

A GLOBAL COMPACT ON LEARNING

TAKING ACTION ON EDUCATION IN DEVELOPING COUNTRIES

Policy Guide

Introduction

Education plays a significant role in development and the dividends that result from investments in education are immeasurable. Quality education generates greater economic growth, creates a lasting impact on public health, and leads to safer more stable societies. Over the past two decades, major progress has been made in providing education to millions worldwide. Numerous global initiatives, significant increases in donor funding, and collaboration between developed and developing nations have allowed children everywhere to enter school for the first time and stay in school throughout their childhood and adolescence.

However, more needs to be done. Progress has been uneven and millions of children and youth still do not have access to good quality education. In addition, economic and gender-based disparities still prevent children from attending school and many who are in school are not actually learning the crucial skills they need for work and life. Getting into school is just a first step. It is time to refocus the global education agenda on learning through increasing access to good quality education for all.

Accordingly, the Center for Universal Education at Brookings is proposing a new agenda to reinvigorate international efforts on education and to build on the previous success of getting more children in school. This agenda, referred to as the Global Compact on Learning, is a common set of concrete steps that, if taken, will help developing countries achieve a vision of learning for all.

The Global Learning Crisis

There is currently a global learning crisis, which is hitting the poorest, most marginalized children and youth particularly hard. The global progress discussed above—while encouraging and noteworthy—has been highly uneven within and across countries, and too many children still drop out before completing primary school—a waste of human potential and investment. Furthermore, going to school has not necessarily translated into learning in school. For example, in some Sub-Saharan Africa countries, children with five years of education have a 40 percent chance of being illiterate. The severity of the learning crisis

is even more striking when we consider that “the average child in a poor country learns less than about 95 out of 100 children in rich countries.”¹ The latest data reveal a learning crisis around the world that risks reversing significant gains in access to learning—and indeed in improving lives—in many countries.

This global learning crisis has three dimensions. First, millions of children and youth still lack access to learning opportunities. Some never enter a classroom and others start school but drop out before they can finish. Most often, children who live in poverty are the most educationally marginalized. Second, those who are in school often do not acquire the foundational skills—including literacy and numeracy—that would enable them to successfully continue in school. Moving from learning to read to reading to learn is a crucial transition that education systems are failing to help millions of children to make. Third, few children make it beyond primary school with secondary education largely benefiting the wealthiest 20 percent of the population. Flexible post-primary education options, including formal secondary school, are both in limited supply and often focus on developing young people’s knowledge and skills in areas that are neither needed in their daily lives nor appropriate for preparing them for the world of work.

What is the Global Compact on Learning?

The Global Compact on Learning is a broad framework and set of concrete steps that the Center for Universal Education has proposed to reinvigorate the international community around a new global education agenda that is focused on achieving learning for all. It is a response to the changing landscape that has emerged since the Millennium Development Goals were set almost 10 years ago and is intended to breathe new life into the commitments made between low-income countries and aid donors at the World Education Forum in Dakar in 2000.

This Global Compact calls for all stakeholders from all sectors of society to embrace, support, and enact, within their spheres of influence, a set of three priorities to improve learning for all children and youth, including those out of school: (1) early childhood development, (2) literacy and numeracy in lower primary grades, and (3) relevant post-primary education opportuni-



ties. Although there are no silver bullets or one-size-fits-all approaches to educational reform, the consensus of those involved in developing this report is that action on these three priorities is crucially needed to address the three dimensions of the global learning crisis.

Why Focus on Learning?

Education plays a crucial role in today's world. Education is at the heart of improving the lives of everyone worldwide. It provides people with more economic opportunities, empowers them to make informed decisions that impact their families' wellbeing, and equips them with the skills to live secure and healthy lives. For every year of schooling, an individual can add 10 percent to his or her annual earnings.² Each additional year of education on average reduces a country's chances of falling into civil war by 3.6 percent.³ A child born to a mother who can read stands a 50 percent greater chance of surviving past age five.⁴ Access to high quality education can benefit all countries, but it benefits the least developed countries the most, where an estimated 136 million children and youth are still out of primary and lower secondary school; the majority of them are girls. In Sub-Saharan Africa and South and West Asia, more than 54 million girls are not attending school and therefore are missing out on crucial learning opportunities.⁵

Education is at a crossroads. Driven by the Education for All (EFA) movement and the Millennium Development Goals (MDGs), significant progress has been made during the last two decades in getting millions more children into school, ensuring that they stay in school, and narrowing the gender gap in enrollment. This progress has been driven by mutual commitments, which have sometimes been referred to as a global compact on education, made between developing country governments and aid donors. The poorest countries of the world agreed to put in place the national education plans and budget strategies they needed to progress toward achieving the goals of the Education for All movement, and particularly the education Millennium Development Goals; and likewise, developed countries and other multilateral aid donors pledged that no country would be thwarted in its achievement of these goals by a lack of resources.⁶ Many low-income countries have increased their public spending on education; collectively, they have raised the share of national income allocated to education from 2.9 to 3.8 percent since 1999.⁷ These achievements demonstrate that when the global community joins forces and commits to action, powerful results can be achieved.

An Emphasis on “Learning for All”

“Learning for all” should be the new goal driving the global education agenda. The most recent data on education, particularly in low-income countries, show that quality and equity are the major challenges. The right of every child to a high-quality education is affirmed in numerous human rights treaties and recognized by governments, as exemplified in the six EFA goals adopted by 164 nations in 2000 in Dakar. Although access to both formal and non-formal learning opportunities is essential, evidence around the world has shown that it is not sufficient to meet the actual goal of education—that every girl and boy should make the transition to adulthood equipped with the skills, knowledge, and competencies, cognitive and non-cognitive, needed to live a healthy, safe, and productive life. Meanwhile, advances in enrollment and completion will only be achieved where there is attention to quality.

Learning is essential to reap the many benefits of education. Nurturing a joy of learning in a very young child can lead to life-long learning that enables children, youth, and adults to continually build their knowledge, skills, and competencies to survive and thrive in the world. Data show that learning levels—not necessarily years in school—are what drive many social and economic returns on investments in education. It is the quality of education (measured by student achievement test scores) that is strongly linked to increases in individual wages and economic growth.⁸ Furthermore, there is growing evidence that literacy skills, rather than conventional years in school, are strongly correlated with subsequent lower fertility rates and improved child-health outcomes, including reductions in infant mortality rates.⁹ Girls dropping out early can have a negative impact on economic growth; for example, Cameroon, Democratic Republic of Congo, and Nigeria lose \$974 million, \$301 million, and \$1,662 million, respectively, by failing to educate girls to the same standards as boys.¹⁰ Although the number of years in school has been used as a proxy indicator for quality, in the face of the global learning crisis, additional measures are needed that focus on acquiring relevant knowledge and skills needed in a rapidly changing world.

A focus on equity is needed to achieve learning for all—and gender and conflict merit particular attention. In both developed and developing nations, income levels are a primary determinant of educational opportunity and achievement. Several other factors, particularly in the developing world, interact with poverty to limit children's learning opportunities including



living in rural areas, being a member of an ethnic or linguistic minority, or having a disability. There are two factors—gender and conflict—that particularly stand out as they magnify existing educational disparities in many countries and affect millions of children. In at least 49 countries, being poor and female carries a double disadvantage with education attainment for girls in the poorest households below not only the national average but also below boys in the poorest households.¹¹ Despite significant progress toward gender parity in primary school enrollment during the past two decades, there are millions of missing girls in the education systems of some regions. For example, in Sub-Saharan Africa and South and West Asia, more than 54 million girls are not attending primary or lower secondary school, missing out on important learning opportunities.¹² For those in school, learning achievement differs for girls and boys depending on the contexts. In some parts of the world, such as the Caribbean, boys are falling behind girls while in some parts of Sub-Saharan Africa boys are out-achieving their female peers. For example, an early grade reading assessment in three provinces of the Democratic Republic of Congo found that girls' results were alarmingly low, especially in comparison with boys' results. Forty percent of girls in grades 2 and 4 could not read a single familiar word, such as “you,” compared with 30 percent of boys.¹³ These gender differences have important implications including recent evidence that finds a strong association between math and science skills and increased earnings¹⁴, subjects where girls typically test more poorly than boys.

In addition to gender, exposure to armed conflict is another important factor shaping educational disparities for millions of children. Almost half of all children who are not in school live in countries affected by conflict.¹⁵ In 2004, a young South Sudanese girl was more likely to die in childbirth than to finish primary school.¹⁶ These countries receive much less funding and are much less equipped to reach the Education for All movement's goals than other low-income countries.¹⁷ The UNESCO 2011 *Global Monitoring Report* estimates that the average per-pupil financing gap in these countries is approximately \$69, compared with \$55 for all low-income countries. Yet low-income, conflict-affected countries receive \$16 per pupil in aid to basic education, compared with an average of \$22 for other low-income countries.¹⁸ In addition to the practical challenges that these countries face, they often lack the basic data needed for education planning. Reaching the remaining children who are out of school is not only more dif-

ficult but can also be more expensive, because these children face multiple disadvantages and may often experience subtle and hidden forms of social exclusion.

What is Needed to Ensure Learning for All?

Bold action and investment are required to ensure that all children and youth are learning. At the current pace, most countries will fail to meet the EFA goals and MDGs by 2015—many by a wide margin.¹⁹ Education must be placed higher on the global policy agenda and must be accompanied by high-level political commitment and action at the national and international levels. Dedicated attention and collective action enabled by increased resources have resulted in significant advances in universal primary education. We now need to build on this success. Similar to the levels of investment and subsequent advances that have been made in the global health sector, improving learning will require bold and innovative action to ensure that children who are still out of school have access to a high-quality education and those who are in school acquire the knowledge and skills needed for healthy and productive lives.

Therefore, we at the Brookings Center for Universal Education are calling for a new **Global Compact on Learning** focused on the following priorities: (1) early childhood development, (2) literacy and numeracy in lower primary grades, and (3) relevant post-primary education opportunities. However, all stakeholders have a role to play in translating this Global Compact on Learning into action—from developing country governments and aid donors to grassroots organizations and corporations to communities, parents, and teachers around the world. We must all work together to embrace six main principles needed to deliver on the vision of learning for all:

- **Leadership:** Leadership on education is needed at the highest political levels. From leaders of developing and developed countries to heads of foundations, corporations and nongovernmental organizations (NGOs), one message must be consistent and clear: that learning matters and that it matters for all children and youth, even the hardest to reach.
- **Partnership:** The only way to achieve learning for all is to work together. The multiple networks of actors committed to improving learning in the developing world must leverage each other's efforts both to maximize their impact and to ensure they are all pulling in the same direction.



- **Financing:** More resources must be committed to achieve the agenda of learning for all while, at the same time, resources should be used more efficiently.
- **Measurement:** Systematically measuring learning achievement in a way that can track progress against existing disparities and provide useful and timely insight for classroom-level practices is essential to fulfill these goals.
- **Advocacy:** Mobilizing public opinion and sending strong signals to governments on the supreme importance of learning for all is a crucial strategy for catalyzing needed leadership and action as well as holding policymakers to account.
- **Building evidence:** Although data and emerging evidence exist to identify the best strategies for achieving parts of the agenda of learning for all, remaining questions must be answered to scale up proven solutions for all components.

How Can We Make the Global Compact on Learning a Success?

A new Global Compact on Learning is needed to catalyze and sustain collaborative action to achieve quality education for all, building on the success of the past and fulfilling the promise of education that parents around the world have now come to expect for their children. Even children in the lowest income countries have a right to access learning opportunities and reap the benefits of a quality education.

A diverse array of vibrant networks is required to realize this vision, including those in education, health, technology, agriculture, climate change and economic development. The broad framework of the Global Compact on Learning is needed to harness the commitment, energy, and innovation of multiple actors to ensure that while each actor focuses on a piece of the learning for all agenda they complement and leverage each other's efforts in pursuit of a common goal.

We call upon all actors to commit to the Global Compact on Learning. We specifically recommend that the following actors take concrete actions to fulfill the agenda of learning for all:

- developing country governments,
- multilateral actors,

- developed country governments and the G-20, and
- the business community and civil society.

Actions for Developing Country Governments

Ultimately it is the responsibility of governments to ensure that all their citizens benefit from high-quality learning opportunities. Acting on this responsibility will require an increased prioritization of education, focused policies on improving learning, and better attention to reaching the most marginalized groups. Leadership at the highest political levels—including heads of state, ministers of finance and education, and legislative champions—is needed to set a strong vision of high-quality learning for all and to ensure that the necessary reforms and data management systems are in place to effectively use education resources. In particular, governments will need to work toward the following:

- **Better learning targets and strategies.** Establish by December 2012 clear equity-based learning targets for all children and youth, including time bound and quantitative targets for ensuring access to high quality learning opportunities for those who are out of school. Select strategies for achieving these targets based on existing evidence demonstrating their effectiveness and ensure that among the range of priorities addressed, three in particular are emphasized: early childhood development, literacy and numeracy in the lower primary grades, and transition to and completion of relevant post-primary education.
- **Better data.** Systematically collect and use the most important data for tracking progress against learning targets, adjusting policies, and ensuring that resources are used efficiently. This will include data on the sources of education finance—public, household, external—and their uses, together with learning process and outcomes data disaggregated based on both education level and existing disparities, such as income, gender, ethnicity or linguistic status, and location.
- **More resources used effectively.** Ensure that these policy priorities are matched by adequate financial provision that is then channeled to effective strategies for improving learning for all. Although there is no hard-and-fast rule for determining what sufficient resources for education are, successful governments in low-income countries typically spend 5 percent or more of their gross domestic product on education.



Often existing resources can be used more effectively by supporting promising and proven actions that improve the quality of teaching and learning in the classroom.

Actions for Multilateral Actors

United Nations agencies and the World Bank can play an important role in supporting developing country governments as they work to achieve their goals. High-level leadership is needed within these agencies to ensure that the shared international agenda and the multilateral aid architecture aligns with and supports developing country governments' efforts to improve learning for all. In particular, the five agencies participating in the EFA movement—UNESCO, UNICEF, the UN Development Program, the UN Population Fund, and the World Bank—must lead in this effort. These agencies need to ensure that individually their programs reflect a commitment to improving learning for all, including marginalized groups such as poor girls. Through the EFA Task Force, they must also work collectively to shape the post-2015 global development agenda and strengthen the core of the multilateral aid architecture, both of which will require close collaboration with other important partners such as the UN secretary-general's office, UN Women, and the UN Girls' Education Initiative. In particular, the five EFA agencies will need to work toward the following:

- **Post-2015 global development agenda.** Ensure that education, and particularly high-quality learning for all, features prominently in the next global agenda as a foundational pillar enabling and reinforcing a range of development outcomes, such as shared and greener growth and better health. Steps needed to accomplish this include:
 - Develop a shared vision and concrete plan by December 2012 for advancing the goal of learning for all as central to the post-2015 global agenda.
 - Develop by Mid-2013 a small set of internationally comparable, widely accepted indicators to measure learning. A systematic dialogue is needed to select or develop shared indicators that will be used by, among others, developing country governments, developed country governments and other donors, and multilateral agencies. The indicators should be at a minimum based on a nationally representative sample capturing all children, including those enrolled and not enrolled in formal school; objective and

not self-reported; and disaggregated by sex, age, wealth, location, and other relevant characteristics of disparity. At least one indicator should capture early learning progress.

- **Stronger multilateral aid architecture.** Strengthen the core of the multilateral aid architecture by ensuring that the Global Partnership for Education (formerly the EFA Fast-Track Initiative) builds on its existing reforms to serve as a centerpiece for international cooperation in education. Other options, such as investing in the EFA High Level Working Group or developing a new institution, would take considerably more resources and time. Significantly more financial resources are needed to ensure that the Global Partnership for Education's (GPE) pooled fund is able to meet education needs, particularly if it is to play an important role in catalyzing needed government reforms to improve learning, including for the hardest to reach children such as poor girls and conflict-affected young people. GPE will need to find ways to bring new actors to the table, including those interested in developing innovative financing for education, and facilitate their coordination with developing country national education plans. Several steps are needed to achieve this:
 - *Independent management.* Direct and daily management of GPE will need to sit outside the World Bank and the existing GPE board to ensure the necessary level of flexibility and efficiency to effectively engage with all actors, particularly those in the private sector. This will serve to increase private sector resources for education, better align them with developing countries' plans, and ensure complementarities with initiatives undertaken by other actors. The ability to act quickly and decisively will also strengthen country-led engagements and enhance the monitoring and evaluation of results.
 - *New financing windows.* In addition to the GPE's existing pooled fund, it will need to develop new mechanisms to facilitate private sector investment in education, such as large-scale innovative financing initiatives, particularly to improve learning for the most marginalized children.
 - *An empowered secretariat.* To accomplish these steps, the GPE secretariat leadership must be empowered to engage at a senior international level. Additional staff with diverse skill sets, including in all three core priorities for improving learning, must be engaged to support GPE's expanded role.



Actions for Donor Governments & the G-20

High-level political leadership within developed countries is needed to ensure that learning for all becomes a reality. Bilateral donors play a crucial role in incentivizing education reforms, both within the multilateral aid system and with developing country governments. Strong statements backed by action, particularly from the G-8 and G-20 countries, on the importance of learning, especially for the most marginalized children, will be needed to ensure that sufficient attention is given to the issue. Aid donors must also prioritize learning for all within their own education assistance strategies, including focusing on the three priorities articulated in this Global Compact on Learning and their respective strategies. Specific actions include:

- **G-8 and G-20.** Prioritize education, specifically improved learning for all, as an important component of the G-8 and G-20 shared growth and development agendas. Proposals for improved learning will need to be immediately and seriously considered in upcoming meetings, particularly because high-quality education is a global public good that can sustain shared and balanced growth as well as improve maternal and child health—two important and existing goals. The G-8 and G-20 should act on specific recommendations proposed to them by former UK prime minister Gordon Brown in his recent reports *Education for All: Beating Poverty, Unlocking Prosperity* and *Delivering on the promise, building opportunity: the case for a Global Fund for Education*.²⁰
- **Better evidence and data.** Bilateral donors should invest in building the evidence base on what works for improving learning for all, including rigorous and long-term research to answer outstanding questions in the field. This effort will also need to include incentivizing developing country governments to improve their data tracking and analysis capacity—including better understanding the sources and uses of education finances as well as progress on learning achievement. Bilateral donors will need to collaborate on a shared framework or set of frameworks, such as national education accounts, for doing this in order to minimize the number of different data and measurement requests to developing countries and maximize the existing capacity of ministries of education.
- **More resources used more effectively.** To achieve learning for all and at a minimum meet the estimated external financing gap, bilateral donors will need to make a steep increase in their

resources for education and find more effective ways of using their aid by focusing on results-based financing. At a minimum, developed country governments will need to generate an additional \$4.1 billion annually from two sets of actions: First, by finally fulfilling the Gleneagles commitment of increasing total aid by \$50 billion by 2010, they could expand education aid by \$1.9 billion; and second, if all donors spent at least 60 percent of their aid to education at the basic level, it would produce another \$2.2 billion.²¹ This increased funding should be used to improve learning for all, particularly for the most marginalized, such as poor girls and conflict-affected young people, by investing in early childhood development; literacy and numeracy in the lower primary grades; and relevant post-primary opportunities. At a minimum, \$3 billion of this should be channeled annually to the GPE's pooled fund, with designations for the three priority areas of funding listed above.

Actions for Corporations, Foundations & Civil Society

Foundations, corporations, NGOs, research institutions, teachers unions, and parent and community groups all are important actors in ensuring that the goal of learning for all is translated into action. They all should play an important role in advocating vis-à-vis governments and multilateral institutions to prioritize and invest in learning for all; in monitoring progress and holding governments accountable for their commitments; and in investing in innovative approaches and effective evaluations to build the field's understanding of what strategies work to improve learning. Specific actions needed include:

Foundations. Maximize their unique ability to push forward the learning agenda by collaborating with others to seed innovation, catalyze new thinking and policy analysis, and support strong advocates. In particular, foundations should:

- Devote more of their resources to education in developing countries. There are many foundations around the world that support education globally but resource levels are relatively low. Among US foundations alone, only 4 percent of international giving went to education with 55 percent going to health and 22 percent to democracy and governance programming.²² Foundations that support important issues such as maternal and child health, population and migration, food security, and economic development should include improving learning for all as a necessary strategy for achieving success in these other arenas.



- Devote at least half of education portfolio resources to improving learning for all, with a focus on reaching the marginalized, including groups such as poor girls, the disabled, and conflict-affected young people. Grant-making strategies should include supporting one or more of the following three priorities: early childhood development, literacy and numeracy in the lower primary grades, and transition to and completion of relevant post-primary learning.
- Devote a minimum of 10 percent of their education portfolio resources to monitoring and evaluating progress toward achieving the goals of learning for all, including capturing and sharing learning from testing promising strategies. Partner closely with other foundations and research institutions, among others, to leverage resources, share knowledge, and ultimately to seed innovation based on research findings.

Corporations. Leverage their expertise in marketing and product design, as well as their direct connection to economic opportunities in developing countries, to advance the goal of improved learning for all, including for the most marginalized. CEOs should advocate strongly for the importance of the learning for all agenda both because a well-educated population is good for business but also because it is the right thing to do. Support innovative financing schemes for education by building on corporate expertise and global networks of employees and consumers. Essential to this effort is the need for better collaboration and coordination with education actors. In particular, corporations should:

- Devote at least half their philanthropic education resources to improving learning for all, including reaching marginalized groups, with a focus on one or more of the following three priorities: early childhood development, literacy and numeracy in the lower primary grades, and transition to and completion of relevant post-primary learning.
- Leverage marketing skills and global networks to advance the cause of improved learning through cause marketing or corporate-wide initiatives that harness the energy, talent, and resources of employees and consumers in developed and developing countries.
- Utilize product design capacities to innovate and produce better, low-cost technology for improving learning in low-resource environments.

- Increase coordination with other education actors to ensure that investments are meeting the greatest need, leveraging existing initiatives, and aligning with the education plans of developing country governments.

NGOs and other civil society actors. NGOs, teachers unions, and parents associations, among others, have long been supporting and delivering important education services on the ground. Often working hard to improve learning for poor communities around the globe, these civil society actors play an important role in speaking out to governments and multilateral agencies on the importance of quality education for all. They should work together to utilize their unique advocacy expertise, grassroots networks, and ability to hold governments accountable for their actions to create a global movement for improving learning, including for those both in and out of school. All civil society actors, particularly developing country NGOs, have a role to play in advancing this agenda. Close collaboration on three key priorities is needed:

- Mobilize public opinion on and send strong signals to developing and developed country governments on the supreme importance of learning opportunities and outcomes for all children and youth, especially those furthest left behind, such as poor girls.
- Build support among governments and multilateral agencies for interventions that enhance learning achievement, including teacher professional development and support.
- Strengthen the core of the multilateral aid architecture to effectively support developing country learning goals.

Conclusion: A Global Compact on Learning— The Vision of Success

If all actors commit to embrace the six principles needed to fulfill the Global Compact on Learning, the promise of education will be realized for hundreds of millions of young people, their families, communities, and nations. Not only will the education Millennium Development Goals be met and all children will be enrolled in primary school but they will be learning and developing while in school and making the successful transition to the most appropriate form of post-primary education. The 67 million children not in primary school and 74 million adolescents of lower secondary school-age who are out of school will have accessed



high-quality learning opportunities. Of the more than 600 million children in primary school in developing countries, the hundreds of millions who currently are not mastering foundational skills and on the road to dropping out will have learned to read and in turn begin to read to learn, setting them on a path for continuing their education. The more than 400 million youth in lower secondary school in developing countries will have developed skills and capacities that will serve them well in daily life, as well as in making the successful transition from school to work. The great asset of a well-educated and young population will drive growth and prosperity for many low-income countries.

Important milestones signaling progress toward achieving this vision include developing country governments setting quantifiable and time bound equity-based learning targets and providing the necessary support to meet them; and the international community redoubling and harmonizing its efforts to effectively support developing country governments, including developing shared learning metrics, strengthening and resourcing the multi-

lateral aid architecture, and enshrining the goal of learning for all in the post-2015 global development agenda.

All children and youth deserve a quality education. The benefits which result from educational attainment are immense, from both the perspective of the individual and society. Investments in education boost economic growth, create healthier populations, and lead to safer more stable societies. In recent years, cooperation amongst numerous global actors, increased financial investments, and various initiatives have yielded significant progress in advancing global education. There remains, however, many obstacles left to address. Furthering this progress through continued cooperation, increased financial investment, and innovative policy can make universal education attainable. In an increasingly young world, investing in the learning for all agenda is needed now. Today's well-educated children and youth are our best hope for a peaceful and prosperous future. We urge all actors to come together behind the Global Compact on Learning to make this vision a reality.

For more information on the Global Compact on Learning, including work taking place to advance the priorities outlined in this summary, please visit: www.globalcompactonlearning.org.



Chart Summarizing Priorities, Strategies, and Approaches

Priority	Strategy	How to Achieve
1. Support quality early childhood development and learning opportunities for girls and boys	1A: Extend quality early childhood development opportunities, particularly to poor and marginalized communities	<ul style="list-style-type: none"> Invest in nutrition, health, and livelihoods support Develop comprehensive ECD frameworks and plans Provide support to parents and caregivers Strengthen program standards, support, and professional training for ECD educators and caregivers
	1B: Ensure girls and boys start school at an appropriate age	<ul style="list-style-type: none"> Encourage on-time entry through public policies, campaigns, and tracking Develop and support multigrade and multiage teaching approaches
2. Build foundational skills in literacy and numeracy in the lower primary grades	2A: Prioritize literacy and numeracy in the lower primary grades	<ul style="list-style-type: none"> Maximize the amount of time spent on learning Provide training to teachers in effective methods of reading instruction and numeracy provide appropriate-level reading materials to children and communities Create a culture of literacy and learning
	2B: Provide mother-tongue-based multilingual education in the lower primary grades	<ul style="list-style-type: none"> Develop comprehensive language plan in partnership with local community Address practical constraints, such as shortages of teachers and materials in local languages
3. Support transitioning to and completing secondary school and post-primary opportunities that build relevant life and labor skills	3A: Reduce barriers preventing girls and boys from transitioning to secondary school and other post-primary educational opportunities	<ul style="list-style-type: none"> Provide well-targeted, appropriately structured subsidies for educationally marginalized groups Provide a safe environment and girl-friendly school policies Build social support structures to encourage ongoing learning for girls and boys Offer second-chance learning opportunities Provide flexible post-primary models utilizing innovative modes of delivery, such as technology
	3B: Ensure that post-primary education prepares young people for healthy lives, productive work, and civic participation	<ul style="list-style-type: none"> Strengthen the link between post-primary education and improved life and labor opportunities Teach transferable skills such as critical thinking, communications and ICT Facilitate school-to-work and school-to-lifelong learning transitions
Common Strategies	1: Improve the quality of teaching	<ul style="list-style-type: none"> Recruit and train more female teachers Adequately prepare teachers Motivate and support teachers Strengthen school leadership and management
	2: Build effective assessment systems linked to teaching and learning	<ul style="list-style-type: none"> Set clear learning targets Monitor teaching and learning processes early and regularly Ensure that examinations promote national education excellence and equity goals Involve teachers, parents, local communities, and schools to understand and use information



Endnotes

1. L. Crouch and A. Gove. "Leaps or One Step at Time: Skirting or Helping Engage the Debate? The Case of Reading," *Policy Debates in Comparative, International and Development Education* (Basingstoke: Palgrave Macmillan, forthcoming).
2. G. Psacharopoulos and H. A. Patrinos, *Returns to Investment in Education: A Further Update*, World Bank Policy Research Working Paper 2881(Washington: World Bank, 2002).
3. R. Winthrop and C. Graff. *Beyond Madrasas: Assessing the Links between Education and Militancy in Pakistan*. (Washington: Brookings Institution, 2010).
4. UNESCO, *Education and the Millennium Development Goals* (Paris: UNESCO, 2010b), http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/GMR/pdf/gmr2010/MDG2010_Facts_and_Figures_EN.pdf
5. UNESCO, *EFA Global Monitoring Report 2011*.
6. G. Brown, *Education for All: Beating Poverty, Unlocking Prosperity* (Paris: UNESCO, 2011); G. Brown, *Delivering on the promise, building opportunity: the case for a Global Fund for Education* (London: The Office of Gordon and Sarah Brown, 2011)
7. UNESCO, *EFA Global Monitoring Report 2011*.
8. E. Hanushek and L. Woessmann, *The Role of Education Quality in Economic Growth* (Washington: World Bank, 2007), <http://library1.nida.ac.th/worldbank/fulltext/wps04122.pdf>; JBS International, *Pathways to Learning in the 21st Century: Toward a Strategic Vision for USAID Assistance in Education*, USAID Educational Strategies Research Paper 2 (Washington: US Government Printing Office, 2009); E. Jamison et al., *The Effects of Education Quality on Income Growth and Mortality Decline* (Cambridge, Mass.: National Bureau of Economic Research, 2006).
9. C. Lloyd and J. Young, *New Lessons: The Power of Educating Adolescent Girls* (New York: Population Council, 2009), http://www.ungei.org/resources/files/2009PGY_NewLessons.pdf; Jamison et al., *Effects of Education Quality*.
10. L. Antonowicz, *Too Often in Silence: A Report on School-Based Violence in West and Central Africa* (New York: UNICEF, Plan West Africa, Save the Children Sweden West Africa, and ActionAid, 2010).
11. UNESCO, *EFA Global Monitoring Report 2010*.
12. UNESCO, *EFA Global Monitoring Report 2011*.
13. B. Piper, C. da Silva, and E. Miksic, *Democratic Republic of Congo Early Grade Reading Assessment: PAQUED Baseline Report, 2011*, prepared for US Agency for International Development and Education Development Center, Inc., under the Projet d'Amélioration de la Qualité de l'Éducation, Contract AID-623-A-09-00010 (Washington: RTI International, 2011).
14. E. Hanushek and L. Woessmann, *The Economics of International Differences in Educational Achievement* (Cambridge: NBER, 2010).
15. Save the Children, "Last in Line, Last in School," *Rewrite the Future* (London: Save the Children, April 2007).
16. Reproductive Health Response in Conflict Consortium, *Safe Motherhood and Emergency Obstetric Care* (New York: Reproductive Health Response in Conflict Consortium, 2005).
17. UNESCO, *EFA Global Monitoring Report 2010*; J. Dolan, *Last in Line, Last in School: How Donors Are Failing Children in Conflict-Affected Fragile States* (London: Save the Children, 2007).
18. UNESCO, *EFA Global Monitoring Report 2011*.
19. World Bank, *Improving the Odds of Achieving the MDGs: Heterogeneity, Gaps and Challenges* (Washington: World Bank, 2011); UNESCO, *EFA Global Monitoring Report 2011: The Hidden Crisis—Armed Conflict and Education* (Paris: UNESCO, 2011).
20. Report available at: http://campaignforeducation.org/docs/reports/brown/EFA%20Report_lores_FIN.pdf
21. G. Brown, *Education for All*.
22. Center for Global Prosperity. *The Index of Global Philanthropy and Remittances 2011* (Washington: Hudson Institute, 2011).