

What is the GPE?

Explanation and examples of impact

What is the Global Partnership for Education?

The Global Partnership for Education (GPE) is a formal partnership of governments, civil society, international organizations, teachers, foundations, and the private sector. The GPE uses the skills and expertise of the partners to help low income countries with weak and underdeveloped education systems to develop new education plans and access specialist technical resources; with things like teacher-training, curriculum development or strategies for getting marginalised children into school and learning. The GPE is focused on helping countries to reach their own education goals and to develop plans which meet their very specific needs and unique country conditions.



GPE supports education in fragile and conflict-affected countries, promotes girls' education, helps countries increase basic numeracy and literacy skills, and improves teacher effectiveness. Since it was established in 2002, the Partnership has grown from 7 developing country partners to 59 in 2013. GPE has allocated nearly US\$3.8 billion in support of education, making it the 5th largest donor in the sector.

What Makes the GPE's Approach Unique?

The GPE model is unique – no other large international organisation works in the same way - and it has helped countries achieve better education outcomes. Here are some of the ways the GPE has a real advantage.

1. By uniting everyone working on education in a country, the GPE creates consensus and ensures the best use of scarce resources. If reforms are needed the GPE helps ensure they are strongly endorsed by all

stakeholders and deeply rooted in the national system, to ensure sustainable change.

2. The work the GPE does is reaching children in fragile or conflict-affected countries; nearly half of the countries the GPE works with are considered at risk of conflict. By the end of 2013, more than 40% of GPE's total aid disbursements supported children's education in fragile and conflict-affected countries. GPE has also developed mechanisms to respond quickly with emergency funding when countries encounter humanitarian crises.

3. Putting local knowledge to work by enlisting civil society. The GPE encourages and provides financial support to civil society organizations in developing countries to participate in the partnership at country level, so that they can monitor plans and help ensure democratic oversight of education policy.

4. Monitoring results. GPE focuses on building the ability of education ministries to monitor whether their country is making progress towards their education goals. Through its Sector Monitoring Initiative, the GPE has provided training to education officials from 54 developing countries to better monitor plans and carry out education assessments.

5. Increasing domestic funding. Any country the GPE works with is asked to increase its own spending on education in order to create sustainable, long-term funding. This encourages countries to prioritise education spending and develops internal capacity.

Want to know more about GPE?

SAVE THE DATE! On Saturday 8th March at 7pm, join grassroots from UK, US, Canada and Australia on our unique Global Call with Alice Albright, CEO of Global Partnership for Education (more details to follow).



Case studies of GPE's impact

Cambodia

In the past eight years, Cambodia made significant progress in education, including a substantive jump in the primary school completion rate. Despite these improvements, many of the most marginalised groups - such as ethnic minorities and children with disabilities - were still not accessing an education.

Supported by a GPE grant of US\$57.4 million, the Ministry of Education, Youth and Sport decided to address this problem and do more to understand the needs of marginalised and disabled children. To do this, the department conducted a survey piloting state-of-the-art methodology for screening and referring children with disabilities and impairments. In addition, the survey also provided high-quality data on disability for the first time, which enabled the ministry to plan and budget appropriately.



As a result, this GPE-funded project has helped make children with disabilities more visible and a higher priority. Grasping a better understanding of the needs of children with disabilities paired with hard data from the survey, has enabled the Cambodia education minister to set concrete targets, monitor progress and, ultimately properly integrate these children into the country's education system. Indeed, recent figures have shown that the out of school population has been halved between 2007 and 2011 largely as a result of these policies and interventions.

Moreover, since joining the GPE in 2006, the Cambodian government has increased its public education expenditure on education as a share of GDP by 23.5%. This will help ensure the country continues to increase the enrolment of children with disabilities and the most marginalised in society.

Afghanistan

Last week, RESULTS met with His Excellency Farook Wardak, Afghanistan's education minister, to discuss the progress that GPE has supported there.



Following decades of war, civil unrest and political instability, the education system in Afghanistan was left in tatters, with badly damaged infrastructure, no national curriculum, a large illiterate population, and millions of children out of school. In 2001, fewer than 900,000 children were in schools, and very few of them were girls. During our meeting with Mr Wardak, he told us about the dramatic progress that has been made. *"There are now 10.5 million students, and 42% of them are girls"*, he said.

Afghanistan joined the GPE in 2011 and received a GPE grant of US\$55.7 million. The education sector faces many challenges. But the Minister talked passionately about the progress in re-opening schools and encouraging girls' education. He spoke about how vital GPE's support was. GPE funding is supporting community mobilisation efforts, creating what he called *"a revolution in people's attitudes and behaviour – parents are all demanding education for their children"*. He talked about 'School Protection Shuras' – community committees bringing together representatives of families, teachers and the community leaders to ensure commitment to education. GPE is also supporting the recruitment and training of female teachers. Minister Wardak explained that 300 experienced female teachers have been recruited from urban areas to go and teach in hard-to-reach areas. The Minister was clear that this will have a huge benefit in encouraging girls to attend school, which he sees as crucial – *"once girls are educated, our wealth will be better, our health, our brotherhood, our security, peace, stability. Education is a pre-requisite of development"*.