



Fund the Future:

An action plan for
funding the Global
Partnership for
Education

Second Edition, April 2014

FUND THE
FUTURE
EDUCATION RIGHTS NOW

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GLOBAL CAMPAIGN FOR
EDUCATION

If we invested more in education we could accelerate poverty reduction, generate more sustainable livelihoods, improve long-term health benefits, ensure greater gender equality, and promote democratic governance.



Funding the future

Ensuring the Global Partnership for Education – the only multilateral partnership devoted to getting all children into school for a quality education – has sufficient funding for 2015 – 2018 is vital to reversing the global funding gap for education.

Education is key to progress and prosperity

If global leaders invested more in education they could help reduce poverty, create more sustainable livelihoods, improve long-term health benefits, ensure greater gender equality, and promote democratic governance: investment in education now can help to fund a better future tomorrow.

Huge shortfall in financing for education persist

In spite of this, there are huge shortfalls in financing for education, which is leading to a crisis in education in low- and middle-income countries. Donors in particular are failing in their commitments to support basic education in the lowest-income countries.

A unique opportunity to reverse the funding crisis

This year, there is a unique opportunity to reverse these trends at the Global Partnership for Education (GPE) Replenishment Pledging Conference.

The Global Campaign for Education, a global movement of civil society organisations whose members include international and regional organisations, as well as national coalitions in nearly 100 countries, is working with other civil society networks to set out a vision for action in the lead up to the GPE's replenishment. Together, we are calling on all partners to take concrete actions to ensure that the necessary funds are made available for the GPE between 2015-2018.

In order to do so, as an absolute minimum, we call for specific pledges at the June 2014 GPE Replenishment Pledging Conference from donors and developing countries, including:

- **Donors must** pledge to meet the US\$3.5 billion GPE replenishment target at the June 2014 Pledging conference. An additional US\$500 million must also be secured through innovative sources, so as to provide the Global Partnership for Education with a total of US\$4 billion over the 4-year replenishment period (2015-2018). Donors must also increase their humanitarian aid to education, acting on commitments made in 2012 and 2013 and ensuring that a minimum of 4% of all humanitarian aid is allocated to education.
- **Developing countries must** increase their financing for education with concrete and time-bound pledges. Those who have not yet reached the target of spending 20% of national budgets on all education, with half of this targeted at basic education, should set out plans to do so as part of their replenishment commitment. Over the replenishment period increased domestic financing must help to leverage an additional US\$16 billion towards basic education.

'Fund the Future: An action plan for funding the Global Partnership for Education' sets out how the crisis in education funding continues to rob children and their communities of opportunity, the important role that the GPE has and can continue to play in supporting access to and improvements in education and calls on donors, developing countries and the private sector to pledge at the GPE's replenishment event later this year their support for the GPE and for wider efforts to increase education funding and opportunity.

Cover Photo: Sawda, 13, had been unable to access education but is now enrolled in catch up classes for Somali refugees. Without significant increases in education funding children like Sawda will not be able to access the quality education they need to progress in life © Jonathan Hyams/Save the Children

Opposite Photo: Children learn their alphabets at school in West Bengal, India but there are 57 million children out of school and 250 million who cannot read, write or do basic numeracy. © Suzanne Lee/Save the Children

Across the developing world, 57 million children are still out of primary school and an estimated 130 million children in school fail to acquire basic reading and numeracy skills while in school, while another 120 million drop out within three years of starting.



Education: a fundamental right left unrealised

Everyone has the right to a quality education. Yet, across the developing world, 57 million children are still out of primary school, with a further 69 million out of lower secondary school, and the quality of education they receive is often disastrously poor.

A global crisis in the quality of education

An estimated 130 million children fail to acquire basic reading and numeracy skills while in school, while another 120 million drop out within three years. Poor quality education is exacerbated by the urgent need for an additional 1.6 million teachers. Millions more teachers don't have the necessary training, qualifications or support required to teach effectively. A lack of quality educational opportunities has left 774 million adults – almost two thirds of whom are women – unable to read or write.¹

Humanitarian crises rob children and communities of the opportunity for an education

War, conflict and natural disasters can deprive whole generations of access to education, leaving vast gaps in the education of millions of children, robbing them of opportunity and increasing their vulnerability to violence, abuse and exploitation.

A serious threat to development and poverty reduction

The continuing crisis in access to, and quality of, education is a disaster for millions of the world's poorest children, young people, adults and families. Education is an enabling right, with the power to reduce poverty and support the achievement of wider development goals. A quality education enables every stage of the journey to a better life, especially for the poorest and the most vulnerable. It can help to reduce maternal and child mortality; promote democracy, good governance and human rights; tackle chronic poverty, raise living standards and build long-term prosperity; promote women's rights and gender equality; and lead to more sustainable and equitable national economies.²

A failure of funding

Insufficient financing is one of the main obstacles to ensuring Education For All. In 2000, the global community committed to ensure that no country seriously dedicated to achieving education for all should be held back due to a lack of resources.³

This promise has not been kept, and is in danger of slipping further away as more and more donors reduce their aid to education. Most worrying is that aid to "basic" education in low-income countries – which was already far too low – is reducing faster than other areas.⁴ Since 2009 aid to basic education has dropped by 16%. Between 2010 and 2011 alone, aid to basic education fell 6%, from US\$6.2 billion to US\$5.8 billion, considerably more than the 3% reduction in total aid over the same period. Furthermore, only a tiny fraction of this aid is being spent in low-income countries (US\$1.9 billion), with the poorest countries hit the hardest from these cuts. In total, cuts made over the 2010 to 2011 period to the lowest income countries could have sent 1.1 million more children to school.⁵ UNESCO has

cautioned that these decreases are jeopardising progress in meeting the global goal of ensuring every child can go to primary school.

Meanwhile, aid to secondary education dropped 11% to US\$2.2 billion between 2004 and 2010.⁶ Multilateral institutions have also reduced the share of their education aid going to basic education from 62% in 2000, to 51% in 2011.⁷ Humanitarian aid to education is also chronically low. In 2012, just 1.4% of humanitarian funding through the appeals process went to education, leaving 13 million individuals affected by humanitarian crises without education. In 2013, just 34% of required education funding was met, totalling only 2.4% of humanitarian aid and leaving a substantial shortfall of \$239M.⁸

Globally, these trends are leading to huge shortfalls. The Education For All Global Monitoring Report (EFA-GMR) estimates a financing gap of US\$26 billion per year for basic education, or US\$38 billion if lower secondary is included, with this financing gap growing in recent years as donors cut budgets.⁹ While the Global Partnership for Education alone cannot fill these education finance gaps, its replenishment conference does offer the international community a critical moment to come together and make new financial pledges to support basic education in low-income countries between 2015 and 2018.

Education: saving lives, building nations

If all women had a primary education, child marriages and child mortality could fall by a sixth, and maternal deaths by two-thirds.¹⁰ Every additional year of schooling can increase an individual's earnings by 10%.¹¹ It has also been estimated that if all children enjoyed equal access to education, per capita income would increase by 23% over 40 years.¹² Therefore, providing a quality education for all is a sound long-term investment for governments to make for individual and national prosperity; with increasingly knowledge-driven systems of production, which are dependent on an educated workforce, this is becoming ever more important. Global poverty could be reduced by 12% if all students in low-income countries acquired basic reading skills.

It is estimated that the economic gains from achieving universal primary education far exceed the increase needed in public spending to achieve it. Recent research found that there are high national economic losses associated with high out-of-school populations: for instance, in Gambia, an estimated 10% of GDP is lost each year due to out-of-school children. In Mali and Nigeria, the projected losses of its high out-of-school populations exceed two years of average GDP growth. Overall, it concluded that the losses of not educating children (microeconomic and macroeconomic) significantly outweigh the necessary investments for providing universal primary education.¹³

Photo: Syrian child counts on her fingers during a mathematics class at a temporary school in Lebanon. Thousands of children have been affected by the conflict in Syria, with some having missed more than two years of school. © Save the Children

Our collective efforts to continue to improve on the GPE's ability to achieve its vision and mandate will be put in jeopardy by inadequate funding during its next operating period.



The Global Partnership for Education: a vital part of our collective response to the education crisis

Established in 2002 as the Education For All Fast Track Initiative (EFA-FTI), the GPE plays a unique and critical role in the education and development sectors.

Bigger than the sum of our parts

At the heart of the GPE is a belief in the value of bringing together developing country governments with donor country governments, civil society, the teaching profession and the private sector, to pool resources and knowledge in support of education, both globally and nationally. Through this approach, it achieves coordinated, strategic support to nationally-led education plans that aim to provide every child with a quality basic education.

A unique partnership

It is also the only global multilateral financing mechanism devoted to financing education systems, with a focus on supporting low-income countries to scale up quality basic education for all.¹⁴ In recognition of the important role GPE has played in forging an international partnership, in its report to the UN Secretary General in May 2013, the United Nations High-Level Panel of Eminent Persons on the Post-2015 Development Agenda specifically singled out the GPE as an example of an effective multi-stakeholder financial partnership – pointing to this as an example of the kind of collaboration needed to deliver an ambitious post-2015 development vision. Furthermore, GPE's strategy prioritises the most marginalised children, including girls, children with disabilities and those living in conflict-affected countries, ensuring greater equity in education.

A growing list of achievements

Since 2002, GPE has allocated nearly US\$3.7 billion to 52 countries in support of their education plans. According to the GPE's calculations, this has helped to get nearly 22 million more children in school. Literacy rates for youth have increased from 77% in 2000 to 81% by the end of 2010 in GPE countries. Overall, 72% of girls are now completing primary school, compared to 55% in 2002. Finally, the GPE has contributed to improving quality by financing the training of around 300,000 teachers.¹⁵

Sufficient funding necessary to sustain reform

In spite of these results, and a number of welcome reforms over recent years, there is work to be done to continue to improve on GPE's ability to achieve its vision and mandate.¹⁶ As part of this, it is absolutely crucial for sufficient finance to be found, to ensure that it can continue its work of funding credible national education plans, in order to transform the lives of millions of children through education.

From FTI to GPE: an ongoing journey to improving the partnership

Twelve years ago donors came together in Amsterdam to launch the Education For All Fast Track Initiative (EFA-FTI) with the aim of harmonising their efforts to support developing country governments which had credible plans to deliver education for all. It was widely hoped that the FTI would be a catalyst for accelerated progress towards achieving the Education For All goals. The GPE has played and continues to play a vital role in achieving these ambitions, although work remains to ensure its effectiveness to meet its mission. This requires ongoing engagement to ensure the Partnership works as effectively as possible from all partners, including donors, developing countries, private sector, and foundations. It also requires meaningful engagement of civil society at all levels of operation.

Just two years ago, the FTI was renamed the Global Partnership for Education, and underwent significant reforms to improve efforts to make it a more effective international actor. Many of the reforms in governance, leadership and ensuring more genuine national ownership have been welcomed by civil society. As part of this ongoing process of reform, work is being done to further refine the GPE funding model to bring a clearer sense of the GPE's added value to education policy, funding and delivery at the national level.

This year the global community has an important opportunity to reverse overall trends in financing for basic education and meet the demand for education funding in the world's poorest countries.



A world of opportunity

With a current financing gap (taking into account domestic and donor funds) for primary and lower-secondary education in GPE countries standing at a staggering US\$25 billion, it is clear that the current GPE replenishment round must generate significant new financial commitments.¹⁷

This year the global community has a critical opportunity to reverse overall trends in financing for basic education, and to reaffirm commitments to financing plans in GPE countries.

On 26th June 2014, developing country governments, donor governments, civil society, the teaching profession, foundations and the private sector will come together at the Global Partnership for Education (GPE) Replenishment Pledging Conference in Brussels. This offers a unique moment for the global community to reaffirm their collective commitments to education, and to publicly affirm pledges to fund the Global Partnership for Education's work between 2015 and 2018. This will entail substantial new commitments from all actors but, with large gaps in meeting the external financing needs of GPE country plans, donors in particular need to step up and pledge significant new funds.

What do donors need to do in support of replenishment?

Currently donors are failing to commit sufficient funds to the Partnership. Demand from developing countries for external financing in support of their plans is far outstripping the supply of funding from the global community to supporting GPE.

In 2013, the GPE received close to US\$1.2 billion in requests from developing countries. Currently, the GPE estimates that it will have a US\$585 million gap between funding requests already approved and donor contributions to the end of 2014, when the current replenishment round ends. It is therefore clear that the GPE is facing higher demand than ever before. Against a backdrop of drastically falling levels of aid to basic education, and a lack of funds to support GPE-country education plans, it is vital that the GPE is supported to help to reverse these trends, and continue to give long-term, predictable support to countries' strategies. This is going to need a serious injection of new funds at the Replenishment Conference, which, in turn, will require a step-change in donors' current levels of commitment.

The Global Partnership for Education seeks to raise US\$3.5 billion to support 66 countries between 2015 and 2018. It also hopes to leverage additional funds through innovative mechanisms over the replenishment period, and leverage increased domestic finance.

Given current demand and the pre-existing financing gaps, the Fund the Future campaign is calling on donors to meet the US\$3.5 billion replenishment target at the June Pledging Conference. Fund the Future is also advocating for ongoing efforts to mobilise additional resources, including the use of innovative means, to ensure an additional US\$500 million is also pledged over the replenishment period, in order to provide the Global Partnership for Education with a total of US\$4 billion over the four-year replenishment period. This means the campaign is seeking to ensure that a total of at least \$4 billion is mobilised through external resources for the fund over the replenishment period. Without it, millions of children will never see the inside of a classroom, or will drop out before they even learn the basics.

In addition, Fund the Future is calling on donors to use the GPE Replenishment Pledging Conference to reaffirm their commitment to funding education in emergencies by ensuring that education needs are adequately financed in every humanitarian response, and that humanitarian budget allocations for education increase to at least 4% overall.

The campaign continues to advocate for increased domestic resource commitments from developing country partners over the replenishment period, in order to ensure that US\$16 billion in additional resources are leveraged over the next four years.

Together, these new commitments would secure a successful replenishment round.

The Global Partnership for Education estimates that a successful replenishment will support:

- 29 million children to receive a primary and lower secondary education, of which 23 million will be in conflict-affected and fragile states
- a reduction in the number of children not completing primary school by more than a third, from 7.6 million in 2014 to 4.8 million in 2018
- an increase in the rate of girls completing primary and lower secondary school by 10 percentage points
- an increase in the number of children annually completing primary school with core reading and numeracy skills by 25%, from 16 million in 2014 to 20 million in 2018.

Given the central role education plays in development this is not the time for donors and others to shy away from making significant financial commitments in support of education in the coming years.



What should developing countries do in support of replenishment?

GPE developing country partners must also make firm commitments towards the 2015-2018 replenishment round. The Global Campaign for Education calls for developing countries to make concrete and time-bound pledges to increase their domestic expenditure on education. They must meet the international benchmark of spending a total of 20% of budget allocations on education, focusing at least half of that on basic education, with a much higher percentage where necessary (i.e. where there are still large gaps in quality and access).

On this front, the encouraging news is that most countries are heading in the right direction. Solid increases have been made in domestic education budgets over the last ten years. In sub-Saharan Africa, for example, real expenditure on education has risen by 6% annually since 2000. But even with substantial increases in education budgets over the last ten years, financing has not kept pace with demand for public education. As more and more children have entered schools, already-constrained budgets have been stretched thinner, leading to low-quality education. It is therefore vital that developing country governments continue to scale up funding, and that GPE plays a role in encouraging this. So far, this approach appears to be working: on average, domestic financing in GPE developing country partners as a share of the GDP rose by 10 percentage points after countries joined the partnership. Between 2000 and 2011 public expenditure on education by GPE developing country partners has increased from 15.5% to 18.2%. This means that GPE countries are collectively very close to the target of spending at least 20% of all budgets on education. But ensuring quality education for all will require meeting, and often exceeding, these finance targets: the GPE must act as a catalyst for this. It is therefore vital that, as part of the replenishment process, all GPE developing country partners commit to time-bound plans for increasing funding allocations to education. In total an additional US\$16 billion should be committed by developing country partners' domestic education expenditures over the replenishment period. They must commit to working towards this by finding new sources of domestic finance, for instance by identifying ways of increasing domestic tax bases, or maximising the use of revenues from the extractive industries to education.¹⁸

Will the private sector start to help fund the future?

Meanwhile, in these strained economic times, it is important to identify new areas of finance and for other actors to step up and play their role in the Global Partnership. One possible source for new financial commitments is greater financial contributions to public education from the private sector. One way to increase finance would be for multinationals to pay their fair share of tax in developing countries. Currently too many big companies do not pay the taxes they owe in developing countries, leaving billions in unpaid tax which could be invested in national development, through building schools or training and paying teachers. In total, it is estimated that tax-dodging costs developing countries US\$160 billion annually.¹⁹ In Zambia, for instance, the amount lost through corporate tax-dodging is more than twice the total annual education budget.²⁰

Beyond this, the private sector can also make firm commitments to add financial contributions into the GPE. The GPE offers an easily accessible and effective way for the private sector to support basic education in low-income countries through a high quality aid programme. To date, the private sector has made no financial contribution to the fund, and overall they are spending far too little to support basic education in low-income countries. UNESCO estimates that key foundations and corporations based in DAC-member countries are currently only spending US\$135 million on basic education – a paltry sum of money.²¹ Channeling funding through the GPE would ensure their funds are directly supporting country-led plans.

Developing countries must meet the international benchmark of spending a total of 20% of national budgets on education, focusing at least half of that on basic education.



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DISTRIBUTION DES KITS SCOLAIRES, PÉDAGOGIQUES, DIDACTIQUES ET RÉCREATIFS DANS LES ÉCOLES PRIMAIRES
MISE EN ŒUVRE PAR LE NRC DANS LE CADRE DU PROJET:
SUPPORTING EDUCATION IN EMERGENCIES FOR CHILDREN AFFECTED BY CONFLICTS EN PARTENARIAT AVEC ECHO LA COMMISSION
EUROPÉENNE, AIDE HUMANITAIRE ET PROTECTION CIVILE.
KWA WATOTO NA WALIMU NDANI YA... YENYE KUTUMIKA NA NRC KATIKA MIRADI YA...
KWA WATOTO WALIO TATIZWA... VITA KWA UHUSIYANO NA ECHO YAANI KAMISHENI YA ULAYA, MSADA YA...

A call to action for all partners to fund the future

The current gaps in education financing are having a direct and devastating impact on lives, depriving millions of girls and boys of quality education. This is not the time for donors and others to shy away from making bold financial commitments in support of education in the coming years.

The members of the Global Campaign for Education, and our civil society allies, call on all GPE partners to seize the opportunity of the June 2014 GPE Replenishment Conference to tackle the crisis in education financing, and make concrete pledges and commitments.

We call on all donors to:

- Collectively pledge to meet the \$US3.5 billion replenishment target at the June 2014 GPE Replenishment Pledging Conference.
- Mobilise an additional US\$500 million from innovative sources to ensure a minimum of US\$4 billion over the 4 years of the replenishment period (2015-2018). This equals US\$1 billion a year—an amount that will allow the Global Partnership for Education to leverage even greater resources to close the global education finance gap over the next replenishment period.

We call on all bilateral donors to:

- Make more money available for education, firstly by committing 20% of all aid budgets to education and, secondly, by committing at least half of that to basic education in low- and middle-income countries.
- Ensure that more money is available for education by meeting their long-standing commitments to allocate 0.7% of GNI to aid.
- Increase the levels of humanitarian funding to education, commensurate with the scale of need, and progressively contribute to reaching a minimum allocation of 4% of humanitarian aid to education.
- Increase funds available for basic education, and start to re-direct spending in support of national education efforts in low-income countries, by increasingly supporting GPE: for some donors, one major way to do this is to begin to re-direct large amounts of education aid being spent on areas that have little to do with basic education in low-income countries, such as aid spent on scholarships and imputed student costs.

We call on the governments of all developing countries to:

- Increase their financing for education with concrete and time-bound pledges. Those who have not yet reached the target of spending 20% of national budgets on education, with half of this targeted at basic education, should set out plans to do so as part of their replenishment commitment.
- Urgently identify ways of increasing domestic revenue, by increasing tax bases, and ensure a share of this is allocated to, and transparently spent, on education. Progressive tax reform, action on tax evasion, ending tax holidays for large corporations and closing tax loopholes are specific actions that should be taken.²² At the same time, in countries with large, new natural resources coming on stream, ensuring that these funds are managed efficiently and transparently, and a good share is spent on education, will also be vital.
- Ensure that Education Sector Plans and budgets address disaster risk reduction and emergency preparedness, response and recovery. A lack of plans, capacity and resources makes it harder for schools to keep children and youth safe by continuing to hold classes when a crisis strikes or informing communities of risks and actions to take, and for education systems to recover after a crisis.

We call on the World Bank to:

- Fulfil its 2010 pledge of additional IDA support to basic education in the countries most in need by allocating US\$1.8 billion per year to basic education from now until 2015, and to sustain this beyond then.

We call on the EU to:

- Ensure that the European Union's next multiannual financing framework allocates at least 20% of development aid for health and education.
- By the end of the European elections in May 2014, the 11 EU member states which have agreed under the Enhanced Cooperation procedure to implement the Financial Transaction Tax (FTT) should reach a compromise which explicitly specifies an allocation of at least 50% of the projected revenue to development and climate financing. A share of this percentage should be allocated to the GPE in order to ensure basic education in the world's poorest countries.

We call on the UN to:

- Maintain the EFA vision and ensure that commitments to financing education goals are included in the post-2015 framework. This target must reiterate and make concrete the promise to ensure that no country is prevented from achieving the globally-agreed education goals at the national level because of a lack of adequate funding.

We call on new and emerging donors to:

- Urgently prioritise the provision of predictable bilateral or multilateral aid to basic education.
- Channel multilateral support through the Global Partnership for Education, ensuring that it is harmonised with national government plans and with other donor contributions.

We call on the private sector to:

- Pledge financial contributions to the GPE fund at the June 2014 Replenishment Pledging Conference.
- Transparently pay all applicable taxes in developing countries where they make a profit and refuse to accept tax holidays/ incentives, transfer pricing, aggressive tax avoidance and the use of tax havens, all of which can deprive governments of funds to invest in education.

As civil society we commit to supporting the Global Partnership for Education and pledge to hold governments, donors and corporations accountable for delivering Education For All. We will engage in shaping and monitoring education sector plans, working to include the voices of the poorest and most marginalised. We will advocate for increased allocations to education, with a focus on ensuring equity and justice in allocations: we will ensure this is effectively, transparently and equitably delivered through engaging in budget monitoring, tracking and advocacy.



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বিজ্ঞান

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About this publication

'Fund the Future: An action plan for funding the Global Partnership for Education' sets out how the crisis in education funding continues to rob children and their communities of opportunity, the important role that the GPE has and can continue to play in supporting access to and improvements in education and calls on donors, developing countries and the private sector to pledge at the GPE's replenishment event later this year, their support for the GPE and for wider efforts to increase education funding and opportunity.

Acknowledgements

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Helle Gudmandsen and Else Østergaard (Ibis and GCE Denmark), David Archer (ActionAid and GPE Board Member), Leticia Silvela Coloma (Campaña Mundial por la Educación España – GCE Spain) Carole Coupez (Campagne Mondiale pour L'Éducation pour Tous – GCE France – led by Solidarité Laique), Sandra Dworack (GCE Germany – Oxfam Germany), Kate Kenny (Save the Children), Tony Baker (Results US), Dan Jones (Results UK), Stephen Brown (Global Poverty Project), Rasheda K. Choudhury, Matti Kohonen (Oxfam International), Bernie Lovegrove, Maria Khan, Cecilia Soriano Rene Raya (ASPBAE), Anne Pakoa (Vanuatu Education Policy Advocacy Coalition), Mahesh Chandrasekar Leonard Cheshire Disability, Julia McGeown (Handicap International UK), Yana Zayed (Able Child Africa), Heather Saunders (Plan UK), Shaharazad Abuel-Ealeh, Kjersti Mowe, Caroline Pearce (GCE Global Secretariat staff), Camilla Croso (Latin American Campaign for the Right to Education – CLADE), Monique Fouilhoux and Assibi Napoe (Education International), Reinaldo Jorge Sive (Africa Network Campaign for Education for All – ANCEFA), Bright Appiah (Ghanaian GCE and ANCEFA), Alberto Croce (Campana Argentina por el Derecho a la Educacion (CADE), Elie Jouen and Kailash Satyarthi (Global March Against Child Labour), Kevin Roussel (Oxfam International), Refaat Sabbah (Arab Network for Human Rights and Citizenship Education (ANHRE).

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- Ibid
- UNESCO, 2000, The Dakar Framework for Action, Education for All: Meeting our Collective Commitments
- The term 'basic education' here refers to the DAC definition, which includes some early years, and basic adult education spending, alongside all primary school funding. This is slightly different from the GPE classification which counts primary and lower secondary education.
- The poorest countries are said to have had funding to basic education cut by 7% in total, or \$149 million, between 2010 and 2011. The Brookings Institution and UNESCO GMR, Financing for Global Education: Opportunities for Multilateral Action. www.brookings.edu/~media/research/files/reports/2013/09/financing%20global%20education/basic%20education%20financing%20final%20%20webv2.pdf
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- Research for Development, 2013, Exclusion from Education: The Economic Costs of Out of School Children in 20 Countries. <http://r4d.org/sites/resultsfordevelopment.org/files/resources/Exclusion-from-Education-Final-Report.pdf>
- Please note, GPE only focuses on securing financing for part of the broader EFA agenda, with a focus on securing financing primary and lower secondary education. With a lack of finance available across all areas of education GCE also believes in continuing to also add pressure on all actors to fully finance EFA.
- Global Partnership for Education, 2013, How the Global Partnership for Education Adds Value.
- DfID review and AusAid review both marked it as good value for money, Moreover, the GPE has been cited as good 'value for money' by some donors
- Based on the notes submitted to the GPE board in November 2013 <http://www.globalpartnership.org/media/Board/Addis-2013/2013-12-GPE-Board-Meeting-Report.pdf>
- For concrete ways that this can be achieved, please read GCE 2013: 'A Taxing Business: Financing Education for All Through Domestic Resources.' Available for download here: <http://www.campaignforeducation.org/en/resources>
- Christian Aid (2009): False Profits: Robbing the Poor to Keep the Rich Tax-Free,
- GCE 2013: 'A Taxing Business: Financing Education for All Through Domestic Resources'
- Education for All Global Monitoring Report, February 2013, Policy Paper 06: Education for All is affordable – by 2015 and beyond
- It is vital that developing country governments are supported in increasing their tax base by donors, which will support a strategy from aid dependency: we therefore call on donors to given financial and technical support capacity strengthening of developing country tax authorities.

Photo: Tripty, ten, ready to learn at primary school in Bangladesh. With help from education funding children like Tripty are able to attend school and acquire the skills to thrive. © GMB Akash/Panos Pictures. Save the Children

About Fund the Future

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About the Global Campaign for Education

The Global Campaign for Education is a civil society coalition that calls on governments to deliver the right of everyone to a free, quality, public education. Operating in 90 countries and dozens more across our regional and international networks, GCE members include grassroots organisations, teachers' unions, child rights groups and international NGOs.

Civil Society and the Global Partnership for Education

Four civil society representatives are elected each term from the full GCE Membership to the Board of the Global Partnership for Education. For the current term of office, the four representatives are David Archer (ActionAid International) and Joseph Nhan-O'Reilly (Save the Children) who represent Northern Coalitions and International Non-Government Organisations and Cheikh Mbow (COSYDEP Senegal) and Madiana Samba (EFA Sierra Leone) who represent Southern civil society.

Global Campaign for Education Members

AFRICA

Algeria: Rassemblement Actions Jeunesse **Angola:** Rede de Educação Para Todos **Bénin:** Coalition Béninoise des Organisations pour l'EPT **Burkina Faso:** Coalition Nationale EPT du Burkina Faso **Burundi:** Coalition pour l'Education Pour Tous **Cameroun:** Cameroun Education For All Network (CEFAN) **Cape Verde:** Rede Nacional da Campanha de Educação Para Todos **Democratic Republic of Congo:** Coordination Nationale Pour l'Education Pour Tous **Djibouti:** FADE **Ethiopia:** Basic Education Association in Ethiopia **Gabon:** CONSEG **Gambia:** EFA Campaign Network **Ghana:** Ghana National Education Campaign Coalition **Guinea-Bissau:** Réseau de la Campagne de l'Education Pour Tous Guiné-Bissau **Kenya:** Elimu Yetu Coalition **Lesotho:** Campaign for Education Forum **Liberia:** Liberia Technical Committee on EFA **Malawi:** Civil Society Education Coalition **Mali:** Coalition des Organisations de la Société Civile pour l'Education Pour Tous **Mauritania:** COMEDUC **Mauritius:** DCI **Morocco:** Moroccan Coalition of Education for All **Mozambique:** Movimento de Educação para Todos **Niger:** Coordination Nationale des Associations, Syndicats et ONGS pour la Campagne EPT **Nigeria:** Civil Society Action Coalition for Education For All **Senegal:** Coordination des ONG et Syndicats pour la Défense d'une Education Publique de Qualité **Sierra Leone:** Education For All Sierra Leone **Somaliland:** Somaliland Network for EFA **Sudan:** Sudanese Network For Education For All **Tanzania:** Tanzania Education Network/Mtandao wa Elimu Tanzania **Togo:** Coalition Nationale Togolaise pour l'EPT **Uganda:** Forum for Education NGOs in Uganda **Zambia:** Zambia National Education Coalition **Zimbabwe:** Education Coalition of Zimbabwe

ASIA

Afghanistan: Movement for Support of Quality Education in Afghanistan **Australia:** Australia Coalition for Education and Development **Bangladesh:** Campaign for Popular Education **Cambodia:** NGO Education Partnership **India:** National Coalition for Education **Indonesia:** NEW Indonesia **Japan:** Japan NGO Network for Education **Mongolia:** All For Education! National Civil Society Coalition of Mongolia **Nepal:** NCE Nepal **Pakistan:** Pakistan Coalition for Education **Papua New Guinea:** PNG Education Advocacy Network **Philippines:** Civil Society Network for Education Reforms **Solomon Islands:** Coalition For Education Solomon Islands **Sri Lanka:** Coalition for Educational Development **Timor Leste:** Timor Leste Coalition for Education **Vanuatu:** Vanuatu Education Policy Advocacy Coalition **Vietnam:** Vietnam Coalition on Education for All

MIDDLE EAST

Egypt: Egyptians Without Borders For Development **Iraq:** Iraqi Alliance for Education **Israel:** DCI **Jordan:** Jordanian National Coalition for EFA **Lebanon:** Arab Network for Popular Education **Palestine:** Palestinian Education Coalition **Yemen:** Yemeni Coalition for Education for All

LATIN AMERICA

Argentina: Campaña Argentina por el Derecho a la Educación **Bolivia:** Foro Educativo Boliviano **Brazil:** Campanha Nacional pelo Direito à Educação **Chile:** Foro por el Derecho a la Educación **Colombia:** Coalición Colombiana por el Derecho a la Educación **Costa Rica:** Agenda Ciudadana por la Educación **Dominican Republic:** Foro Socioeducativo República Dominicana **Ecuador:** Contrato Social Por la Educación Ecuador **El Salvador:** Comité Nacional de la Campaña de Educación para Todos **Guatemala:** Colectivo de Educación para Todos y Todos **Haiti:** Regroupement Education pour Toutes/Tous **Mexico:** Incidencia Civil en la Educación **Nicaragua:** Foro de Educación y Desarrollo Humano De La Iniciativa Por Nicaragua **Paraguay:** Foro por la Derecho a la Educación **Peru:** Campaña Peruana por el Derecho a la Educación

EUROPE & NORTH AMERICA

Albania: Children's Human Rights Centre of Albania (CRCA) **Armenia:** Armenian Constitutional Right-Protective Centre **Canada:** Canadian GCE Alliance **Denmark:** The Danish NGO Education Network **France:** Solidarité Laïque **Germany:** Globale Bildungskampagne (GCE Germany) **Ireland:** GCE Ireland **Italy:** Coalizione Italiana delle Campagna Globale per l'Educazione (CGE) **Norway:** GCE Network Norway **Portugal:** Campanha Global pela Educação **Romania:** Coalitia Globala pentru Educatie – GCE Romania **Spain:** Campaña Mundial por la Educación en España **Sweden:** Swedish EFA Forum **Switzerland:** Réseau Suisse des Partenaires pour l'Education **The Netherlands:** GCE Netherlands **UK:** GCE UK USA: GCE US

REGIONAL

Africa Network Campaign for Education for All | Arab Campaign for Education for All | Arab Network for Civic Education | Asia South Pacific Association for Basic and Adult Education | Campaña Latinoamericana por el Derecho a la Educación | Consejo de Educación de Adultos de América Latina | Fédération Africaine des Associations Nationales de Parents d'Elèves et Etudiants (FAPE) Fe y Alegria | Fundacion Ayuda en Accion | Red de Educación Popular Entre Mujeres de América Latina y el Caribe (REPEM)

INTERNATIONAL

ActionAid International | CAMFED | CBM International | ChildFund International | Comic Relief Education International | Global March Against Child Labour | IBIS | Inclusion International | International Day of the African Child and Youth | Light for the World | Oxfam International | Plan International | Public Services International | Results Educational Fund | Save the Children | SightSavers International | The Consultative Group on Early Childhood Care and Development | VSO International | WorldVision International

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