



SECOND REPLENISHMENT • 2015 to 2018

250 MILLION REASONS TO INVEST IN EDUCATION

THE CASE FOR INVESTMENT



GLOBAL
PARTNERSHIP
for EDUCATION

quality education for all children



*Global poverty could decline by 12 percent
if all students in low-income countries
acquired basic reading skills.*

Need a better reason to invest in education?

*250 million children are not learning the basics by grade 4
and the Global Partnership for Education works
where 100 million of these children live.*

*That's **#250MillionReasons** to invest in education
through the Global Partnership for Education,
an agile partnership for the 21st century
that delivers results for children in the poorest countries.*



The Global Partnership for Education (GPE or Global Partnership) is the only multilateral partnership dedicated to bringing partners together and providing coordinated action to develop better education systems. Originally called the Education for All – Fast Track Initiative (EFA FTI), the Global Partnership was founded in 2002 as an initiative to ensure that countries committed to achieving Education for All would not fail for lack of resources. The partnership has grown from seven to 59 developing country partners in the last decade and also comprises donor countries, international organizations, civil society, the teaching profession, the private sector and private foundations.

The Global Partnership for Education is a member of the Global Education First Initiative (GEFI), The United Nations Secretary-General's initiative to ensure quality, relevant and transformative education for all. <http://globaleducationfirst.org>



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INTRODUCTION

The evidence on why education should be afforded greater priority globally and nationally is clear and abundant. Education is the bedrock for sustainable development. Education is a human right and is essential to ensuring that children and youth become active citizens. It is a key ingredient for the implementation of any new comprehensive human development agenda and for reducing extreme poverty.

More Children Are in School Than Ever Before But Millions of Children Are Not Learning

The international community is short of achieving one of its fundamental commitments: to secure a quality education for all girls and boys. While great progress has been made, with a year to go until the deadline of the Millennium Development Goals (MDGs), an estimated **250 million children are not able to read or write** by the time they reach the fourth grade. The poorest countries around the world are experiencing a crisis in education, with 57 million children still unable to enroll in school. Many of these children are the hardest to reach: children in fragile and conflict-affected states, children in rural areas, children with disabilities and girls. Compounding this crisis, a dearth of solid education data in many poor countries seriously hampers efforts to build effective national education systems.

Global Call to Action on Financing for Education

There has been an alarming decrease in aid to education of five percent between 2010 and 2012, seven times the rate of decline of overall global development aid.

The UN Secretary-General's Global Education First Initiative calls for a "breakthrough in education" to enable the international community to achieve the Millennium Development Goals and Education for All Goals. Closing the gap between what countries need and what is currently available will be critical for achieving this breakthrough. Without a greater focus on adequate financing investments in education, gains made in securing the right to education for all children and youth—particularly through the eradication of entrenched inequalities between girls and boys, urban and rural regions, and for children with disabilities—will be elusive. No government can afford to reduce national investments in education and donors cannot step back from unlocking the full potential of education by cutting down on their funding promises.

Supporting the Global Partnership for Education's Replenishment

The Global Partnership is uniquely placed to harness the potential of its diverse partners and mobilize their joint efforts to get all children in the poorest countries of the world in school and learning. The Global Partnership asks all partners to recommit to achieving good quality basic education for all, and to support a strong Replenishment. Such commitments will be critical to ensure key components of the UN Secretary General's Global Education First Initiative become a reality.

Through its Replenishment, the Global Partnership for Education will help accelerate progress in the final push towards achieving the Millennium Development Goals and Education For All Goals. It will also leverage its partnership to support an ambitious post-2015 agenda.

Three Key Actions

- 1 Donor partners to contribute US\$3.5 billion to the GPE Fund to support 66 developing country partners between 2015 and 2018
- 2 Developing country partners to increase domestic financing for education to an average of at least 20 percent of national domestic expenditure
- 3 All partners to increase bilateral, multilateral and new innovative financing for the poorest countries to fill remaining funding needs

With US\$3.5 billion from 2015 to 2018, the Global Partnership aims to achieve the following outcomes:

- 29 million children in both primary and lower secondary schools will be supported, for a good quality education, of which 23 million will be in fragile and conflict-affected states¹
- The number of children who don't complete primary education will decrease from 7.6 million in 2014 to 4.8 million in 2018
- The primary completion rate of girls will increase from 74% in 2014 to 84% in 2018
- The lower secondary completion rate for girls will increase from 44% in 2014 to 54% in 2018
- The number of children who complete primary education annually and demonstrate core reading and numeracy skills will increase by 25%, from 16 million in 2014 to 20 million in 2018
- A 10% reduction in primary and lower secondary school drop-out rates will be achieved
- A 10% reduction in primary and lower secondary school repetition rates will be achieved
- An additional US\$16 billion will be leveraged in partner developing countries' domestic education expenditures

How will the Global Partnership do this?

- By leveraging the power of the partnership to strengthen education systems and increase financing for education
- By implementing a new funding model, where funding is based on performance and eligibility is based on education needs
- By strengthening the focus on achieving good outcomes for children in the poorest countries
- By launching a data revolution

Investment in Education Pays Off

Benefits of Investing in Education

If all students in low-income countries completed school with basic reading skills, 171 million people could be lifted out of poverty. This would be equal to a 12 percent cut in global poverty.



GDP GROWTH
0.37%



Each additional year of schooling raises a country's average annual gross domestic product (GDP) growth by 0.37 percent.

Investing in education for girls could boost sub-Saharan Africa's agricultural output by as much as 25 percent.



MORE PEACE



Education has been identified as one of the key indicators or conditions for determining peace within societies.

Costs of Not Investing in Education

The cost of 250 million children around the world not learning basic skills translates into a loss of an estimated US\$129 billion per year, the equivalent of 10 percent of global spending on primary education.



NOT PROVIDING ONE EXTRA
YEAR OF SCHOOLING



Global income loss from not providing every individual with one extra year of schooling ranges from 7 to 10 percent of GDP per capita.

The economic cost to 65 low- and middle-income countries of failing to educate girls to the same standard as boys is US\$92 billion per year, which is just under the approximate US\$103 billion annual ODA budget of the developed world.

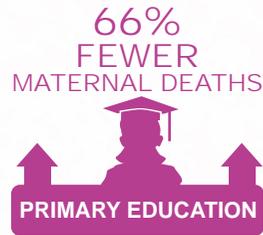


FOR EVERY YEAR
OF SCHOOLING



Across society, every year of schooling decreases the chance of a young person engaging in violent conflict by 20 percent.

If all women were to complete primary education, there would be 66 percent fewer maternal deaths, saving more than 189,000 lives each year.



CHILD 50%
MORE LIKELY
TO LIVE PAST AGE 5



A child whose mother can read is 50 percent more likely to live past age five

If all girls in sub-Saharan Africa and South and West Asia had a primary education, there would be 14 percent fewer child marriages (under age 15). This would fall to 64 percent fewer child marriages if all girls received a secondary education.



Countries with some of the highest rates of out-of-school children also have some of the highest rates of death due to environmental causes.



12.2 million children could avoid becoming stunted if their mothers had a secondary education.

In sub-Saharan Africa, only 23 percent of girls from the poorest households were completing primary education by the end of the decade. If recent trends in the region continue, boys from the richest households will achieve universal primary completion in 2021, but girls from the poorest households will not catch up until 2086.



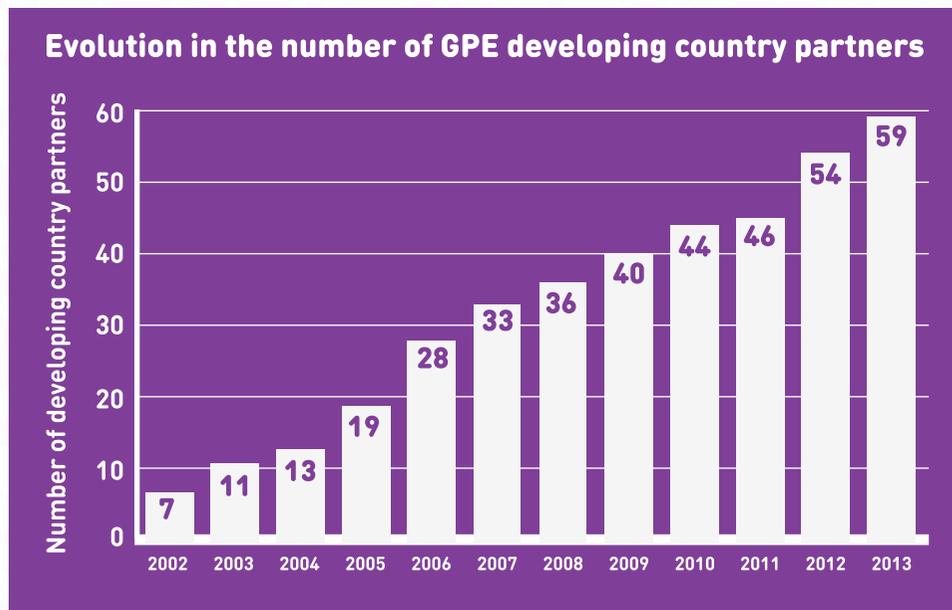
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THE GLOBAL PARTNERSHIP FOR EDUCATION'S JOURNEY SINCE 2002

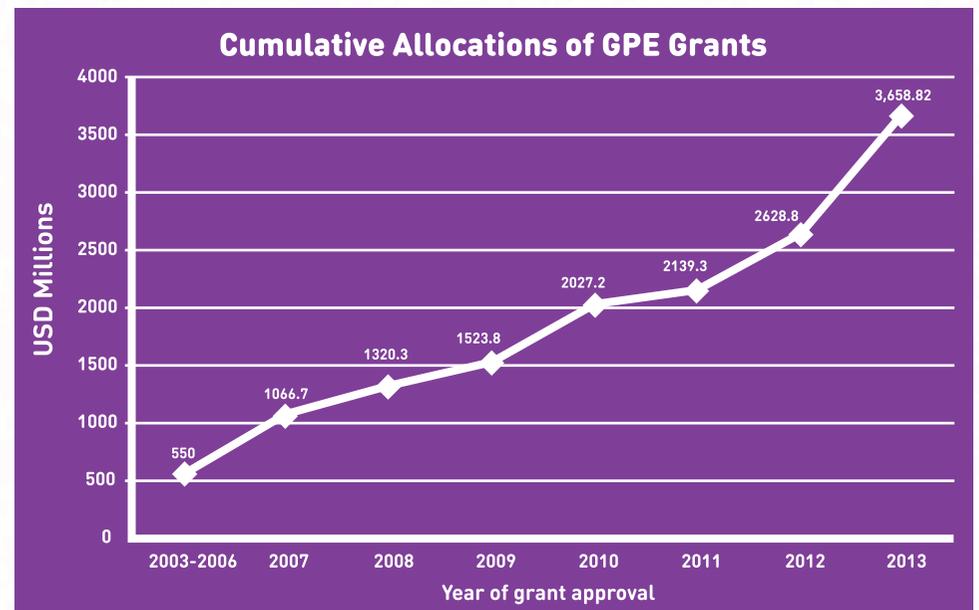
“The Global Partnership for Education is getting quality education to marginalized children, coordinating education’s many players, offering aid without wasteful replication and following local leadership. GPE is single-sector [education] but shows how collaboration can bring better results. Similar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

– United Nations High-Level Panel of Eminent Persons on the post-2015 Development Agenda, 2013

The Global Partnership for Education has transformed the global education aid architecture by pioneering and anchoring the coordination of the most important partners who support nationally owned and implemented quality education systems. At the global level the partnership increases attention to and support for education. At the country level, the Global Partnership engages with Local Education Groups (LEGs), led by developing country partner governments with the active participation of all other relevant local partners. The LEGs select one partner to manage the GPE grant on the ground², while the GPE Secretariat uses its position as convener and consensus builder to promote coordination, improve cooperation, strengthen advocacy and encourage the adoption of stronger and more effective education policies.



Global Partnership for Education partner developing countries have grown from seven in 2002 to 59 in 2013



Growth in grant allocations from the Global Partnership for Education’s Fund since 2003

In the Last Decade, the Global Partnership for Education has Delivered Notable Impressive Results:

The Global Partnership for Education has mobilized
US \$3.7 billion
for developing country partners

On average, domestic financing in GPE partner developing countries increased by

10%
as a share of GDP after a country has joined the partnership

Since 2003
46 partner developing countries have helped to get nearly

22 million more children in school, including
10 million more girls

The number of children completing primary education grew on average of

12% faster
after a developing country partner joined the partnership

28 partner developing countries

are close to or have achieved gender parity or have more girls complete primary school than boys

In GPE fragile and conflict-affected developing countries, the number of out-of-school children of primary school age dropped by more than

8 million children

from 2000 to 2011, and the primary completion rate increased by 16 percentage points

In GPE partner developing countries,

58% of children

in GPE partner developing countries, 58% of children had access to secondary school in 2011



RESULTS FROM THE GLOBAL PARTNERSHIP FOR EDUCATION'S FIRST REPLENISHMENT 2011 TO 2014

At a pledging conference in Copenhagen in November 2011, the Global Partnership launched its first-ever replenishment campaign to raise between US\$1.75 billion and US\$2.5 billion to support a growing number of partner developing countries through the GPE Fund. Thirty developing country partners pledged to increase their domestic expenditures on basic education by more than US\$5 billion at that time, and multilateral institutions such as the World Bank, UNICEF and UNESCO, as well as civil society and the private sector also promised to increase their support for education. Three years later, the demand for support from the Global Partnership has reached remarkable levels, while it is expected that contributions to the GPE Fund will surpass US\$2 billion by the end of 2014.

Since 2011, the Global Partnership for Education Has Grown Both in Size and Engagement

- **Key support from donor partners:** Since 2011, 20 donor countries have provided contributions to the Global Partnership for Education Fund, including the United Kingdom, the Netherlands, Spain, Australia, Norway, Denmark, Sweden, the European Commission, Canada, France, Belgium, Ireland, Germany, Italy, Switzerland, the United States, Japan, Russia, Luxembourg and Romania.
- **Rapid expansion in GPE membership:** Since 2011, the number of developing country partners in the Global Partnership has grown from 45 to 59 countries in 2014. Out of 14 developing country partners that joined the GPE during this period, 12 are fragile or conflict affected states. Finland also joined the Global Partnership as a donor partner.³
- **Leveraging additional funding:** The World Bank provided direct cofinancing from the International Development Association (IDA) for recent GPE grants of US\$163 million in Senegal, Ethiopia, Gambia and São Tomé, as well as parallel IDA financing in six additional countries.
- **Creating opportunities for co-financing:** The Qatar-based Educate A Child Initiative has provided significant direct co-financing alongside GPE funding to Chad, South Sudan, Sudan, Yemen, Somalia and the Democratic Republic of Congo. USAID has provided similar co-financing in South Sudan.
- **Unprecedented growth in allocations,** which will be followed by an upswing in disbursements: Between 2003 and 2011, the Global Partnership allocated US\$2 billion in grants. Since late 2011 alone, it has allocated an unprecedented US\$1.6 billion to 39 developing country partners. Similarly, GPE grants have gone to 26 countries for the development of education sector plans. From 2011 to date, the Global Partnership has disbursed US\$1.1 billion, up from US\$0.9 billion between 2004 and 2010.⁴
- **Strategic Plan Development:** The Global Partnership for Education's work is guided by four strategic goals to ensure access, equity, quality and strong education systems, with a particular priority placed on supporting fragile and conflict-affected states; educating girls; improving literacy and numeracy; improving teacher effectiveness; and ensuring effective, efficient and equitable financing for education. The Global Partnership focuses on building institutional capacity for more equitable and effective delivery of education services and for strengthening the role of civil society in all partner countries.

Civil Society Education Fund – Empowering Civil Society to be Key Actors

The inclusion of civil society in education policy processes is integral to the Global Partnership’s model and its principle of mutual accountability. The Civil Society Education Fund (CSEF) was launched in 2008 to support the global network of education coalitions working under the umbrella of the Global Campaign for Education. The fund supports the development of civil society’s capacity to engage in policy processes, including in Local Education Groups, as well as to track overall progress towards the Education for All goals.

Since then, national education coalitions in 45 countries have received over US\$32 million in grant funding. Over the last four years, the number of national education coalitions recognized as partners in Local Education Groups grew from 18 to 32 among GPE developing country partners, an increase of 77 percent. An external evaluation of the first stage of the CSEF found that strengthening civil society organizations *“is a crucial component of any accountable education decision-making supported by the Global Partnership. Bringing the voices and problems of the most vulnerable population to the discussion table is the most important function that CSOs can fulfill.”*

In Ghana: With the support of the Global Partnership for Education, the Ghana National Education Coalition facilitates an annual civil society review of the education sector, ensuring input from a broad range of civil society organizations at national and local levels. Through this process, the coalition has inspired the development of a comprehensive policy on education for women and girls, with specific provisions on the re-entry of girls who drop out of school due to early pregnancy.



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A KEY FOCUS ON BROADER ACCESS, FRAGILE AND CONFLICT-AFFECTED STATES, GIRLS AND LEARNING

1. Access

GPE developing country partners have made huge strides in increasing access to primary school. While access will remain a major priority, efforts must be made to reach all children. Ensuring access for the most marginalized populations remains a key priority for the Global Partnership.

Under grants approved during the 2011 to 2014 replenishment period, the Global Partnership is on track to have supported **almost 16.8 million children¹** to enter primary and lower-secondary school between 2011 and 2014 alone. Of these, **8.1 million are girls**. In GPE partner developing countries, a total of **19.9 million additional children** will have entered primary school by the end of 2014, of which **9.4 million will be girls** and over **14 million will live in fragile and conflict-affected states**. The primary completion rate for developing country partners is on track to increase from **73 percent in 2011 to 78 percent in 2014**.

In Cambodia, the current GPE grant has supported the collection of high-quality data on children with disabilities, making disability issues more visible and ensuring schools have the tools and knowledge to accommodate children with disabilities.

the Global Partnership brought both humanitarian and development partners together to agree on an emergency education plan. The Global Partnership allocated US\$3.7 million in accelerated funding to restore education for nearly 120,000 children in the most conflict-affected areas of the country, with UNICEF managing the funds. Representing almost 16 percent of funding needed for humanitarian education, it was the earliest source of funding available.

In Somalia, where the Global Partnership's support led to the development of the first-ever education sector plans, partners are helping the country move from emergency activities to building systems and institutional capacity for the implementation of three sub-national education sector plans. The Global Partnership has also supported a large 'Back to School Campaign', aiming to enroll one million children into primary school. These efforts are enabling state building after years of instability.

2. Fragile and Conflict-Affected States

Out of 14 developing country partners that joined the Global Partnership since 2011, 12 are considered fragile and conflict-affected states. The Global Partnership is on track to have supported nearly **12 million children in primary and lower secondary school**. The Global Partnership's operational framework aims to provide continuous support for developing country partners affected by conflict, ensure the humanitarian community establishes emergency education plans that align with a nation's education plan; and assist developing country partners to get back on track over the longer run. With this model, the Global Partnership supports partners' efforts to ensure children continue to go to school, especially during crisis.

By the end of 2013, Global Partnership total cumulative disbursements to fragile and conflict-affected states reached US\$750 million, up from US\$430 million in 2011. Fifty-two percent of the total disbursements from the GPE Fund in 2013 were for fragile and conflict-affected states, compared to only 13 percent in 2010.

Flexibility, adaptability and predictable funding in fragile and conflict-affected states

When the recent crisis erupted in the Central African Republic,

3. Quality Education

Literacy and Numeracy – In GPE developing country partners, only 44 percent of children who reach grade four master the minimum level of learning outcomes. The Global Partnership has helped to shape policies and programs that will lead to significant improvements in learning outcomes. More than 88 percent of education sector plans developed with GPE support since 2011 incorporate strategies for improved education quality. Of 41 education grants approved since the last replenishment, 36 focus on improved learning outcomes, including quality early childhood programs, pedagogic improvements, learning assessments and teacher training.

Textbooks – Developing country partners are on track to distribute nearly 55 million textbooks and learning materials through support by the Global Partnership for Education between 2011 and 2014.

Teachers – Since the 2011 replenishment, 37 out of 41 grants have included support to teachers. Between 2004 and 2013, 20 percent of funds committed by the Global Partnership to developing country partners supported teachers. The Global Partnership is on track to train 400,000 teachers between 2011 and 2014.

In Ethiopia, the country's education sector plan set ambitious targets to boost quality, and ensure relevant learning for all children and youth. Focused on better quality teaching, the program has surpassed its targets for teachers fully certified with degrees or diplomas. Over 90% of teachers in primary and lower secondary levels are certified. Additionally, it also aims to achieve a 1:1 student-textbook ratio for nearly 19 million school children and youth. 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.

4. Girls' Education

The Global Partnership is on track to have supported access for 8 million girls in primary and lower secondary school between 2011 and 2014. Many of the 41 grants approved since 2011, have a specific focus on girls' education – primarily through scholarships or other incentives, awareness-raising and community mobilization, and the construction of latrines and water points for better sanitary conditions.

In Afghanistan, where an estimated four million children are out of school (of which 60 percent are girls), the government has one of the strongest girls' education programs financed by the Global Partnership. Remote and insecure districts with high gender disparity in access to education are targeted for community mobilization and alternative approaches to get girls into school. About a third of the grant is allocated to increasing the number of female teachers in these remote districts.

AN AGILE PARTNERSHIP FOR THE 21ST CENTURY –THE NEXT FOUR YEARS

Achieving a meaningful breakthrough in education will require all actors working together.

The Global Partnership for Education seeks to be an agile partnership globally and nationally; focused on addressing the most pressing needs in education; ready to innovate and to adopt new ways of working which ensure value-for-money in all its investments.

In addition to leveraging the strength of its partnership model, the Global Partnership for Education is introducing two key innovations to ensure it can respond to the most urgent education challenges. In 2015, the Global Partnership will launch a new funding model, as well as a data revolution, both of which will ensure the international community achieves greater outcomes for children in the poorest countries.

INNOVATION #1: A NEW FUNDING MODEL

For the 2015 to 2018 replenishment period, the Global Partnership is adopting a ground-breaking new Funding Model, which will be a key approach for 21st-century collaborative development. The new model builds on significant reforms the partnership has implemented over recent years.

The primary elements of the new Funding Model will include:

- Funding eligibility based fully on need
- Better performance incentivized through all GPE grants
- Importance of country ownership, a key development effectiveness principle, emphasized throughout the approach

What the new Funding Model will achieve:

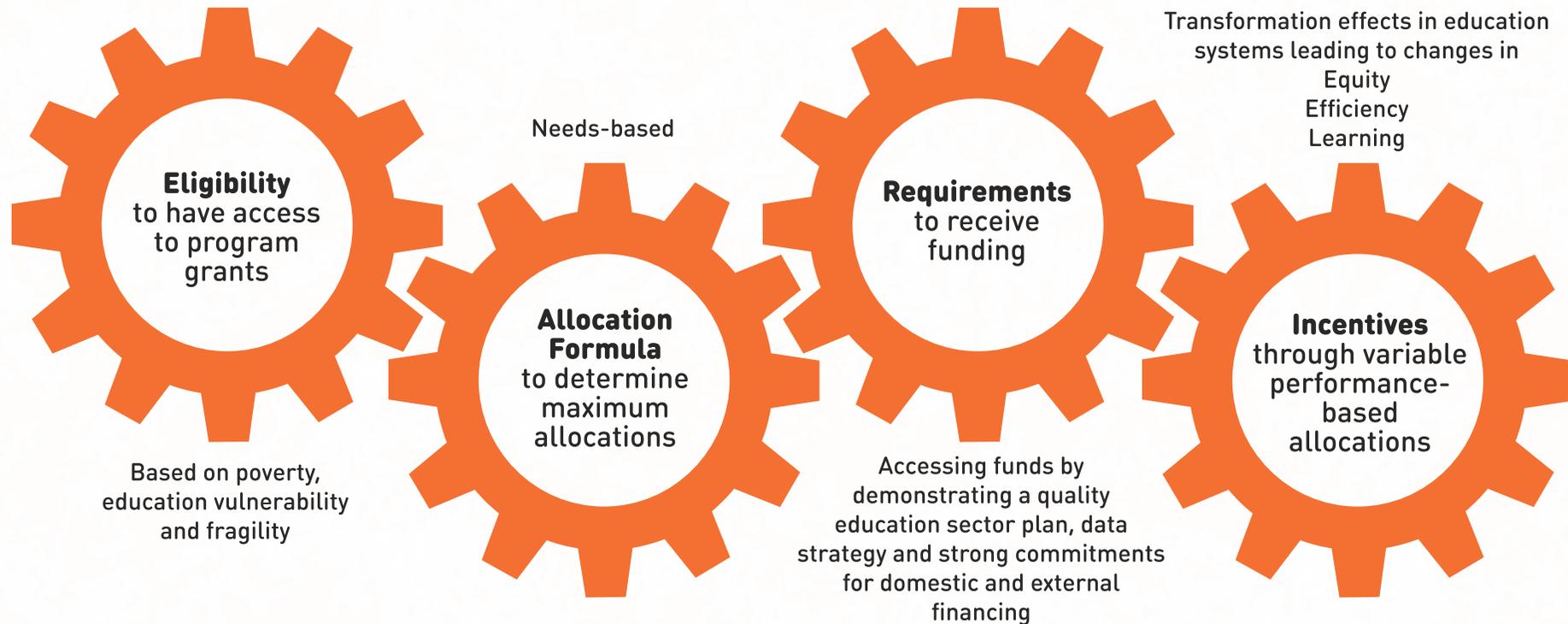
- Significant additional financing, both domestic and external
- Increased efficiency and effectiveness of education systems that target key issues of equity and quality as well as access
- Greater alignment and more equitable allocation of all sources of education sector funding in GPE partner countries
- Systemic and more durable reforms that give more children access to good quality education
- A long-overdue data revolution spearheaded, enabling developing country partners to collect more and better data to increase accountability and improve the effectiveness of education outcomes

The new Funding Model will drive accelerated progress to achieve the Global Partnership for Education's Strategic Goals. It will also be the principal tool for the Global Partnership to help accelerate progress in the final push towards achieving the relevant Millennium Development Goals and Education for All Goals. Through its Replenishment, the Global Partnership for Education will play a key role in support of any future education goals beyond 2015, including through a Sustainable Development agenda and a new Education For All framework.

What is the new Funding Model?

The new Funding Model represents a significant change in how the funding of the Global Partnership works. The new Funding Model will support 66 countries.⁵ The diagram below explains the core aspects of the new Funding Model and how it will improve on previous practice.

New Funding Model



INNOVATION #2: A DATA REVOLUTION FOR EDUCATION: IMPROVING HOW COUNTRIES TACKLE LEARNING, EQUITY AND EFFICIENCY

The lack of nationally available data is a direct impediment to education progress. The Global Partnerships' developing country partners currently lack a considerable amount of education data, particularly on marginalized groups of children and learning outcomes. Such information is needed in order to develop better evidence-based policies and enable more efficient expenditure decisions. This requires conscious and well-funded efforts to strengthen national information systems and learning assessment systems.

A more robust data gathering strategy will ensure developing country partners obtain essential data to allow them to discover where the most marginalized children are and adopt equitable strategies to reach them. In addition, developing country partners will need to strengthen their data on learning outcomes. This is crucial if the international community wants to ensure that all children, especially girls, children with disabilities and children in fragile and conflict-affected states receive a good quality education.

Future progress in education requires increased data and better, more efficient use of that data. This is why the Global Partnership for Education will lead a data revolution in the education sector, working closely with partners at the country and global levels. The Global Partnership for Education will work with UNESCO's Institute for Statistics and the Learning Metrics Task Force, among other partners to achieve this revolution.



THE POWER OF PARTNERSHIP: THE GLOBAL PARTNERSHIP FOR EDUCATION'S VALUE PROPOSITION

No one entity can create sustainable education systems alone; it is a task that demands collective action. The Global Partnership brings together governments, donors, international organizations, teachers, the private sector and civil society globally and at the country level to help establish a solid, country-led education plan that is endorsed by all partners and encourages donors to align their own funding with an overall strategic roadmap.

Together, the convening power and funding of the Global Partnership are effective tools to drive:

1. Increased domestic funding to education
2. More efficient spending of education budgets
3. More effective education systems, which address critical issues of equity and quality as well as access
4. Better coordination between humanitarian response and development work for education
5. More aligned external financing for education
6. Greater accountability through the collection of comprehensive data

With stronger education plans, countries can make progress on promoting equity for girls' education and children with disabilities. They can put in place and sustain systemic approaches to education, making both domestic financing and donor funding more effective. As the only multilateral partnership dedicated solely to education, the Global Partnership for Education helps to achieve what funding for individual programs and partners alone cannot do. The Global Partnership works to align all efforts and funding towards the same nationally-set goals, orient its partners' attention towards priority outcomes for children nationally, avoid duplication in aid disbursements and extend the reach and strengths of all of its individual partners in the spirit of a partnership. All these elements make possible a meaningful and lasting change for children.



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UNMET FUNDING NEEDS FOR 2015 TO 2018 AMONG GPE DEVELOPING PARTNER COUNTRIES

The Global Partnership's partner developing countries currently face an estimated total of US\$34 billion in unmet funding needs, as illustrated below. The true power of the Global Partnership will only be realized if all partners work together to fill this gap collectively.

US\$ (billion)	2015	2016	2017	2018	Total
Primary Education	3.2	3.2	3.2	3.2	12.8
Secondary Education	5.4	5.4	5.4	5.4	21.6
Total	8.6	8.6	8.6	8.6	34.4

If all partners are successful in mobilizing the domestic and external financing needed to fill the US\$34 billion gap for a quality basic education among Global Partnership developing country partners, the Global Partnership will dramatically accelerate progress toward the goal of ensuring all children are in school and learning. The Global Partnership for Education's Replenishment will support greater funding mobilization efforts.



WHAT WILL BE ACHIEVED: TARGETS FOR SECOND REPLENISHMENT (2015 TO 2018)

The Global Partnership for Education's 2015 to 2018 replenishment period straddles the current MDGs and the post-2015 development agenda. All partners must invest in a bold new development agenda that allows all children and youth to realize their right to education. The Global Partnership is ready to meet this challenge and support partners in this endeavor.

The Global Partnership for Education seeks to raise US\$3.5 billion to support 66 countries between 2015 and 2018.

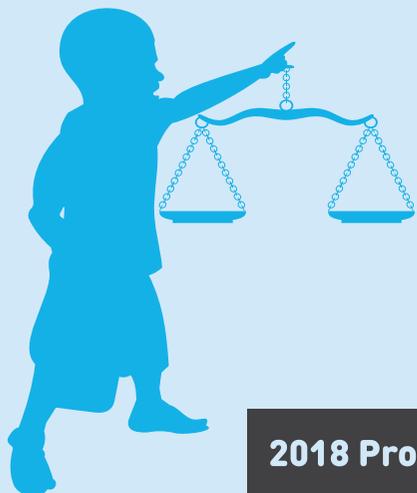
In addition, through the incentives and structure of the new funding model, the Global Partnership will support efforts to meet overall unmet funding needs in GPE partner developing countries by:

- **Leveraging US\$16 billion in domestic financing**
- **Leveraging additional funding in co-financing through IDA and emerging donors (among others), as well as new innovative financing mechanisms**



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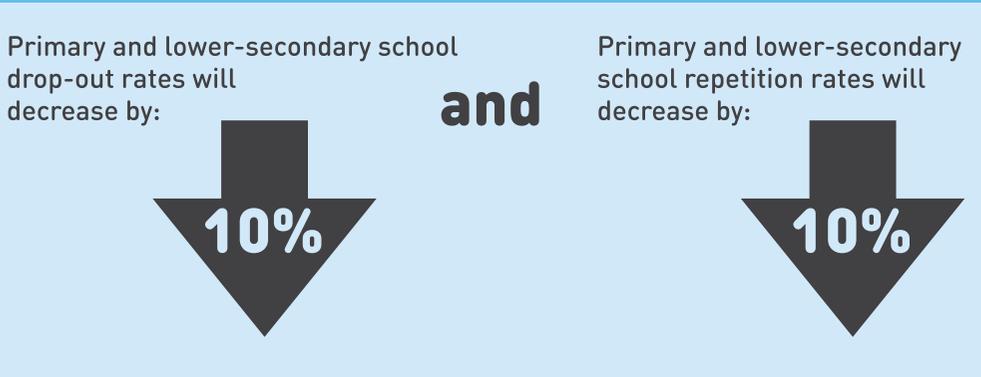
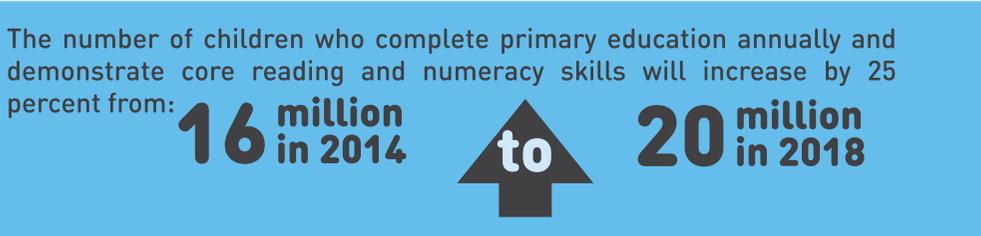
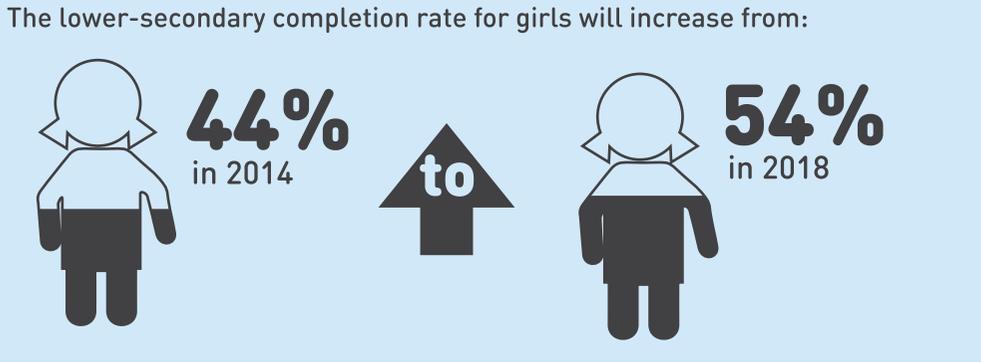
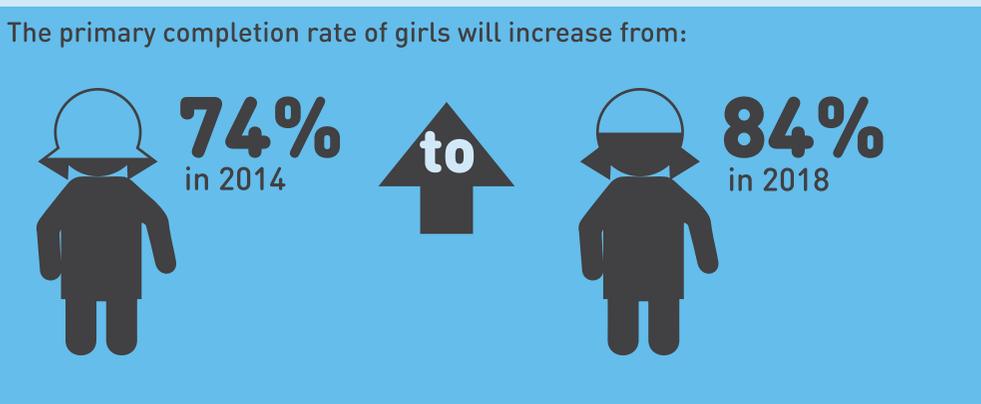
Measuring Results on Access, Equity, Quality and Efficiency of Systems



The Global Partnership for Education will measure the success of the Second Replenishment (2015 to 2018) against the strategic goals of improved access, equity, quality and systems. While the Global Partnership will strive to reach 100 percent on each of these goals and support its developing country partners, it is realistic about achieving uniform progress among fragile and conflict-affected states.

	2018 Process Targets	Outcomes for Children in 66 GPE Eligible Countries
Access	<p>US\$3.5 billion raised for the GPE Fund</p>	<p>Support to 29 million children to go to school and get a quality education:¹</p> <p>29 million = 26.5 million in primary school + 2.5 million in lower-secondary</p> <p>23 million are in fragile and conflict-affected states</p>
Equity	<p>90% of GPE developing country partners will have detailed analyses of equity issues, and will be able to report progress</p>	<p>The number of children who don't complete primary education will decrease from</p> <p>7.6 million in 2014 to 4.8 million in 2018</p>

	<p>80% of GPE developing country partners will have explicit policy and legislation on education and disabilities</p>
Quality and Learning	<p>90% of GPE developing country partners will have learning outcomes data that allow better management of quality, as well as monitoring of and reporting on progress</p>
	<p>90% of GPE developing country partners will have a credible learning assessment</p>
Efficiency of Systems	<p>90% of GPE developing country partners will have detailed analyses of efficiency issues and will be able to report on progress</p>
	<p>The efficiency of education systems in GPE developing country partners will improve by ⁶</p> <p>10%</p>
Data	<p>The percentage of missing data for key international indicators will be reduced by more than half from:</p> <p>46%</p> <p>to</p> <p>20%</p> <p>in order to achieve better evidence-based policies and expenditure decisions ⁷</p>



Select Footnotes

For additional methodologies, assumptions and other source notes, please go to www.globalpartnership.org/replenishment-sources

1 (page 5): This indicator measures the equivalent number of students that can be supported by GPE funding in an academic year. Over time, the indicator will provide an aggregated measure of the concept “student year” which stands for all the resources spent to keep one student in school for one year

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

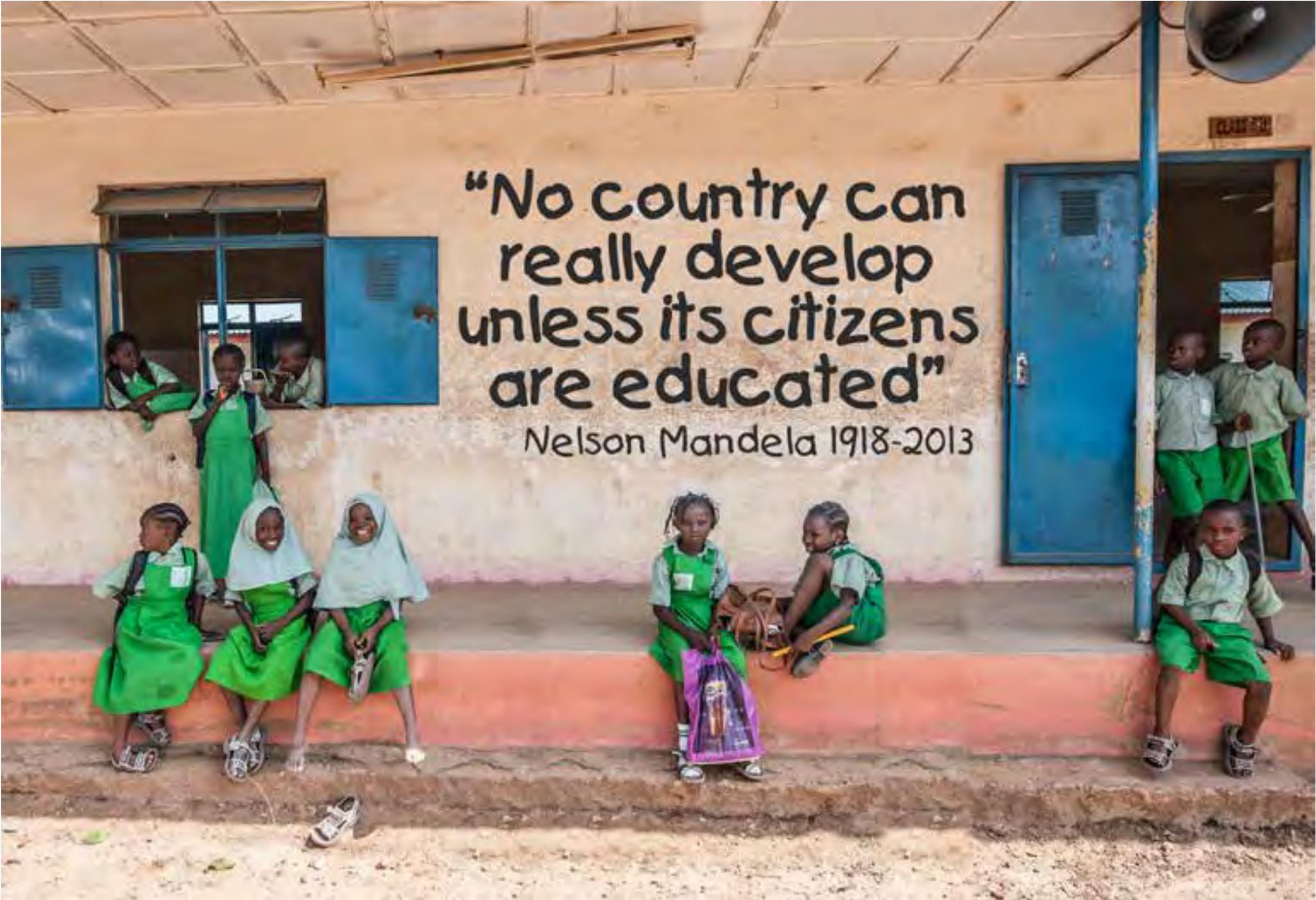
3 (page 10): As a new donor partner, Finland recently signed a contribution agreement with the Global Partnership for Education for Euro €4 million (US\$5.6 million)

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

5 (page 15): 66 Partner countries include: Afghanistan, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Cote d’Ivoire, DR Congo, Dominica, Eritrea, Ethiopia, Gambia, Guinea, Grenada, Guinea-Bissau, Guyana, Haiti, Kenya, Kiribati, Kyrgyz Republic, Lao PDR, Lesotho, Liberia, Madagascar, Malawi, Maldives, Mali, Marshall Islands, Mauritania, Micronesia, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Papua New Guinea, Republic of Congo, Rwanda, Samoa, Sao Tome & Principe, Senegal, Sierra Leone, Solomon Islands, Somalia, South Sudan, St Lucia, St Vincent, Sudan, Tajikistan, Tanzania, Timor Leste, Togo, Tonga, Tuvalu, Uganda, Vanuatu, Yemen, Zimbabwe.

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

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



"No country can
really develop
unless its citizens
are educated"

Nelson Mandela 1918-2013

Civil
Society
and Teachers

Private Sector
and Foundations

Asian Development Bank,
UNESCO, UNICEF, World Bank

Afghanistan,
Albania, Benin,
Bhutan, Burkina Faso,
Burundi, Cambodia,
Cameroon, Central African
Republic, Chad, Comoros,
Cote d'Ivoire, Democratic
Republic of Congo, Djibouti,
Eritrea, Ethiopia, The Gambia,
Georgia, Ghana, Guinea, Guinea-
Bissau, Guyana, Haiti, Honduras,
Kenya, Kyrgyz Republic, Lao PDR,
Lesotho, Liberia, Madagascar,
Malawi, Mali, Mauritania,
Moldova, Mongolia, Mozambique,
Nepal, Niger, Nicaragua, Nigeria,
Pakistan, Papua New Guinea,
Rwanda, Sao Tome and Principe,
Senegal, Sierra Leone, Somalia,
South Sudan, Sudan, Tajikistan,
Tanzania, Timor-Leste, Togo,
Uganda, Uzbekistan Vietnam,
Yemen, Zambia, Zimbabwe

Australia,
Belgium,

Canada,

Denmark,
European
Commission,
Finland, France,
Germany,
Ireland, Italy,
Japan,
Luxembourg,
Netherlands,
Norway,
Romania,
Russia, Spain,
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