



# 2012–2013 All Children Learning Report



GLOBAL PARTNERSHIP  
*for* EDUCATION  
*quality education for all children*

“A good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies.”

VISION OF THE GLOBAL PARTNERSHIP FOR EDUCATION

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## LETTER FROM ALICE ALBRIGHT, CHIEF EXECUTIVE OFFICER

The Global Partnership for Education (GPE) is the only multilateral partnership solely devoted to getting all children enrolled in school for a good quality education. GPE provides grants in support of education priorities, but we are not just about financing. Our approach is different because it convenes and builds consensus on education issues—at the global and country levels—to help our 58 developing country partners develop effective education sector plans, and promote aid that is coordinated and aligned with these plans.

Our partnership has already achieved much in the past decade: helping to put an additional 23 million children in school; increasing primary school completion rates and literacy rates, especially among young girls; allocating by the end of 2013 an expected US\$3.8 billion to 55 countries; and spurring developing country partner governments to increase their own domestic financing for education.

And our partnership is growing: 12 new developing country partners joined over the past year, nine of which are in fragile contexts. This report will share some of the partnership’s successes in our developing partner countries. For example, in Mozambique, where—with the help of the Global Partnership—more children are now attending and completing primary school. Or look at Yemen where the Global Partnership has helped increase the number of female teachers to get more girls enrolled in school.

But so much more needs to be done: 57 million children of primary school age are out of school, more than half of them girls, and half of them live in fragile and conflict-affected states.

The Global Partnership for Education is focusing on these challenges through our Strategic Plan, a blueprint for helping all children get a good quality education. What matters most is that we work together with our partners to develop a pragmatic approach to devise the best set of solutions and demonstrate measurable results on the ground.

“Education reduces poverty, improves health, increases gender equality, and boosts economic growth. Education is an investment that pays dividends for many generations”



We need more children in school and many more children reading and doing math. We want to see more children exploring their world and contributing to their nations' own development—wherever they live. A good quality education can make the difference.

GPE Chief Executive Officer Alice Albright is greeted by children during her visit to their school in Kayar, Senegal. May 2013.

Education is also a tremendously productive investment. Education reduces poverty, improves health, increases gender equality, and boosts economic growth. Education is an investment that pays dividends for many generations.

We have achieved a lot so far, and I am honored to help lead the Global Partnership for Education toward more success and more results for children. Please join us in advocating for education for all.

## 2012–2013 HIGHLIGHTS

JANUARY 2012



GPE meets with Cambodia's Ministry of Education, Youth and Sport

FEBRUARY 2012



GPE hosts All Reading Workshop in Kigali, Rwanda, with partners to address the literacy crisis affecting developing countries

MARCH 2012



GPE oversees administration of the Early Grade Mathematics Assessment (EGMA) with RTI in Kenya

APRIL 2012



Global Partnership for Education rated in top tier of multilateral development organizations by Australian government

MAY 2012



GPE Staff contribute a chapter to book from Oxford University Press "Lessons in Educational Equality: Successful Solutions to Intractable Problems Around the World"

JUNE 2012



Board of Directors meets in Germany and approves new GPE Strategic Plan for 2012-2015

**JULY 2012**



 Sudan,  The Democratic Republic of Congo, and  Somalia become the newest developing country partners, totalling → **49**

**AUGUST 2012**



 Burundi becomes → **50th** developing country partner of the Global Partnership for Education

**SEPTEMBER 2012**

GPE meets with global leaders at the United Nations General Assembly to agree on call for action to address children's education in crisis countries

 Chad,  South Sudan and  Pakistan become the newest developing country partners, totalling → **53**

**OCTOBER 2012**



GPE hosts Community of Practice Workshop on Getting the Right Books to Kids in Washington, D.C.

**NOVEMBER 2012**

Educate a Child Initiative launched in Doha, Qatar at WISE conference, includes collaboration with GPE in Chad, Sudan and South Sudan

Global Partnership for Education Board Approves Education Grants for Burundi (US\$52.9 m), Chad (US\$47.2 m), The Democratic Republic of Congo (US\$100 m), and South Sudan (US\$36.1 m)

New Results for Learning Report shows that in developing countries poverty is the most likely factor to deny children an education

**DECEMBER 2012**



Winners of Reading Changed My Life photo and video contest announced

 Nigeria becomes → **54th** developing country partner of the Global Partnership for Education

GPE and German Ministry for Economic Cooperation and Development host International Numeracy conference in Berlin

**2013**

### JANUARY 2013



Alice Albright appointed as GPE's new Chief Executive Officer

### FEBRUARY 2013



The Global Partnership co-hosts online consultation about education

### MARCH 2013



 Comoros becomes → **55th** developing country partner

### APRIL 2013

 Eritrea,  Zimbabwe and  Tanzania join the Global Partnership for Education, totaling → **58** developing partner countries

GPE and Islamic Development Bank sign Memorandum of Understanding

### MAY 2013

GPE Board approves US\$439 million to support education in 12 low-income countries

GPE launches Open Data Project

GPE CEO Alice Albright visits South Sudan and Senegal

### JUNE 2013



GPE CEO Alice Albright visits with partners in Australia, Japan, Afghanistan and Korea





## HOW THE GLOBAL PARTNERSHIP WORKS

The Global Partnership for Education brings together a diverse group of actors committed to education for all. We help our developing country partners create and implement sound education plans. We mobilize and coordinate resources to help achieve the partnership's goals, to make sure that all children have access to a good quality education.

## HOW WE WORK

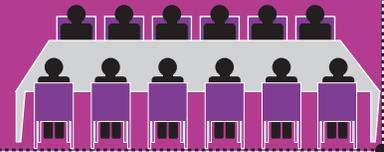
### THE PROBLEM

MANY CHILDREN IN DEVELOPING COUNTRIES DON'T GO TO SCHOOL. MANY MORE WHO GO TO SCHOOL AREN'T LEARNING.



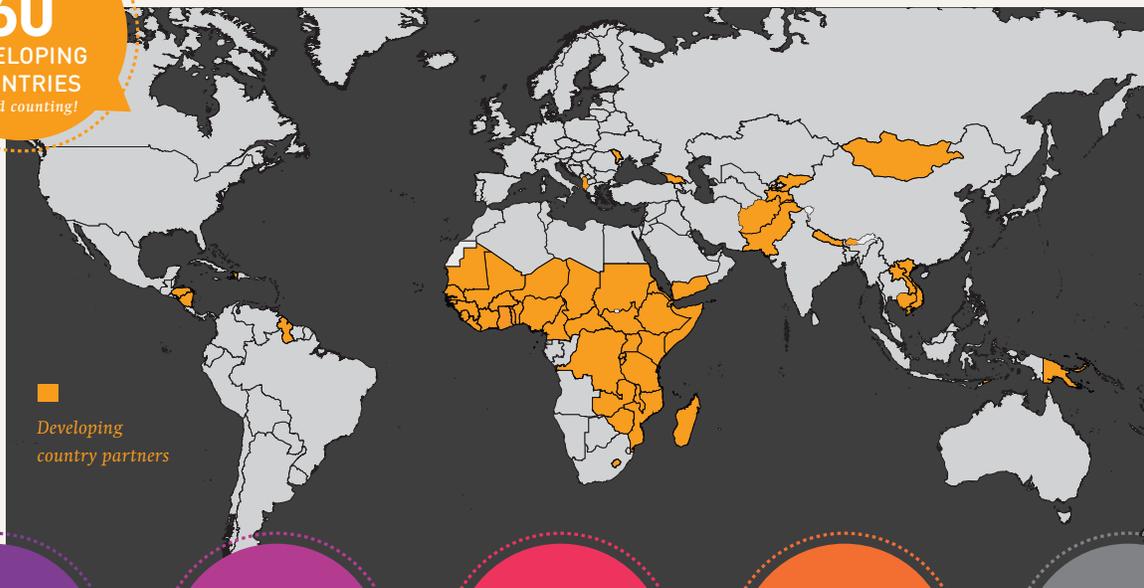
### THE SOLUTION

WE CONNECT THE DOTS AND BRING ALL PARTIES INVOLVED IN EDUCATION TO ONE TABLE



### THE PARTNERS

NEARLY  
**60**  
DEVELOPING  
COUNTRIES  
*+ and counting!*



DONOR  
COUNTRIES

INTERNATIONAL  
AID AGENCIES  
& DEVELOPMENT  
BANKS

PRIVATE  
SECTOR  
COMPANIES &  
FOUNDATIONS

TEACHERS

CIVIL SOCIETY  
ORGANIZATIONS

## • THE PLAN



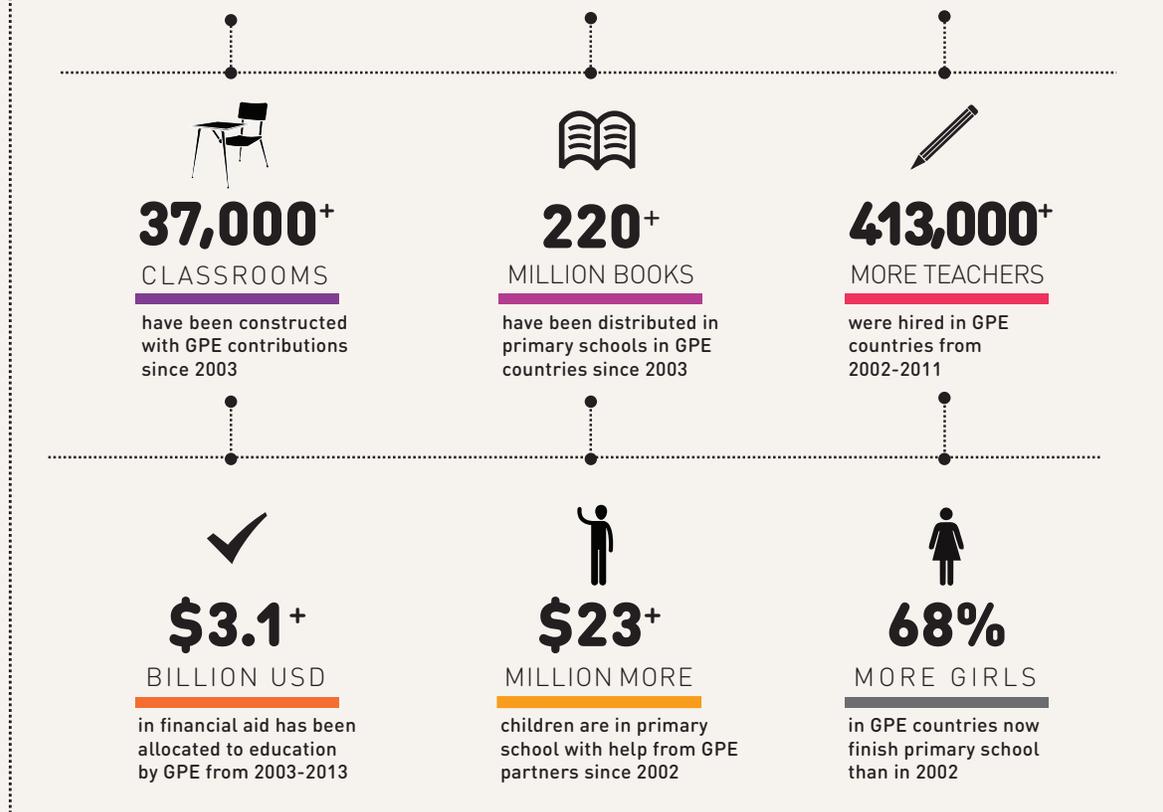
Together, we create a plan for the education sector in each developing country—led by the government—and provide technical expertise and financial resources.

THE PARTNERS WORK TOGETHER TO DEVELOP PROGRAMS SUCH AS



## THE RESULTS

More children go to school and learn essential life skills like reading and math

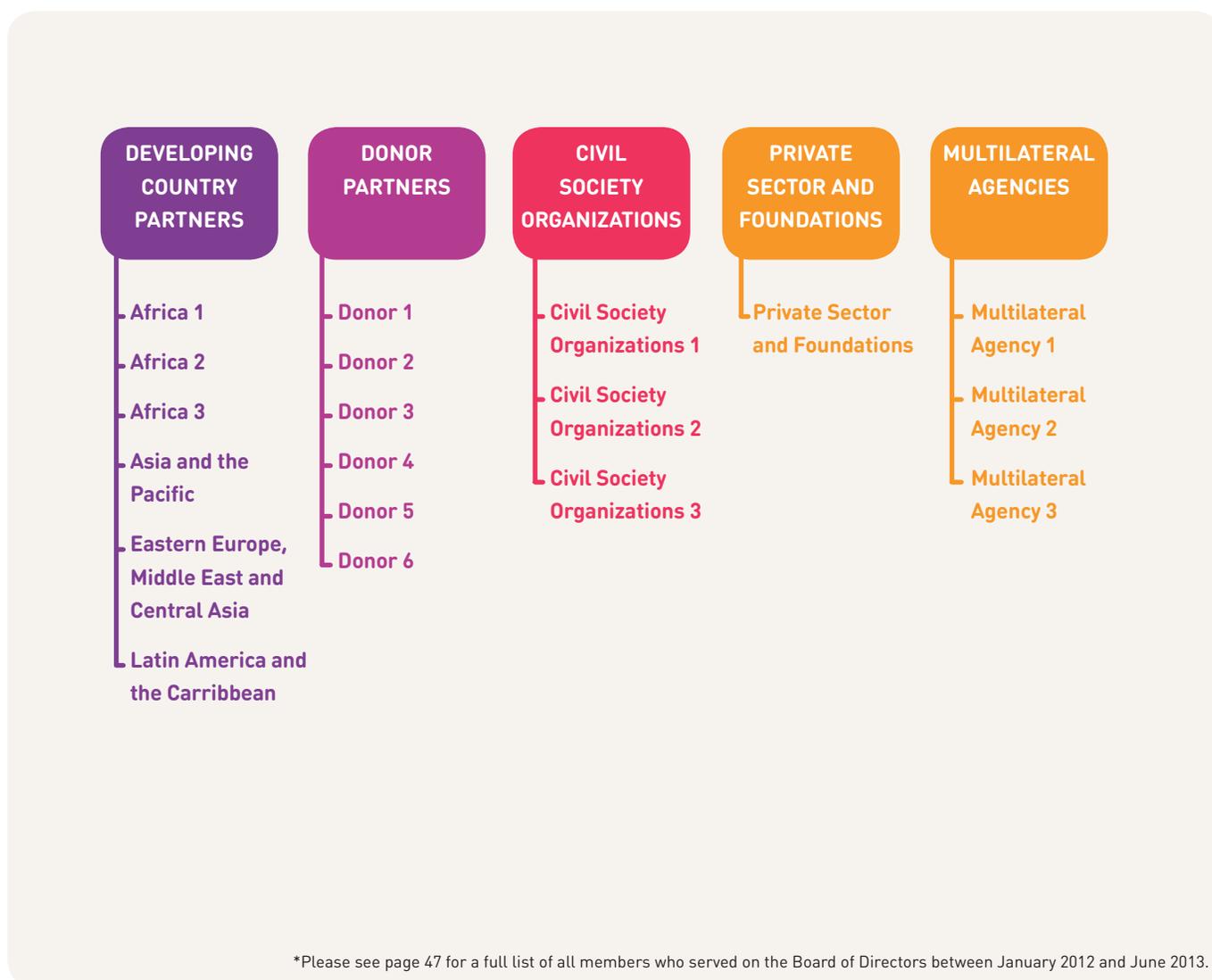


## OUR BOARD OF DIRECTORS

The Global Partnership for Education Board of Directors is the supreme governing body of the partnership and sets its policies and strategies.

The Board mirrors the wide-ranging and diverse nature of the Global Partnership and includes members from developing partner country governments and other partners including donors, civil society organizations, private sector and foundations, and multilateral agencies and regional banks.

There are 19 voting members on the Board of Directors\*



## WORKING THROUGH LOCAL EDUCATION GROUPS

Bringing together diverse partners is a key principle of the Global Partnership for Education. In each developing partner country, the Global Partnership works with and through a Local Education Group (LEG). These are groups of education partners at country level that meet on a regular basis to discuss and monitor education sector plans. In most countries, the Local Education Group is led by the Ministry of Education and includes donors and development agencies.

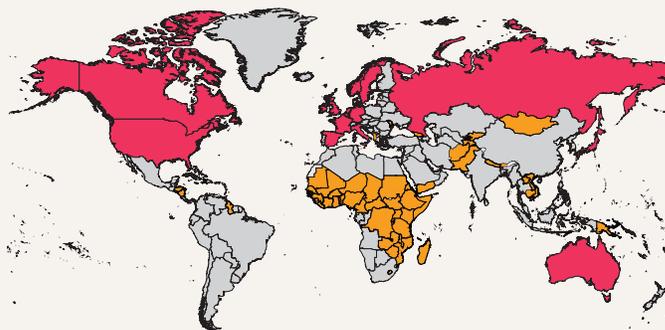
The Global Partnership also promotes the inclusion of other stakeholders such as civil society, teacher representatives and the private sector. The more inclusive a Local Education Group is, the more it can help bring together knowledge and perspectives from across the education sector — from the school level to the policy level.

“All developing country partners of the Global Partnership have a Local Education Group.”



## A PARTNERSHIP THAT IS TRULY GLOBAL

Our partnership continues to grow and includes 58 developing country partners and 20 donor country partners, in addition to multilateral organizations, development banks, private foundations, teacher unions, non-governmental organizations, and civil society organizations. Check out the map to see what makes GPE a truly global partnership.



### DEVELOPING COUNTRY PARTNERS\*

-  Afghanistan
-  Albania
-  Benin
-  Bhutan
-  Burkina Faso
-  Burundi
-  Cambodia
-  Cameroon
-  Central African Republic
-  Chad
-  Comoros
-  Congo, Dem. Rep.
-  Côte d'Ivoire
-  Djibouti
-  Ethiopia
-  Eritrea
-  Gambia
-  Georgia

-  Ghana
-  Guinea
-  Guinea-Bissau
-  Guyana
-  Haiti
-  Honduras
-  Kenya
-  Kyrgyz Republic
-  Lao PDR
-  Lesotho
-  Liberia
-  Madagascar
-  Malawi
-  Mali
-  Mauritania
-  Moldova
-  Mongolia
-  Mozambique
-  Nepal
-  Nicaragua
-  Niger
-  Nigeria

-  Pakistan
-  Papua New Guinea
-  Rwanda
-  Sao Tome and Principe
-  Senegal
-  Sierra Leone
-  Somalia
-  South Sudan
-  Sudan
-  Tajikistan
-  Tanzania
-  Timor-Leste
-  Togo
-  Uganda
-  Vietnam
-  Yemen
-  Zambia
-  Zimbabwe

### DONOR PARTNERS\*

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





## OUR STRATEGY AND RESULTS

In October 2012, the Board of Directors approved the 2012-2015 Strategic Plan of the Global Partnership. It sets out our long-term vision, mission, strategic goals, and core objectives.

In November 2012, the Global Partnership released its first Results for Learning Report, which highlights education achievements of our developing country partners.

## OUR STRATEGIC GOALS:

The Global Partnership has four strategic goals to achieve its vision of a good quality education for all children, everywhere. These goals focus on the key building blocks of access, quality, equity and strong national education systems.



### ACCESS FOR ALL:

All children have access to a safe, adequately equipped space to receive an education with a skilled teacher.



### LEARNING FOR ALL:

All children master basic literacy and numeracy skills by the early grades.



### REACHING EVERY CHILD:

Resources are focused on the most marginalized children and those in fragile and conflict-affected countries.



### BUILDING FOR THE FUTURE:

National systems have the capacity and integrity to deliver, support, and assess quality education for all.

## OUR STRATEGIC OBJECTIVES:

We monitor our progress against these strategic goals and our five objectives based on specific indicators.



### SUPPORTING EDUCATION IN FRAGILE AND CONFLICT-AFFECTED STATES

Fragile and conflict-affected states are able to develop and implement their education plans



### PROMOTING GIRLS' EDUCATION

All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment



### INCREASING BASIC NUMERACY AND LITERACY SKILLS

Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3



### IMPROVING TEACHER EFFECTIVENESS

Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education



### EXPANDING EDUCATION FUNDING AND SUPPORT IN GPE DEVELOPING PARTNER COUNTRIES

Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries

## OUR RESULTS

The Global Partnership has helped countries achieve impressive results in the education sector: more children are in school, literacy is on the rise, and domestic financing for education is increasing in many of our developing country partners.

The GPE Secretariat launched new webpages with interactive visualizations of results data from 29 GPE developing country partners. The data provides an accessible and transparent way to see the progress that countries are making in education. It is also possible to access financial data to see who is contributing to a country's education financing and if a country is meeting its own goals, such as achieving gender parity, reaching out-of-school children, and improving primary school completion rates.

This data was the basis for our Results for Learning Report, released in November 2012. The report highlights education achievements of GPE developing country partners.

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### THERE ARE MANY GOOD RESULTS TO HIGHLIGHT:

#### MORE CHILDREN GO TO SCHOOL

The number of out-of-school children in GPE developing partner countries is falling, and access to education is increasing.

#### MORE GIRLS ARE IN SCHOOL

18 GPE developing partner countries now have as many girls as boys completing primary school. Also, 68% of girls now finish primary schools in developing partner countries, compared to 56% in 2002.

#### LITERACY IS IMPROVING IN GPE DEVELOPING PARTNER COUNTRIES

The literacy rates for youth between 15 and 24 years old in GPE developing partner countries increased from 77% in 2000–2003 to 81% in 2007–2010. This rate has grown more rapidly in conflict-affected GPE developing partner countries, from 56% to 69%.

#### MORE TRAINED TEACHERS

The number of qualified teachers is increasing and 60% of GPE developing partner countries have established teacher development programs.

#### FINANCIAL COMMITMENTS HAVE INCREASED

The Global Partnership achieved record disbursements of US\$354 million in 2012 and increased demand for GPE grants from our developing country partners who also dedicate more of their own resources to education.

All of our developing country partners have made huge strides to get all kids learning, but the Results for Learning Report also highlights the work that is yet to be done:

- Poverty is still the biggest barrier to education
- Education quality is still low
- Learning assessments need to be improved and used more consistently
- Education Sector Plans need to be monitored and respond to results data
- We need more teachers and better training and support for them





## HOW WE IMPROVE ACCESS TO PRIMARY EDUCATION

There are still 57 million primary school-aged children who are not in school and not learning. The partners of the Global Partnership work together to make sure these children will get a good quality education.

## TODAY'S CHALLENGES IN ACCESS TO EDUCATION AND LEARNING OUTCOMES

57 million primary school-aged children were out-of-school in 2011<sup>1</sup>



30.6 million  
are girls<sup>1</sup>



50% of the world's  
out-of-school children live in  
conflict-affected countries<sup>2</sup>

1. UNESCO Institute for Statistics
2. Education for All Global Monitoring Report Policy Paper 10, 2013

## EDUCATING GIRLS MAKES THEM...



Healthy

A child whose mother can read is **50%** more likely to live past age 5<sup>1</sup>



Wealthy

One additional year of school can boost a woman's earnings by **10-20%**<sup>2</sup>

and is a Wise Investment

Some countries lose more than **\$1 billion dollars** a year by failing to educate girls to the same level as boys<sup>3</sup>



1. UNESCO Education for All Global Monitoring Report 2011
2. World Bank
3. Plan International: "Paying the price. The economic cost of failing to educate girls"



**ABOUT 50% OF THE  
57 MILLION  
CHILDREN OUT OF SCHOOL  
WORLDWIDE LIVE IN FRAGILE  
AND CONFLICT-AFFECTED STATES**

## EDUCATION CANNOT WAIT FOR CHILDREN LIVING IN CRISIS ZONES

About 50% of the 57 million children out of school worldwide live in fragile and conflict-affected states. These countries have weak institutional capacity, poor governance, political instability and, in many cases, ongoing violence or the legacy of past conflict. Education is a way to move forward and rebuild. Focusing on education in fragile states promotes peace-building and conflict mitigation and fosters economic growth. The re-establishment of education systems in fragile states can provide a visible sign of a return to normalcy.

In September 2012 in New York, global leaders endorsed an urgent Call to Action to ensure the world's most

vulnerable children receive a quality education. They called for protecting schools from attacks, significantly increasing humanitarian aid for education, and planning and budgeting for emergencies before they occur.

GPE pledged to raise US\$500 million to help children in crisis get a quality education. As of June 2013, US\$50 million had been committed by GPE partners.

GPE is now working in 21 countries in fragile contexts, adding nine such countries in 2012 and 2013. Our goal is to make sure that all children, no matter how difficult their situation, can exercise their right to receive a quality education.

### GLOBAL LEADERS DEMAND IMMEDIATE ATTENTION TO CHILDREN'S EDUCATION IN CRISIS ZONES:



**DOUBLE** or more the percentage of humanitarian aid going to education



**PROTECT** children and teachers from attacks, enforce international law, and support victims



**STRENGTHEN** national education plans and budgets for emergency prevention, preparedness, response and recovery



**MOBILIZE AN ADDITIONAL \$500 MILLION** beyond current commitments



## IMPROVING GIRLS EDUCATION IN RURAL YEMEN

In 2002, the Government of Yemen developed a National Education Strategy for 2003–2015 to improve equitable access to quality basic education. Yemen joined the Global Partnership in 2003 and has since received three consecutive grants totaling US\$40 million.

The Government and the Global Partnership work together to increase girls' participation in schools, blending innovative and traditional approaches:

- Constructing new schools in rural areas and placing schools closer to girls' homes thanks to a school mapping exercise
- Launching girls' education campaigns through local media and traditional leaders
- Encouraging women teachers to work in rural areas by giving them adequate support
- Eliminating tuition and fees to defray the costs of schooling for families
- Providing girls with clothes, notebooks, pens, and bags to help them attend school with confidence

- Developing strategies to help young girls travel to school safely and monitor their participation.

Raysa was part of the program funded through the GPE grant. A mother of nine, she decided to go back to school and eventually became a school teacher in a rural area.

"I had to take my children with me every day to the school, walking almost 8 kilometers," Raysa recalled. "Many girls in my community rejected my friendship because I was studying with boys."

Today, Raysa gives hope to Yemeni girls as one of a pioneering group of teachers trained by the government to work in rural areas, where a lack of female teachers contributes to low enrollment and low retention of girls in schools.

In March 2013, Yemen received a new GPE grant of US\$86.2 million to build on previous achievements.



**TODAY, 76%**  
OF STUDENTS COMPLETE  
**PRIMARY SCHOOL,**  
COMPARED WITH JUST  
**55% A DECADE AGO**

## HOW GPE HELPS CHILDREN IN SIERRA LEONE TO GET AN EDUCATION

Minirn is 12 years old and a 6th grade student in Boma School in Kenema municipality in Sierra Leone. Her parents are farmers, and she hopes to be a nurse someday. Minirn is part of a junior secondary tuition program along with 75,000 other girls. Her family received the money needed to pay her school tuition, which made it easier for them to send Minirn to lower secondary school. The program was funded through a US\$13.9 million grant provided by the Global Partnership for Education. Besides benefitting from the tuition program, Boma School also received several new classrooms through the grant. There is even a ramp allowing access for children with disabilities.

Grant implementation started in February 2009 and closed in September 2012. Thanks to GPE funding, the municipality could build 255 new classrooms, 42 sets of latrines, as well as 40 wells to provide drinking water to students. The grant helped to procure about 1.7 million books and learning materials such as pens,

pencils, erasers, rulers, notebooks, and Braille textbooks for visually impaired students. De-worming for about 1.8 million children was funded through this grant.

In addition, 1,000 primary school teachers and 260 junior secondary teachers participated in a one-year long distance learning training program funded with the GPE grant. Evaluations indicate that teachers who benefitted from this program are performing at a higher level than those who did not participate. Most importantly, GPE funding helped the government to develop a framework for assessing the learning of primary students in Sierra Leone.

Today, 76% of the students complete primary school compared with just 55% a decade ago.



**MALI**

GPE APPROVED AN ALLOCATION OF  
**\$41.7 MILLION**  
FOR SCHOOL CONSTRUCTION,  
SCHOOL SUPPLIES,  
AND TEACHER TRAINING

## GPE HELPS CHILDREN IN CONFLICT-STRICKEN MALI

The recent conflict in Mali has created tremendous challenges for education, but the Global Partnership is working to ensure that school children are not forgotten.

Fighting broke out in early 2012 and according to the United Nations, more than 475,000 people have been displaced by the conflict as of May 2013. Of these, more than 200,000 are children.

It is estimated that about half of all school children fled northern Mali in 2012 when Islamist groups took over much of the North. As a result, many public schools were shut down and looted along with many offices of government school administrators. In June 2013, the United Nations reported that more than 100,000 children in the Kidal region continue to have no access to education.

In February 2013, in response to the crisis, the Global Partnership for Education approved an allocation of US\$41.7 million for school construction, school supplies, and teacher training, helping the most affected children. In 2007, Mali had already received a grant of US\$6.6 million.



**13,000 CHILDREN  
IN 56 SCHOOLS**

**WERE PART OF A SCHOOL-BASED  
VISION SCREENING EFFORT**

## LEARNING WITH EYE-GLASSES IN CAMBODIA

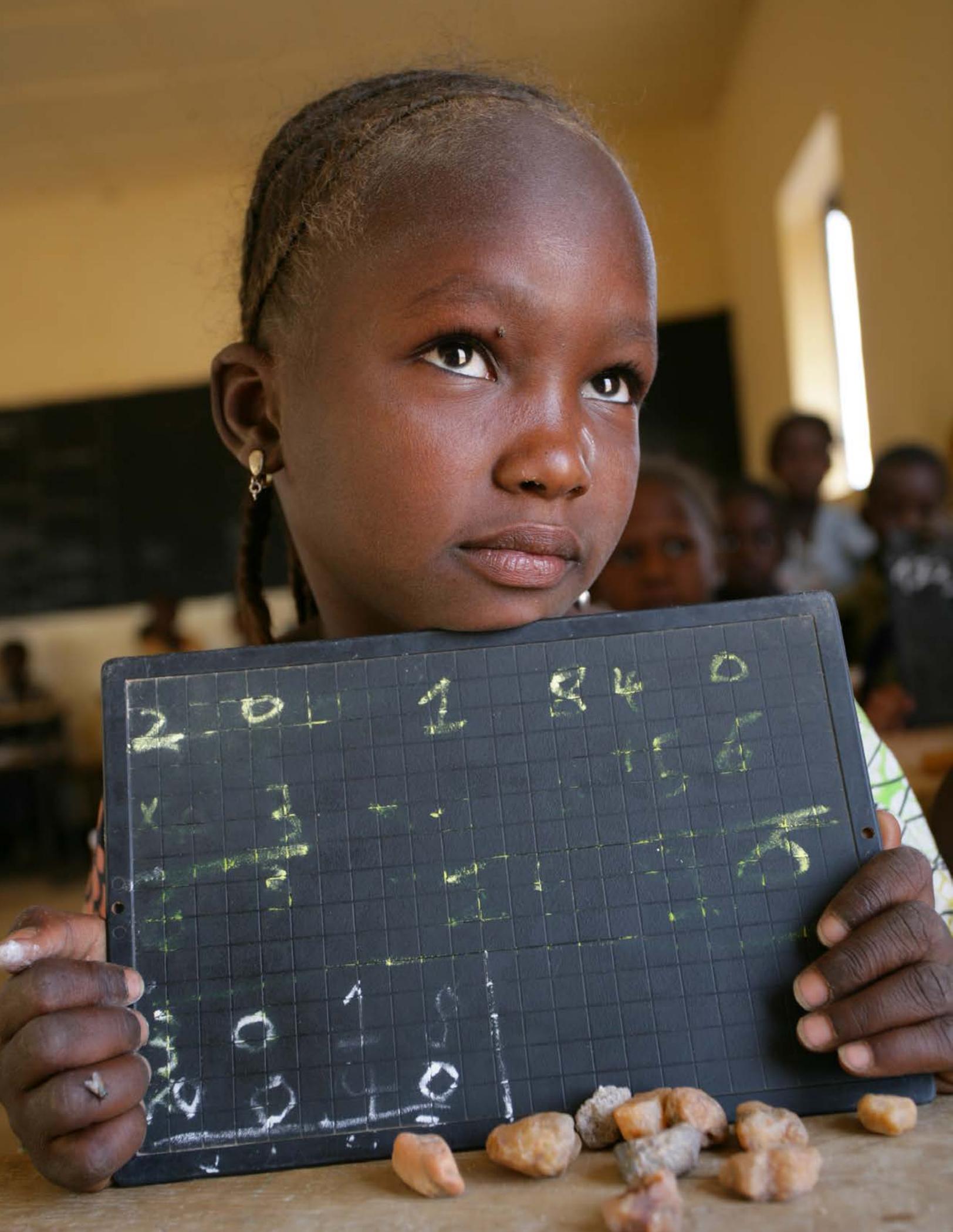
Between 2010 and 2012, the Global Partnership for Education funded a data collection project about out-of-school children and disability in Cambodia to help the country understand the needs of marginalized and disabled children who are excluded from education.

The data enabled the Cambodian education ministry to set goals, monitor progress, and, ultimately, include these children in the education system. The Global Partnership for Education funded project helped to make these children visible.

A key project finding was that many children who dropped out of school or never enrolled suffered from health issues, most often vision and hearing problems. Partnering with organizations such as Sightsavers, Partnership for Child Development, the World Bank, the Center for Eye Research Australia, and Fred Hollows Foundation, the Global Partnership for Education supported a subsequent vision screening project in elementary schools.

About 13,000 children in 56 schools in Siem Reap province were part of the school-based vision screening effort. Chung Lang, a 13-year-old 5th grader, was one of them. Because of poor eyesight and despite her best efforts, she had dropped out of school. Thanks to the screening and with a new US\$2 pair of eye glasses, Chung Lang can now say: “I really enjoy reading.”

The results of the project provided valuable input for strategic planning discussions with the Ministry of Education and led to increased support for excluded children. Cambodia is now planning to make vision screening part of the national school-based health program. Other GPE developing country partners heard about the program and requested support to establish similar projects in their countries. GPE is eager to help them.



## HOW WE IMPROVE LEARNING OUTCOMES

The Global Partnership for Education and its partners believe all children have a right to be in school, but being in school is just the first step. Once children are in school we must ensure they learn to read, write, do math, and acquire the life skills they will need to get a job and contribute to the development of their community and nation.

### LEARNING TO READ, WRITE & DO MATH BY GRADE 3

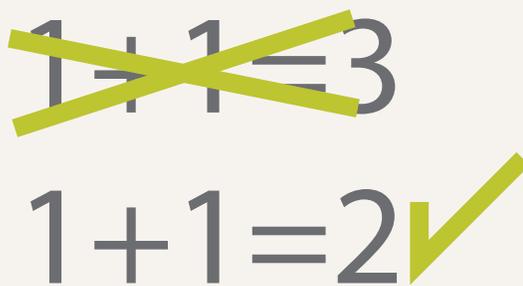


**Around 250 million**  
children either fail to make it to grade  
4 or do not reach the minimum level  
of learning<sup>1</sup>

**171 million**  
people could be lifted out of poverty  
if all students in low-income countries  
left school with basic reading skills<sup>2</sup>

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### MATH SKILLS ARE LEARNED MUCH LATER IN LOW-INCOME COUNTRIES:



Children in Ghana learn basic math skills by grade 6, while children in higher-income countries learn the same skills by grades 2 or 3<sup>3</sup>

1. UNESCO Education for All  
Global Monitoring Report 2012  
2. UNESCO Education for All  
Global Monitoring Report 2011  
3. GPE Results for Learning Report  
2012



MOZAMBIQUE

BETWEEN 2008 AND 2010, ALMOST  
**10,000 TEACHERS**  
**WERE TRAINED**  
**AND HIRED ANNUALLY**

## MORE CHILDREN LEARN IN MOZAMBIQUE

With support from the Global Partnership for Education, more children are completing primary school in Mozambique—from 39% in 2007 to 48% in 2011. There are also more girls in school and gender parity is on the rise. For every 100 boys in primary school, there are now 86 girls compared to just 72 girls in 2007. Youth literacy is at 67% in 2009. Of children aged 6 to 10, 91% are estimated to be in school. These are good results for Mozambique.

When Mozambique joined GPE in 2003 it was one of our first developing country partners. During the first phase of engagement with GPE, the government and development partners prepared a plan to achieve the Millennium Development Goals in primary education. This plan formed the basis for Mozambique's second Education Sector Strategic Plan 2006–2010/11 developed by the Local Education Group in a consultative process. This education sector plan and a subsequent plan in 2012 were the basis for two GPE grants totaling US\$169 million.

GPE funds are channeled through a pooled donor fund—a good way to improve aid effectiveness and support the government with a collective partnership approach.

Starting in 2008, the first grant of US\$79 million, helped to construct 3,000 primary school classrooms and 12 secondary schools and deliver 14 million textbooks each year to school children, including those in remote areas. In parallel, key education reforms were introduced at the school level and a nationwide school grant program was started. Schools received about US\$2.50 per child, which allowed them to provide basic learning materials such as pens, pencils, notebooks, and complementary reading material.

Between 2008 and 2010, almost 10,000 teachers were trained and hired annually. These teachers were posted in areas with overcrowded classrooms to ensure more effective teaching and learning. Primary school teachers also received in-service distance learning courses to improve their qualifications. Bilingual education in Portuguese and a national language was introduced in primary schools, which promoted more effective instruction in local languages. In addition, the government expanded its adult education programs through the introduction of radio literacy programs.

A second GPE grant for US\$90 million was approved in 2010 and continues to support the success of the first grant.



GAMBIAN CHILDREN PERFORM  
**10X BETTER**  
WHEN THEY LEARN IN THEIR  
NATIVE LANGUAGE

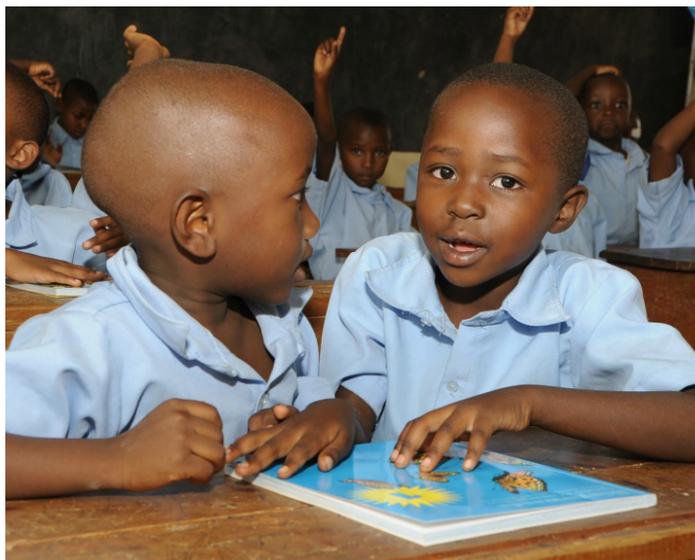
## GAMBIA READS!

Local language instruction is making great strides in the Gambia where more children are reading thanks to programs supported by the Global Partnership for Education. The results of a pilot program “Early Learning in National Languages” are promising and the government is now scaling it up to reach more children in the country.

With 1.8 million people, the Gambia is one of the smallest countries in Africa. It has about 500 schools and around 8,000 teachers, yet it excels in teaching young children how to read in their mother tongue.

In 2011, the Gambian government, with GPE support, launched the national pilot program starting to teach children in their native local language. Children learned basic reading skills not in English, but in one of the five national languages: Mandinka, Wolof, Fula, Serer, and Krio. These languages have a more consistent relationship between sounds and letters than English does, and, of course, they are the languages that the children use at home and at play.

The results of the pilot program are encouraging: Gambian children in Grade 1 who were part of the pilot performed 10 times better than children who were not part of the pilot in recognizing letter sounds and reading simple words. Many children in the pilot were able to transfer these new skills to reading in English as well.



RWANDA

RWANDA NOW HAS A FULLY  
COMPUTERIZED SYSTEM  
**FOR MANAGING**  
TEXTBOOKS AND LEARNING  
**MATERIALS**

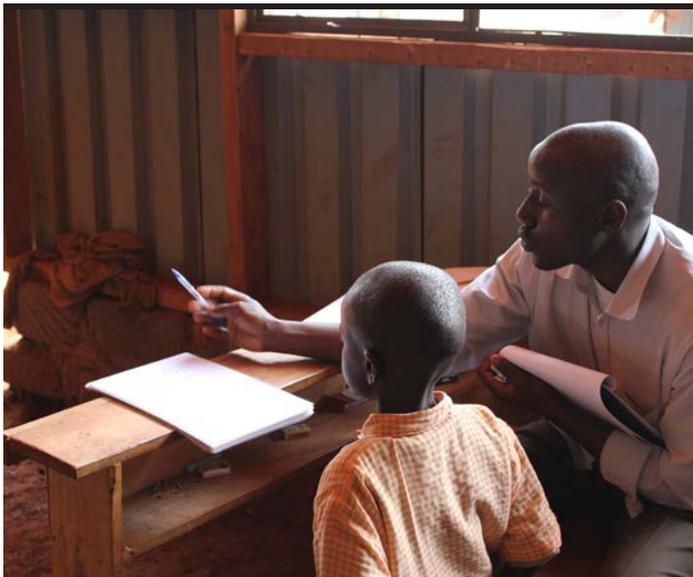
## RWANDA'S INNOVATIVE TEXTBOOK DISTRIBUTION

Rwanda is leading the way in ensuring that textbooks are getting into every classroom in the country. Thanks to a US\$70 million grant from the Global Partnership for Education, the Rwandan Ministry of Education is pioneering a new electronic system that puts schools in control. This new system removes obstacles that previously prevented learning materials from getting into the hands of Rwandan boys and girls. Grant implementation is supervised by the UK Department for International Development (DFID).

In 2007, Rwanda conducted a study on textbook availability in 60 schools across 20 districts. The study, which was supported by DFID, presented alarming findings: There were serious textbook shortages at all school levels and across all subjects, and the government was not getting good value-for-money for learning materials. In addition, the national target of three students to every textbook was far from being met. The study found that in the case of first grade science, an astounding 265 students shared a single textbook. Part of the problem was in distribution. Textbooks were warehoused in the capital and district offices and due to management and transport challenges, the textbooks were not reaching all schools, especially not those in rural areas.

Six years later, the textbook landscape has changed drastically. Rwanda now has a fully computerized system for managing textbooks and learning materials—the first of its kind in Sub-Saharan Africa. Head teachers are in charge of ordering textbooks from an approved list, and funds are provided for these materials based on student enrollment. Publishers deliver the books to the schools at no extra cost, even to off-road schools, and are paid directly by the government.

Rwanda is building a track record as an education innovator, having received the prestigious Commonwealth Education Good Practice Award in August 2012 for its Nine-Year Basic Education program. Rwanda is becoming a model for other developing countries in the Sub-Saharan African region.



GLOBALLY


# 6.8 MILLION TEACHERS

ARE NEEDED TO GET EVERY  
CHILD IN SCHOOL BY 2015

## EVERY CHILD NEEDS A TEACHER TO LEARN

Teachers have the single biggest influence on children’s learning. That is why GPE is committed to improving teacher support and effectiveness and engaging with teacher organizations to develop sound education sector plans.

Many of our developing country partners are showing great progress in increasing the number of qualified teachers in schools. In Burkina Faso, Ethiopia, and Niger, the student-teacher ratio has improved significantly. In Niger, for example the ratio was reduced from 110 to just 58 students per teacher. The goal is to achieve a manageable classroom size of 40 students for every teacher.

Globally **6.8 million teachers** are needed to get every child in school by 2015<sup>1</sup>



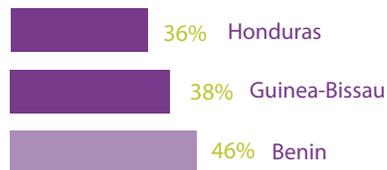
1. UNESCO Institute for Statistics, September 2012



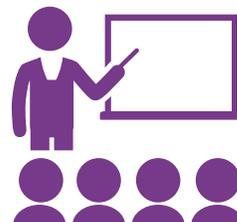
Manageable class size = 40 students per teacher<sup>2</sup>



Less than 50% of primary school teachers in many countries have received the minimum teacher training



Highest Student-to-Teacher Ratios in Low-Income Countries:<sup>2</sup>



2. UNESCO Institute for Statistics, eAtlas of teachers



Arace Williams Grade  
Monday 29th April 2013  
IRI maths

Addition +

~~$2+6=10$~~   
 ~~$3+6=9$~~   
 ~~$4+8=12$~~   
 ~~$5+7=12$~~   
 ~~$4+9=13$~~

~~$4+6+3=13$~~   
 ~~$5+2+4=11$~~   
 ~~$7+3+1=11$~~   
 ~~$8+2+4=14$~~

number in 10's  
~~10 20 30 40 50 60 70 80 90 100~~

*Arace Williams*

Arace Williams Grade one IB  
Tuesday 30th April 2013  
IRI maths  
time:



~~6 o'clock~~

Addition +

~~$2+5+1=14$~~   
 ~~$6+4+3=13$~~   
 ~~$8+1+6=15$~~   
 ~~$5+4+3=12$~~

*Arace Williams*

## FUNDING

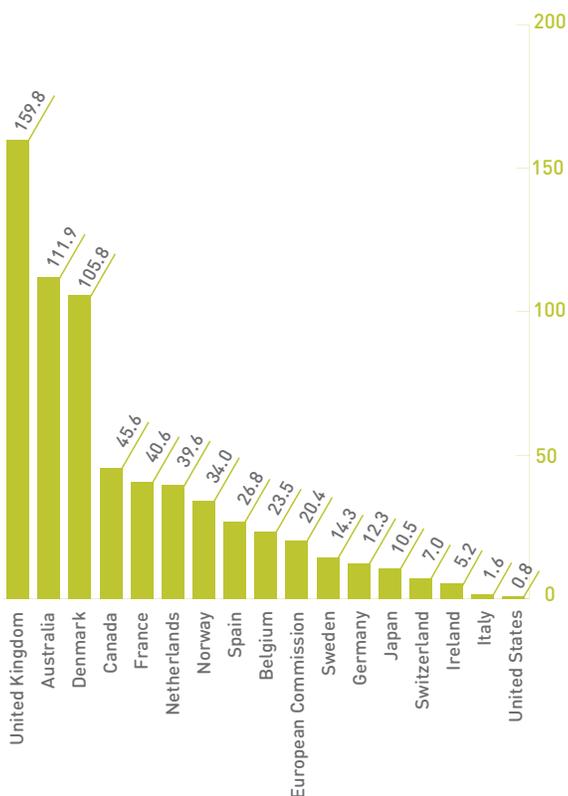
The Global Partnership for Education provides financial support to developing country partners to develop and implement their education sector plans. The partnership also supports civil society participation as well as global and regional technical support. Financing for GPE countries continues to be strong. Donors contributed more than half a billion dollars to GPE in 2012, pushing the cumulative numbers to over US\$3.1 billion.

## FUNDING

The Portfolio has grown significantly over the past 18 months. For the period covering July 2012 to June 2013, close to US\$1 billion has been allocated. This is an almost 50% growth in the value of grants approved in just one year compared to the entire amount approved between 2003 and 2011. Cumulative program implementation grant approvals since 2003 now stand at over US\$3.1 billion and this pace is expected to continue with potentially close to US\$700 million more in allocations before the end of 2013.

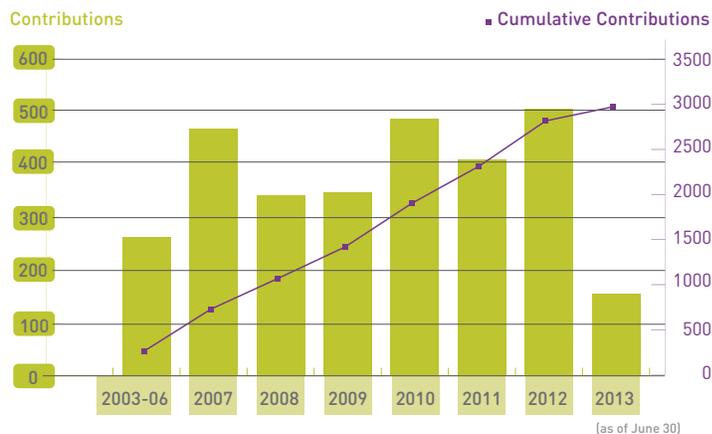
### DONOR CONTRIBUTIONS (JANUARY 1, 2012 - JUNE 30, 2013)

in USD millions



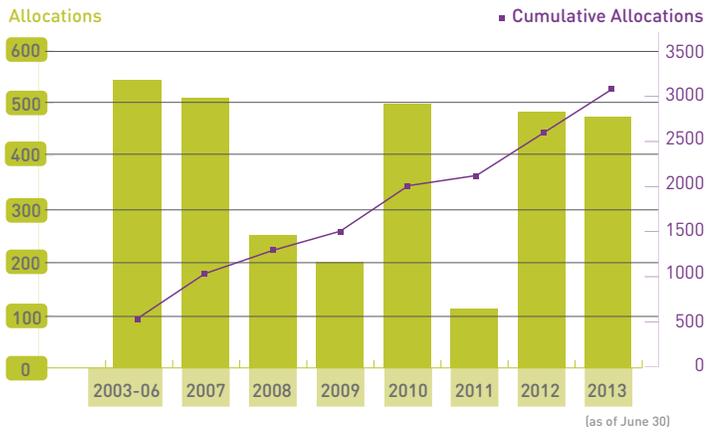
### TOTAL DONOR CONTRIBUTIONS (CUMULATIVE AS OF JUNE 30, 2013)

in USD millions



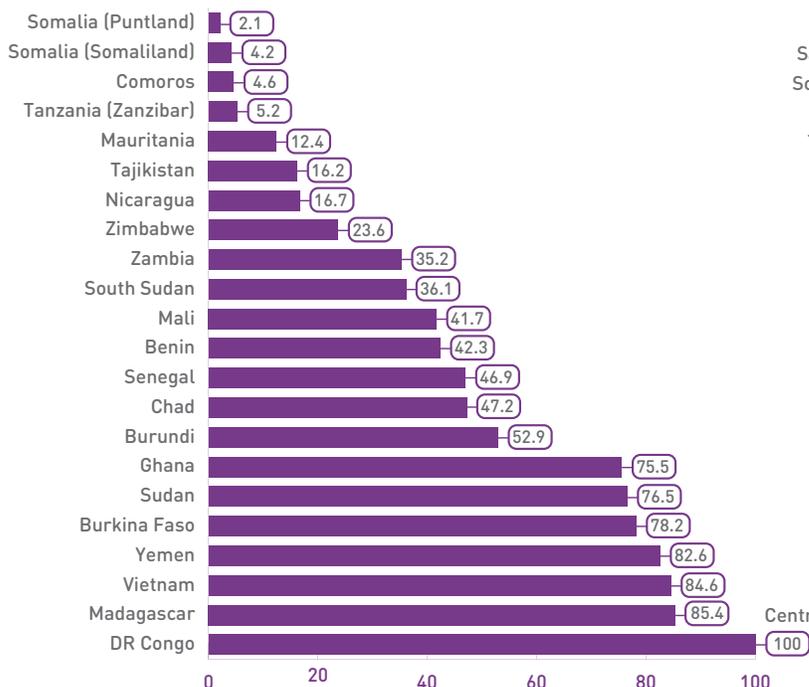
**PROGRAM IMPLEMENTATION GRANT ALLOCATIONS  
(CUMULATIVE 2003 - 2013)**

in USD millions



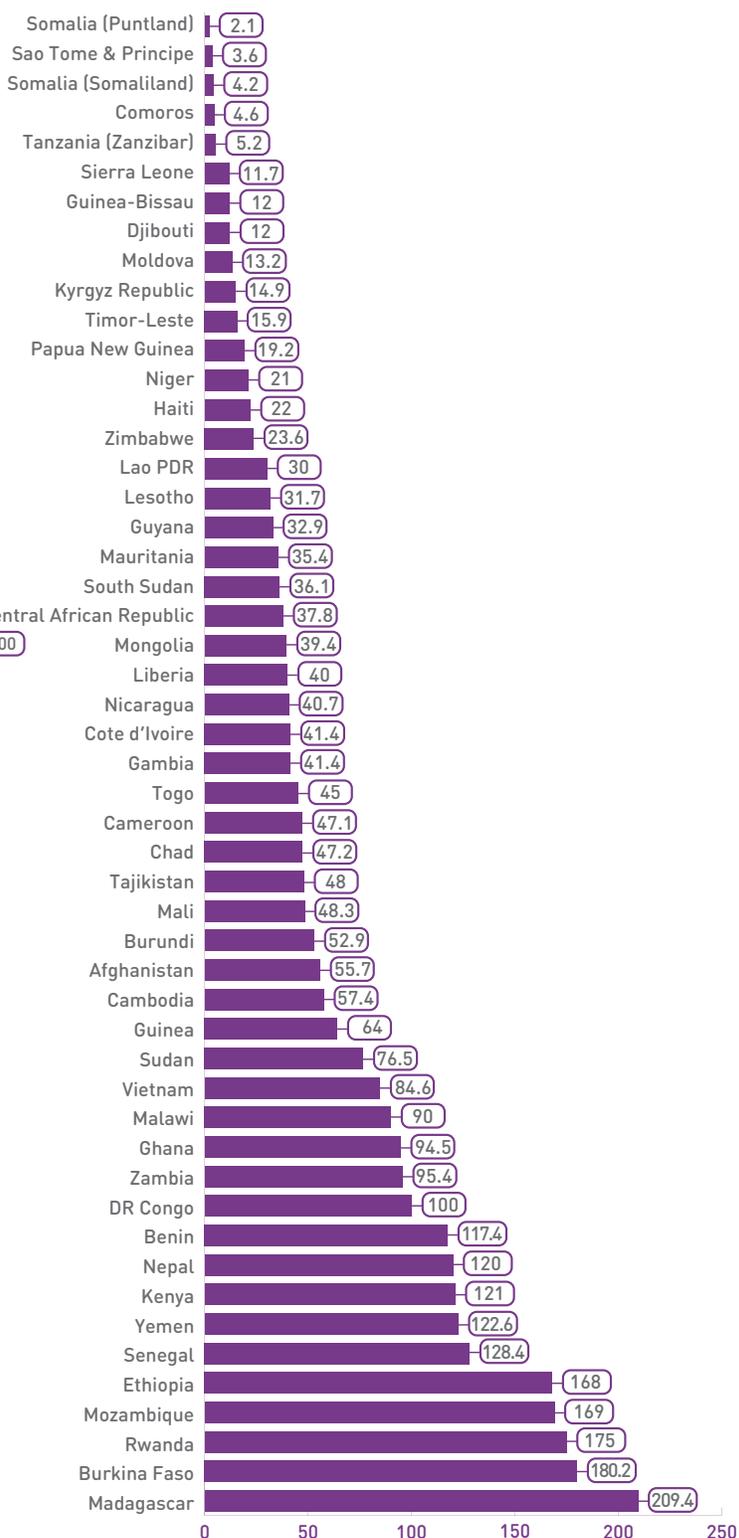
### PROGRAM IMPLEMENTATION GRANT ALLOCATIONS (JANUARY 1, 2012 - JUNE 30, 2013)

in USD millions



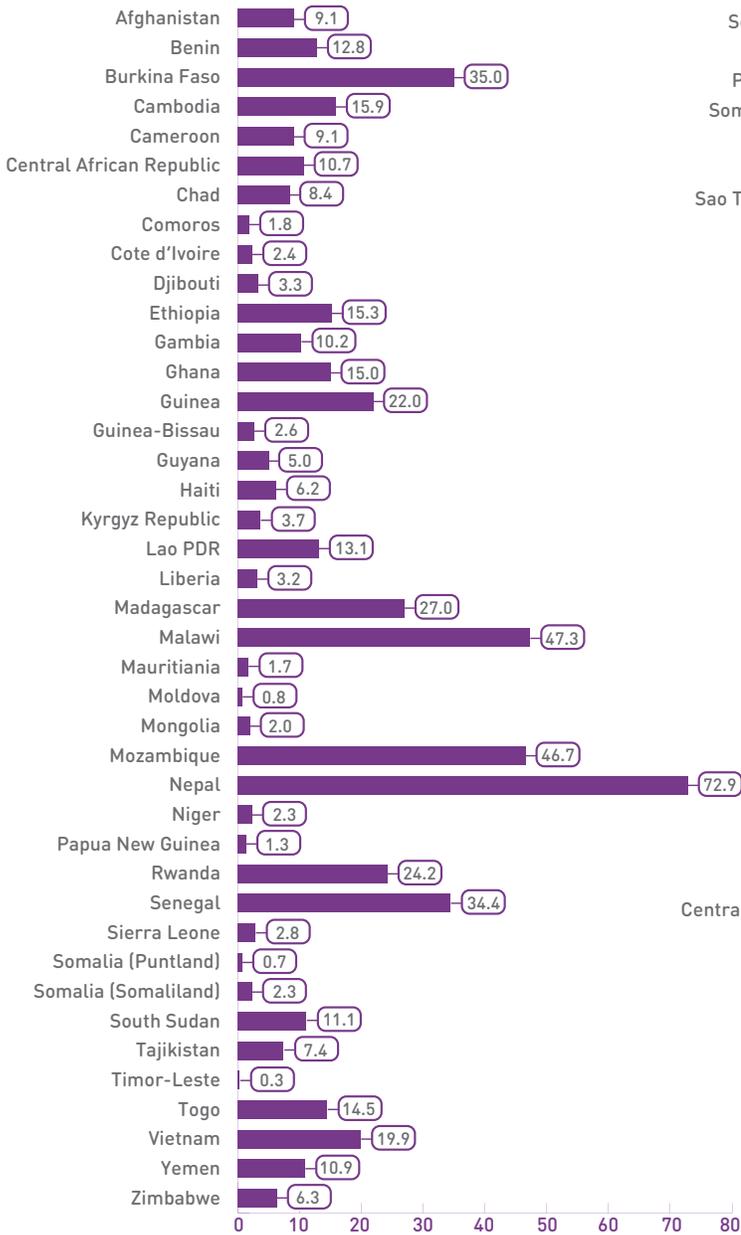
### PROGRAM IMPLEMENTATION GRANT ALLOCATIONS (CUMULATIVE AS OF JUNE 30, 2013)

in USD millions



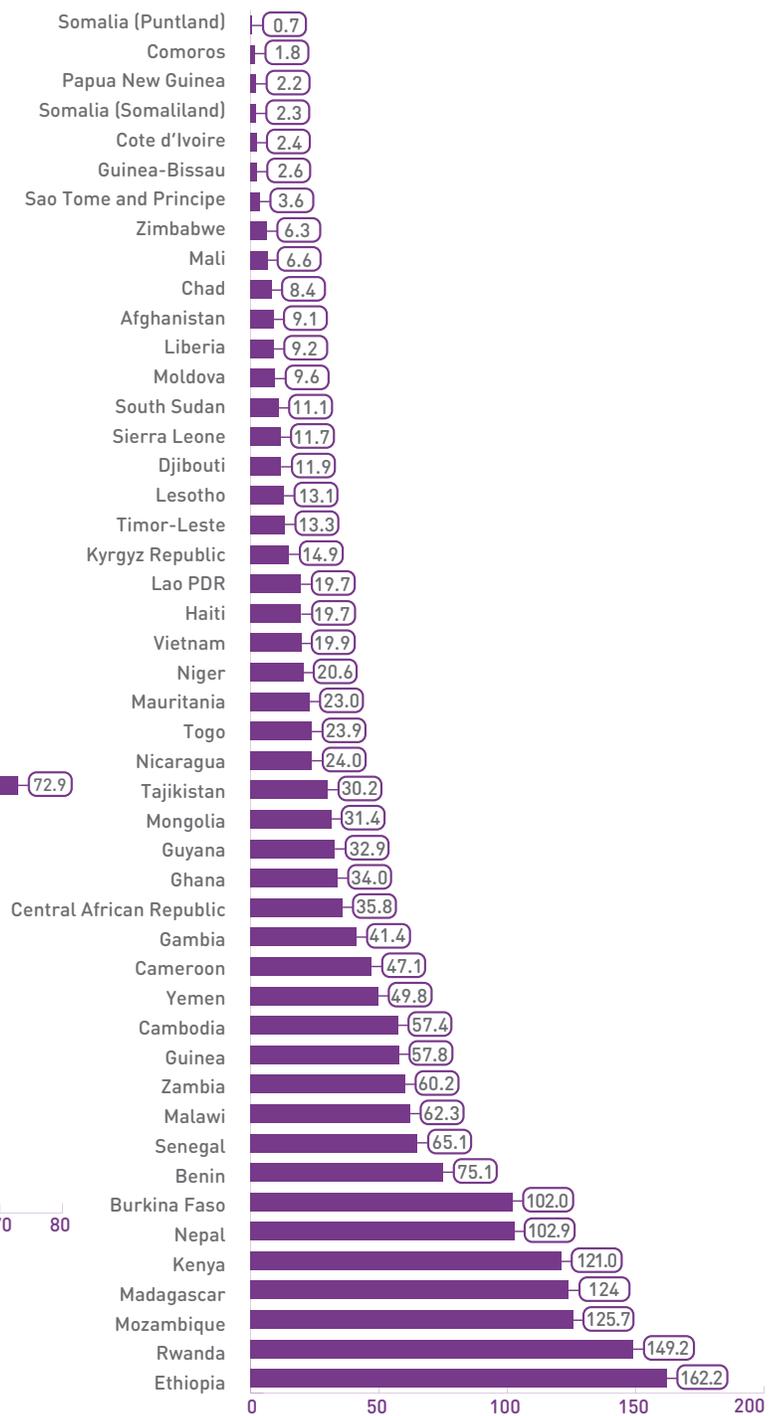
**PROGRAM IMPLEMENTATION GRANT DISBURSEMENTS  
(JANUARY 1, 2012 - JUNE 30, 2013)**

in USD millions



**PROGRAM IMPLEMENTATION GRANT DISBURSEMENTS  
(CUMULATIVE AS OF JUNE 30, 2013)**

in USD millions





## FUNDING FOR GLOBAL AND REGIONAL ACTIVITIES

The Global and Regional Activities (GRA) program aims to engage and energize education stakeholders to develop, share, and apply new knowledge and evidence-based practices to resolve crucial education challenges with regard to GPE's strategic goals and objectives. The program intends to strengthen and harmonize technical cooperation across countries and help developing country partners develop and implement education programs that reflect innovation and excellence in the field. For the period 2013-2014, the GPE Board of Directors has approved grant allocations of US\$14.5 million.

### ADDRESSING KNOWLEDGE GAPS

The GPE Board of Directors approved eight Global and Regional Activities concept notes in February 2013 for programs in francophone Africa, East Africa, and East Asia totaling US\$13.5 million. GRA activities aim to produce technical knowledge, policy options, and good practices. This includes research on data regarding out-of-school children and how to reach them; teaching and learning in bilingual contexts in francophone Africa; and assessments of school grants initiatives.

## CIVIL SOCIETY EDUCATION FUND

The Civil Society Education Fund (CSEF) supports national civil society organizations in GPE developing partner countries and other International Development Association (IDA) eligible countries. From 2009 to 2011 the GPE provided US\$17.6 million to the CSEF, coordinated by the Global Campaign for Education at the global level. National education coalitions in 45 countries received grants during this period. An evaluation of the Civil Society Education Fund confirmed that the involvement of civil society in education supports aid effectiveness and makes policy processes more democratic.

### STRENGTHENING THE ROLE OF CIVIL SOCIETY IN KENYA

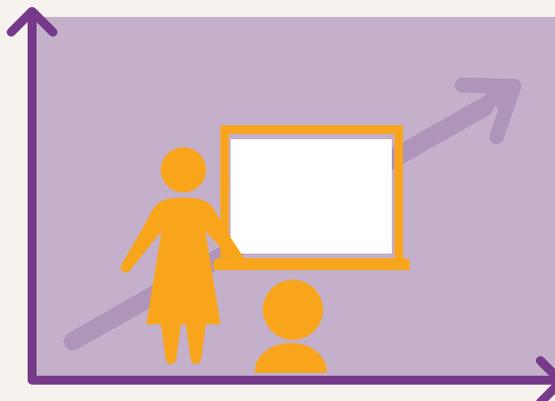
In Kenya, the Global Partnership has helped increase the capacity of Elimu Yetu, a civil society coalition comprising 102 local education organizations, teacher unions, research organizations, and education professionals. Support was funded through the Civil Society Education Fund (CSEF), which is managed by the Global Campaign for Education, one of GPE's partners. The coalition's consistent involvement built credibility and trust with the government and enabled a strong role for civil society in the education sector.

The education reform process that started in Kenya in 2009 has helped to turn education into a constitutional right and led to the adoption of a legal framework for this right: the Education Act.

GPE partners also developed an education sector plan for the country. Civil society organizations, through Elimu Yetu, have been a consistent partner in all of these processes. Elimu Yetu's participation in the development of the Education Act helped establish strong accountability mechanisms in schools through involved parents, local civil society, and student councils. For example, there are new checks and balances in place for the recruitment of personnel who manage education sector resources. By promoting civil society participation in the application process for GPE funding, the Global Partnership has strengthened the role of civil society in the education sector in Kenya.

“The Civil Society Fund enabled our coalition to participate consistently and meaningfully in the development of Kenya's new education policies and strategies, in particular raising issues such as marginalized children and better mechanisms to improve governance”

Janet Muthoni Ouko, National Coordinator of Elimu Yetu, Kenya



Each additional  
**year of  
schooling**  
raises average annual  
gross domestic product  
**(GDP)**  
growth by 0.37%.

EFA GMR



## BOARD OF DIRECTORS

### MEMBERS WHO SERVED ON THE BOARD BETWEEN JANUARY 1, 2012 AND JUNE 30, 2013

DEVELOPING COUNTRIES	DONORS	CSOS	PRIVATE SECTOR AND FOUNDATIONS	MULTILATERAL AGENCIES
<b>Africa 1</b>	<b>Donor 1</b>	<b>CSO 1</b>	<b>Private Sector and Foundations</b>	<b>Multilateral Agency 1</b>
<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Keratile Thabana Lesotho</li> <li>Sharon Haba Rwanda</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Daniel Nkaada Uganda</li> <li>Zeferino Martins Mozambique</li> </ul>	<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Marijke Wijnroks Netherlands</li> <li>Bram Van Ojik Netherlands</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Hansjürg Ambühl Switzerland</li> <li>Rahel Boesch Switzerland</li> </ul>	<p><b>Board Member</b></p> <ul style="list-style-type: none"> <li>David Archer Action Aid</li> </ul> <p><b>Alternate</b></p> <ul style="list-style-type: none"> <li>Joseph O'Reilly Save the Children</li> </ul>	<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Peter Colenso CIFF</li> <li>Euan Wilmshurst CIFF</li> <li>Martina Roth Intel</li> <li>Greg Butler Microsoft</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Amanda Gardiner Pearson</li> <li>Aleesha Taylor Open Society Foundations</li> <li>Lynn Murphy Hewlett Foundation</li> </ul>	<p><b>Board Member</b></p> <ul style="list-style-type: none"> <li>Qian Tang UNESCO</li> </ul> <p><b>Alternate</b></p> <ul style="list-style-type: none"> <li>Olav Seim UNESCO</li> </ul>
<b>Africa 2</b>	<b>Donor 2</b>	<b>CSO 2</b>	-	<b>Multilateral Agency 2</b>
<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Sérigne Mbaye Thiam Senegal</li> <li>Ibrahima Sall Senegal</li> <li>Kalidou Diallo Senegal</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Kandia Camara Cote d'Ivoire</li> <li>Koumba Boly Barr Burkina Faso</li> </ul>	<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Chris Tinning Australia</li> <li>Jenny Da Rin Australia</li> <li>José María Fernández López de Turiso Spain</li> <li>Salvador Muñoz Martínez Spain</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Francisco Gutiérrez Soto Spain</li> <li>Chris Tinning Australia</li> <li>Jenny Da Rin Australia</li> </ul>	<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Cheikh Mbow COSYDEP, Senegal</li> <li>Boaz Waruku, ANCEFA</li> <li>Barbara Chilangwa CAMFED Zambia</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Madiana Nyanda Samba Sierra Leone</li> <li>Nagi Mansour alShafe SNEFA Sudan</li> </ul>		<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Geeta Rao Gupta UNICEF</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Jo Bourne UNICEF</li> <li>Susan Durston UNICEF</li> </ul>

Africa 3	Donor 3	CSO 3	-	Multilateral Agency 3
<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Charles Y. AhetoTsegah Ghana</li> <li>Momodou Sanneh The Gambia</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Demeke Mekonnen Ethiopia</li> <li>Mahama Ayariga Ghana</li> </ul>	<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Simon Bland UK</li> <li>David Hallam UK</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Ryan Legault McGill Canada</li> <li>Christine Reissmann Canada</li> </ul>	<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Marième Sakho Dansokho Senegal</li> <li>Irene T. Duncan Adanusa Ghana National Association of Teachers</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>David Edwards Education International</li> <li>Monique Foulhoux Belgium</li> </ul>	-	<p><b>Board Member</b></p> <ul style="list-style-type: none"> <li>Elizabeth King World Bank</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Jouko Sarvi Asian Development Bank</li> <li>Olav Christensen World Bank</li> </ul>
<b>Asia and the Pacific</b>	<b>Donor 4</b>	-	-	-
<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Bendito Dos Santos Freitas Timor Leste</li> <li>Otgonbayar Yondon Mongolia</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Lytou BOUAPAO Lao PDR</li> <li>Apolinário Magno Timor Leste</li> </ul>	<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Paul Fife Norway</li> <li>Lena Ingelstam Sweden</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Nathalia Feinberg Denmark</li> <li>Tove Degnbol Denmark</li> </ul>	-	-	-
<b>Europe, Middle East and Central Asia</b>	<b>Donor 5</b>	-	-	-
<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Farooq Wardak Afghanistan</li> <li>Alexander Kvitashvili Georgia</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Nuriddin Saidov Tajikistan</li> </ul>	<p><b>Board Members</b></p> <ul style="list-style-type: none"> <li>Gustavo Gonzalez Canali France</li> <li>Marja Karjalainen European Commission</li> <li>Elisabeth Féret EC</li> </ul> <p><b>Alternates</b></p> <ul style="list-style-type: none"> <li>Roland Lindenthal Germany</li> <li>Gustavo Gonzalez Canali France</li> </ul>	-	-	-

**Latin America  
and the Caribbean**

**Donor 6**

-

-

-

**Board Members**

- Priya Manickchan  
Guyana
- José Alejandro Ventura  
Honduras

**Alternates**

- Sandra Maribel  
Sánchez Rivera  
Honduras

**Board Members**

- Natasha de Marcken  
USA
- Atsushi Karimata  
Japan
- Yuji Yamamoto  
Japan

**Alternates**

- Wendy Abt  
USA

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