group on Education and Fragility and the Working Group on Education Cannot Wait Advocacy, committing human and financial resources to these efforts. GPE committed to provide increased support to education systems in fragile states and help children go to school and learn. Through a blend of collaboration and leadership, GPE is doing just that.”

Lori Heninger, Director of the International Network for Education in Emergencies.
perspectives are important in developing and monitoring credible education sector plans, and CSOs can help ensure democratic oversight of education policy and better government accountability. To strengthen the role of civil society, the Global Partnership has provided close to US$25 million to the Civil Society Education Fund (CSEF), which is coordinated by the Global Campaign for Education. The fund helps to ensure that civil society, at the national, regional and international levels, has a seat at the education table as an informed and effective partner.

“the funding from the Global Partnership is valuable as a catalytic fund that brings all stakeholders together,”

Pawan Kucita, Chief of UNICEF’s Education Section in Afghanistan.

Elimu Yetu is one of 45 civil society organizations that have received funding from the Global Partnership’s Civil Society Education Fund (CSEF). It is a coalition of 102 local education organizations, teacher unions, research organizations, and education professionals that enables civil society to play a strong role in the education sector.

Kenya in 2009 has helped to turn education into a constitutional right supported by the adoption of a legal framework.

Kenya has also developed an education sector plan that will be the basis for GPE funding. Civil society organizations—through Elimu Yetu—have been consistent partners in all of these initiatives.

Elimu Yetu’s participation in the development of the Education Act helped establish strong accountability mechanisms in schools by involving parents, local civil society groups, and student councils. For example, there are newly adopted guidelines for the recruitment of personnel who manage education sector resources.

The Global Partnership has strengthened the role of civil society in Kenya’s education sector by involving it in the application process for GPE funding.

“The Civil Society Fund enabled our coalition to participate consistently and meaningfully in the development of Kenya’s new education policies and strategies, in particular raising issues such as marginalized children and better mechanisms to improve governance.”

Janet Muthoni Ouko, National Coordinator of Elimu Yetu
SERVING AS AN HONEST BROKER AT THE COUNTRY LEVEL

The Global Partnership influences country-level dynamics by serving as an honest broker in the national education policy dialogue. It promotes inclusive processes, facilitates transparent discussions, and mediates conflicts that may arise between stakeholders. Given the diversity of development partners, governments, and non-state actors, the partnership plays a critical role in country-level communication and ensures that all partners are held accountable.

MONITORING FOR RESULTS

The Global Partnership helps its partners to better track progress when implementing their education plans. Through our Sector Monitoring Initiative, we have trained 54 of our 59 GPE partner developing countries to better monitor education sector plans, including multi-year action plans. We have also financed capacity building to carry out national monitoring and evaluation and national education assessments. In addition, we publish an annual Results for Learning Report that provides a comprehensive review of partner countries’ progress and challenges, and launched in 2012 an open data project to visualize 57 key education indicators in 29 partner developing countries.

COLLABORATING WITH THE PRIVATE SECTOR AND PRIVATE FOUNDATIONS

Since 2011, the private sector and private foundations have been represented on GPE’s Board. Some progress has been made to involve them more closely in country-level education sector planning and implementation processes. While the Partnership has close ties with the Global Business Coalition for Education, much remains to be done to foster the participation and engagement of both the private sector and private foundations in our work.

“Education is a basic human right and a catalyst for all human development. Particularly, education investment in girls and women will have a ripple effect across all global development goals. The Global Partnership’s work is crucial in this respect and we are proud to be a partner.”

Heidi Hautala, Minister for Development, Finland.
GLOBAL ADVOCACY

The Global Partnership provides a unified voice for education on the global stage, and helps ensure that global commitments translate into practice in our partner developing countries. We have helped bring global attention to current education challenges and solutions. The Global Partnership for Education is a key actor in the UN Secretary General’s Global Education First Initiative and has supported the UN Special Envoy for Global Education’s Learning for All Ministerial Meetings. The Global Partnership has also been a strong advocate for education in emergencies through the Education Cannot Wait initiative, and for improved quality of education through the Unite for Education Campaign. We also work closely on education advocacy with UNESCO, UNICEF, the Global Campaign for Education, and many others.

Collaborating with Qatar’s Educate A Child Initiative

“While our operating modalities are very different, Educate A Child (EAC) and the Global Partnership have found many ways to work together with the best interests of young learners at the heart of our actions. EAC has aligned its resources in support of GPE programs that focus on increasing the number of children in school in Chad, Sudan and South Sudan. At the international level, EAC and the Global Partnership are also advocating together for the importance of education. Due to the strategic support and collaboration of partners like GPE, EAC has been able to:

- Contribute education funding and expertise to GPE developing partner countries in support of national education sector plans
- Fill “gaps” in programmatic responses at the country level
- Encourage national leadership to prioritize the poorest and most marginalized children
- Provide support to NGOs and community-based organizations to make greater contributions to education at the national level

The Global Partnership is one of EAC’s strategic partners and working with the Global Partnership for Education has demonstrated the power of partnership.”

Mary Joy Pigozzi, Director, Educate a Child.
By improving education sector policy formulation and implementation processes at the country level, and by financing elements of education sector plans often not supported by other partners, we have helped achieve a number of important education outcomes. Our 2013 Results for Learning Report assesses the progress made by GPE developing country partners over the past decade. While the Global Partnership is proud to have contributed to these advances, major challenges remain: we must get all children in school and learning.

**GROWING PARTNERSHIPS**

A growing number of countries recognize that the Global Partnership model can play an important role in coordinating and resourcing education sector plans. Since it was established in 2002 as the Education for All Fast-Track Initiative, the Partnership has grown from 7 developing country partners to 59 in 2013, including 11 fragile and 17 conflict-affected countries.

**ATTENDING TO THE MOST VULNERABLE**

The Global Partnership for Education helps the world’s poorest and most vulnerable children. Of the 57 million primary school-aged children who were out of school in 2011, 42 million were living in partner developing countries; 85 percent (or 36 million) of all out-of-school children in GPE partner developing countries were living in fragile and conflict-affected countries. We provide grant resources to countries for which access to development financing is a persistent challenge, and we help ensure that those resources are used to benefit the most marginalized.
MORE CHILDREN ARE IN SCHOOL

The number of children enrolled in primary school in GPE partner developing countries rose from 120 million in 2000 to more than 178 million in 2011.

MORE CHILDREN ARE COMPLETING PRIMARY SCHOOL

The primary school completion rate in partner developing countries increased from 58 percent in 2000 to 75 percent in 2011. On average, the primary completion rate grew 12 percent faster each year after a country had joined the Global Partnership.

MORE GIRLS ARE IN SCHOOL

Over the past decade, GPE partner developing countries have made substantial progress toward gender parity in primary education. While only 83 girls for every 100 boys completed primary school in 2000, by 2011 this number had risen to 93 girls for every 100 boys.

PROGRESS FOR CHILDREN IN FRAGILE AND CONFLICT-AFFECTED COUNTRIES

GPE fragile and conflict-affected countries made remarkable progress in the last decade. The number of out-of-school children of primary school age dropped by 20 percent from 44 million in 2000 to less than 36 million in 2011; 68 percent of all children completed primary school in 2011 up from 52 percent in 2000.

MORE CHILDREN ARE TRANSITIONING TO AND COMPLETING LOWER SECONDARY SCHOOL

The number of children in GPE developing partner countries with access to lower secondary school increased from 38 percent in 2000 to 58 percent in 2011. The average completion rate in lower secondary school also increased from 30 percent to 44 percent.

“We are aiming for free education for everybody. Paying incentives with support from the Global Partnership for Education will lower the burden of households to pay for education and to be able to send their children to school.”

Maryam Qasim, Federal Minister for Human Development and Public Services, Somalia.
THE REMAINING CHALLENGES

LEARNING

Only 44 percent of the 180 million children in GPE partner developing countries who reach grade 4 have mastered the minimum levels of competency. Improving the quality of learning is a major challenge in GPE partner developing countries.

ACCESS TO PRIMARY SCHOOL

While significant progress has been made in getting more children in school, 42 million primary school-aged children were still not in school in GPE partner developing countries in 2011. More than half of these children were girls. Reaching out-of-school children continues to be a major challenge for the partnership, especially in Burkina Faso, the Central African Republic, Côte d’Ivoire, Djibouti, Eritrea, Mali, and Niger.

TOO MANY CHILDREN ARE NOT COMPLETING PRIMARY SCHOOL

One out of four children in GPE partner developing countries does not complete primary school. Because of their large populations, the Democratic Republic of Congo, Ethiopia, Nigeria, and Pakistan alone account for about half of all children in this category. The Global Partnership will work with all its partners to eliminate the obstacles to primary school completion in these countries and in many others where children are still dropping out.

EQUITY FOR GIRLS

Gender equity in primary school has improved, but is still far from complete especially for the poorest girls. In secondary school, disparities remain high and have barely improved since
2000. For example, in Afghanistan, the Central African Republic and Chad, girls still face severe disadvantages in getting into school, completing primary school, and transitioning into lower secondary. In 2011, only 86 girls for every 100 boys were completing lower secondary school in GPE partner developing countries.

**PRIMARY EDUCATION IS EXPANDING MORE SLOWLY THAN LOWER SECONDARY EDUCATION**

Between 2000 and 2011, enrollment in primary schools in GPE partner developing countries grew by 3.6 percent a year, while enrollment in lower secondary schools grew by 6 percent a year. This rapid development of lower secondary education is a concern because many GPE partner developing countries have very limited resources and are still far from achieving universal primary education.
The Global Partnership is more than a funding agency. It is a true partnership of governments, civil society, international organizations, teachers, and the private sector who together help countries achieve their own education goals, gain access to technical and financial resources, and tap into global and local expertise. It models a participatory process where all stakeholders, local and global, can take part in country-led decision making.

The Global Partnership provides a broad range of support covering all aspects of national education systems including through funding and coordinated technical assistance to craft high-quality national education plans; building capacity by training and certifying teachers and school administrators; building more schools and better classrooms; distributing textbooks, teaching materials, and school supplies; providing incentives like scholarships, student subsidies, and school meals; and through education management and information systems that help measure results.

GPE developing country partners achieve consistently better outcomes than non-partner countries, as the following highlights illustrate.
Education plays a pivotal role for any country on the road to reconstruction. In Afghanistan, the government recognized that education is a fundamental requirement for poverty reduction, development, nation building, good governance, peace, and stability.

**THE CHALLENGE**

**A sector that needs rebuilding**

Following decades of war, civil unrest, and political instability, the education sector in Afghanistan was left with badly damaged infrastructure, a lack of service delivery mechanisms, no national curriculum, a large illiterate population, and millions of children out of school. To achieve the Education for All and Millennium Development Goals (MDGs), Afghanistan needs to find solutions for its large numbers of out-of-school children and youth, its gender and rural/urban disparities, low quality of education, and administrative limitations. In addition, the Ministry of Education has inadequate resources and therefore relies on donor funding, which can be unpredictable and not harmonized.

**THE SOLUTION**

**A GPE process that brings all partners together**

Since 2008, the Afghan government and its development partners have had a mechanism in place to enhance development coordination. But in 2010, the Ministry of Education decided that the sector needed in-depth and focused technical discussions to help monitor progress and find solutions to bottlenecks. In preparation to become a GPE developing country partner eligible to apply for funding, the Ministry of Education, donors, and
other education development partners in Afghanistan formed a Local Education Group (LEG).

During the process of developing Afghanistan’s National Education Interim Plan 2011-2013, the ministry played a strong leadership role, collaborating closely with all other members in the Local Education Group.

THE RESULT

Better cooperation through the GPE grant
Afghanistan joined the Global Partnership for Education in 2011 after preparing its 2011-2013 Interim Education Sector Plan, which was the basis for a GPE grant of US$55.7 million. The grant focuses on getting more children in school through community mobilization and by providing community-based schooling using the government’s curriculum. The recruitment and training of female teachers are also part of the program. Although GPE funding is comparatively small, it makes a significant difference to Afghanistan’s education sector.

Since becoming a GPE partner, Afghanistan has participated in GPE workshops, enabling the government to better conduct sector monitoring and evaluation. Afghanistan is also a member of the GPE Board of Directors, representing the Eastern Europe, Middle East, and Central Asia region.

“The GPE process gave the country a push to enhance collaborative work between the Ministry of Education and its partners. Afghanistan now has a system that identifies challenges and proposes good solutions.”

Abdul Wassay Arian, Director of Planning, Afghan Ministry of Education.
Burkina Faso has long received some of the lowest human development rankings in Africa. Despite the huge challenges ahead for the country, the Burkinabe government has been prioritizing education, ensuring supportive policies and reforms and working with partners to implement a comprehensive sector plan that will help move ahead the country’s education system.

THE CHALLENGE

More than a million children missing out
In the early 2000s, more than 60 percent of children in Burkina Faso had no access to school. The school completion rate for girls was one of the lowest in Africa. Significant geographic disparities in school infrastructure left over a million children with limited options for their education. In addition, endemic poverty proved to be an insurmountable barrier for many families who were required to pay for school supplies and school fees.

THE SOLUTION

Flexible financing and education reform
Burkina Faso joined the Global Partnership for Education in 2003 with a ten-year plan to prioritize basic education. The focus of the sector plan was to improve access, equity and expand coverage; improve the quality, efficiency and relevance of primary education; and strengthen sector management and monitoring.
In 2009 the Global Partnership provided a first grant of US$102 million to Burkina Faso. The funds were channeled through the government’s budget over four years and disbursed against agreed triggers designed to remove constraints limiting government efforts to develop the sector. The GPE grant supported the introduction of policy and institutional reforms in line with the government’s ten-year education sector plan in order to lay the groundwork for greater access and quality. In 2011, GPE partners worked with the Burkinabe government to develop its 2012-2021 Education Sector Plan, which for the first time covers the entire education system.

THE RESULT

An education system fit for purpose
Several important reforms took place in conjunction with the Global Partnership grant implementation, including increasing the efficient use of school facilities by introducing multi-grade classes and limiting repetition, strengthening decentralization policy and school-based management systems, monitoring teachers’ instructional time, increasing students’ learning time, and using student assessments to inform strategies for improved learning outcomes. These reforms and new policies contributed to an education system that is fit for purpose.

Burkina Faso has demonstrated that political will coupled with targeted policy, structural reforms and a flexible budget support mechanism can make a real difference in a country with significant barriers to access. Since the creation of its first education sector plan upon joining the Global Partnership, Burkina Faso has improved on most of its education indicators and enrolled more girls than ever before. Enrollment in primary school soared from 37 percent in 2003 to 64 percent in 2012. The rate of children completing primary school rose from 27 percent in 2003 to 56 percent in 2012. The number of girls finishing primary school improved markedly from 23 percent to 54 percent between 2003 and 2012. Burkina Faso also more than doubled the teaching force, up from nearly 23,000 in 2003 to nearly 49,000 in 2012.

With a US$102 million grant from GPE, Burkina Faso has made good progress in education, increasing enrollments in primary school from 37% in 2003 to 64% in 2012.
Ensuring equitable access to education for all children, regardless of circumstance, is one of the Cambodian Government’s strategic goals. Supported by the Global Partnership, Cambodia has increased the enrollment of children with disabilities through targeted, evidence-based interventions.

THE CHALLENGE

Ensuring universal access
Support from the Global Partnership for Education has allowed Cambodia to make significant progress in education, including a substantive jump in the primary school completion rate. Yet, reaching the most marginalized—including ethnic minorities and disabled children—remains a challenge to achieving Education for All. In 2007, some three percent of all primary-aged children were out of school, with high levels of grade repetition and high dropout rates.

THE SOLUTION

A better understanding of the numbers and needs of disabled children
Supported by a GPE grant of US$57.4 million (2008-2012), the Ministry of Education, Youth and Sport did a survey to better understand the needs of marginalized and disabled children who are excluded from education. The Out of School and Disability Survey piloted a state-of-the-art methodology for screening and referring for services children with disabilities and impairments, and provided them with much needed devices, such as eyeglasses. In addition, the survey provided for the first time high-quality data on disability, which enabled the ministry to plan and budget for appropriate interventions.

Thanks to a US$57.4 GPE grant, Cambodia collected high-quality data on children with disabilities, making them visible and allowing them to be better integrated in school.
THE RESULT

Children with disabilities given high priority in policy actions

This GPE-funded project helped make children with disabilities more visible and given higher priority on the education ministry’s agenda. A better understanding of the needs of children with disabilities paired with hard data from the survey enabled the Cambodian education ministry to set goals, monitor progress and, ultimately, integrate these children into the education system. Indeed, the out-of-school population was halved between 2007 and 2011 in large part because of these targeted policies and interventions.

The results of the GPE-funded survey were shared with various ministries and development partners, prompting a number of education programs to support children with disabilities and impairments. These programs range from inclusive teacher training, to disability awareness campaigns, and vision and hearing screenings for children in primary schools.

For example, the Global Partnership collaborated with a number of partner organizations to support a vision screening project for some 13,000 students in 56 elementary schools in Siem Reap, with many children receiving eyeglasses, surgery, or other vision-related treatments. For most, a US$2 pair of glasses was instrumental in ensuring their attendance and success in school.

Thanks to GPE’s support, Cambodia is now planning to make vision screening part of its national school-based health program. Other GPE developing country partners have requested support to establish similar projects in their countries.

Since joining the Global Partnership in 2006 the Cambodian government has increased its public education expenditure as a share of the GDP by 23.5 percent.

“Knowing the situation about children with disabilities will allow Cambodia to plan and provide quality education for ALL of Cambodia’s children. Thanks to the Global Partnership for Education we have the needed information.”

Nath Bunroeun, Cambodian Secretary of State for Education, Youth and Sports.
Economic constraints in Cameroon contributed to a severe lack of teaching staff. A concerted education reform effort by the government—supported by the Global Partnership and other development partners—has led to putting more teachers where they are most needed to benefit a burgeoning school population that is eager to learn.

**THE CHALLENGE**

**Large classes and not enough teachers**
The economic crisis of the 1980s prevented the government of Cameroon from hiring new teachers, while the number of students was growing at a steady pace. In some areas, the teacher shortage was so severe that communities resorted to hiring their own teachers. This led to the creation of three parallel tracks for teachers: those employed as civil servants, temporary teachers hired to fill gaps, and community teachers, often with minimal training, hired and paid by communities and parents.

In the 1990s, teacher salaries were reduced because of budget cuts, and teacher recruitment stopped. The student to teacher ratio grew to more than 60 students per class, with significant variations among regions. To remedy this, the government introduced the contract teacher program (CTP) in the late 1990s, but the program was lacking financial support.

**THE SOLUTION**

**Supporting a country-driven solution**
Cameroon joined the Global Partnership in 2006 after the country’s 2006-2015 Education Sector Strategy was prepared with the Local Education Group. To address the teacher shortage, the government started hiring more teachers and deploying them more equitably across the country to decrease large class sizes.
Cameroon committed nearly US$290 million of its education budget to this program. The French development agency (Agence française de développement) and the Global Partnership supported the government’s goal, with US$55.3 million and US$47.3 million respectively. The GPE grant was used solely to pay teacher salaries.

During the initial phase of the program, the government established clear policies to govern the hiring, salary scales, benefits, and career development of teachers. These reforms made the teaching profession attractive once again. The program was implemented by government institutions, making for a more efficient use of funds.

THE RESULTS

Systemic improvements in teaching and learning
Between 2007 and 2011, 37,200 qualified primary school teachers were hired, 60 percent of them female. The increased presence of female teachers helped to get more girls in school, especially in the most underserved areas. The gender parity ratio increased from 63 girls for every 100 boys in 2006/07 to 89 girls for every 100 boys in 2010/11. Class sizes were also reduced across the country.

GPE support for this initiative had a catalytic effect on the government’s commitment to the teacher program, which is now a central component of the country’s education sector plan. The Cameroonian government also demonstrated its commitment to education by increasing its domestic financing. Since joining the Global Partnership in 2006 the country has increased public education expenditure as a share of the GDP by almost 14 percent.

Thanks to GPE support, the government introduced better fiduciary policies and mechanisms, leading to faster and more efficient payment of teacher salaries. As a result, drop out and repetition rates declined between 2006 and 2010, and primary completion rates have increased.

During the next phase of its education strategy, Cameroon will focus on improving the quality of learning to ensure that all children go to school, learn, and become active and productive citizens.

The gender parity ratio increased from 63 girls for every 100 boys in 2006/07 to 89 girls for every 100 boys in 2010/11.
After decades of fragility and conflict, the government of the Democratic Republic of Congo (DRC) has allied itself with several partners to create the country’s first education sector plan in the hope of ushering in a new era of peace and prosperity.

THE CHALLENGE

An incapacitated education system
Since its independence in 1960, the Democratic Republic of Congo has experienced a series of conflicts that have thwarted development and negatively affected public financing for education. This situation led to a big increase in school fees, in part to pay for teacher salaries. This extra financial burden that had to be shouldered by families, coupled with poor infrastructure and other socioeconomic and cultural factors, are responsible for 3.5 million children\(^5\) of primary school age not being in school in 2012.

THE SOLUTION

DRC’s first education sector plan
The Ministry of Primary, Secondary and Technical Education has adopted a holistic strategy for education sector development. The DRC government set up a task force of stakeholders from government departments, donors, and civil society to create an Interim Education Plan (2012-2014) as part of the process of joining the Global Partnership.

The Interim Education Plan, which is the country’s first education sector plan, aims to accelerate the achievement of universal primary education. The process of creating the interim plan and securing the endorsement of development partners has strengthened collaboration within the country, particularly with civil society organizations and unions. This approach is considered an innovative example of good practice.

The Democratic Republic of Congo joined the Global Partnership in June 2012 and received a Program Implementation Grant of US$100 million in November 2012.

THE RESULT

Free education for Congolese children
One of the most emblematic measures of the GPE-supported plan was to abolish the costs that have made primary education unaffordable for millions of families, including teachers’ wage supplements, administrative and school operating expenses, and examination fees. To reach this goal, the government made education a priority: the domestic budget for education increased from almost nothing in the 1980s to 9.5 percent in 2011 and to more than 14 percent in 2013. The government has committed to allocating 15 percent of its budget to education by 2015.

Thanks to this national commitment and with a solid plan in place, the Global Partnership and other development partners can help DRC transform an education system ravaged by conflict to one that is a central pillar of the government’s plan to reduce chronic poverty and promote economic development and peace.
Over the past decade Ethiopia has invested heavily in putting more children in school. As access to education grows, the Global Partnership and other development partners are helping Ethiopia lock in these gains by strengthening the quality of teaching and learning for more children throughout the country.

THE CHALLENGE

Reaching and keeping more kids in school
Ethiopia has made significant strides in getting more children in school. Enrollment in primary school increased from 75 percent in 2007 to 86 percent in 2011, with the percentage of children finishing primary school increasing from 48 percent to 58 percent over the same period. Class size also decreased from 62 to 55 students per teacher between 2008 and 2011. Yet, many challenges remain. Enrollment still lags in certain regions and among pastoralist groups, with almost three million primary-aged children not enrolled in school. Repetition and dropout rates are still high at all grade levels. The Ethiopian government recognizes that access without quality and efficiency is not enough.

THE SOLUTION

Addressing the quality gap
After joining the Global Partnership for Education in 2004, Ethiopia received two GPE grants in 2007 and 2010 totaling US$168 million to support the country’s General Education Quality Improvement Program (GEQIP), an important part of its Education Sector Development Plan for 2010-2015.
The General Education Quality Improvement Program is a nationwide reform initiative carried out in partnership with Ethiopia’s regional governments to improve teaching and learning conditions in grades 1 to 12. It also seeks to boost the management planning and budgeting capacity in the Ministry of Education and in the Regional Bureaus of Education of Ethiopia’s eleven regions. GEQIP is financed by national resources supplemented with pooled external funding, of which the Global Partnership contributed some 50 percent.

THE RESULT

An inclusive system
Ethiopia set ambitious targets for education outcomes including a 1:1 student-textbook ratio for nearly 19 million school children and youth. Through GEQIP, the Global Partnership has helped develop and distribute more than 120 new textbook titles. To reach as many ethnic groups as possible, textbook and teacher guides have been prepared in several major local languages. A recent independent evaluation found that textbook availability in classrooms was up from one book for every two children in 2012 to nearly one book per child in 2013.

With Global Partnership support, GEQIP has surpassed its targets for teachers fully certified with degrees or diplomas. Now 40 percent of teachers at the early primary levels, 91 percent in grades 5 to 8, and 90 percent in secondary school are certified. This is quite an achievement considering that there are 259,636 teachers in primary school alone (2011).

Ethiopia is drawing on GPE resources to harness the existing momentum, and further broaden access, boost quality, and ensure relevant learning for all of its children and youth. The Ethiopian government also demonstrated its commitment to education by increasing domestic financing. Since the country joined the Global Partnership in 2004, it has increased public education expenditure as a share of the GDP by 28 percent.
Honduras was one of the first members of the Global Partnership for Education. Despite never having received implementation grant funding from the Global Partnership, the country has embraced and modeled GPE mechanisms and processes.

THE CHALLENGE

Continued progress in the face of adversity
When Honduras joined the Global Partnership in 2002, the country had already made great strides in meeting the Education for All goals, with 89 percent of children enrolled in school. It had also attained gender parity in primary schools. Honduras recognized the critical role that education plays in reducing poverty, and was striving for universal primary education. However, the country lacked the financial and technical capacity to meet its goals of improving the coverage and quality of pre-primary and primary education, especially for rural, disadvantaged, and indigenous people.

Nevertheless, the country continued to make gains, reducing the number of out-of-school children from 115,000 in 2000 to about 30,000 in 2011. Honduras moved from 82 percent of children completing primary school in 2005, to universal completion in 2011. Many of those gains, however, were jeopardized by the 2009 political crisis and the turbulence that ensued: cessation of donor disbursements, students not attending classes, a high turnover of education ministers, and a rocky relationship between the government and teachers.
THE SOLUTION

Bringing stakeholders back to the table
To achieve its education objectives, Honduras has embraced both the principles of the Education for All goals and the Global Partnership’s approach. Since the country’s first GPE-endorsed Education Sector Plan in 2002 (2003-2015), Honduras has tracked and reported its annual progress while continually updating the plan to reflect lessons learned.

The political crisis led to a downturn in the education sector and in government-donor relations. This prompted the chair of Honduras’s donor education committee to request the help of the Global Partnership to strengthen the relationship between donors and the government. The objective was to better align and harmonize aid to the education sector. The GPE was seen as the best mechanism to reactivate dialogue among stakeholders.

THE RESULT

A Harmonized education sector
GPE’s involvement led to a Joint Sector Review in 2013 (the first since the 2009 coup), to assess progress at all levels and throughout the country. The review brought all stakeholders back to the table, including the active participation of civil society organizations.

Although Honduras is no longer eligible for implementation grants from the Global Partnership, it continues to play an active role in GPE: it holds an alternate seat on the GPE Board representing Latin America and the Caribbean, and continues to value the benefits of membership.

“The Global Partnership is the global forum that focuses, on an ongoing basis, on the establishment and fulfillment of educational commitments and, to this end, coordinates important technical and financial initiatives.”

Sandra Maribel Sánchez R., Honduras’s Deputy Minister of Education for Administrative and Financial Affairs.
Sometimes education challenges require innovative approaches that reach beyond the education sector. The School Meals Program in the Lao People’s Democratic Republic (PDR) supported by the Global Partnership for Education is such an example.

**THE CHALLENGE**

**Poor populations miss out on education**

Girls from rural ethnic populations are among the most disadvantaged children in Lao PDR. The endemic poverty found in 47 districts has had a particularly negative impact on their educational success, leading to high dropout rates and low rates of transition from primary to secondary school. The government recognized that education, food security, and health are equally important in breaking the intergenerational cycle of poverty.

**THE SOLUTION**

**Providing meals in school to improve attendance and learning**

The ambitious goals of Lao’s Education Sector Development Framework 2009-2015 supported by the Global Partnership include:

- ensuring equitable access to education services
- improving the quality and efficiency of education services
- improving education sector governance and performance management.
Lao PDR joined the Global Partnership in 2010 and is supported by the Global Partnership and AusAid with a US$51.4 million grant (2010-2015) for comprehensive reforms in the education sector.

One of the early successes of the sector plan has been an innovative School Meals Program funded by the Global Partnership. The program is a unique development intervention that leverages the effects of other social initiatives in health and nutrition. It was piloted in 66 schools by the Ministry of Education and Sports in 2012.

THE RESULT

An innovative and sustainable program
The School Meals Program is based on the fact that good nutrition promotes good mental and physical development and improves overall health. As a result, children learn better and go to school regularly.

But this innovative and comprehensive School Meals Program has gone beyond addressing students’ nutritional deficits. It also promotes self-reliance, community ownership, and sustainability through integrated local food production and the active involvement of community members. Intensive training of participants at the local, provincial, and district levels has been key to its success. The program also promotes linkages with other school interventions such as access to safe water, other basic health and nutrition services, and personal hygiene.

The early success of the School Meals Program is demonstrated by increased school enrollment (especially for girls), higher transition rates, improved nutritional status, reduced household expenses, stronger student-teacher-parent and community relations, and strong multisectoral linkages with key ministries and civil society organizations. Members of the Global Partnership who are implementing the program are planning to expand it to nine districts in five provinces by 2014, with a gradual handover of the program to the Ministry of Education and Sport by 2015.

Since joining the Global Partnership in 2010, the government of Lao PDR has demonstrated its commitment to education by increasing domestic public education expenditure as a share of the GDP by 24 percent.

6 The Global Partnership for Education’s contribution is US$30 million.
Madagascar joined the Global Partnership for Education in 2005 following the approval of its first Education for All Plan. The country received a US$60 million grant from the Global Partnership to advance education sector reform, making solid progress between 2006 and 2008.

THE CHALLENGE

Losing ground on education
The unconstitutional change in government in March 2009 led to a rapid decline in education services, reversing a decade of sustained progress. Access to primary school deteriorated sharply and fewer students were staying in school. According to the latest Household Survey, the number of out-of-school children of primary school age rose by 35 percent between 2005 and 2011. Families were less able to pay the mounting out-of-pocket costs resulting from sharp cuts in public spending. Two-thirds of primary school teachers were hired by local communities, with a share of their salaries paid by parents.

THE SOLUTION

Keeping coordination alive and leveraging funds through GPE
As bleak as the state of education in Madagascar appears, the damage would have been even worse without the support of the Global Partnership. A GPE grant of US$64 million (2009-2011) kept partners in the education sector active and coordinated at a time when support to other sectors was fragmenting. The grant also ensured core funding when the economic consequences of the political crisis led to significant cuts in national and international education funding.
Planning and implementation are back on track

GPE grant-funded activities enabled vulnerable schools to limit the increased costs to parents, provided school meals, and paid for classroom construction and rehabilitation. The GPE funds also helped promote greater accountability for the allocation and use of education funding and ensured at least a minimal level of government support to education. Since joining the Global Partnership, Madagascar has increased education spending as a share of GDP by 10 percent.

A smaller GPE grant in 2012 helped put sector planning back on track by funding the development of an Interim Education Sector Plan that sets out a strategy for rebuilding Madagascar’s planning and management capacity.

The sector plan served as the basis for a larger GPE grant of US$85.4 million approved in early 2013.

Thanks to a small GPE grant in 2012, Madagascar has developed an Interim Education Sector Plan to rebuild its planning and management capacity.
GPE-funded education projects have been central to the successful reform of Early Childhood Education (ECE) across Moldova. But the benefits of these interventions reach far beyond preschool, helping to strengthen the entire education system, build capacity and coordination, and promote social and economic equity.

THE CHALLENGE

Reviving a once healthy Early Childhood Education system
After its independence in 1991, Moldova suffered a decade-long economic decline, followed by further upheaval in the wake of the financial crisis of 2008-2009. This economic instability took its toll on education services, particularly early learning. The decline of early childhood education had an especially negative effect on rural and economically vulnerable children who stand to gain the most from early learning.

THE SOLUTION

A national model for Early Childhood Education
With the support from three grants totaling US$13 million, Moldova has been working with the Global Partnership for Education to modernize and expand ECE across the country.

The country recognizes that preschool education is key to child development and to ensuring school readiness. The government also believes that ECE initiatives can promote equity among poor and vulnerable people by providing educational opportunities early in life, leading to greater mobility in later years. Preschool
has been expanded through national policies and regulations, and by taking good practices to scale, building strong community partnerships, and creating a fundamental shift in attitudes in support of ECE.

THE RESULT

Equitable access for all children

The current GPE grant of US$4.4 million (2012-2014) expands access to kindergartens and community-based centers especially among vulnerable groups. The grant also helps raise the quality of early learning through teacher training and by distributing quality teaching and learning materials to all preschools. Enrollment in preschool has increased from 69 percent in 2006 to 76 percent in 2011 and public expenditure to preprimary education rose from 15.8 percent of total education expenditure in 2006 to 20.7 percent in 2011. Since joining the Global Partnership in 2005, Moldova has increased education spending as a share of the GDP by almost 54 percent.

The GPE process in Moldova has improved coordination among donors, broadened policy dialogue among stakeholders, strengthened project implementation capacity, and mobilized the support of local communities—clearly benefiting the entire education system.

Moldova is a regional leader in modernizing early childhood development and providing equitable access to education, and has become an international case study in good practice. Most important, its youngest citizens are enjoying the kind of transformational early education that will help them thrive.
Despite a complex post-conflict implementation environment, Sierra Leone has significantly strengthened its education sector thanks to the government’s commitment and support from all the partners in the Global Partnership for Education. The results are encouraging.

THE CHALLENGE

Rescuing education from the ravages of war
The brutal decade-long civil war in Sierra Leone destroyed the country’s institutions, infrastructure, and communities, including more than 1,000 primary schools. Still recovering from a war that ended more than ten years ago, Sierra Leone’s poverty rate remains high at 66 percent, and the country ranks 177th out of 186 in the 2013 UNDP Human Development Index.

The Global Partnership for Education’s strategy gives high priority to education in fragile and conflict-affected states, where half of the world’s out-of-school children reside. The government of Sierra Leone and the Global Partnership are committed to doing whatever it takes to get the country’s education system back on track.

THE SOLUTION

A solid plan and a sound budget
Before joining the Global Partnership in 2007, Sierra Leone had no system for coordinating education. As part of the GPE process, a Local Education Group (LEG) was set up including the government, local and international nongovernmental organizations, civil society organizations (CSOs), and other development partners. The LEG is responsible for planning, prioritizing, and monitoring education strategies and initiatives. The group is co-chaired by the Minister of Education and UNICEF.
The comprehensive Education Sector Plan (2007-2015) prepared by the LEG served as a blueprint for the recovery of the education system, and formed the basis for a GPE grant. The plan includes strategies for building schools, training teachers, reviewing curricula, and reducing the number of out-of-school children. The government confirmed its commitment to educating Sierra Leone’s children by spending 14 percent of its national budget on education, of which 70 percent goes to basic education (2010).

---

**THE RESULT**

**More classrooms, better teachers, and more girls in school**

Thanks to a first GPE grant of US$13.9 million in 2008, Sierra Leone now has 650 preschools, almost 6,000 primary schools (an increase of 38 percent), 888 junior secondary schools, and 208 secondary schools (an increase of 291 percent). Schools are owned and operated variously by the government, the community, churches, and the private sector. The grant also paid for deworming, latrines and drinking water for students, and some 1.7 million books and learning materials, including Braille textbooks for visually impaired children.

Given the dire need for qualified teachers, the Global Partnership supported training programs through distance learning for 1,000 primary and 260 junior secondary school teachers. Evaluations indicate that teachers from this program are performing at a higher level than those who did not participate. Most important, a framework is in place for assessing learning outcomes at the primary level in Sierra Leone. The grant also provided tuition incentives for 75,000 girls, dramatically increasing the number of girls in school.

Despite a complex post-conflict implementation environment, Sierra Leone has significantly strengthened its education sector thanks to the government’s commitment and support from all the partners in the Global Partnership for Education. The results are encouraging: soon after the civil war, only about 55 percent of students were completing primary school; now 76 percent of children complete primary school and, as of 2010, 77 percent of them go on to lower secondary.

*Thanks to a US$13.9 million GPE grant, Sierra Leone now has 6,000 primary schools (+38%) and 208 secondary schools (+291%).*
Since the outbreak of civil war in 1991, Somalia has suffered from conflict, piracy, and famine. The Global Partnership’s processes and financial support are promoting a more coordinated, harmonized, and focused effort to support education in this fragile context.

**THE CHALLENGE**

**Conflict’s devastating impact on education**

Since the outbreak of civil war in 1991, Somalia has suffered from years of conflict, the consequences of piracy, and the inability to deal with cyclical famine. The country’s gross domestic product (GDP) per capita is one of the lowest in the world. About 1.1 million Somalis are internally displaced, often living in poor conditions. Another million are refugees in neighboring countries.

During the civil war, more than 75 percent of public schools were destroyed or closed. Because of the complex and uncertain nature of Somalia’s political and social environment, interventions in the education sector have been limited and difficult. The result is two generations of children who have grown up largely without access to basic education.

**THE SOLUTION**

**Partners work together to plan and rebuild the nation**

A newly elected president, a new government, and a renewed engagement with the international community are enabling Somalia to start building a consensus-based nation rooted in sustainable development and better education for its children.
The Global Partnership's processes and financial support are promoting a more coordinated, harmonized, and focused effort to support education in this fragile context. Because of the GPE requirement that grant applications be based on education sector plans endorsed by all local partners, Somalia, Somaliland, and Puntland all have solid medium-term education sector plans in place for the first time. Two GPE grants totaling US$370,000 helped the country organize consultations in the three regions, thereby increasing the ministries’ credibility with education stakeholders.

**THE RESULT**

**More dialogue and better coordination in education**

The country has shifted away from fragmented, emergency activities toward better planning and program implementation. The Ministries of Education in the three regions have confirmed that the planning process facilitated by the Global Partnership has increased their awareness of education needs and strengthened their capacities and engagement with development partners. Donor support is now better aligned with the agreed education sector plans; and the strong engagement of partners in the GPE process is expected to leverage additional resources.

Formerly operating remotely from neighboring Kenya, development partners have now established education sector committees on site in the three regions. In May 2013, Puntland received a GPE implementation grant of US$2.1 million and Somaliland a grant of US$4.2 million. In October 2013, the GPE Board approved accelerated funding for South Central Somalia from the GPE Fund to bridge the gap between emergency aid and medium-term development support.
Yemen is one of the poorest countries in the Middle East, with a rapidly growing population living mostly in rural areas. In the early 2000s, after adopting its National Basic Education Development Strategy for 2003-2015, Yemen’s education sector made significant strides in providing equitable access to quality basic education.

**THE CHALLENGE**

**Girls’ education suffers after political upheaval**
In 2011, intense and far-reaching social and political turmoil depressed Yemen’s economy and affected large segments of its population. Progress in education slowed dramatically. Now, one of the most pressing challenges is getting more girls into and completing school. Families in rural areas will often keep their daughters at home when they cannot afford the cost of sending all their children to school. In remote areas, the lack of female teachers also contributes to low enrollment and poor retention of girls in schools.

**THE SOLUTION**

**Implementing a well-targeted plan**
Since becoming a GPE partner in 2003, Yemen has received four GPE grants totaling US$122.6 million. The government and the Local Education Group are investing these resources where they are most needed: activities and programs to improve the quality of education, to promote equitable access to schools in underserved areas, and to strengthen institutional capacity throughout the education system.

The Global Partnership is also responding to the effects of the 2011 crisis on the education system: US$10 million of the May
2013 GPE grant to Yemen are being used as emergency funding for teacher training and to rehabilitate 142 schools in six conflict-affected regions, benefiting 50,000 children.

To increase girls’ participation in school, GPE partners are blending innovative and traditional approaches. For example, new schools were constructed in rural areas closer to girls’ homes based on a school mapping exercise. The government and GPE partners also launched girls’ education campaigns through local media and traditional leaders, and eliminated school fees so that families in need could send their daughters to school. Girls from Grades 1 to 6 received a book bag with school supplies; and more than 900,000 school kits were distributed to both girls and boys.

A training and certification program for women teachers in rural areas was co-funded by the Global Partnership along with the Netherlands, the United Kingdom’s Department for International Development, the World Bank, and Germany. Women with a secondary education who lived in the area where they wanted to teach were eligible to participate. More than 1,500 female teachers were trained and hired as public school teachers, complete with diploma.

THE RESULT

More girls in better-managed schools
GPE grants have enabled Yemen’s Ministry of Education to gain extensive experience in implementing and supervising programs and projects. Now eager to improve education outcomes, the ministry is supporting a school management improvement scheme based on successful pilots in Mahweet and Hadhramaout.

Girls’ enrollment between 2006 and 2012 increased by 23 percent in targeted schools. Female teachers also reported being satisfied in their jobs and wanted to stay on in the schools where they were assigned.

More Yemeni children are now attending primary school: 76 percent of all children were enrolled in 2011 compared to 72 percent in 2003. The number of children completing primary school has jumped from 68 percent in 2002 to 79 percent in 2011.
Global Partnership for Education
900 19th Street, N.W.
Suite 600
Washington D.C., 20006
USA

information@globalpartnership.org
www.globalpartnership.org

facebook.com/globalpartnership
twitter.com/gpfoeducation