THROUGH THE LENS OF EDUCATION
THROUGH the lens of EDUCATION
FOREWORD

The scale of the global education challenge is staggering, even after a decade and a half of historic and encouraging progress. More than 121 million children of primary and lower-secondary school age are still out of school. An appalling 250 million children who go to school are not learning the basic skills they need or drop out before they do. About 75 million children and adolescents who need educational support live in countries facing war and violence.

Startling as these figures are, we can’t fully grasp their meaning until we see the power of education through individual stories: a girl overcoming social and physical obstacles to unlock her full potential; a young student immersed in his lesson, even as the tumult of crisis clamors beyond the sanctuary of his classroom; a preschooler getting the stimulation and nurturing that will equip her to perform well in school and throughout life; a child with a disability crossing a bridge from isolation to full membership and acceptance in the larger community.

With this book, the Global Partnership for Education offers a glimpse into the lives of these children. We invite you to look through these pages to meet them and sense their urgent desire to learn.

The children and teachers who appear here have all benefited from the funding and know-how that GPE has marshaled since 2002. GPE is helping more than 60 developing country partners build and maintain robust education systems that enable children to get the quality education they deserve. Alongside developing countries, our partnership brings together global donors, international organizations, civil society, teacher organizations, the private sector and philanthropy.

Stronger, sustainable education systems allow children in developing countries to acquire the knowledge they need to escape poverty, and, with that knowledge, improve the lives of their families, communities and countries.

We hope this book will inspire others to join the growing global community of people and institutions recognizing the urgency of GPE’s task: to improve learning and equity through building and financing stronger education systems.

Julia Gillard
Board Chair

Alice Albright
Chief Executive Officer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Girls’ Education</td>
</tr>
<tr>
<td>17</td>
<td>Fragility and Conflict</td>
</tr>
<tr>
<td>27</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>33</td>
<td>Children with Disabilities</td>
</tr>
<tr>
<td>41</td>
<td>Teachers</td>
</tr>
<tr>
<td>49</td>
<td>Learning</td>
</tr>
</tbody>
</table>
GIRLS’ EDUCATION

Evidence shows that educated girls earn higher incomes, choose to have fewer children, are healthier and empower other women. Educating girls has a ripple effect: it benefits girls themselves, but also their families, communities and future generations.
Eight-year-old Mariam Isah, a second-grade student, lives in Jigawa State in Nigeria. Her grandfather, the village chief, wants her to be a doctor or nurse who helps the community and becomes a role model. But Mariam has a different plan: “I want to be a teacher so I can help other children learn,” she says.

In Nigeria, a US$100 million GPE grant expands access to basic education for female students and promotes gender equality.
Sierra Leone

When Sierra Leone’s civil war ended in 2002, many children couldn’t go to school because their school buildings had been destroyed during the conflict. Today, schools have been rebuilt with help from GPE, which also provides families financial incentives to send girls to school along with boys.

After overcoming the Ebola crisis, the government continues to invest in helping girls progress to higher grades.
Afghanistan

In the city of Kandahar, Afghanistan, young girls study in a girls’ classroom at Ayno Meena Number Two School. A US$55.7 million GPE grant contributes to improving girls’ access to education in districts that have low education outcomes and extreme gender inequalities.

Thanks to this grant, other partners’ funding, and domestic financing from the Afghan government, more female teachers have been trained and deployed to rural locations and more girls are being enrolled in school.
Ghana

Fourteen-year-old Ruhainatu lives in one of the poorest communities in Ghana’s northern region. Ruhainatu dreams of attending a university and becoming a nurse to help her village fight diseases. She is performing at the top of her science class.

GPE has been supporting Ghana since 2004 and works with the Ministry of Education and other partners, strengthening the country’s education system by improving access, learning and equity.
FRAGILITY AND CONFLICT

Around the world, millions of children face the challenges of crisis, fragility and complex humanitarian emergencies. Education is indispensable during these times, as it promotes peace and stability, protects children from future conflicts, and gives them the tools to thrive throughout life.
Côte d’Ivoire

Yasmine, Elie, Adrienne and Athanase are seventh-grade students in Côte d’Ivoire’s Collège Moderne of N’Guyakro. Their newly built secondary school is located in a remote area among seven villages. Ten years of conflict seriously disrupted promising educational progress in Côte d’Ivoire. Since the end of the conflict in 2011 and with financial support from GPE, Côte d’Ivoire has expanded the pool of its qualified teachers, distributed new curricular materials, and built and rehabilitated school facilities.
Liberia

Five-year-old Prince lives in the VOA-1 community outside Monrovia, Liberia. Asked what he liked about school, he replied, “I like to learn my ABCs.”

The VOA-1 community was originally set up by the UN Refugee Agency, UNHCR, in 1991 during Liberia’s first civil war. Over the course of two civil wars, it has housed waves of refugees and internally displaced people. During the Ebola crisis, it was among the worst-hit communities in the country.

Despite setbacks, GPE continues to help Liberia expand its school infrastructure, distribute millions of learning materials, and restart the momentum of the country’s educational progress.
Democratic Republic of Congo

The original Kanzi Primary School building in DRC had dirt walls and a thatched roof. Water would leak inside when it rained. In 2015, the community built two new buildings with cement walls and tin roofs to house the entire student body (grades 1 to 6). In freshly painted classrooms with new desks, the children now also have access to new textbooks in French, mathematics, science and civic education.

These improvements were partly funded by a US$100 million GPE grant that focuses on improving student learning through strengthened teacher training.
Children from Uganda and South Sudan mingle in the entrance area of Kiryandongo refugee settlement in northern Uganda. South Sudanese families — mostly women and children — have arrived here after fleeing violence in their country, walking many miles to try and resume their lives.

The government of Uganda has welcomed the refugees, and, with help from partners like UNICEF, UNHCR and Save the Children, has given them small plots of land, materials to build houses, essential supplies and medical treatment. It has also welcomed refugee children into its schools, allowing them a return to a normal life with the chance for a better future.

GPE supports countries to strengthen and rebuild education systems during and after crises so children can continue with their education.
EARLY CHILDHOOD

Early childhood care and education (ECCE) programs prepare children to perform well in primary school and over the course of their entire education. Quality ECCE also helps to reduce grade repetition and dropout rates, improves school readiness, and increases student achievement.
Guyana

A boy works on his assignment in the Woweta Nursery School in Annai, located in the central part of Guyana. A GPE-financed project targeting the Annai area helps strengthen teacher effectiveness and supports more and better academic materials for early childhood education, which enhances better outcomes in higher grades.
Rwanda

Vestine Nyirazuba, a teacher at the Jean de la Mennais pre-school in Rwanda, spends time with children individually and in larger groups. She was trained at the adjacent teacher training center.

In Rwanda, a GPE grant of US$25.2 million for early childhood care and education includes training teachers for these crucial early years. The GPE grant flows directly into the government’s budget to strengthen the country’s education system. The government receives 70 percent of the grant to implement its education plan. Access to the other 30 percent is linked to achieving specific previously agreed-upon results. Early childhood care and education is one of the areas that the Rwandan government wants to focus on for better results.
Too few children with disabilities fully realize their right to education, and so don’t fully reach their potential to participate in society. Inclusive education systems are fundamental to providing quality education to all who can benefit from it.
Cambodia

Sier Leap is 14 years old and in grade 9. She now wears glasses and sees well in class, thanks to a vision-screening pilot project in Siem Reap, Cambodia. With funding from GPE and other partners, the Ministry of Education is training teachers and providing vision-screening kits to test children at school.

“Before, I had difficulty understanding what the teacher was explaining. I couldn’t read what was on the board,” Sier said. “Thanks to my new glasses, it’s easier for me to learn. Especially math.”
Nepal

Shakuntala Badi is 13 years old and studies at Adarsha Saula Yubak Higher Secondary School in Nepal. She is the only blind student in her class. In this school, children with disabilities are integrated into mainstream education. GPE funds, together with government and other development partners’ financing, further strengthen inclusive education.
Ethiopia

With trained teachers and adapted materials, Kokebe School in Addis Ababa, Ethiopia, educates children with mild mental and physical disabilities.

Kokebe School is one of 40,000 schools and education centers in the country that have received financing through a multi-donor fund. The Global Partnership for Education has contributed a total of US$268 million to the fund.
TEACHERS

Teachers play a crucial role in providing children with a quality education and are key to overcoming the learning crisis. This is why they must be well-trained, adequately paid and supported by well-managed education systems.
For several years, Cameroon’s education sector was in disrepair. Teachers didn’t receive salaries, while more and more children crowded into classrooms. Parents often had to pay contractual teachers directly. With the help of GPE and other development partners, contractual teachers now receive a regular paycheck, which has attracted better applicants to the profession. Hiring more teachers has also led to smaller classroom sizes.
Suwaiba Yunusa is the only female teacher at Janbulo Islamiyya Primary School, located in Jigawa, Nigeria. “Growing up, I had two women teachers. I remember thinking I wanted to be like them. Now I am. So I know how important it is when the girls come up to me and say, ‘When I grow up I want to be a teacher like you.’”

A portion of GPE’s US$100 million grant to Nigeria goes to scholarships for approximately 11,000 female teachers to improve their qualifications and encourage them not to leave the profession.
Guinea

In an effort to combat the 2014 Ebola outbreak, which caused more than 2,000 deaths, students in Conakry, Guinea, lined up to have their temperature taken and wash their hands before they could enter their classroom.

Guinean ministry officials and development partners collaborated closely to help the country’s education system get back on track after schools reopened in January 2015. In 2014, GPE allocated Guinea a US$37.8 million grant supporting the Ministry of Education’s efforts to improve the quality of teaching and learning conditions at the primary and lower-secondary levels.
LEARNING

Over the past decade, tens of millions of children around the world have been enrolled in primary school. This is significant progress, but access is only part of the equation. We need to ensure that children actually learn so they can acquire the essential knowledge and skills needed to participate in society.
Malawi

Mpingu Primary School is located in Lilongwe rural west, about 30 minutes from Malawi’s capital. It has more than 2,000 children, but only 29 teachers (an average of nearly 70 students per teacher) in 21 classrooms. Some grades operate in shifts, but most classes are packed, and many students often sit on the ground.

A US$44.9 million GPE grant to Malawi will provide school improvement grants, construct schools and sanitary facilities, and offer capacity development for teachers and head teachers to improve school management. The grant will also focus on the quality of early education and ensuring girls don’t drop out of school.
In classrooms of 80 or more students at Umdebekrat Basic School for Boys in Sudan, new GPE-funded textbooks are making a big difference. Now students can participate in lessons without the teacher writing everything on the blackboard.

Previously, up to four students shared one textbook and students couldn’t do their homework. Now each student has a textbook and can complete homework assignments.

GPE is supporting Sudan with a grant of US$76.5 million focused on improving the learning environment, providing more textbooks, and strengthening the education system’s planning and management mechanisms.
Ethiopia

Aberash Tsegaye is 10 years old and attends grade 4 at Hidassi Primary School in Addis Ababa. Her favorite subjects are math and English. She says she likes coming to school to learn, study and read books, and she wants to become a doctor when she grows up.

Hidassi is one of 40,000 schools and education centers in Ethiopia that have received financing through a multi-donor fund, to which GPE has contributed US$268 million since 2008.
Senegal

About 50 students attend Maka Dieng, a newly built and freshly equipped primary school in rural Senegal. Maka Dieng now serves children from two nearby villages, who previously had to travel much longer distances to get to school. New teachers’ quarters provide convenient housing during the school year.

A GPE grant of US$46.9 million complements the funds provided by the government and other donors to improve the quality and equity of Senegal’s basic education.
Nepal

Samriddhi Bhatta studies at the Shree Mahendrodaya School in Nepal. The school had 28 classrooms, 20 of which were destroyed and eight damaged during the devastating earthquake in April 2015.

“I was reading my Nepali textbook at home when the earthquake happened,” Samriddhi said. “I was so shocked and ran outside, as I did not know what was happening.”

Samriddhi and her classmates had to study in a temporary learning center set up one week after the earthquake with the support of parents.

GPE funds are pooled with the government’s and other development partners’ funds to restore and strengthen the education system in Nepal.
“One child, one teacher, one book and one pen can change the world.”

Malala Yousafzai, 2014 Nobel Peace Prize Laureate