



GLOBAL  
PARTNERSHIP  
for EDUCATION  
*quality education for all children*

SECOND REPLENISHMENT • 2015 TO 2018

# 250 MILLION REASONS TO INVEST IN EDUCATION

THE CASE FOR INVESTMENT

SUMMARY

# The Power of Partnership



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Today more children are in school around the world than ever before. Yet an estimated 250 million children fail to reach grade 4 or are unable to read or write by the time they reach the fourth grade. The poorest countries around the world are experiencing a crisis in education, with a combined 58 million children in 2012 still not in school. The international community thus has 250 million reasons to invest in education, build on the momentum of progress in recent years and help all children get the education they deserve.

The Global Partnership for Education is the only multilateral partnership dedicated to providing coordinated action to develop better education systems. Founded in 2002 as the Education for All – Fast Track Initiative (EFA FTI), the Global Partnership has grown from seven to 60 partner developing countries, which are joined by donor countries, international organizations, civil society, the teaching profession, the private sector and private foundations. The Global Partnership is a member of the Global Education First Initiative (GEFI), the United Nations Secretary-General's initiative to ensure quality, relevant and transformative education for all.

The Global Partnership's work is guided by four strategic goals to ensure access, equity, quality and strong education systems. It places a priority on supporting fragile and conflict-affected states; educating girls; improving literacy and numeracy; strengthening teacher effectiveness; and securing effective, efficient and equitable financing for education.

At its Second Replenishment Pledging Conference in June 2014, the Global Partnership received new pledges totaling US\$28.5 billion. This includes US\$2.1 billion from donor countries, US\$26 billion from 27 developing countries in domestic resources and US\$400 million in loan buy-down from the Islamic Development Bank.

## The Global Partnership calls on its partners for 3 key actions:

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

## The Global Partnership will achieve these targets by:

- Leveraging the power of the partnership to strengthen education systems and increase financing for education
- Implementing a new funding model, where funding is based on performance and eligibility is based on education needs
- Strengthening the focus on achieving good outcomes for children in the poorest countries
- Launching a data revolution



# Investment in Education Pays Off

## BENEFITS OF INVESTING IN EDUCATION

**171**  
MILLION PEOPLE  
OUT OF POVERTY



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

**GDP GROWTH**  
**0.37%**

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



**MORE PEACE**



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

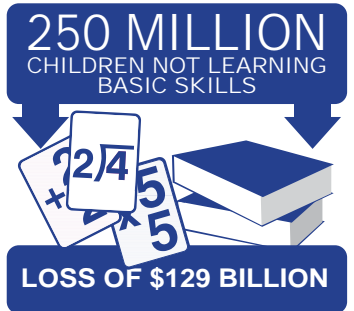
**CHILD 50%**  
**MORE LIKELY**  
**TO LIVE PAST AGE 5**

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



## COSTS OF NOT INVESTING IN EDUCATION

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



**NOT PROVIDING ONE EXTRA YEAR OF SCHOOLING**



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

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



**FOR EVERY YEAR OF SCHOOLING**



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

# The Global Partnership Has Delivered Impressive Results:

The Global Partnership for Education  
has mobilized

US **\$4.3 billion**  
for education in developing countries

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

**11%** as a share  
of GDP  
after a country has joined the partnership

Since 2003, 46 partner developing  
countries have helped to get nearly

**22.5 million** more children  
in school  
including **11.7 million** more girls

The number of children  
completing primary education  
grew on average

**12% faster**  
after a developing country  
joined the partnership

In 2012,

 **89 girls** for every **100 boys** 


completed primary school  
compared to 81 for every 100 boys in 2002

From 2008 to 2012, GPE invested

US **\$953.6 million**

in fragile and conflict-affected countries  
and primary completion rates increased  
from **61% to 68%**

From 2008 to 2012, the number  
of out-of-school children

 **declined by  
4.4%**

in GPE partner developing countries  
compared to only **2.9%** in all developing countries



# What We Can Achieve: Second Replenishment Targets (2015 to 2018)

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

	2018 Process Targets	Outcomes for Children in 66 GPE Eligible Countries
Access	<p><b>US\$3.5 billion</b> raised for the GPE Fund</p>	<p>A fully replenished GPE fund can support education for:</p> <p><b>6.7 million</b> children in primary school per year + <b>0.7 million</b> in lower secondary school per year <math>\times</math> <b>4 years</b> (2015-2018) = <b>29 million children</b></p> <p><b>23 million</b> in fragile and conflict affected states</p>
Equity	<p><b>90%</b> of GPE developing country partners will have detailed analyses of equity issues, and will be able to report progress</p> <p><b>80%</b> of GPE developing country partners will have explicit policy and legislation on education and disabilities</p>	<p>The number of children who don't complete primary education will decrease from:</p> <p><b>7.6 million</b> in 2014 <b>to</b> <b>4.8 million</b> in 2018</p> <p>The primary completion rate of girls will increase from:</p> <p><b>74%</b> in 2014 <b>to</b> <b>84%</b> in 2018</p>
Quality and Learning	<p><b>90%</b> of GPE developing country partners will have learning outcomes data that allow better management of quality, as well as monitoring of and reporting on progress</p> <p><b>90%</b> of GPE developing country partners will have a credible learning assessment</p>	<p>The lower-secondary completion rate for girls will increase from:</p> <p><b>44%</b> in 2014 <b>to</b> <b>54%</b> in 2018</p>
Efficiency of Systems	<p><b>90%</b> of GPE developing country partners will have detailed analyses of efficiency issues and will be able to report on progress</p> <p>The efficiency of education systems in GPE developing country partners will improve by <b>10%</b></p>	<p>The number of children who complete primary education annually and demonstrate core reading and numeracy skills will increase by 25 percent from:</p> <p><b>16 million</b> in 2014 <b>to</b> <b>20 million</b> in 2018</p>
Data	<p>The percentage of missing data for key international indicators will be reduced by more than half from:</p> <p><b>46%</b> <b>to</b> <b>20%</b></p> <p>in order to achieve better evidence-based policies and expenditure decisions<sup>7</sup></p>	<p>Primary and lower-secondary school drop-out rates will decrease by:</p> <p><b>10%</b> <b>and</b> <b>10%</b></p> <p>Primary and lower-secondary school repetition rates will decrease by:</p> <p><b>10%</b></p>

Civil  
Society  
and Teachers

Private Sector  
and Foundations

Asian Development Bank,  
UNESCO, UNICEF, World Bank

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

Australia,  
Belgium,  
Canada,  
Denmark,  
European  
Commission,  
Finland, France,  
Germany,  
Ireland, Italy,  
Japan, Korea,  
Luxembourg,  
Netherlands,  
Norway,  
Romania,  
Russia, Spain,  
Sweden,  
Switzerland,  
United Kingdom,  
United States

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