

# RAISE YOUR HAND

A CASE FOR INVESTMENT



Transforming Education  
FINANCING GPE 2025  
#RaiseYourHand #FundEducation

# JULIA GILLARD

Chair of the GPE Board of Directors,  
former Prime Minister of Australia

*“An investment in the Global Partnership for Education is simultaneously urgent and enduring. If the world seizes this once-in-a-generation chance and drives new levels of ambition, GPE can help transform education and create a brighter future for all. This is our opportunity. Let us raise our hands to grab it.”*



# SERIGNE MBAYE THIAM

Vice Chair of the GPE Board of Directors,  
Minister for Water and Sanitation and former  
Minister of National Education of Senegal

*“GPE dedicates itself each day to the patient work of generating hopes, dreams and futures. This is the ultimate collective endeavour that pays dividends across communities, countries and generations. When donors raise their hand for GPE, they are ensuring our children inherit a better future.”*



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# 1. RAISE YOUR HAND

**We have a once-in-a-generation opportunity before us: to transform education and unlock the future we want. The Global Partnership for Education will need at least US \$5 billion for the period 2021–2025 to support lower-income countries to do exactly that.**

In the past two decades, the world has made major progress in delivering quality education to all girls and boys. Millions more children are attending school and the gender gap is narrowing, especially at the primary level.

**But there is much unfinished business.** In lower-income countries<sup>i</sup>, hundreds of millions of girls and boys are in classrooms but not learning even basic reading skills by the time they leave primary school. Close to a quarter of a billion children are still completely excluded from education.<sup>1</sup>

Confronted with young and growing populations, fragility, high poverty rates and deepening inequalities—and now confronted with the social and economic impacts of COVID-19—governments in lower-income countries **need concerted support to accelerate progress.**

As the world's only education **partnership and fund dedicated exclusively to quality education in lower-income countries**, GPE has spent nearly 20 years helping partner countries<sup>ii</sup> to get all girls and boys in school and learning. We convene teachers, civil society, donors, United Nations agencies, development banks, businesses and philanthropists behind partner country leadership to finance and support solutions so that no child is left behind.

**Our track record proves that large-scale change is possible.** Since 2002, 160 million more children in partner countries have set foot in classrooms for the first time.

Now, GPE is launching a bold new strategic plan for 2021–2025 that will build on this success. With **funding of at least \$5 billion**, leveraging resources and targeting them where they will have the most transformative impact, GPE can catalyze real change. Together, we can help **transform education systems in up to 90 countries and territories, which are home to 1.1 billion school-aged girls and boys.**

The ripple effects of this investment will contribute to building more sustainable, peaceful and resilient societies in the long-term, adding an estimated **\$164 billion to partner country economies, lifting 18 million people out of poverty, saving 3 million lives and preventing early marriage for 2 million girls.**

**The stakes have never been higher.** The combined impacts of school closures and economic crisis brought on by the COVID-19 pandemic threaten to entrench educational inequality and roll back two decades of progress on learning.<sup>2</sup> Because of the pandemic, **the number of out-of-school children could grow substantially for the first time in decades.**

<sup>i</sup> The term 'lower-income' is used to include both low-income and lower-middle-income status countries.

<sup>ii</sup> Within this document, the term 'partner countries' is adopted in reference to national governments that are members of the GPE partnership.

160

million more  
children are in  
school in GPE  
partner countries  
since 2002

National education budgets in the world's lower-income countries were already challenged, with the majority tied up in recurring costs such as salaries and school maintenance. GPE's targeted support will enable governments to **enact the systemic changes they want to see.**

With just 10 years left to achieve Sustainable Development Goal 4 of quality education for all, **this support has never been so urgent.**

Progress on **global education is at a crossroads.** Together, we can choose to transform education for the future and prevent the erosion of hard-won gains.

**It's time to raise your hand, to replenish GPE and invest in the future we want.**



**BORIS  
JOHNSON**

Prime Minister  
of the United  
Kingdom

*"Since coronavirus struck, the number of children out of school around the world has soared past 1.3 billion. It is a toll of wasted potential and missed opportunity that is a tragedy not just for those children, but for each and every one of us.*

*Education unlocks doors to opportunity and prosperity. It offers girls a ticket out of poverty and exploitation to chart their own futures.*

*That's why I am delighted that the UK will co-host the replenishment of the Global Partnership for Education in 2021. I urge the global community to come together, dig deep and ensure we fund their vital work to give every child the chance at an education."*



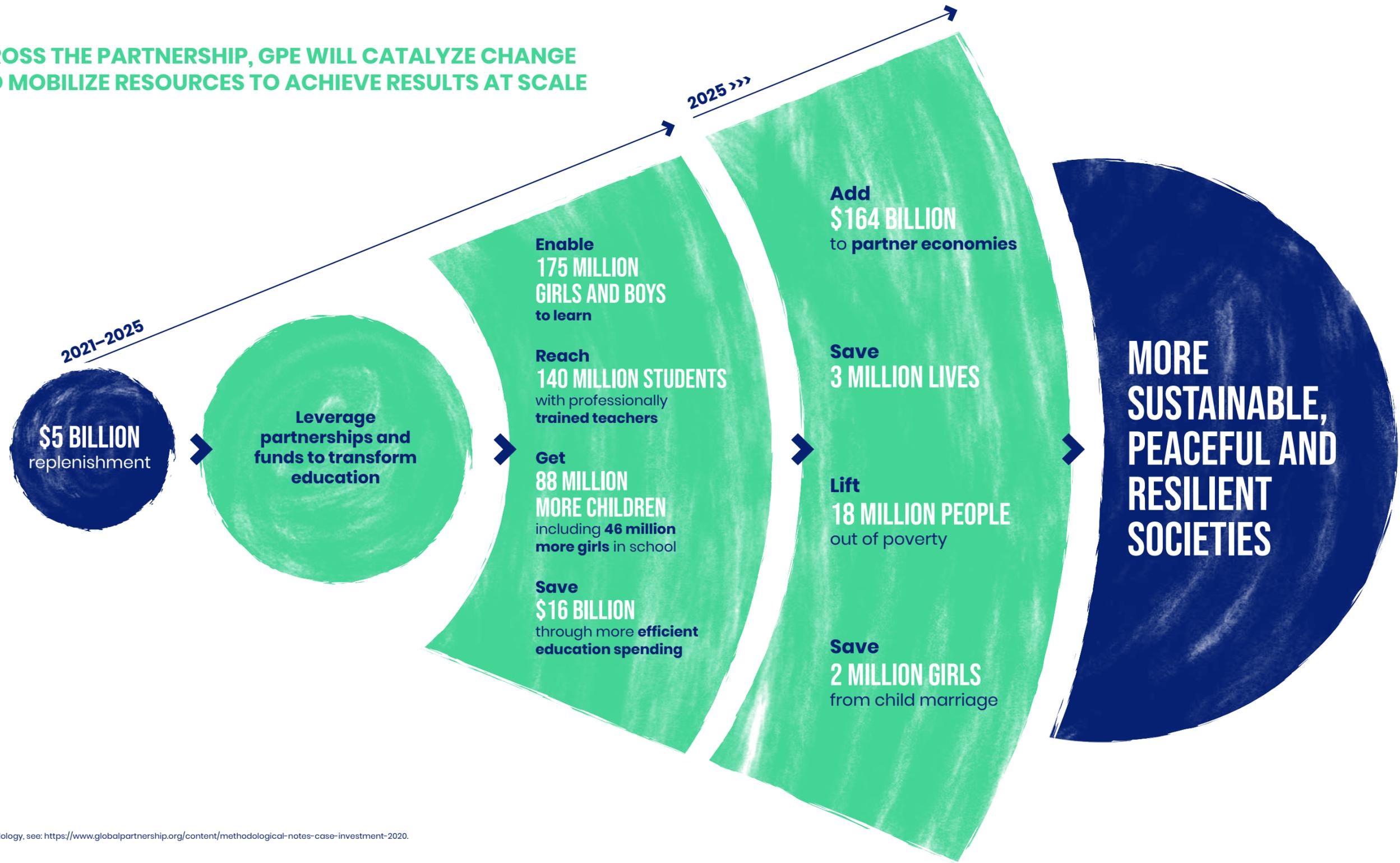
**UHURU  
KENYATTA**

President of  
the Republic of  
Kenya

*"An educated population is a country's most valuable resource. GPE has been a key partner in helping us invest in innovative solutions to get all our children, especially girls, learning.*

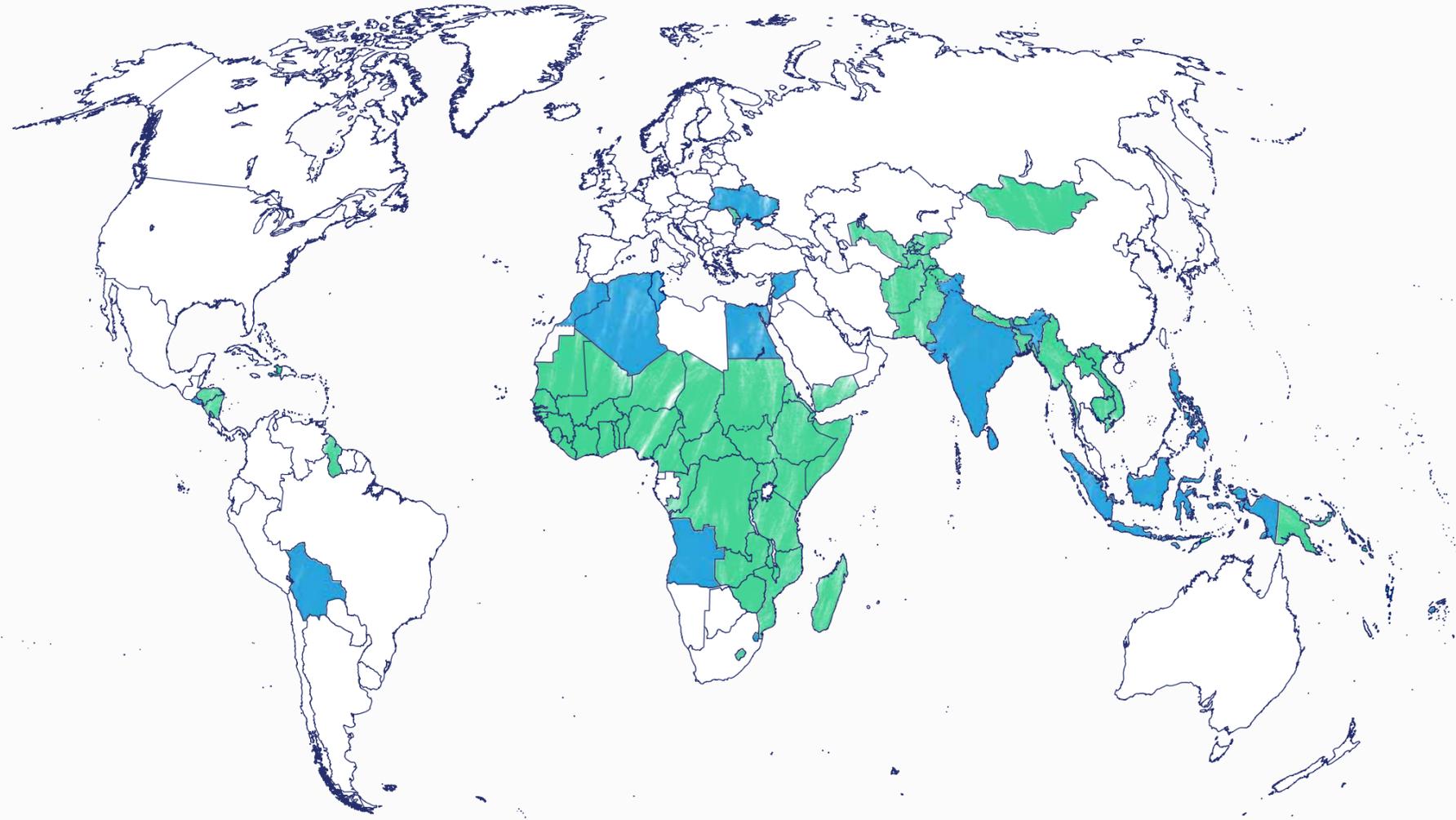
*We must use the opportunity of GPE's financing conference to make ambitious pledges to invest in quality education so our children and young people have the skills and knowledge they need to seize the opportunities of the 21<sup>st</sup> century."*

ACROSS THE PARTNERSHIP, GPE WILL CATALYZE CHANGE AND MOBILIZE RESOURCES TO ACHIEVE RESULTS AT SCALE



For methodology, see: <https://www.globalpartnership.org/content/methodological-notes-case-investment-2020>.

**90 COUNTRIES AND TERRITORIES ELIGIBLE FOR GPE SUPPORT IN 2021-2025 ARE HOME TO MORE THAN 80% OF THE WORLD'S OUT-OF-SCHOOL CHILDREN**



**ELIGIBLE COUNTRIES AND TERRITORIES 2021-2025<sup>iii</sup>**

▶ Partners<sup>iv</sup> ▶ Eligible → Read the story

- ▶ Afghanistan P.30
- ▶ Algeria
- ▶ Angola
- ▶ Bangladesh P.30
- ▶ Benin
- ▶ Bhutan
- ▶ Bolivia
- ▶ Burkina Faso P.25
- ▶ Burundi
- ▶ Cabo Verde
- ▶ Cambodia
- ▶ Cameroon
- ▶ Central African Rep.
- ▶ Chad
- ▶ Comoros
- ▶ Congo, Republic of
- ▶ Côte d'Ivoire
- ▶ Dem. Rep. of Congo
- ▶ Djibouti
- ▶ Dominica
- ▶ Egypt
- ▶ El Salvador
- ▶ Eritrea
- ▶ Eswatini
- ▶ Ethiopia
- ▶ Fiji
- ▶ The Gambia
- ▶ Ghana
- ▶ Grenada
- ▶ Guinea
- ▶ Guinea-Bissau
- ▶ Guyana P.30
- ▶ Haiti
- ▶ Honduras
- ▶ India
- ▶ Indonesia
- ▶ Kenya P.16
- ▶ Kiribati
- ▶ Kyrgyz Republic
- ▶ Lao PDR
- ▶ Lesotho
- ▶ Liberia
- ▶ Madagascar
- ▶ Malawi
- ▶ Maldives
- ▶ Mali
- ▶ Marshall Islands
- ▶ Mauritania P.32
- ▶ Micronesia, FS
- ▶ Moldova
- ▶ Mongolia
- ▶ Morocco
- ▶ Mozambique
- ▶ Myanmar
- ▶ Nepal P.15
- ▶ Nicaragua
- ▶ Niger
- ▶ Nigeria P.11
- ▶ Pakistan
- ▶ Papua New Guinea
- ▶ Philippines
- ▶ Rwanda P.24
- ▶ Saint Lucia
- ▶ Saint Vincent and the Grenadines
- ▶ Samoa
- ▶ São Tomé and Príncipe
- ▶ Senegal
- ▶ Sierra Leone
- ▶ Solomon Islands
- ▶ Somalia
- ▶ South Sudan
- ▶ Sri Lanka
- ▶ Sudan
- ▶ Syria<sup>v</sup>
- ▶ Tajikistan
- ▶ Tanzania
- ▶ Timor-Leste
- ▶ Togo
- ▶ Tonga
- ▶ Tunisia
- ▶ Tuvalu
- ▶ Uganda P.30
- ▶ Ukraine
- ▶ Uzbekistan
- ▶ Vanuatu
- ▶ Vietnam
- ▶ West Bank and Gaza<sup>vi</sup>
- ▶ Yemen P.25
- ▶ Zambia
- ▶ Zimbabwe

<sup>iii</sup> There may be minor adjustments to the list of eligible countries/territories depending on future Board decisions on eligibility and annual movements in economic classification  
<sup>iv</sup> As of 18 January 2021  
<sup>v</sup> Modified operating model requirements and additional safeguards for allocations to Syria may be decided by the Board  
<sup>vi</sup> Funding for education in the West Bank and Gaza may be provided through a dedicated sub-account of the GPE Fund

# GIRLS' EDUCATION: THE PATH TO PROGRESS

**Investments in school-age girls have the highest returns in tackling future gender inequalities,<sup>3</sup> and GPE is uniquely positioned to be a government's strongest ally in striving for education that leaves no girl behind.** Since 2002, we have helped partner countries enroll an additional 82 million girls in school, including 39 million girls who are living through crises and conflict. Now, we are sharpening our focus on secondary school so that every girl can access 12 full years of quality education.

**GPE has a strong track record of helping partner governments break down stubborn barriers that keep girls from getting a quality education and realizing their full potential.** Our tailored approach helps countries apply solutions that will drive change at scale, including by supporting accessible, safe and healthy schools in rural areas, hiring and promoting female teachers to serve as role models, and engaging communities through mass campaigns.

- › In the **Democratic Republic of the Congo**, GPE supported the implementation of a dedicated girls' education strategy that engages communities in the fight to tackle harmful sociocultural norms and practices.
- › In **Pakistan's** Sindh province, GPE helped ensure that all new school building upgrades include toilet and sanitation facilities that meet girls' needs and help keep them safe.
- › In **Burundi, Madagascar, Mozambique** and **Senegal**, targeted COVID-19 support will help prevent gender-based violence against girls during the crisis. In **Guinea**, back-to-school efforts will pay particular attention to the inclusion of pregnant girls and children who may have been victims of violence during school closures.

**Universal girls' education would practically end child marriage,<sup>4</sup> more than halve infant mortality,<sup>5</sup> and drastically reduce early childbearing,<sup>6</sup> overcoming some of the main drivers of gender inequality. Twelve years of quality education for every girl would boost economies by as much as \$30 trillion in increased lifetime earnings.<sup>7</sup> Greater gender equality in education also decreases a country's likelihood of conflict by as much as 37 percent.<sup>8</sup>**

GPE knows that more of the "same sort" of education will not break down the structural barriers holding girls back. **That's why we have hardwired gender equality into everything we do and created a new funding window to help countries break down barriers to girls education.** A fully funded GPE could help ensure an additional 46 million girls enroll in school in partner countries and contribute to creating inclusive education systems fit for a more equal, peaceful and sustainable future.



Credit: Malala Fund

“

**The COVID-19 crisis is exposing how tenuous education is for millions of girls. With 130 million girls out of school before the pandemic, we know that the number could rise by tens of millions in the next year. I am asking leaders to renew their commitment to education and invest in the Global Partnership for Education. If we don't prioritize education now, we will risk losing hard-won progress and sacrificing a brighter future for everyone.** ”

**MALALA YOUSAFZAI**  
NOBEL PEACE PRIZE LAUREATE AND CO-FOUNDER, MALALA FUND



EVERY CHILD HAS THE RIGHT TO A

# QUALITY EDUCATION

Elias, 14, and Rudovick (in wheelchair), 16, are both Standard 7 students in Tanzania. They started school together so Elias could accompany his older brother and help him throughout the day.

Credit: GPE/Kelley Lynch

# 2. GPE'S EDGE

GPE is both the largest global fund solely dedicated to education and a unique, multi-stakeholder partnership. By mobilizing billions of dollars and convening hundreds of partners, GPE helps lower-income countries accelerate change so that every girl and boy can get the quality education they need to unlock their full potential and

contribute to building a better world.

**Doing the right thing:** To create lasting change, GPE focuses on **improving education at a systems level** to leverage the profound transformations required to deliver at least one year of preschool and 12 years of quality education for every girl and boy.



**MACKY SALL**  
President of the Republic of Senegal

*“The result of a good education system lies in a relevant learning process and that learning is enabled by GPE. Being resolutely focused on ‘equal learning opportunities,’ GPE is planting the very roots that guarantee equitable growth in education for decades to come, across social, digital and economic divides.”*

# 76%

of GPE funding went to countries affected by conflict and fragility in 2019

**In the right places:** GPE works in the countries with **the greatest need** and we target the **hardest to reach**. We focus our support on low-income countries and more than 60 percent of our funding goes to countries affected by conflict and fragility; these have some of the highest rates of out-of-school children and the lowest levels of learning but lack the resources to sustainably build their education systems.

**At the right time:** Every day of lost education is an emergency, no matter the circumstances. GPE supports **educational continuity** and helps partners keep their education

systems functioning through wars, displacement crises, climate disasters and health emergencies. When a crisis hits, we provide accelerated and flexible support, all the while keeping our focus on transforming education over the long term.<sup>9</sup>

**At scale:** GPE is one of the largest sources of grant aid for education in low-income countries. We use our direct funding to leverage billions of dollars more in domestic and international financing—creating better **opportunities for millions** of children, their communities and their countries.



**EMMANUEL MACRON**  
President of the Republic of France

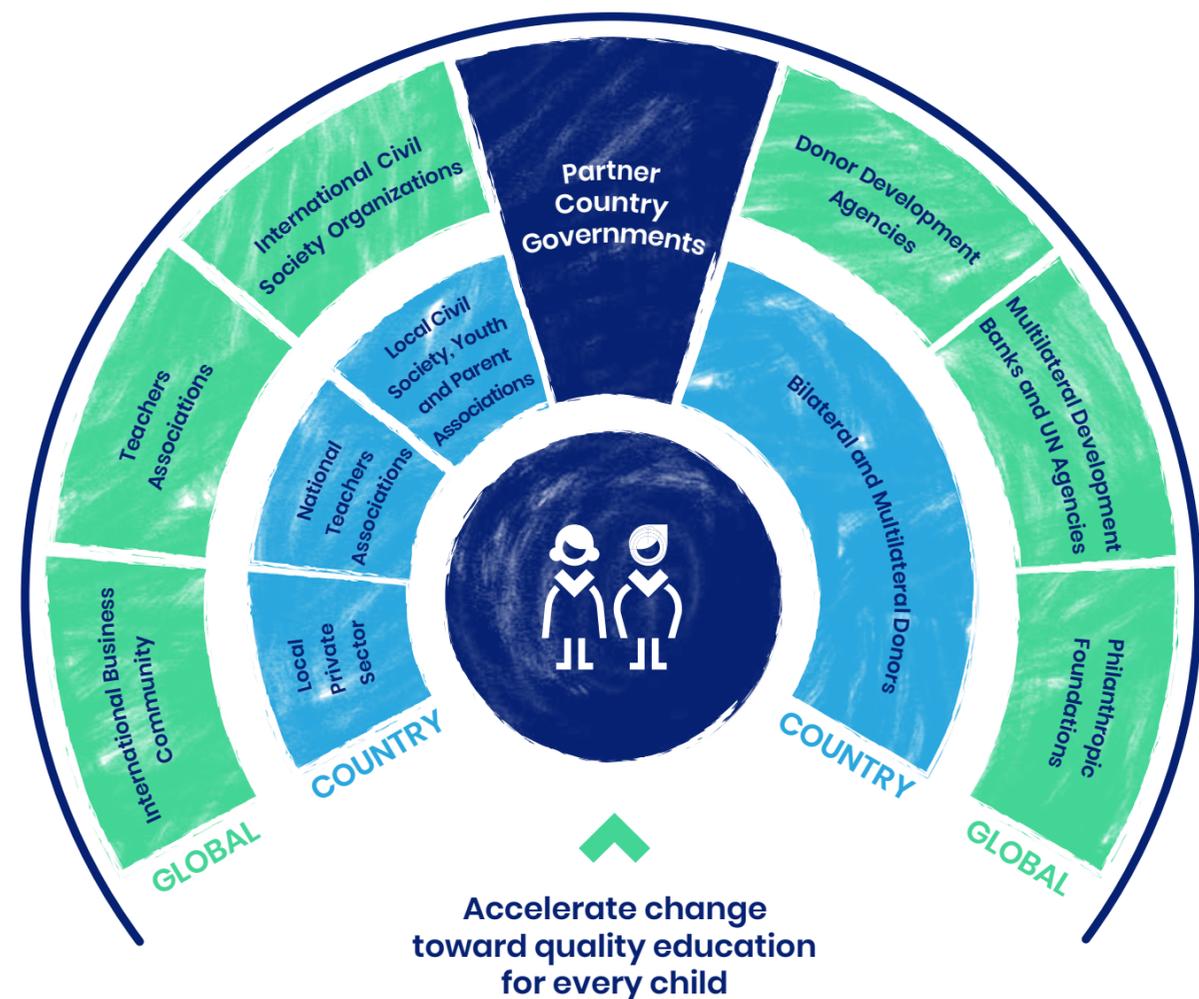
*“We stand at a crossroads regarding the role we want education to play for the future of young generations – and GPE’s replenishment is the decisive moment to ensure we choose the right direction. As the world is experiencing a period of uncertainty, never has there been more urgency to raise our hand for education.”*

## THE GPE PARTNERSHIP

Globally, the GPE Board sets strategy, debates policy and allocates funds.

At the country level, GPE supports government-led education sector coordination and brings partners together in local education groups to drive transformation and ensure the voices of the most marginalized are represented in decision-making.

GPE coordinates, convenes and collaborates with actors across the whole global education sector to ensure optimal outcomes for the furthest behind children. The power of the partnership is in all stakeholders coming together behind partner country leadership.



# SUMAYYA

## NIGERIA

In parts of the world where cultural barriers make it difficult for girls to get an education, a female teacher can have a big impact.

Female teachers often make parents more willing to send their daughters to school and serve as role models for their students.

For Sumayya, who is at the top of her class at Janbulo Islamiyya Primary School in Jigawa State, Nigeria, having a female teacher has helped her engage more at school.

“

*Both male and female teachers are good, but because the female teacher is more like me, I feel more relaxed and free to ask more questions.* ”

Credit: GPE/Kelley Lynch



## WORKING WITH THE PRIVATE SECTOR

GPE recognizes the importance of working with the business community in removing education system bottlenecks to spark innovation and develop solutions that are sustainable and scalable. Our partnerships to improve the availability and use of accurate and timely education data—which is essential to improve learning outcomes and build effective education systems—at country and global levels have yielded strong results. Through the multi-stakeholder Education Data Solutions Roundtable, which included seven companies and corporate foundations, GPE has strengthened relationships between the business community and education sector partners. For example, GPE brokered a partnership whereby Tableau’s corporate foundation volunteered data science experts to “clean” 10 years of historical system data for Gambia’s Ministry of Education, allowing national decision makers to gain insights to improve education service delivery. GPE has also partnered with the UNESCO Institute for Statistics and received technical guidance from Microsoft, Tableau and others to develop a toolkit for the “ideal education management information system.”<sup>10</sup> The business community has been an active partner in responding to disruptions to education caused by COVID-19, providing free tools and training to support remote learning and expanding connectivity to remote communities.

“

***Innovation is indispensable in this crisis. GPE’s work creating active partnerships with private sector players in Africa is a highly valuable way of compounding innovation in education.*** ”

**STRIVE MASIYIWA,**  
FOUNDER & GROUP CHAIRMAN, ECONET

## WORKING WITH PHILANTHROPIC FOUNDATIONS

Philanthropic foundations are increasingly dedicated to children’s education. These foundations bring a unique blend of technical expertise, creative ideas and risk capital to test new and innovative approaches. GPE connects foundations to country-level projects in key areas such as girls’ education, early learning and learning assessments, helping bring them to scale. For example, four foundations joined forces with GPE to support Better Early Learning and Development at Scale, an innovative initiative and community of practice that promotes universal access to quality preschool education. This initiative, managed by UNICEF, conducted capacity building work in Ghana, the Kyrgyz Republic, Lesotho, and São Tomé and Príncipe to highlight the importance of early childhood education and help ensure its integration into national education sector planning and implementation cycles.

“

***Across the public and private sectors, we all have critical roles to play in tackling the global learning challenges before us and now is the time to redouble our resolve and find paths forward together.*** ”

**MICHAEL FROMAN,** VICE CHAIRMAN AND PRESIDENT, STRATEGIC GROWTH,  
MASTERCARD



# SOLUTIONS THAT LAST

GPE supports governments to transform education through a twofold approach: building stronger, more effective education systems and improving the volume, equity and efficiency of domestic resources. Together, these combine to create and sustain change.

## Strong systems

GPE brings together a unique set of partners, tools and resources to transform education. We help countries develop effective education plans, establish robust data and monitoring systems, and identify solutions to pressing problems in order to improve teaching and boost learning for the most marginalized students. We provide essential financing to enable governments to pursue reforms.

Using GPE's strong convening power to bring diverse partners together, we have shown that collaboration and a systems approach, enabled by catalytic funding, deliver results that can impact every school, teacher and

student in each partner country. For example:

In **Ethiopia**, we influenced a seismic shift in **government spending** toward basic education including preschool education, which has seen a more than 20-fold increase in access.<sup>11</sup>

In **Sierra Leone**, we supported the overturning of a prejudicial law so that **pregnant girls** will never again be banned from classrooms.

In **Kenya**, we supported the development of a nationwide program for school-age girls, including refugees, to receive free menstrual pads and safe access to **water and sanitation** facilities.

In **Vietnam**, we enabled a fundamental shift in teaching practices by placing children at the center of the learning process. By supporting the highest-performing **teachers to become "master trainers"** for their peers, a far greater number of teachers were able to receive continuous professional support and quality training.

In **Uganda**, we worked with the government and other partners to integrate education for **refugee children** within the national system at a time when children needed the normalcy of school the most.

In the Sahel countries of **Burkina Faso** and **Niger**, we helped align development partners behind domestic budgets for the first time, driving national reform, improving **aid effectiveness**, securing efficiencies and enabling results **at scale** in order to reach more of those furthest behind.

In **Nepal**, we helped create an innovative Equity Index tool that is ensuring resources effectively target **inclusion** of the furthest behind children—including based on gender and disability—thereby identifying and dismantling the greatest barriers to learning.<sup>12</sup>

## Sustainable financing

Government resources are the most important source of education funding in lower-income countries,<sup>13</sup> and GPE focuses on **leveraging more and better domestic financing as the most significant and sustainable form of funding for education**.

To receive GPE's large-scale grants, governments must commit to making significant investments in education; on average, **partner countries direct nearly one-fifth of total government expenditure to education**.

GPE also helps governments look beyond how much is spent on education to how well these funds perform. By monitoring domestic financing through an equity lens, governments can ensure education spending reaches the most marginalized children, schools and regions. By addressing inefficiencies such as high repetition rates, procurement waste and uneconomical payments systems, **partner countries could save up to one-third of their education budgets**, enabling them to invest more in schools, teachers, learning materials and children themselves.

Finally, through its long-standing support to civil society organizations, GPE works to strengthen national advocacy efforts to protect education budgets and boost accountability for how education resources are spent.

# INNOVATING AT SCALE

In its pursuit of quality learning, equity and inclusion in education, GPE has pioneered innovations and taken them to scale:

- › We **catalyzed more than \$882 million**<sup>14</sup> toward achieving learning for all through an innovative financing mechanism with a high return on investment, **the GPE Multiplier**. Every \$1 invested through the Multiplier has helped mobilize \$3.90 in external financing from a range of development partners, including regional and multilateral development banks, bilateral donors and philanthropic foundations.
- › We put in place **the world's largest fund solely dedicated to creating global public goods for strengthening education systems**, the **Global Partnership for Education Knowledge and Innovation Exchange (KIX)**. By sharing and funding proven innovations, KIX is ensuring that the most promising, evidence-based solutions get in the hands of national policymakers and can be scaled. From adapting and expanding professional development for teachers in Ghana, Honduras and Uzbekistan to using technology to improve literacy, GPE's investment is helping governments learn from one another about promising approaches to shared challenges.
- › We set up the **biggest education advocacy fund in the world, Education Out Loud**, to promote accountability to prioritizing education for all. The fund supports civil society influence and shape education policy to better meet the needs of communities, especially the most vulnerable and marginalized.
- › We have tried and tested a successful **emergency support mechanism** that strengthens humanitarian-development coherence, empowering partner countries to respond rapidly to crises while keeping sight of their long-term goals.

## REGIONAL PARTNERSHIPS

GPE leverages increased focus and financing for education through partnerships with regional development institutions and banks, including the Islamic, African, and Asian development banks. GPE's strong partnership with the African Union has also helped promote and protect domestic expenditure on education across the continent—including increased prioritization of girls' education and early learning.

### \$882

million catalyzed through innovative financing

- › **GPE's response to COVID-19 is laying the groundwork for innovative distance learning** to be applied to future school closures or extended to children who were never in school in the first place. We're capturing successful approaches so countries can rapidly respond to and recover

from future emergencies. In **Timor-Leste**, the GPE program is supporting a virtual library with curriculum-based textbooks and associated materials, including songs and videos, which can continue to be used post-pandemic to reach students who were already out of school.



**SAHLE-WORK ZEWDE**  
President of Ethiopia

*“GPE is so much greater than the sum of its parts. As genuine partners to progress, together we have made major strides on the path to realizing education for all. The road to success is a long one, but it is the most important journey a country can take. GPE's replenishment will enable us to continue the transformation we so urgently need.”*

# BARSHA

NEPAL

At 10 years old, Barsha had never set foot in a classroom. She spent her days at home, helping her mother take care of two younger siblings and doing chores.

One day, a local facilitator for a program aimed at getting more Nepali girls into school came to her house and convinced her parents to let Barsha join 24 other girls aged 10–14 at a nine-month catch-up class.

Barsha attended every day and took her studies seriously. At the end of the program, she was able to transfer to grade 5 in a formal public school.

Barsha's family was identified through the GPE-supported Equity Index, which captures data on inequalities in education that are used to target interventions and improve equity across the education system. Since its launch in 2016, the out-of-school rate in Nepal has decreased by 60 percent.

“

*I was so happy [knowing that] I will go to school! I had seen my friends' books, and I wanted some too. I liked the pictures.*

”



Credit: GPE Kelley Lynch

## WHAT HAS BEEN ACHIEVED IN GPE PARTNER COUNTRIES?

Since 2002, GPE has been mobilizing funds and partnerships to support governments in lower-income countries to achieve lasting results.



**160 MILLION**

**more children are in school in GPE partner countries.**

If these children all lived in one country, it would be the ninth largest in the world.



**2X**

**the number of girls are on the path to equality.**

**82 million more girls** are in school in GPE partner countries. Primary enrollment for girls has increased by 65 percent and almost three-quarters of partner countries have achieved gender parity in school completion rates.



**\$6 BILLION**

**saved through efficiencies in education spending.**

GPE helps governments save money, enabling them to invest as much as possible on education for the most marginalized children and accelerate their progress in delivering quality education for all.



**OVER \$500 MILLION**

**for COVID-19 global education response.**

GPE is the **largest provider of education grants** in the global COVID-19 response, supporting partner countries' efforts to ensure continued learning, schools reopen safely and recovery leads to better learning rather than a return to business as usual.

Note: Data are from 61 countries where GPE has provided implementation grants. The period covered is 2002–2018, the latest year with available data. Enrollment figures cover 12 years of basic education plus pre-primary. Efficiencies are calculated based on an annual rate of 1 percent.



Student in the first grade classroom raises his hand at Nyamachaki Primary School, Nyeri County, Kenya

Credit: GPE/Kelley Lynch

**Kenya has committed to the ambitious vision of becoming a newly-industrialized nation by 2030, and it has prioritized quality education as key to achieving this goal.**

**GPE has been supporting Kenya in strengthening its education system for 15 years, investing more than \$200 million to help the country remove the biggest barriers to learning and helping target the national budget to areas and population groups with the greatest needs, especially girls.**

Powered by a drive for innovation and equity, and starting with the lowest-performing schools in the districts left furthest behind, Kenya invested GPE funds in transformative approaches that have resulted in impressive gains. In a short time, Kenya has achieved universal primary education and gender parity in enrollment. With GPE's support, Kenya has trained more than 102,000 teachers, pioneered a technology-based teacher performance appraisal system and reformed the education information management system, which helped improve teacher performance and track student health care and educational progress.

GPE also helped reform the textbook procurement system, resulting in a 70 percent saving on textbook procurement and distribution costs. This ensured that Kenya met, within two years, its long-term policy goal of one textbook for every child. Since 2017, 60 million textbooks have been distributed to primary and secondary schools, more than 10 million directly supported by GPE. GPE also worked with the government and other partners to integrate South Sudanese refugees into the national education system.

The government of Kenya and GPE continue to work together to ensure that the country's vision can be achieved in the next decade. With GPE's COVID-19 funding, Kenya is rolling out an ambitious distance education program to keep all children learning and ensure a smooth transition back to school. In the coming years GPE will continue to support Kenya's efforts to strengthen education quality and equity, especially for preschool children and children with disabilities, to ensure no child is left behind.

# CONFRONTING COVID-19

> \$500

million mobilized  
by GPE for  
COVID-19 response

Within weeks of being declared a global pandemic, COVID-19 had created a secondary crisis that amounted to the largest education emergency in modern history. An entire generation could lose out on learning that, for too many, was already elusive. **GPE mobilized our most rapid and largest-ever emergency response** to help prevent a deepening loss of learning and potential.

**By quickly focusing on the right things in the right places**, GPE's COVID-19 fund is helping governments sustain learning for up to 355 million children in the poorest countries, with a sharp focus on those hardest hit by school closures: girls, children with disabilities and children from the poorest families.

**By acting at the right time and at scale**, GPE provided dedicated funding of over half a billion U.S. dollars to partner countries, making us the single largest source of grants to education as part of the worldwide response.

Ministries of education and their partners used GPE funds to keep learning going, support the safe reopening of schools and strengthen the resilience of their education systems to respond to future emergencies:<sup>15</sup>

- › **Remote learning:** In Ghana, pre-loaded content devices are being given to students with special needs, girls from disadvantaged backgrounds, and children from rural areas and low-income families. In Bangladesh, parents are being provided with a toll-free teachers' hotline to support remote learning from home.
- › **Teacher support:** Teachers in Zambia are being trained to connect with children to prevent those at highest risk from dropping out of schools for good. In Myanmar, teachers are being trained in psychosocial support, including how to identify and refer acute cases.

- › **School reopening:** In Haiti, Lao PDR, Nigeria and South Sudan, new water, sanitation and hygiene facilities and health promotion activities will allow for a safe return to school, while in Rwanda and the Republic of Congo, community campaigns will help ensure the highest-risk dropouts—girls and those with disabilities—return to school.
- › **Catch-up classes:** In Afghanistan, accelerated and remedial “makeup” classes are being provided for students who have fallen below their grade level, with special attention to internally displaced children and those at risk of being stigmatized or abused.
- › **Building back better:** In Benin, Pakistan and Rwanda, governments are being supported in capacitating teachers and providing remote learning platforms that will sustain beyond the current health crisis—ensuring more resilient learning to face future shocks.

GPE also provided \$25 million to UNESCO, UNICEF and the World Bank for a joint initiative to help partner countries benefit from efficiencies and share regional and global knowledge.



“

**GPE's rapid response to COVID-19 was unprecedented in terms of both scale and speed. Without the partnership's response, the damage to education systems could have been far more extensive, with dramatic consequences across the globe.** ”

**GERD MÜLLER**, FEDERAL MINISTER FOR ECONOMIC COOPERATION AND DEVELOPMENT FOR GERMANY

# 3. \$5+ BILLION FOR CATALYTIC CHANGE



“

**Financing education is the bedrock of just, equal and inclusive societies and a driver of sustainable development. Securing adequate resources for education now will prevent a learning crisis from turning into a learning catastrophe. It is time to reimagine education, accelerate change and ensure robust education systems for equitable learning. GPE and its replenishment are key to delivering this.** ”

**AMINA J. MOHAMMED,**  
DEPUTY SECRETARY-GENERAL OF THE UNITED NATIONS

GPE’s financing campaign could not have come at a more critical moment. Against the backdrop of squeezed economies and rapidly growing young populations, **innovation and efficiency in achieving education for all are no longer optional.** Fully funded, GPE can drive an essential transformation

of education systems, grasping this opportunity to “build back better” from the pandemic and deliver learning for the furthest behind. To realize this shared ambition, **GPE is seeking at least \$5 billion.**

A fully funded GPE will deliver a disproportionate impact that

goes far beyond our direct investments. By leveraging the power of our partnership and using our funds as catalytic capital, GPE will provide a

vital boost to discretionary financing for education in partner countries and mobilize additional external resources behind countries’ goals.

## HELP DOMESTIC BUDGETS GO FURTHER

More than 90 percent of financing for education comes from domestic sources. But with the majority of domestic education budgets tied up in recurring costs such as teacher salaries and school infrastructure, **some countries are left with as little as 1 percent to support reform and spark the change they want to see.**

**discretionary finance available to education ministries** in GPE’s low-income partner countries today.<sup>16</sup>

Magnified through GPE’s approach, this would provide an injection of catalytic capital for partner countries to drive transformation of their education systems.

GPE funds, while a small proportion of overall education budgets, provide a critical boost to the discretionary finance available for governments to take bold steps toward change. Five billion dollars **would represent nearly one-third of**

If, as expected, education budgets shrink because of the pandemic, discretionary financing could drop further, making it even more vital that **GPE has the resources to intensify efforts and drive change.**

**GPE would boost low-income partners’ discretionary budgets by**

**27%**

# MAKE EDUCATION AID WORK HARDER

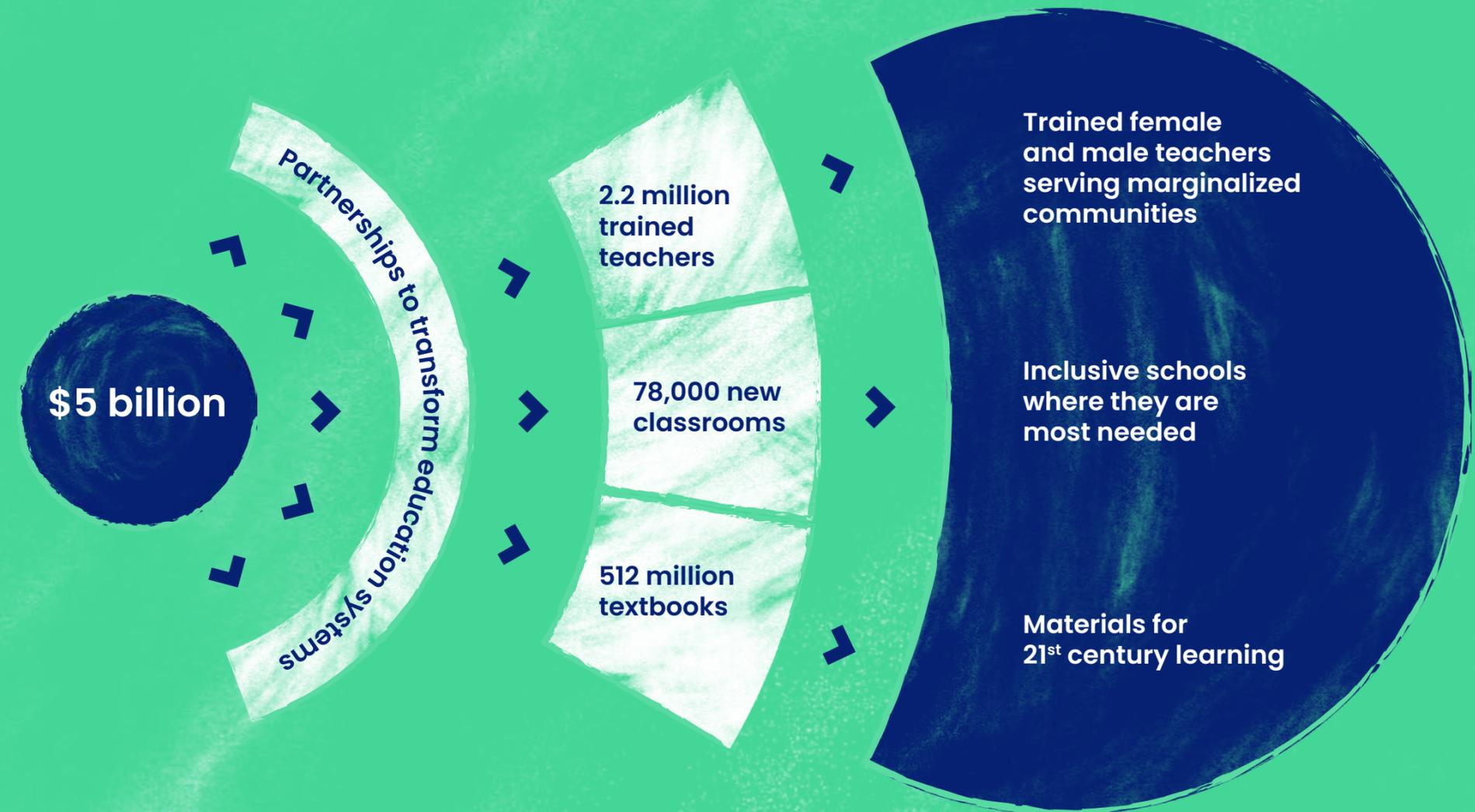
A \$5 billion replenishment would represent, on average, 20 percent of total official development assistance to basic and secondary education in GPE's low-income partner countries.<sup>17</sup>

With innovative financing tools such as the Multiplier, GPE will use these funds to leverage an additional **\$3 billion in donor funding**.

GPE will build on its successful track record of **attracting new donors and crowding in external financing behind national plans**, including from bilateral partners, development banks, the business community and philanthropic foundations.

## EFFECTING CHANGE THROUGH COUNTRY GRANTS

Through country grants, GPE supports governments to strengthen their education systems. This includes improving the training and deployment of teachers, building schools where they are most needed and strengthening the availability and quality of learning materials. We leverage our strength as a partnership to ensure GPE funds create transformational change, delivering added value for every dollar invested.



THE TIME TO INVEST IN

EDUCATION

IS NOW

A grade five Hmong student hands her answer to a math problem to the teacher, Phonsivilay Primary School, Meun District, Lao PDR.

Credit: GPE/Kelley Lynch

# 4. INVEST IN THE WORLD WE WANT



**ERNA SOLBERG**  
Prime Minister of Norway

*“Just as health systems must be strong to support our survival, education systems must be resilient enough to form the foundations of our future. Now more than ever GPE has an important role to play in strengthening the synergies between health and education to ensure that even the most marginalized children both survive and thrive.”*

Today’s **children and young people hold the keys to a more peaceful, prosperous, resilient and sustainable tomorrow.**

The world is being dramatically redefined by common threats to our survival, from conflicts to climate change and health

emergencies. But by investing in education at a systemic level, GPE helps partner countries build their capacities to mitigate and respond to crises in the present while simultaneously increasing their **resilience to future threats.** For example, with support from

GPE, the eastern Caribbean states of Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines—all highly vulnerable to climate change—responded to COVID-19 by developing online learning systems that not only will help address immediate disruptions to education but can be deployed in natural disasters.

A fully funded GPE can **boost partner countries’ efforts to**

**capitalize on the opportunities of the 21<sup>st</sup> century,** equipping populations with the skills and knowledge they need to weather uncertainty.

By investing in the world’s most powerful asset—its children and young people—GPE will simultaneously accelerate the fight to **end poverty, prevent climate change, save lives and create a better common future for all.**



***Our vision for the future is a world built on tolerance, equality and peaceful coexistence. In order to achieve this, we must actively invest in the cultivation of these practices. To finance GPE is to fuel the engine of hope. On the road to the RewirEd Summit at the World Expo in Dubai, where over half of the 192 participating countries will prioritize the future of education in their program, the GPE replenishment is a game-changing opportunity for donors to be the architects of a better future for all.***

**H.E. REEM BINT EBRAHIM AL HASHIMY, CABINET MEMBER AND MINISTER OF STATE FOR INTERNATIONAL COOPERATION FOR THE UNITED ARAB EMIRATES**

## FIVE REASONS FOR \$5+ BILLION: A MESSAGE FROM YOUNG PEOPLE TO WORLD LEADERS

A direct message from more than 100 youth network representatives in some of the world's lowest-income countries.<sup>18</sup>

“*World leaders, we have had this talk before, but it is now more urgent than ever. The transformation of our lives begins with the right to quality, inclusive and safe education. COVID-19 has put this right in further jeopardy. We are at risk of not returning to school due to COVID-19. Prior to the pandemic, 258 million of us were out of school and this number may double.*

*We need your help, your financial help.*

*Accessible education should be a concern to all donors, governments and the private sector. We demand that you urgently finance GPE in this pivotal moment. There are 5 billion reasons why, but we want to name just five:*

1. *Access to safe and inclusive education for all girls and marginalized genders increases gender equality.*
2. *A gender-responsive curriculum and trained teachers of all genders prepares us for the realities of our world.*
3. *Education has become virtual in every aspect, but we are lacking access to these digital tools. Digital skills are critical for education and the jobs of the future.*
4. *Without your funding, inequalities remain part of our daily lives. We want to feel and see structural and sustained change.*
5. *Education is a human right. We should all have access to education. No matter our class, gender identity, sexuality, ability and whether we live in conflict-affected or rural areas.*

*There can be no sustainable development if education is ruled out. Funding education through GPE's replenishment will change our lives forever. You must raise your hand now.* ”

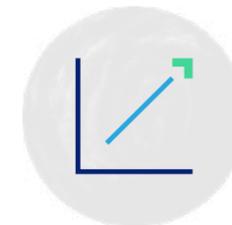
## GPE'S RIPPLE EFFECT

An investment in GPE ripples out across sectors and societies.

Our approach to **transforming education at a system-wide level can produce results at scale that have the potential to generate impact for generations to come.** This not only helps countries make

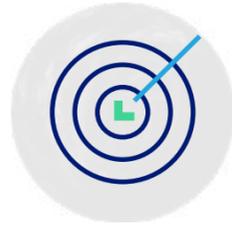
progress toward Sustainable Development Goal 4, delivering quality education for all, but also advances efforts to achieve the 16 other Sustainable Development Goals (see Appendix 2).

GPE invests in strong and resilient education systems, which helps:



### BOOST ECONOMIES

Poor quality learning has costs not only for children's opportunities and dreams but also for their countries' finances. The cost of lost potential from lack of learning is equivalent to \$129 billion a year, or 10 percent of global spending on education.<sup>19</sup> But if we act now to ensure that every child in low-income countries is learning, gross domestic product per capita in those countries could increase by almost 70 percent by 2050.<sup>20</sup> To achieve this we need transformation at scale, which is why GPE's focus on building effective education systems that lead to lifelong learning is key.



## DRIVE GENDER EQUALITY

Education can challenge harmful gender norms that have negative impacts for girls, boys, their communities and their countries.<sup>21</sup> Closing gaps in educational attainment between girls and boys is a powerful way to prevent persistent inequalities emerging into adulthood and from one generation to the next.<sup>22</sup> By putting gender at the center of all we do, GPE supports governments to involve teachers, parents, students and communities in creating a more gender equal world. GPE 2025 will leverage expertise and evidence of what works on gender equality by identifying and addressing the specific obstacles faced by girls and boys in achieving education, closing gender gaps, optimizing education systems for girls' and boys' learning, and enabling those countries where girls lag furthest behind to make bigger strides.



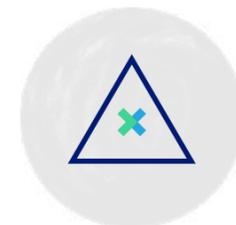
## PROMOTE HEALTH, NUTRITION AND WELL-BEING

Investing in education improves the health of everyone in a society. A child whose mother can read is 50 percent more likely to live past the age of 5, 50 percent more likely to be immunized and twice as likely to attend school.<sup>23</sup> Educating girls in lower-income countries could save 30 million lives by 2030 through reduced mortality rates.<sup>24</sup> On current trends, however, by 2050 as many people will be dying from the failure to provide quality education as they are today from HIV/AIDS and malaria.<sup>25</sup> Schools are a primary means for delivering healthy meals and life-saving information and immunizations,<sup>26</sup> and GPE helps governments establish comprehensive approaches linking education, health and nutrition.<sup>27</sup> The goal is to ensure girls and boys are healthy to learn and learn to be healthy,<sup>28</sup> focusing foremost on those disadvantaged by poverty, gender, disability, ethnicity and conflict.



## INSULATE AGAINST CLIMATE CHANGE

Education plays a key role in giving people the knowledge and tools they need to mitigate climate change, respond to its impact and, critically, address the behavior that causes it.<sup>29</sup> The possibilities are most pronounced when it comes to girls' education: For every additional year of schooling a girl receives, her country's resilience to climate disasters improves substantially.<sup>30</sup> Investing in quality education for at-risk populations also directly saves lives of the most vulnerable today. If every child received a full secondary school education by 2030, 200,000 natural disaster-related deaths could be averted in the following two decades through improved risk awareness.<sup>31</sup> Natural disasters also interrupt the delivery of education for millions of children each year.<sup>32</sup> GPE supports partner countries in scaling up national and regional efforts to create education systems that can withstand disasters and deliver climate-resilient learning.



## PROTECT AGAINST CONFLICT AND INSECURITY

Education helps build peaceful societies,<sup>33</sup> prevent radicalism<sup>34</sup> and reduce violent crime.<sup>35</sup> The better functioning a country's education system, the more its children will learn now and earn in the future, reducing some of the main drivers of conflict and violence.<sup>36</sup> Conversely, if children and young people, particularly girls,<sup>37</sup> are denied opportunities, there are dire consequences for stability. The probability of conflict more than doubles in countries with twice the levels of educational inequality.<sup>38</sup> GPE's approach to education helps tackle violence at its root, by building more inclusive and equitable education systems that promote tolerance, inclusion and social awareness.<sup>39</sup>



## FUTURE-PROOF LIVELIHOODS

Quality education equips individuals and nations for the future. The level and relevance of skills gained today will dictate an individual's employment, wealth and well-being tomorrow, as well as the economic stability and resilience of societies. Nearly 40 percent of employers around the world already lack workers with the skills they need,<sup>40</sup> and by 2030, 90 percent of children in low-income countries could be left behind in terms of achieving even basic skills.<sup>41</sup> GPE 2025 provides the differentiated support partner countries need to transform their education systems for delivering quality education fit for the 21<sup>st</sup> century.



## BUILD INCLUSIVE SOCIETIES

Whether or not marginalized children are included in education has a major impact on their future opportunities. Equal learning is also the precursor to a democratic, fair and equal society that embraces diversity.<sup>42</sup> But moving toward true inclusion requires a global rethink of education systems.<sup>43</sup> GPE supports education systems to respond to the diverse needs of all children—ensuring that they are not just in the classroom but participating and learning. Today, all GPE partner countries have equity and inclusion principles embedded in their national education plans<sup>44</sup> so every child can enjoy their basic human rights without discrimination. GPE 2025 will go further, better identifying the roadblocks and partnering across sectors for solutions. We'll collect more and better data as a pathway to inclusion for children with disabilities and provide incentives for countries to integrate refugee and internally displaced children into their education systems.

# YVETTE MARIE

## RWANDA

On March 16, 2020, Rwanda closed schools to prevent the spread of the coronavirus, disrupting education for 3.6 million children.

With accelerated support from the GPE \$500 million COVID-19 funding window, the government of Rwanda started broadcasting distance learning programs on the radio, tv and online. Yvette Marie, 18, signs on or tunes in every day.

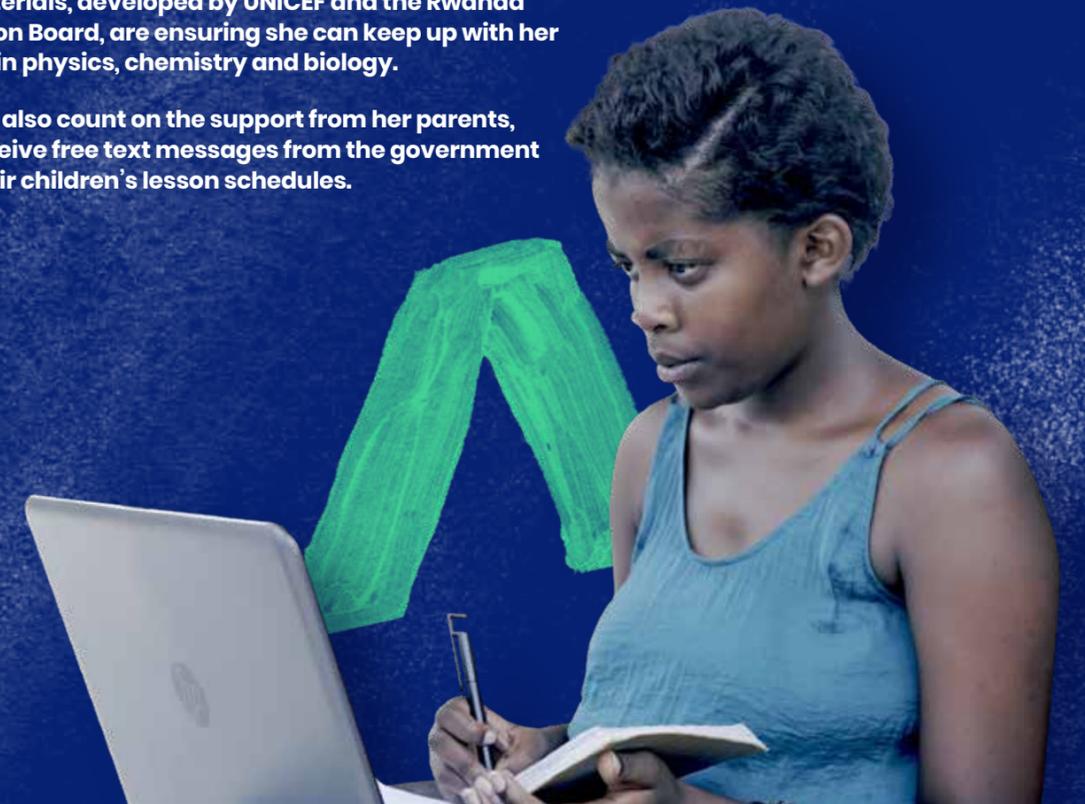
The materials, developed by UNICEF and the Rwanda Education Board, are ensuring she can keep up with her studies in physics, chemistry and biology.

She can also count on the support from her parents, who receive free text messages from the government with their children's lesson schedules.

“

*I enjoy studying  
on both radio and  
television.* ”

Credit: UNICEF Rwanda/2020/Saleh



# MAKING PROGRESS AGAINST THE ODDS—EDUCATION IN CONFLICT

**Half of GPE's partner countries are affected by conflict and fragility. In these countries, children are twice as likely to be out of school compared with their peers in stable societies.<sup>45</sup> That is why in 2019, we allocated 76 percent of our funding to these areas.**

GPE's approach and expertise has helped partner countries achieve major dividends. In less than two decades, we've helped more than 106 million more children enroll in school in GPE partner countries affected by conflict and fragility, including 54 million more girls, bucking the trend that girls are 2.5 times more likely than boys to be out of school in conflict-affected countries. The number of children in primary school has increased by more than two-thirds in that time, and 70 percent of these children are completing their education despite living through conflict and crises. Enrollment in lower secondary school in conflict-affected and fragile states that are GPE partner countries has soared by a remarkable 123 percent.<sup>46</sup>

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## YEMEN

**SAVING THE  
EDUCATION SYSTEM  
FROM COLLAPSE**

GPE support has helped 90 percent of Yemen's schools remain open despite years of ongoing conflict and economic collapse. As the largest single provider of external funding to Yemen's education sector, GPE supported the establishment of temporary learning spaces and provided basic teaching and learning supplies to schools in all parts of the country. Crucially, all parties involved in the conflict have adopted a transitional education plan, drafted with support from GPE and other partners, that helps align external aid to Yemen's priorities. In October 2018, GPE along with Education Cannot Wait, UNICEF and UNESCO highlighted the plight of 145,000 Yemeni teachers who had not received their salaries in two years. Within weeks, this effort yielded new funding to provide teacher incentives.

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## BURKINA FASO

**OVERCOMING  
VOLATILITY TO  
DRIVE EQUITY  
AND GROWTH**

GPE has provided more than \$214 million in grants to Burkina Faso, which has contributed to primary school enrollment soaring from 60 percent in the early 2000s to 88 percent today. Burkina Faso's curriculum has also been transformed to make learning relevant to the local job market and to tackle issues that have never been discussed in the classroom, including social behavior, environmental issues, early marriage and female genital mutilation.<sup>47</sup> GPE's contributions to the national pooled fund focus on the provinces in the volatile Sahel region, where it is supporting the development of Franco-Arabic schools, which the Ministry of Education regards as crucial for getting more children into school in a region where just 8 percent of students enroll in lower secondary school.

# 5. TRANSFORM EDUCATION

**Our new five-year strategic plan, GPE 2025, is focused on transformation and accelerating partner countries' efforts to reach Sustainable Development Goal 4, including by ensuring a more resilient and inclusive recovery from the pandemic.**

**GPE's new strategy encapsulates the need for seismic shifts toward inclusion, quality and efficiency.**

**GPE 2025** sets the framework for catalyzing the kind of disruptive change that education ministers in partner countries have been calling for.<sup>48</sup> It identifies priority areas where reforms will have the biggest impact on achieving our shared vision of a quality education for every child. GPE has learned from independent evaluations of our grant programs to sharpen

responsiveness and better differentiate between country contexts. With a balance of conditions and reward incentives for partner countries, more flexible funding will marry the areas of greatest need with the strongest local commitment to drive real impact.

**GPE 2025 has the unique potential to transform education by:**

- › **Narrowing in on the final frontiers to get every child learning.** We will support

countries to address the context-specific and most persistent bottlenecks to inclusion.

- › **Getting money to where it matters most.** We will leverage domestic and international resources, identify opportunities and remove education roadblocks to get as much funding through to the front line of education as possible, supporting learning for those furthest behind.
- › **Using meaningful funding requirements and incentives** to motivate change in partner

countries and achieve efficiencies across school systems.

- › **Improving the capacity and capability of education ministries** to influence greater budget allocations toward delivering 12 years of quality education, plus one year of preschool.
- › **Crowding in more financing** behind national priorities to get every child learning. Using the GPE Multiplier as well as other innovative financing tools, we aspire to achieve a one-to-four return on investment.



**If the G7, emerging donors and businesses match the scale of the challenge with their ambition, GPE's new strategic plan could be a game-changer for the most left behind children and young people, especially girls.**

**PROF. NAANA JANE OPOKU-AGYEMANG,**  
CHAIRPERSON FOR THE FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE)  
AND FORMER MINISTER OF EDUCATION FOR GHANA



# UNLEASH HUMAN CAPITAL

Every day, children's potential is lost to exclusion. GPE helps optimize education systems to embrace all girls and boys, including those marginalized by poverty—by far the biggest driver of exclusion—gender, ethnicity, disability and displacement.

To make education fit for the 21<sup>st</sup> century and to achieve greater inclusion, GPE 2025 will prioritize progress on all aspects of learning so that children's right to education is secured, along with the human capital that will drive their country's growth:

## LEARNING EQUALLY

**Gender equality will be at the heart of what we do and how we operate.** This means leveraging expertise and evidence of what works to help countries deepen their efforts in closing gender gaps and identifying the different barriers faced by girls and boys. Targeted support, including through our new **funding window for gender equality**, will help accelerate progress and allow those countries lagging furthest behind on girls' education to make bigger strides.

## LEARNING EARLY

Setting the foundations for lifelong learning, we will work with governments to expand high-quality opportunities for **child-friendly and play-based early education** and support government efforts to ensure children have the skills they need to learn in the future.

## LEARNING WELL

We will continue our drive to ensure that all children, especially those in the most marginalized areas and facing vulnerabilities, benefit from **well-trained teachers delivering quality learning** and school leadership that puts students on the path to success.

## BOOSTING QUALITY AND EQUALITY IN ETHIOPIA

When it partnered with GPE 16 years ago, Ethiopia made equality and quality in education its priorities. Since 2004, Ethiopia has doubled primary school enrollment from just 50 percent to 95 percent,<sup>50</sup> and is making the fastest progress among sub-Saharan nations in improving primary school completions.<sup>51</sup> A national learning assessment revealed students' proficiency in all subjects significantly improved, by 57 percent, between 2011 and 2015. With GPE's support, the flagship General Education Quality Improvement Program has showcased the advantages of full harmonization behind national education systems. GPE's support has also been instrumental in driving inclusion through the local education group, one of the most successful in Africa. The government now gives greater support to disadvantaged students and schools showing the lowest education indicators, all monitored by local communities. A revamped school curriculum promotes greater equity and textbooks are now available in seven local languages and in braille. Nearly all schools in both rural and urban areas have received government grants to improve learning outcomes and many have been made more accessible for children with disabilities.

# LEVERAGE INNOVATIVE FINANCE

Building on the success of the GPE Multiplier and given the resource constraints of the current environment, GPE 2025 will continue to use and further develop innovative mechanisms to crowd in

even more financing behind transformative change. From blended finance to matching funds, we're exploring the most promising, creative and efficient solutions to get every child learning.

## SWAPPING DEBT FOR LEARNING

**More than 30 GPE partner countries spend the equivalent of half their education budgets or more on debt repayments.** GPE will incentivize creditor countries to forgive outstanding debt in exchange for partner countries investing in their education systems through GPE. Such an approach could have a powerful dual impact: protecting education spending during a debt crisis while also mobilizing extra financing behind a country's education priorities.

## ENHANCED CONVENING

**GPE can leverage its expertise for better resource mobilization to fill specific, critical financing gaps in education plans.** Such a matchmaking role will leverage GPE's unique partnership model to connect global know-how and funding with urgent local needs. This builds on a promising first case of GPE working with partners to identify an unfunded or underfunded area of a country's education sector plan and helping fill this void by working with traditional and nontraditional donors (including local and international private sector actors and philanthropists) to mobilize targeted funding for transformative initiatives.

## MATCHING FUNDS

**GPE will broker agreements that attract new funders to support education through matching incentives. Through the GPE Multiplier and through our new funding window for girls education,** the GPE Fund could match every dollar raised from non-sovereign donors, such as the business community and private foundations, to contribute to achieving a country- or thematic-specific goal.

## USING EVIDENCE TO PROVE AND IMPROVE WHAT WORKS

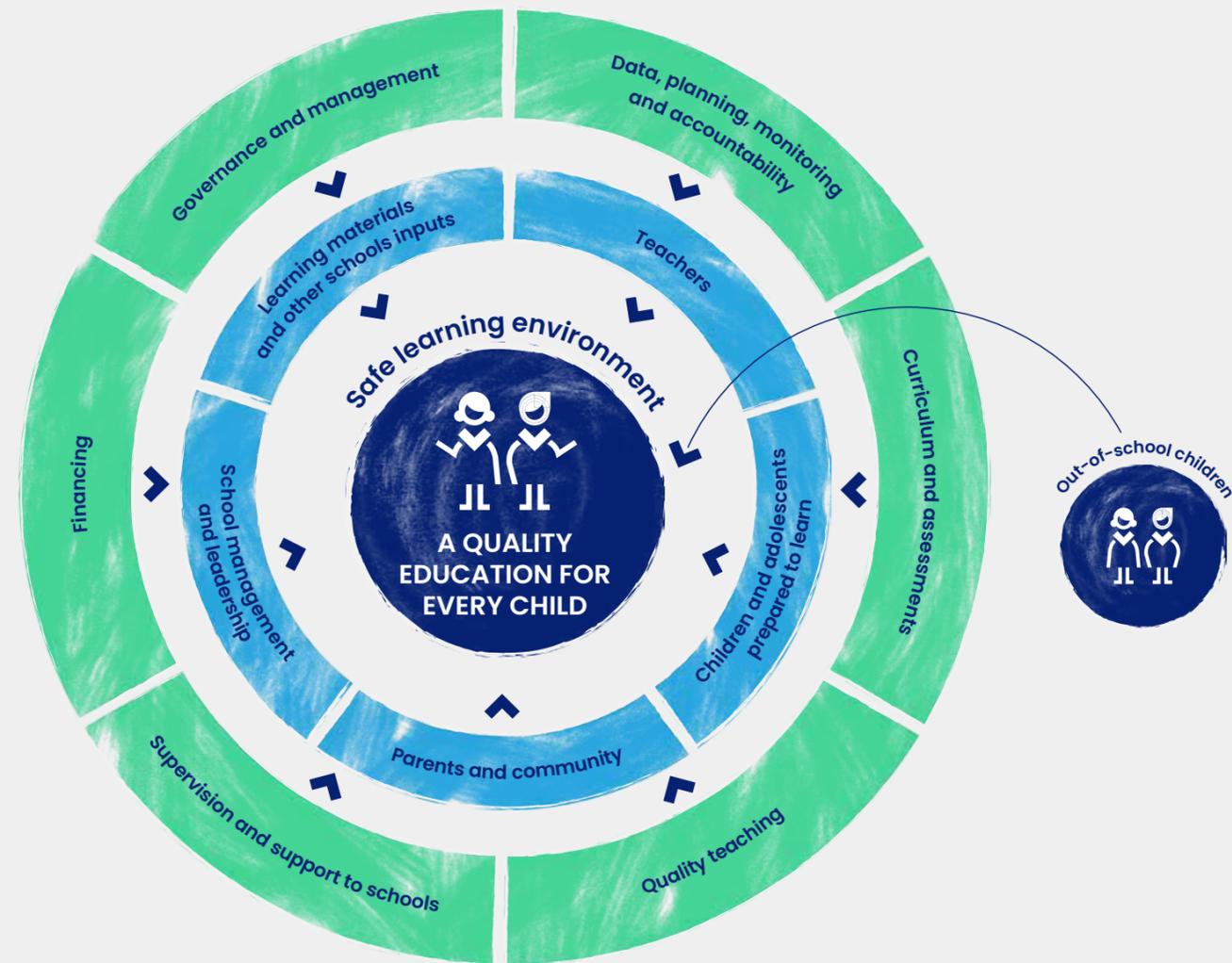
GPE always strives to evolve and improve by seeking out the evidence of what works, ensuring every dollar counts toward quality learning. We deliver data and evidence to all GPE partner countries that in turn provide invaluable lessons for the global education sector. Evidence shows that the quality of GPE partners' education sector plans have improved dramatically, but more attention is needed on strengthening capacity for implementation and aligning and harmonizing donor work. Based on annual results reports, country-level and thematic evaluations, and a robust independent evaluation of the previous strategic period, GPE 2025 shifts attention to country-level learning, where evidence-based actions will make the greatest difference. This means greater investments in data and evidence at the country level, improved measurement of GPE's contributions, and rigorous approaches to testing the effectiveness of interventions supported with GPE funds.

# TECH-BASED SOLUTIONS BOOST PAKISTAN'S EDUCATION REFORM

Pakistan faces some profound education challenges, especially when it comes to girls in hard-to-reach areas, as is the case in Baluchistan province. In 2014, when GPE began its support to the area, almost half of the province's 22,000 communities did not have a school nearby. Seventy-eight percent of schools lacked suitable buildings, trained teachers and adequate learning materials. GPE supported the use of innovative technologies that enabled 53,000 previously out-of-school children—72 percent of them girls—to be enrolled in the most remote areas and ensure the vast majority stayed in school.<sup>49</sup> Paper-based monitoring was replaced with a mobile app, allowing education officials to make informed decisions based on real-time data at the individual school level. The use of mobile apps improved teacher accountability by monitoring attendance offline in areas with no connectivity, and WhatsApp groups have helped improve school governance, knowledge sharing and support to students and teachers. Pakistan will now build on its experience delivering remote learning during COVID-19 to design and implement an inclusive distance learning pathway for up to 19 million children who were already out of school pre-pandemic.

## GPE'S GOAL IS TO ACCELERATE ACCESS, LEARNING OUTCOMES AND GENDER EQUALITY THROUGH EQUITABLE, INCLUSIVE AND RESILIENT EDUCATION SYSTEMS FIT FOR THE 21<sup>ST</sup> CENTURY

Strong education systems are essential to ensuring a quality education for every child. A strong system supports coherence across many actors and inputs in order to deliver results.



# LEAVE NO CHILD BEHIND

## BRINGING SCHOOLS CLOSER TO GIRLS AMID CONFLICT IN AFGHANISTAN

Since 2011, GPE has worked with Afghanistan to get more girls in school. We focused our support on 13 provinces with the lowest education rates and highest gender inequalities. GPE helped the government create community-based schools closer to girls to reduce the safety risks of traveling long distances to their classrooms. As a result, 20,000 more girls enrolled. Female teachers were recruited and trained to serve as role models in these underserved areas. Girls' enrollment in primary school has doubled overall, including in conflict-affected areas.

## A HEARING AID BRINGS A NEW CHANCE TO LEARN IN UGANDA

Tracy's parents noticed that she was having trouble hearing. Despite community stigma, Tracy was enrolled in primary school where she and other students with hearing impairments were screened, assessed, and given hearing devices.

"Until last year, I could not hear well," said Tracy. "Since I was fitted with the hearing aid, my hearing is much better, and now I enjoy coming to school."

With GPE's support, the government of Uganda is promoting special needs and inclusive education. The hearing aids provided to Tracy and her schoolmates were part of a country-wide GPE-funded effort to allow 1,554 students across nearly 80 districts to learn like their peers.



Credit: Rachel Mabaala/World Bank

## IMPROVING EARLY LEARNING FOR MARGINALIZED CHILDREN IN GUYANA

On the cusp of reaching universal primary education, the government of Guyana shifted its focus to improving early learning. With GPE's support, Guyana has reduced learning disparities between affluent and disadvantaged regions; 88 percent of vulnerable young children living in remote areas now finish preschool with a firm grasp of early reading and math skills. In just two years, the longstanding regional achievement gap was reduced to only 2 percentage points.

The GPE-supported program focused on change at all levels: capacity building for teachers, new learning materials and training primary caregivers to help them better support their children's learning at home. Teachers now effectively tailor lessons to meet children's needs and know how to create a stimulating learning environment. Caregivers are more engaged in their children's learning, and, thanks to new materials, lessons are easier for teachers to deliver and more interactive for young students.

## LEARNING CONTINUITY FOR REFUGEES IN BANGLADESH



Credit: GPE/Chantal Rigaud

Tasmin, a 17-year old Rohingya girl, is learning how to repair solar panels at a multi-purpose learning center in Cox's Bazaar, Bangladesh. She comes to the center three days a week. There are more than 3,000 learning centers now operating across the 34 camps in Cox's Bazaar, home to over 1 million Rohingya refugees.

In late 2018, the Government of Bangladesh allocated \$8.3 million of GPE funds for the emergency education response to the Rohingya crisis and to supporting communities around Cox's Bazaar.

This investment has helped more than 15,000 Rohingya children enroll in education activities.

# 6. THE COST OF INACTION

**Progress on global education is at a crossroads. We have a significant opportunity to redefine the future by getting quality learning for all back on track, but the window is rapidly closing.**

COVID-19 threatens to inflict this century's worst global economic decline, imperiling children's education as a result. After the financial crisis of 2007–2008, aid to education stagnated for the better part of a decade.<sup>52</sup> With just 10 years remaining to achieve Sustainable Development Goal 4, we cannot risk the same happening again.

Without urgent and concerted education financing, 825 million school-age children in low- and middle-income countries will lose the chance to achieve the necessary skills for success in the job market by 2030.<sup>53</sup> At

the same time, countries must provide schooling for a rapidly growing number of children. The **school-age population in low-income countries is set to increase by 67 percent in the next three decades.** In sub-Saharan Africa, home to the largest number of out-of-school children in the world, this growth figure is 76 percent.<sup>54</sup> These countries must keep accelerating progress, **or they risk losing ground.** With so much at stake, investments in education must have an outsized impact. GPE is designed to be catalytic, mobilizing global and national partners around

## 33

**million children could lose the chance to learn to read**

transformation and leveraging resources to spark change.

Without the additional efforts and resources leveraged by GPE, partner countries will lose a vital opportunity to accelerate progress in learning. **Thirty-three million children, half of them girls, could lose the chance to learn to read.**<sup>55</sup>

This would stall progress on achieving key indicators underlying Sustainable Development Goal 4 and see a tragic loss of potential.

**The cost of inaction is too high. Governments in partner countries are counting on a fully funded GPE** to protect development gains and accelerate progress toward inclusive, equitable and quality education for all. Despite the headwinds created by the pandemic, with our support, millions of children will experience learning for the first time and gain an education that will shape their lives and benefit our world.

## “

***A vaccine might save our lives, but that is not enough; we want lives worth living. I'm asking every world leader to raise their hand for GPE so that young people in Africa and elsewhere have the chance of a safe and quality education with dignity.*** ”

**AYA CHEBBI,**  
AFRICAN UNION SPECIAL ENVOY ON YOUTH



# 7. SEIZE THE FUTURE

**GPE's replenishment comes at a decisive moment, with a vital choice ahead.**

We must invest now to transform education systems and create the world we want. If we do not, we would allow entrenched education inequalities to worsen with COVID-19, deny quality learning to a generation of children, and forsake progress toward all the Sustainable Development Goals. **Millions of children's futures are at stake.** We must not fail them now.

For nearly two decades, GPE has supported countries to adapt to new education challenges. Time and again, GPE's unique model and know-how have shown that **convening partners, funds and innovation behind a country's own ambitions** can be life-changing for millions of children.

With at least \$5 billion, GPE could enable partner countries to protect progress and **accelerate transformations toward every girl and boy learning.** Our unique

ability to leverage partnerships and resources for education and target funds where they will have transformative impact can create the foundations for lasting change.

The ripple effects of investing in education systems now will help us overcome the greatest challenges in our increasingly interconnected future. Quality education can shield us from the worst impacts of the next pandemic, war or natural disaster, and help us harness the unrivaled opportunities of the 21<sup>st</sup> century.

By making ambitious pledges to GPE, **leaders are raising their hands to** protect past gains, pursue future progress and **unlock every child's full potential.** Together we can create a more peaceful, secure, sustainable and equal world for all, powered by education.

# AICHETOU

## MAURITANIA

**Aichetou, 14, moved to the outskirts of Mauritania's capital Nouakchott with her family as she was just starting school.**

**Both of her older sisters interrupted their education after primary school because there were no lower-secondary schools close to their home.**

**To address low transition rates for girls, the Mauritanian government, with the support of GPE, has been building more "proximity schools" in areas where girls drop out.**

**Aichetou now attends one of these new schools as a grade 8 student.**

**Making sure distance isn't a barrier between a girl and her education is why GPE works with countries to make their education systems inclusive and equitable.**

“

***I always sit in the front row and I always participate. My teachers like me and I am one of the top students in my class.*** ”

Credit: GPE/Kelley Lynch



THE TIME TO  
CREATE THE FUTURE  
WE WANT IS NOW.

**RAISE**  
YOUR  
**HAND**  
FUND EDUCATION  
FUND GPE



## APPENDIX 1:

# GPE 2025 - STRATEGIC PLAN 2021-2025

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› <b>VISION</b>	A quality education for every child.
› <b>MISSION</b>	To mobilize partnerships and investments that transform education systems in partner countries, leaving no one behind.
› <b>GOAL</b>	To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21 <sup>st</sup> century.
› <b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Strengthen gender-responsive planning and policy development for systemwide impact</li> <li>• Mobilize coordinated action and financing to enable transformative change</li> <li>• Strengthen capacity, adapt and learn, to implement and drive results at scale</li> </ul> <p>To achieve all these, we will:</p> <ul style="list-style-type: none"> <li>• Mobilize global and national partners and resources for sustainable results</li> </ul>

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› <b>PRIORITIES</b>	<p>To achieve our goal, we will prioritize and measure progress in the following areas:</p> <ul style="list-style-type: none"> <li>• Access to education</li> <li>• Learning</li> <li>• Gender equality</li> <li>• Inclusion</li> <li>• Early learning</li> <li>• Quality teaching</li> <li>• Volume, equity and efficiency of domestic financing</li> <li>• Strong organizational capacity</li> </ul>
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› <b>PRINCIPLES</b>	<ul style="list-style-type: none"> <li>• Education as a public good, a human right and an enabler of other rights</li> <li>• Focusing our resources on securing learning, equity and inclusion for the most marginalized children and youth, including those affected by fragility and conflict</li> <li>• Achieving gender equality</li> <li>• Enabling inclusive, evidence-based policy dialogue that engages national governments, donors, civil society, teachers, philanthropy and the private sector</li> <li>• Providing support that promotes country ownership and nationally identified priorities and is linked to country performance in achieving improved equity and learning</li> <li>• Improving development effectiveness by harmonizing and aligning aid to country systems</li> <li>• Promoting mutual accountability and transparency across the partnership</li> <li>• Acting on our belief that inclusive partnership is the most effective means of achieving development results</li> </ul>
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**NO POVERTY**

Halve extreme poverty worldwide, through quality education for all



**ZERO HUNGER**

Save 1.7 million children from stunting, through nutrition-sensitive schooling



**GOOD HEALTH AND WELL-BEING**

Save millions of lives, including halving the number of child deaths through educated mothers



**GENDER EQUALITY**

Ensure all women and girls reach their full potential in and through education, by removing barriers to girls' learning



**CLEAN WATER AND SANITATION**

Promote lifesaving hygiene practices through schools



**AFFORDABLE AND CLEAN ENERGY**

Increase sustainable energy consumption through environmental education programs



**QUALITY EDUCATION**

**APPENDIX 2:**

**TRANSFORM EDUCATION, ACHIEVE THE SUSTAINABLE DEVELOPMENT GOALS**

**HELPING BUILD STRONG, EQUITABLE, INCLUSIVE EDUCATION SYSTEMS THROUGH GPE WILL ADVANCE EACH OF THE SUSTAINABLE DEVELOPMENT GOALS (SDGS):**



**DECENT WORK AND ECONOMIC GROWTH**

Achieve at least a 10-fold increase in economic growth for every \$1 spent on education



**INDUSTRY, INNOVATION AND INFRASTRUCTURE**

Build a resilient, skilled workforce adaptive to the rapidly evolving job market



**REDUCED INEQUALITIES**

Harness inclusive education systems to close social and economic equality gaps



**SUSTAINABLE CITIES AND COMMUNITIES**

Create sustainable futures for communities through cultivating the skills to shape and sustain green cities



**PARTNERSHIPS FOR THE GOALS**

By transforming education, GPE creates solutions beyond boundaries. Together, we can create a next generation committed to sustainable development



**PEACE, JUSTICE AND STRONG INSTITUTIONS**

Promote peace and tolerance by investing in inclusive and equitable education systems



**LIFE ON LAND**

Capacitate children with skills in sustainable livelihoods and biodiversity in the most at-risk environments



**LIFE BELOW WATER**

Build early, proactive consensus around marine conservation through school curricula



**CLIMATE ACTION**

Mitigate climate change and its effects through educational awareness, leading to mass behavior change



**RESPONSIBLE CONSUMPTION AND PRODUCTION**

Substantially increase sustainable consumption and environmental stewardship through climate literacy

# ENDNOTES

1. 217 children were already out of school prior to COVID-19 in low-income and lower-middle-income countries: <http://uis.unesco.org/sites/default/files/documents/new-methodology-shows-258-million-children-adolescents-and-youth-are-out-school.pdf>.
2. João Pedro Azevedo, Amer Hasan, Diana Goldemberg, Syedah Aroob, Iqbal Koen Geven, *Simulating the Potential Impacts of Covid-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates* (Washington DC: World Bank, June 2020), <https://www.worldbank.org/en/topic/education/publication/simulating-potential-impacts-of-covid-19-school-closures-learning-outcomes-a-set-of-global-estimates>.
3. Quentin Wodon, Adenike Onagoruwa, Chata Malé, Claudio Montenegro, Hoa Nguyen, and Bénédicte de la Brière, *How Large Is the Gender Dividend? Measuring Selected Impacts and Costs of Gender Inequality* (The Cost of Gender Inequality Notes Series, World Bank, Washington, DC, 2020), <https://openknowledge.worldbank.org/handle/10986/33396>.
4. Quentin Wodon, Claudio Montenegro, Hoa Nguyen, and Adenike Onagoruwa, *Missed Opportunities: The High Cost of Not Educating Girls* (The Cost of Not Educating Girls Note Series, World Bank, Washington, DC, 2018), <https://openknowledge.worldbank.org/bitstream/handle/10986/29956/HighCostOfNotEducatingGirls.pdf?sequence=6&isAllowed=y>.
5. For every additional year of schooling, infant mortality falls by 5–10 percent. Twelve years of girls' education could therefore cut infant mortality by more than half. See UNESCO, *Education Counts: Towards the Millennium Development Goals* (Paris: UNESCO, 2011), 17, <https://unesdoc.unesco.org/ark:/48223/pf0000190214>.
6. Quentin Wodon et al., *Missed Opportunities: The High Cost of Not Educating Girls*.
7. Ibid.
8. Education Policy and Data Center, "Education Inequality and Violent Conflict: Evidence and Policy Considerations" (EDC Policy Brief, Education Policy and Data Center, Washington, DC, June 2016), <https://www.fhi360.org/sites/default/files/media/documents/resource-epdc-brief-edu-inequality-violent-conflict.pdf>.
9. Some 80 percent of countries have been partners for over seven years, 67 percent for a decade or more and many for almost two decades.
10. <https://www.globalpartnership.org/content/efficiency-and-effectiveness-choosing-and-using-emis>
11. From less than 2 percent, predating GPE's partnership with the country in the year 2000, to over 45 percent in 2017.
12. The tool identifies disparities in education access, participation and learning outcomes to target resources more effectively to dismantle barriers from the perspectives of gender, socioeconomic status/parents' education level, ethnicity, caste, geographical location and disability.
13. World Bank, *The Impact of the Covid-19 Pandemic on Education Financing* (Washington, DC: World Bank, May 2020), 2, <http://pubdocs.worldbank.org/en/734541589314089887/Covid-and-Education-Finance-final.pdf>.
14. Accurate as of September 2020.
15. See "Response to the COVID-19 (Coronavirus) Pandemic," Global Partnership for Education, <https://www.globalpartnership.org/gpe-and-covid-19-pandemic?location=initial-view>.
16. GPE's contribution as a share of discretionary (or capital) expenditure is given by the ratio of the average GPE grant allocation for the period 2020–2025 and the expected government capital expenditure on education for the same period. Government capital expenditure is assumed to evolve following the projections of the GDP growth provided by the World Bank's global economic prospects. The share of GPE's average annual allocation in the total government's discretionary expenditure is estimated at 27.1 percent in low-income countries and 5.1 percent in lower-middle-income countries.
17. GPE's contribution as a share of official development assistance (ODA) is given by the ratio of the average GPE grant allocation for the period 2020–2025 and total ODA to basic and secondary education in 2018 (most recent data available for ODA). Countries eligible for GPE's transformation grant (the biggest grant mechanism) are included in this calculation. Two main assumptions were made: GPE would disburse \$5 billion in five years and ODA would remain at its current level for the period 2020–2025.
18. It was important to GPE that the education financing consultation process was youth-led, inclusive and representative of young people from GPE partner countries. Hence, the project was directly led by a female youth activist from Nigeria. Young regional focal points from established large youth networks were selected with the support of the UN Girls' Education Initiative's network to frame the guiding questions and create a methodology for reaching out to young people. The regional representatives came up with an innovative approach to send out a short survey through different channels—including Google forms, virtual calls and social media platforms such as Instagram stories—to effectively reach out to the diverse target groups. Two "write-shops" were organized to ensure young leaders drafted the youth manifesto in their own words. In total, the survey yielded a total of 106 responses. Data from the survey show that more than 4,564 young leaders from 70 youth-led organizations and networks participated in the consultations. There was an estimated 59.5 percent participation from girls and young women, 40.4 percent from boys and young men and less than 0.1 percent of the responses from gender minorities. The majority of the responses were from GPE partner countries located in Africa and Asia.
19. UNESCO, *Teaching and Learning: Achieving Quality for All; EFA Global Monitoring Report 2013–2014* (Paris: UNESCO, 2014), 19, <https://unesdoc.unesco.org/ark:/48223/pf0000225660>.
20. Education Commission, *The Learning Generation: Investing in Education for a Changing World* (New York: International Commission on Financing Global Education Opportunity, 2016), [http://report.educationcommission.org/wp-content/uploads/2016/09/Learning\\_Generation\\_Full\\_Report.pdf](http://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf).
21. Wodon et al., *How Large Is the Gender Dividend? Measuring Selected Impacts and Costs of Gender Inequality*, 4. Wodon et al., *How Large Is the Gender Dividend? Measuring Selected Impacts and Costs of Gender Inequality*.
22. Education Commission, *The Learning Generation: Investing in Education for a Changing World*.
23. Based on original figures from: Pradhan E, Suzuki EM, Martínez S, Schäferhoff M, Jamison DT. *The Effects of Education Quantity and Quality on Child and Adult Mortality: Their Magnitude and Their Value*. In: Bundy DAP, Silva ND, Horton S, Jamison DT, Patton GC, eds. *Child and Adolescent Health and Development*. 3rd ed. (Washington DC: The International Bank for Reconstruction and Development / The World Bank; November 2017). Educating girls saved over 130 million lives in low- and middle-income countries 1970–2010 (40 years); 130 million divided by 40 is 3.25 million, that is, an annual figure.
24. Education Commission, *The Learning Generation: Investing in Education for a Changing World*.
25. Note GAVI's 2020 investment case states, "Schools are a platform for health promotion, delivery of vaccines and other health services. The benefits flow both ways: children of educated parents have a greater chance of being immunized and well-nourished and thus enjoy better health." See GAVI, *Prevent, Protect, Prosper: 2021–2025 Investment Opportunity* (Washington, DC: GAVI, 2020), <https://www.gavi.org/sites/default/files/publications/2021-2025-Gavi-Investment-Opportunity.pdf>.
26. Not including COVID-19, GPE is working with 52 partner lowest-income countries to design and integrate school health interventions into education sector plans and directly fund health activities in 22 of these countries.
27. See for example World Bank, *Disease Control Priorities*, 3rd edition (Washington, DC: World Bank, 2017) and UN Economic and Social Council E/C.12/2000/4, *General Comment No. 14 (2000): The Right to the Highest Attainable Standard of Health (Art. 12 article 12 of the*
28. *International Covenant on Economic, Social and Cultural Rights*) 11 August 2000, <https://undocs.org/E/C.12/2000/4>
29. UNESCO, *Education for People and Planet, Creating Sustainable Futures for All; Global Education Monitoring Report 2016* (Paris: UNESCO, 2016), 16–35, <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf>.
30. Christina Kwauk and Amanda Braga, "3 Ways to Link Girls' Education Actors to Climate Action," *Education Plus Development* (blog), The Brookings Institution, September 27, 2017, <https://www.brookings.edu/blog/education-plus-development/2017/09/27/3-ways-to-link-girls-education-actors-to-climate-action/>.
31. UNESCO, *Education for People and Planet, Creating Sustainable Futures for All*, 16–35.
32. Erica Chuang, Jessie Pinchoff, and Stephanie Psaki, "How Natural Disasters Undermine

- Schooling," *Education Plus Development* (blog), The Brookings Institution, January 23, 2018, <https://www.brookings.edu/blog/education-plus-development/2018/01/23/how-natural-disasters-undermine-schooling/>.
33. Strong education systems help develop inclusive institutions and governance systems that value inclusiveness peace and stability, as education fosters respect for different cultures, identities, nationalities and languages.
  34. Bilal Barakat and Henrik Urdal, "Breaking the Waves? Does Education Mediate the Relationship Between Youth Bulges and Political Violence?" (Policy Research Working Paper 5114, World Bank, Washington, DC, 2009), <https://openknowledge.worldbank.org/bitstream/handle/10986/4304/WPS5114.pdf?sequence=1&isAllowed=y>.
  35. Education Commission, *The Learning Generation: Investing in Education for a Changing World*, 38.
  36. "Participation in a military faction does depend on an individual's relative social and economic position, the costs and benefits of joining, and the social pressures that emanate from friends and community members," from Macartan Humphreys and Jeremy M. Weinstein, "Who Fights? The Determinants of Participation in Civil War," *American Journal of Political Science* 52, no. 2 (April 2008): 452, [http://www.columbia.edu/~mh2245/papers/who\\_fights.pdf](http://www.columbia.edu/~mh2245/papers/who_fights.pdf).
  37. The best predictor of a state's peacefulness is how well women are treated, rather than the status of wealth, democracy, ethnicity or religious identity. See Erik Melander, "Gender Equality and Intrastate Armed Conflict," *International Studies Quarterly* 49, no. 4 (December 2005): 695–714, <https://academic.oup.com/isq/article-abstract/49/4/695/1813634?redirectedFrom=fulltext>; Mary Caprioli, "Gender Equality and Civil Wars" (CPR Working Papers 3, World Bank, Washington, DC, 2003), <https://gsdrc.org/document-library/gender-equality-and-civil-wars/>; Mary Caprioli, "Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict," *International Studies Quarterly* 49, no. 2 (June 2005), <https://academic.oup.com/isq/article-abstract/49/2/161/1793002>; and UNICEF, "Gender, Education and Peacebuilding Brief: Emerging Issues from 'Learning for Peace'" (UNICEF, New York, January 2016), [https://www.ecnnetwork.net/sites/default/files/media/file/PBEA-Gender\\_Advocacy-brief.pdf](https://www.ecnnetwork.net/sites/default/files/media/file/PBEA-Gender_Advocacy-brief.pdf).
  38. Education Commission, *The Learning Generation: Investing in Education for a Changing World*, 14.
  39. A 2009 study across 120 countries found that boys' and girls' educations likely mitigate factors that cause conflict. See Humphreys and Weinstein, "Who Fights? The Determinants of Participation in Civil War."
  40. Education Commission, *The Learning Generation: Investing in Education for a Changing World*, 14.
  41. Rebecca Winthrop and Lauren Ziegler, "Leapfrogging to Ensure No Child Is Left Behind Without Access to a Twenty-First Century Education," in *Leave No One Behind: Time for Specifics on the Sustainable Development Goals*, eds. Homi Kharas, John W. McArthur, and Izumi Ohno (Washington, DC: Brookings Institution Press, 2019), [https://www.brookings.edu/wp-content/uploads/2019/09/LNOB\\_Chapter6.pdf](https://www.brookings.edu/wp-content/uploads/2019/09/LNOB_Chapter6.pdf).
  42. UNESCO, *Inclusion and Education: All means All; Global Education Monitoring Report 2020* (Paris: UNESCO 2020), <https://unesdoc.unesco.org/ark:/48223/pf0000373718>.
  43. Marta Medina-García, Luis Doña-Toledo, and Lina Higuera-Rodríguez, "Equal Opportunities in an Inclusive and Sustainable Education System: An Explanatory Model," *Sustainability* 12 (2020), 4626, <https://www.mdpi.com/2071-1050/12/11/4626>.
  44. 100 percent of GPE-supported education sector plans assessed in 2018 met quality standards.
  45. UNESCO, "Humanitarian Aid for Education: Why It Matters and Why More Is Needed" (Education for All Global Monitoring Report: Policy Paper 21, UNESCO, Paris, 2015), 2, <https://unesdoc.unesco.org/ark:/48223/pf0000233557>.
  46. From 15,493,036 in 2002 to 34,494,010 in 2018.
  47. Seventy-six percent of girls ages 15–17 have experienced female genital mutilation in Burkina Faso.
  48. GPE's existing and updated operational model also fulfills each of the World Bank's recommendations in the *World Development Report* on education to assess learning and make it a serious goal, act on evidence, make schools work for learners, align actors, and make the system work for learning.
  49. These improvements contributed to an 89 percent student retention rate.
  50. Ministry of Education of Ethiopia, *Education Statistics Annual Abstract 2018/19*, (Government of Ethiopia, 2019).
  51. Global Education Monitoring Report, "Ethiopia is making the fastest progress in primary completion in sub-Saharan Africa. How?," *World Education Blog*, Global Education Monitoring Report, 12 July, 2019, <https://gemreportunesco.wordpress.com/2019/07/12/ethiopia-is-making-the-fastest-progress-in-primary-completion-in-sub-saharan-africa-how/>
  52. UNESCO, "COVID-19 Is a Serious Threat to Aid to Education Recovery" (Global Education Monitoring Report: Policy Paper 41, UNESCO, 2020), <https://reliefweb.int/sites/reliefweb.int/files/resources/373844eng.pdf>.
  53. Sarah Brown and Henrietta H. Fore, "Classroom to Workplace: What Young People Need to Succeed," World Economic Forum, January 20, 2020, <https://www.weforum.org/agenda/2020/01/why-skills-are-crucial-for-the-transition-from-school-to-work/>.
  54. United Nations Department of Economic and Social Affairs, "World Population Prospects 2019" (database), <https://population.un.org/wpp/>.
  55. According to the World Bank's learning poverty indicator (LPI), the average learning poverty in the 88 GPE partner countries is 65.7 percent. In other terms, 34.3 percent of the primary school-age children (or 141.8 million children) are currently learning the basics of primary reading. To estimate the potential impact of the partnership's intervention on learning, a relationship between the LPI and education expenditure is first established using an econometric model. Secondly, the total amount of additional resources available in 2020–2025 (from the GPE Fund, domestic financing, savings from improved efficiency, and ODA) is estimated. Thirdly, using the relationship between the LPI and education spending, it is estimated that the total additional funding available in 2020–2025 would allow 33.4 million additional children (including 16.8 million girls) to achieve the minimum proficiency level in primary reading. The proportion of children learning the basics would increase to 39.1 percent and the total number of children of primary age learning would increase to 175.3 million by 2025.

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