REPLENISHMENT UPDATE

For Decision

1. PURPOSE

The purpose of this paper is to brief the Board of Directors on a number of elements of the four-year replenishment period (2015-2018) for the Global Partnership for Education and to seek decisions on a campaign target for the GPE Fund, and support for core messages and strategy. This paper is intentionally brief and merely sets the scene on replenishment, with details to be provided during the Board retreat and Board meeting on February 25-26, 2014.

2. RECOMMENDED DECISION

The Secretariat requests that the Board of Directors approves the following decision:

BOD/2014/02-XX—Replenishment: The Board of Directors:

a. approves a funding target of US$x billion for the GPE Fund for the four-year replenishment period of 2015-2018;

b. endorses the outline of the case for investment and core messaging contained in BOD/2014/02 DOC 07, including Annex 1; and

c. agrees to the following replenishment outcomes that will be contained in the final case for investment:

i. (TO BE COMPLETED DURING THE BOARD RETREAT AND BOARD MEETING ON FEBRUARY 25-26, 2014)

3. EXECUTIVE SUMMARY

3.1 Significant progress has been made on resource mobilization and advocacy since the last meeting of the Board of Directors in Addis Ababa and the overall funding direction of many donors is pointing to increases in contributions to the Global Partnership for Education Fund. The appointment of Julia Gillard as Chair of the GPE Board of Directors will be a significant new
asset to delivering a higher funding target. The overall resource mobilization situation is certainly more positive than it was in November 2013.

3.2 In order to maintain current allocation levels to developing country partners, a replenishment of US$3.2 billion will be required. This should be viewed as the base possible target for the replenishment. In the view of the Secretariat, this is achievable given current feedback from donors, while replenishment targets above this amount would be a stretch and would require a strong political momentum through to June 2014. However, the appointment of Julia Gillard as Chair of the GPE Board of Directors makes higher scenarios more achievable.

3.3 A document setting out a strong case for investment is close to finalization. The targets associated with it will be dependent on Board approval of a new funding model and determination of the final target for the replenishment of the GPE Fund. The Secretariat will go through the draft case for investment during the Board retreat on February 25th.

3.4 Good progress has been made on the recruitment and deployment of Champions for replenishment and the development of strong campaign messages. An active calendar of donor visits and events, supported by Champions, is coming together. Advocacy campaigning is rapidly gearing up and the CSO community have actively started advocating for a US$4 billion replenishment of the GPE Fund, or US$1 billion per annum.

4. BACKGROUND

4.1 At its face-to-face meeting in Addis Ababa in November 2013, the Board of Directors approved the following decision:

*BOD/2013/11-18 — Replenishment:* The Board of Directors:

a. agrees to a four-year replenishment period from January 2015 to December 2018;

b. notes the unmet funding needs of US$25 billion from 2015-2018 (for primary and lower secondary education in GPE countries) required to achieve a 3% per annum increase in Primary Completion Rate and a commensurate increase in lower secondary completion, including improvements in equity and education quality that will lead to improved learning outcomes;

c. calls for an ambitious replenishment of the GPE Fund to allow the Global Partnership to deliver more than “business as usual” and linked to reforms to the GPE funding model in order to deliver better results; and

d. will hold a special face-to-face meeting in February 2014 to:

i. endorse the case for investment in GPE and a replenishment strategy and related communication strategy; and
ii. set the final funding targets for the GPE Fund and other replenishment targets from GPE partners for the replenishment period.

4.2 It is not the purpose of this paper to present the final case for investment as it is still in its final preparations. The Secretariat will provide the Board of Directors with a thorough briefing on the case for investment during the Board retreat on February 25th.

4.3 Since November 2013, the Partnerships and External Relations team has reached its staffing levels, including for the replenishment surge capacity. This has made a significant difference in our ability to engage with and respond to our donors and to reach out to new donors and increase our media and advocacy work.

4.4 Donor visits have been undertaken by the CEO and members of the Partnerships and External Relations team to the European Union, Belgium, Norway, Sweden, Finland, Canada, the United Kingdom, Australia, Japan, Korea, Germany, Qatar, United Arab Emirates and to the Islamic Development Bank. Discussions have also continued with the United States Government and Congress, and we have had contact with other donors via email and telephone. Overall, the prospective funding situation is encouraging and more positive than in November. Much will depend on the strength of the case for investment and the credibility of the new funding model. Finland and Luxembourg’s commitment to join the Global Partnership for the upcoming replenishment is also positive and we expect two new donors to join the Global Partnership in June 2014, one of them at a significant level.

4.5 The appointment of former Prime Minister Julia Gillard has already given the replenishment effort a significant boost and she has reached out in the few days since the announcement to a number of world leaders informing them of her appointment and seeking their support.

4.6 Board decisions regarding the new funding model (see BOD/2014/02 DOC 06) will be critical to a successful replenishment. At the overview and principles level, consultations on the funding model with donors, developing country partners, civil society and the private sector have been very positive. There is a sense of the Global Partnership developing something unique and powerful to effect system-wide improvements built around partnership and mutual commitment.
5. REPLENISHMENT STRATEGY

5.1 Case for investment: The Secretariat is well progressed in drafting the case for investment, which will be a dynamic and uplifting document with compelling arguments for investing in both education and in the Global Partnership, as well as visually exciting with infographics and illustrations. The case for investment will be a call to action for all partners to step up to take advantage of the historic opportunity in front of us, to build on the impressive accomplishments thus far in achieving universal primary education, by recommitting to education and making concrete contributions toward our common goal of getting all children into school and learning. It will recall the importance of education as an essential ingredient for all good development outcomes. It will explain the role of the Global Partnership for Education in achieving education for all, and outline the added-value of the Global Partnership’s catalytic role in developing strong education systems, which will make both domestic and external financing work better. It will present the new funding model and explain its role in leveraging better development outcomes. It will present the total financing gap in our partner developing countries, and the replenishment target that the Global Partnership has set representing what we will need to play our critical role in all our partner developing countries in the next four years. Finally, it will outline the results we hope to achieve if we meet our target, as well as scenarios representing the implications on children and partner developing countries, and who will be left behind if we do not reach that target.

The Board of Directors will be briefed in detail on the case for investment during its retreat on February 25th. We will be seeking support for the case for investment, and its associated messaging, at the Board meeting on February 26th.

5.2 Scale of unmet funding needs: Provisional analysis of unmet funding needs (based on 46 countries) was presented in Addis Ababa in November 2013. Additional analysis was done to include the current GPE countries receiving grants, plus those expected to receive grants this year (total of 55 countries), the unmet funding needs for primary education are US$12.8 billion and US$21.5 billion for early secondary education, a total of US$34 billion from 2015-2018. This is set out in the tables below. The summary analysis of this will be included in the investment case and the detailed methodological papers will be posted on the GPE website.
### Estimates and Projections of Gross Financial Needs and Net Financing Gaps for Primary Education (in millions of USD dollars)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Annual average</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Financing Needs (A)</td>
<td>29,873</td>
<td>31,486</td>
<td>33,387</td>
<td>35,421</td>
<td>32,542</td>
<td>130,166</td>
</tr>
<tr>
<td>Domestic Financing (B)</td>
<td>23,801</td>
<td>26,607</td>
<td>28,868</td>
<td>31,449</td>
<td>27,681</td>
<td>110,726</td>
</tr>
<tr>
<td>External Financing (ODA) (C)</td>
<td>1,786</td>
<td>1,710</td>
<td>1,638</td>
<td>1,432</td>
<td>1,642</td>
<td>6,566</td>
</tr>
<tr>
<td>Net Financing Gaps D=A-(B+C)</td>
<td>4,285</td>
<td>3,169</td>
<td>2,881</td>
<td>2,540</td>
<td>3,219</td>
<td>12,874</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Annual average</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Financing Needs (A)</td>
<td>17,162</td>
<td>18,695</td>
<td>20,394</td>
<td>22,155</td>
<td>19,602</td>
<td>78,406</td>
</tr>
<tr>
<td>Domestic Financing (B)</td>
<td>11,344</td>
<td>12,737</td>
<td>14,315</td>
<td>16,023</td>
<td>13,605</td>
<td>54,419</td>
</tr>
<tr>
<td>External Financing (ODA) (C)</td>
<td>614</td>
<td>621</td>
<td>625</td>
<td>619</td>
<td>620</td>
<td>2,479</td>
</tr>
<tr>
<td>Net Financing Gaps D=A-(B+C)</td>
<td>5,205</td>
<td>5,337</td>
<td>5,455</td>
<td>5,513</td>
<td>5,377</td>
<td>21,509</td>
</tr>
</tbody>
</table>

5.3 **Target for GPE Fund**: At the Addis Ababa Board meeting in November 2013, the Board decision called for an ambitious replenishment of the GPE Fund to allow the Global Partnership to deliver more than “business as usual”, and which would be linked to reforms of the GPE funding model in order to deliver better results. Based on current indicative allocations to countries, and taking into account the funding carry-over of around US$500 million from the current replenishment period, the Secretariat advises that in order to continue providing allocations at similar levels to a similar number of applying countries (in approximately 50 or more countries) a replenishment target of US$3.2 billion would need to be reached. This would amount to close to US$2.5 billion in country allocations, US$0.5 billion carry-over and US$0.2 billion in provisions for small grants and the Secretariat budget.

The Board of Directors may decide that a planned carry-over of 10-20% from one replenishment period to another is a reasonable planning requirement, in which case the amount required to maintain current funding levels would be less than US$3.2 billion.

Realistically, the Secretariat considers US$3 billion to be a base target for replenishment. Based on Secretariat consultations since January 2014 with donors, this target is achievable. This would require some stretch from current funding levels, but the four-year duration of the
replenishment period and indications of notable uplift from some donors has the target in reach. However, the Board of Directors called for ambition and the potential uplift we may receive as a result of the high-level advocacy from our new Chair and Champions would indicate a figure of US$3.5 billion to be ambitious and a real stretch, but worth aiming for. Were we to include innovative funding sources, such as from the Islamic Development Bank, then a figure of US$4 billion is not out of the realm of possibility.

The Board will need to discuss this in more detail on February 25-26.

5.4 **Messaging:** Annex 1 sets out the messaging approach for replenishment. The central premise is that all messages are consistent. There are three core recurring messages:

- **IMPORTANCE OF EDUCATION – AN ESSENTIAL INGREDIENT**
- **THE VALUE OF THE GLOBAL PARTNERSHIP FOR EDUCATION – THE POWER OF PARTNERSHIP AND SYSTEMIC APPROACHES**
- **THE STAKES OF REPLENISHMENT – BUILDING ON THE MOMENTUM OF SUCCESS AND ADDRESSING REMAINING CHALLENGES**

5.5 **Advocacy and Champions:** The Secretariat has been working with several of its key stakeholder groups and partners to support a strong campaign for the replenishment. The replenishment aims to mobilize resources to meet the funding needs in the world’s poorest countries, and as such it is targeting not only donor governments to contribute to the GPE Fund but also the governments of GPE’s developing country partners. The aim is to ensure that they, and non-governmental partners, are prepared to attend the pledging conference in June 2014 in Brussels with measurable commitments to increase financial support for basic education. As such, the Global Partnership and its partners are making the case for increased investment in education in partnership with civil society organizations and high level champions. While many of GPE’s civil society partners are mobilizing their own campaign called “Fund the Future,” which aims to raise US$4 billion for the GPE Fund, they are also working with national coalitions in approximately 30 of GPE’s partner developing countries to generate the political will to increase domestic commitments to education. The GPE Secretariat’s advocacy has focused primarily on supporting its partners to make strong case for investments in education, and in addition to CEO travel, it has supported outreach and action by a group of high level champions, such as education ministers, current and former agency and global leaders and thought leaders.
5.6 **Planning for the event:** Contracts are in place for the venue (“The Egg”) and for the event coordinator (following competitive tender). UNICEF and UNESCO have agreed to co-host a post-2015 high level event on June 25th at the venue in the afternoon and the Government of Denmark will be hosting an event to mark the country’s 200th anniversary of universal free primary education. This will be followed by a reception. The pledging conference itself will, as in the previous pledging conference in Copenhagen, consist of a central pledging meeting with seminars, debates and other events occurring concurrently in other rooms within the venue and featuring all facets of the Global Partnership, including the private sector and foundations. The side sessions will all have strategic relevance to education financing and to the GPE Strategic Plan. Further details will be circulated in March 2014.

5.7 **Loan buy-down:** Discussions occurred in late January 2014 with the Islamic Development Bank on establishing a pilot loan buy-down program. In Jeddah, the Islamic Development Bank indicated that it expected to make available over US$500 million for loan buy-downs with the Global Partnership over the upcoming replenishment period. A more specific commitment will be available at the time of the Board meeting on February 25th. It is expected that a concept proposal for a pilot program will be submitted to the Board of Directors for its feedback at its next face-to-face meeting in June 2014.

5.8 **Pledging framework:** The most important lesson learned from the Copenhagen pledging conference was that any pledging framework must be very simple and primarily numeric in order for pledges to be tracked. Work has begun on establishing a pledging framework tailored to the different GPE partners. We expect to circulate the pledging framework to our partners in late March 2014 to allow adequate time for preparation. Essentially, the key numerical elements will be as set out below:

<table>
<thead>
<tr>
<th>DONORS</th>
<th>DCPs</th>
<th>MULTILATERALS</th>
<th>CSOS</th>
<th>PRIVATE SECTOR</th>
<th>PRIVATE FOUNDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to GPEFund</td>
<td>Meet 20% national budget expenditure on education</td>
<td>Increase in proportion of budget allocated for basic education support</td>
<td>Increase in proportion of budget allocated for basic education support</td>
<td>Contribution to GPEFund</td>
<td>Increase in proportion of budget allocated for basic education support</td>
</tr>
<tr>
<td>Increased co-financing for GPE countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased humanitarian aid for education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*quality education for all children*
There may also be consideration of commitments to alignment and engagement in Local Education Groups. This is an item for further discussion at the Board retreat and Board meeting on February 25-26, 2014.

5.9 **Outcomes of the replenishment:** In broad terms, the proposed outcomes of the replenishment are as follows:

If the GPE replenishment is successful and mobilizes the financing to fill the funding gap of US$34 billion in 55 current GPE countries, the Global Partnership will be able to achieve significant progress to improve access to education, as well as equity, learning and education system efficiency. While the Global Partnership has set quantitative targets to measure its impact on school access, primary completion rates and equity indicators, the lack of adequate baseline data in terms of learning and efficiency prevents the Secretariat from setting initial targets here. The lack of reliable and consistent data to measure these results poses limitations on setting targets related to what we are able to measurably achieve by mobilizing and deploying the resources necessary to implement education sector strategies in partner developing countries. Therefore, the data challenge will be a cornerstone of our results framework for the replenishment, with the aim of improving the number of countries and donors reporting on a set of vital education and expenditure related indicators.

- Based on initial estimates using data from 55 current GPE developing country partners with active or pipeline grants, which assume that they will all continue to receive support from the Global Partnership during the next replenishment, the GPE Secretariat estimates that, on average, primary completion rates can be increased by 3 percentage points each year.

- Total primary enrollment rates will increase from 209 million in 2014 up to 226 million children by 2018. Of these, 24 million children will be in primary school if the full financing needs are met.

- This translates into an increase in primary school enrollment of 12 percent, with girls experiencing an increase in enrollment of 14 percent (or an additional 13 million girls in school) between 2014 and 2018.

- In lower secondary, if the full financing needs are met, it will allow an additional 16.5 million children to enroll in school between 2014 and 2018, of which 8.3 million will be girls.

- The number of children completing primary education will rise from 23.9 million (11.2 million girls) in 2014 to 28.8 million (13.7 million girls) in 2018. Therefore, the number
of the non-completers in primary education will decrease by 33 percent (30 percent for girls), a decrease of 2.4 million – from 7.1 to 4.7 million – non-completers between 2014 and 2018.

- If the funding needs in fragile and conflict affected countries are met 16.5 million additional children will be in school. In fragile or conflict affected countries, the number of children completing primary education will rise from 15.7 million in 2014 to 19.1 million in 2018. The number of non-completers will decrease by 30 percent, from 6.1 million in 2014 to 4.3 million in 2018.

In terms of other targeted results for the replenishment period, The Secretariat will present to the Board in Washington a powerful suite of process outcomes, linked to the impact of the new funding model, on i) learning; ii) equity; iii) system improvements and iv) data. This will be based on the conclusion of discussions with UIS which are ongoing to ensure that we have a sector-wide, coordinated approach. It is considered prudent not to include the draft outcomes in this paper since they are still being refined. In this set of outcomes the reflection of the Strategic Goals of the Global Partnership is important (access, equity, learning, system improvement) and the outcomes also provide a causal link to the sectorial systems improvements that we are trying to achieve through the revisions to the GPE funding model.

5.10 **Campaign strategy to June:** The Secretariat is discussing with the new GPE Chair of the Board of Directors her availability for replenishment campaigning. We expect to have a detailed plan for the period to June 26th in place by the end of March 2014. However, some key elements will be as follows:

- Launch of case for investment in early March 2014
- Visits to all current and prospective donors by the GPE Chair or GPE CEO, accompanied by developing country partner Champions
- Advocacy for replenishment with heads of state by the GPE Chair
- Strong letter-writing and telephone campaigning by developing country partner Champions to donor ministers and heads of state to support the Global Partnership
- Engagement of Finance Ministers in the margins of the World Bank and International Monetary Fund Spring Meetings in April 2014
- Advocacy in at least 30 partner developing countries for increases in domestic financing with some sort of political commitment/statement in place prior to June 2014
• Circulation of pledging framework to all partners in late March/early April 2014
• Formal invitations to heads of state, ministers, heads of agencies and companies to attend the replenishment
• Strong advocacy by civil society coalitions in both donor and developing countries

The Secretariat will begin fortnightly coordination meetings with the European Commission shortly and will also provide a monthly voluntary briefing to the Board of Directors by audio-conference call.

6. IMPLICATIONS FOR SECRETARIAT RESOURCES

The Secretariat has adequate budgetary resources to meet the costs of the replenishment campaign and pledging conference. A generous contribution from the Government of Denmark in December 2013, in addition to the funding from Germany, has ensured coverage of the Board-approved surge capacity.
ANNEX 1: CORE MESSAGES

IMPORTANCE OF EDUCATION – AN ESSENTIAL INGREDIENT

- Basic education enables countries to make progress in most areas of human, economic and social development.

- Education is an essential ingredient for success in global development and nation building.

THE VALUE OF THE GLOBAL PARTNERSHIP FOR EDUCATION – THE POWER OF PARTNERSHIP AND SYSTEMIC APPROACHES

- **Power of partnership** – The Global Partnership for Education is the only global entity that brings all the partners (donors, developing countries and experts in the education field) together around a single plan, focusing resources to have the biggest impact in developing countries.

- **Systemic approaches** – The Global Partnership for Education is helping countries strengthen their entire education systems, not just the separate elements that make them up, leading to more sustainable and effective approaches that improve learning for more children: that is why contributing to the Global Partnership is different to simply funding individual agencies.

- The new funding model of the Global Partnership provides incentives to countries to create more efficient and more effective education systems, to prioritize learning outcomes and to increase their own domestic investment in education.

THE STAKES OF REPLENISHMENT – BUILDING ON THE MOMENTUM OF SUCCESS AND ADDRESSING REMAINING CHALLENGES

- Over the last decade, we have seen tremendous gains in GPE partner developing countries, whose progress is accelerating.

- Now is the time to build on that momentum. Otherwise, we risk squandering the gains. That is why this year’s replenishment is so important – an historic opportunity.

- All of us – donor and developing countries alike – benefit as poor countries gain strength and become more stable.

- More and more developing countries that are GPE partners have increased their own domestic investments into their education systems. If donors do not step up in the same way, we undermine the commitment of our developing country partners of investing further into education.
- Despite progress, major challenges remain – 57 million children are out of school and 250 million children lack basic literacy and numeracy skills.
**CORE MESSAGES WITH SUPPORTING POINTS**

<table>
<thead>
<tr>
<th>SHORTHAND</th>
<th>MESSAGES</th>
<th>SUPPORTING POINTS</th>
</tr>
</thead>
</table>
| IMPORTANCE OF EDUCATION – AN ESSENTIAL INGREDIENT | *Basic education enables countries to make progress in most areas of human, economic and social development.*  
*Education is an essential ingredient for success in global development and nation building.* | -Education is a silver bullet in the fight against poverty.  
-Studies show that education is the cornerstone of improving health, lowering child mortality rates and fighting poverty.  
>Rising levels of education can contribute to advances in civil society and reductions in internal and cross-border conflict, advances in stability and peacekeeping, more cohesive and peaceful societies.  
>Countries simply cannot emerge from poverty without strong advances in education, especially for girls.  
-Nation building cannot succeed without education.  
>Like flour without yeast.  
-Education is essential to lifting nations out of poverty. It is a critical element of national and regional economic development.  
-If young people have access to education, they can be a resource for their countries’ social and economic progress.  
>They have no opportunities or perceptions of opportunities, this very easily leads to instability.  
>Forces that want to destabilize a country can very easily tap into the discontent of youth.  
-The stakes are high not only for the developing nations but for donors as well. Donors will feel their losses and benefit from their gains.  
-As nations become better educated, they: |
### THE VALUE OF THE GLOBAL PARTNERSHIP FOR EDUCATION – THE POWER OF PARTNERSHIP AND SYSTEMIC APPROACHES

**The power of partnership – The Global Partnership for Education is the only global entity that brings all the partners (donors, developing countries and experts in the education field) together around a single plan, focusing resources to have the biggest impact in developing countries.**

*The Global Partnership for Education is helping countries strengthen their entire education systems, not just the separate elements that make them up.*

*The new funding model of the Global Partnership provides incentives to countries to create more efficient and more effective education systems to prioritize learning outcomes and to increase their own domestic investment in education.*

**-The Global Partnership for Education offers the power of partnership:**

*It aligns and focuses resources and efforts of many different players, in contrast to having many different, disparate programs. The Global Partnership facilitates donors’ interventions within a coordinated framework that enables a coherent education sector policy. Ultimately, this makes aid more effective.*

*It is uniquely positioned to be a convener and practitioner of the innovative thinking going on across the global education community. Its work helps innovative solutions reach national scales.*

*It makes domestic and donor financing more efficient and effective.*

*It focuses on supporting nations to adopt the best policies for their educational systems.*

*Its approach is evidence-based.*

*It offers an innovative funding model that is charting a new, more effective approach to financing basic education programs.*

*At country level, it is an honest broker in the dialogue about education public policy.*

**-The Global Partnership’s new funding model sharpens the focus of scarce resources and can incentivize or leverage four S’s:**

*Sustainability: It will encourage planning and practices that enable long-term viability of education, not just ephemeral, time-bound
### CORE MESSAGES WITH SUPPORTING POINTS

<table>
<thead>
<tr>
<th>SHORTHAND</th>
<th>MESSAGES</th>
<th>SUPPORTING POINTS</th>
</tr>
</thead>
</table>
|           | Over the last decade, we have seen tremendous gains in GPE partner developing countries, whose progress is accelerating. Now is the time to build on that momentum. Otherwise, we risk squandering the gains. That’s why this year’s replenishment is so important – an historic opportunity. | -With the intervention of the Global Partnership, in partnership with many others, we have seen great progress:  
> More children are in school and completing primary school.  
> More girls are in school than ever before.  
> More children are in school in fragile and conflict affected states, laying the foundation for peace and sustainable nation building.  
> Public expenditure on education has grown steadily over the last decade.  
> As the public expenditure rises, GPE partners are on a trajectory to become more self-sufficient and less dependent on the international community to support their educational systems.  
> GPE requirements and support will be designed to improve monitoring and evaluation of progress, enabling better accountability and efficiency.  
> Developing countries will enact systemic reforms that provide a sustainable and equitable structure for success across the country.  
> Developing country partners have increased their financing by 10% of GDP on average, but we still have a long way to go to fill the US$ 16 billion basic education financing gap. |

- Self-sufficiency/Ownership: It incentivizes countries to invest more of their own resources and supports country ownership, making them less dependent on international donors over the long run (country ownership).
- Systemic: It encourages the development of systemic structures that affect an entire country, not just one-off, isolated efforts (“lifting all boats”). The Global Partnership aims to develop and strengthen the education system as a whole, not just some of its pieces.
- Stewardship: With better data, monitoring and evaluation, there will be greater accountability of the resources for education and the ability to plan more effectively.

All of us – donor and developing countries alike -- benefit as poor countries gain strength and become more stable.

More and more developing countries that are GPE partners have increased their own domestic projects or initiatives.
<table>
<thead>
<tr>
<th>SHORTHAND</th>
<th>MESSAGES</th>
<th>SUPPORTING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>investments into their education systems. If donors do not step up in the same way, we undermine the commitment of our developing country partners of investing further into education.</td>
<td>-The Global Partnership is uniquely suited to have an impact in fragile and conflict-affected states. This is because, as a partnership, it is more likely to remain engaged in such countries than many bilateral players. -GPE’s new funding model will provide stronger incentives for partner developing countries to spend more of their own domestic budgets on education. -Developing countries are doing their part to invest larger shares of their own GDP to fund education. GPE’s new funding model will incentivize them to do even more. It is critical that donor countries step up too and give partner developing countries the support to continue to invest in education. -Donor countries have in recent years showed a decline in aid for basic education: &gt;While aid to education rose steadily after 2002, it peaked in 2010 and is now falling (from the Global Monitoring Report). &gt;Total aid to all levels of education declined by 7% between 2010 and 2011. &gt;Aid to basic education fell for the first time since 2002 by 6%, from US$6.2 billion in 2010 to US$5.8 billion in 2011. &gt;Aid to secondary education declined by 11% between 2010 and 2011 from an already low level. -The Global Partnership for Education will need at least US$6 billion per year for the next four years to fill the gap that will drive the outcomes that will meet the global education goals. -The goals:</td>
<td></td>
</tr>
<tr>
<td>SHORTHAND</td>
<td>MESSAGES</td>
<td>SUPPORTING POINTS</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>&gt; <strong>Access</strong>: How many have the ability to go to a school?</td>
<td>&gt; <strong>Equity</strong>: Are all segments of society getting an equal chance to get an education?</td>
</tr>
<tr>
<td></td>
<td>&gt; <strong>Learning</strong>: What is the quality of their learning experience?</td>
<td>&gt; <strong>Systems</strong>: Are countries creating the broad policies and infrastructure that can improve education holistically and comprehensively?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>