
International Commission on Financing Global Education Opportunity

The Education Commission is a major global initiative engaging world leaders, policy makers and researchers to develop a renewed and compelling investment case and financing pathway for achieving equal educational opportunity for children and young people.



The Commission's members are current and former heads of state and government, government ministers, five Nobel laureates, and leaders in the fields of education, business, economics, development, health, and security.

Research Partners



Received and analysed research papers and inputs from over 30 research partners in 15 countries around the globe.

Expert Panels:

- Finance Panel
- Health Panel
- Technology Panel
- Youth Panel

The Crisis:

By 2030, **more than half** a generation of young people will not have the skills needed for the changing global job market.

That is more than 800 million out of 1.6 billion children and young people globally

Already, more than half of employers believe students do not have the right skills for the job market

Not investing will have huge costs... skills gaps will have major economic, social and political consequences

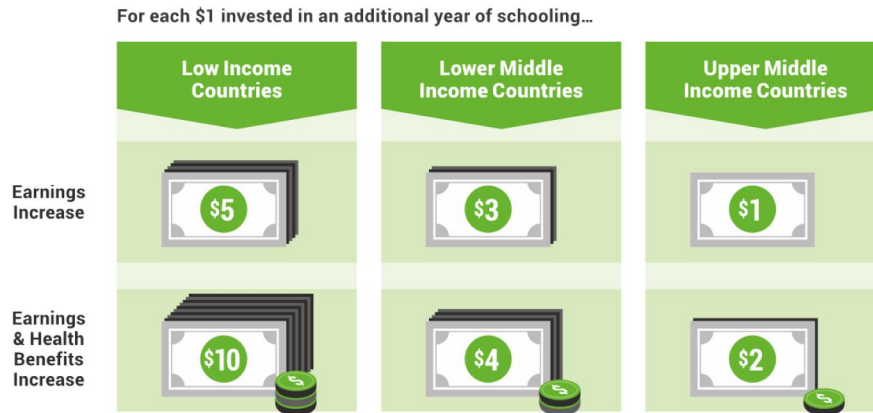


Today's generation of young people faces a radically changing world. Up to half of the world's jobs – around 2 billion – are at high risk of disappearing due to automation in the coming decades. In contrast to the impact of innovation in previous generations, new technologies risk not creating new jobs at anything like the scale they are eradicating them. Due to shifts between industries and the changing nature of work within industries, demand for high-level skills will grow, and many low- and medium-skilled jobs will become obsolete. Jobs open to those without high-level skills will often be insecure and poorly paid. Only quality education for all children can generate the needed skills, prevent worsening inequality and provide a prosperous future for all.

The case for investment is very strong:

More prosperous, healthy and peaceful
societies

\$1 in additional year of schooling generates \$10 in benefits in low income countries



Source: Jamison and Schäferhoff (2016). Note: Health benefits are based on reductions in under-five and adult mortality.

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Every dollar invested in a one-year increase in mean years of schooling, in particular for girls, has generated an impressive 10-fold health-inclusive benefit of \$10 in low-income countries and nearly \$4 in lower-middle income countries

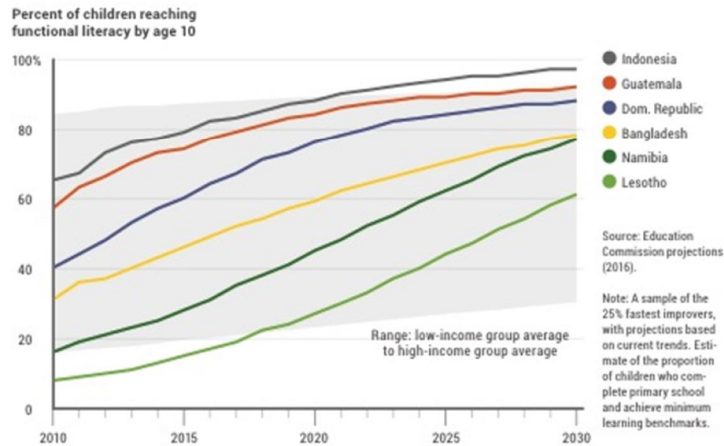
- “ **GDP per capita in low-income countries will be almost 70% higher by 2050** than it would be if current trends continued. Poverty rates would reduce **by a third** because of education alone.
- “ The **mortality reductions** from education improvements in 2050, measured in years of life gained, **would almost be equivalent to eradicating HIV and malaria deaths today**. Educating a girl reduces child mortality of her children by 25%. And she will have 2 instead of 5 children.
- “ Every additional year of schooling **reduces** a young boy’s **likelihood to become engaged in conflict** by 20%. If a girl completes secondary education, her **risk of early marriage becomes very low**.

**The Commission calls for the largest expansion of
educational opportunity in history**

The Learning Generation

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The growth path of the 25% fastest improving countries could generate an acceleration that would result in a Learning Generation



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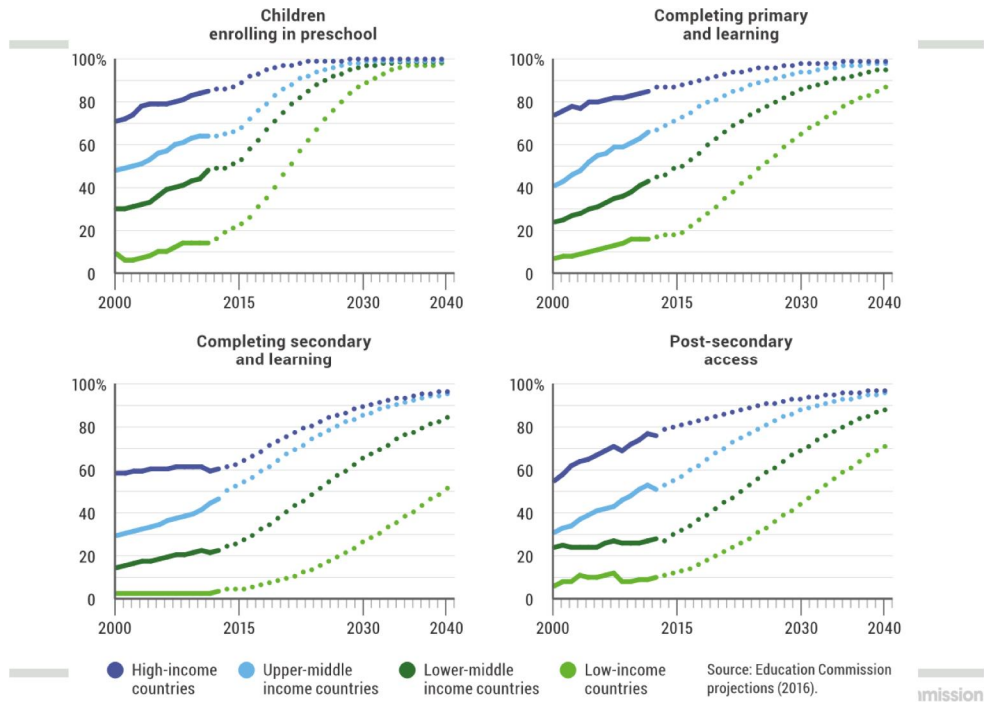
Despite the current state of global education, the Commission finds that it is possible to get all young people into school and learning within a generation. We know it is possible because a quarter of the world's countries are already on the right path. In fact, if all countries accelerated progress to the rate of the world's 25 percent fastest education improvers, then within a generation, all children in low- and middle-income countries could have access to quality preprimary, primary, and secondary education, and a child

in a low-income country will be as likely to reach the baseline level of secondary-school skills and participate in post-secondary education as a child in a high-income country today

Five priorities of the Learning Generation:

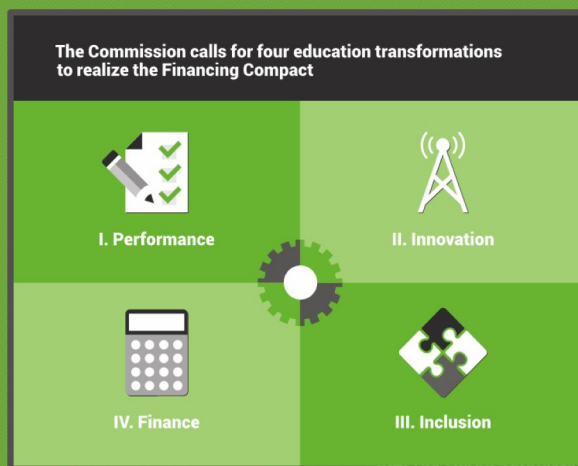
- All children would have **access to quality preschool, primary, and secondary education.**
- All 10 year olds would have **functional literacy and numeracy.**
- Children in LICs would be as likely to reach the level of **secondary school skills** as those in HICs today.
- There would be a significant **increase in post-secondary learning.**
- **Inequalities** in participation and learning within countries **would be sharply reduced.**

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A Financing COMPACT for the Learning Generation

- Countries invest and reform
- International community offer leadership and finance
- Both are held accountable
- Supported by high level advocacy



Twelve recommendations of the compact:

I. PERFORMANCE: Successful education systems put results front and center

1. Set standards, track progress and make information public
2. Invest in what delivers the best results
3. Cut waste

II. INNOVATION: Successful education systems develop new and creative approaches to achieving results

4. Strengthen and diversify the education workforce.
5. Harness technology for teaching and learning
6. Improve Partnerships with non-state actors

III. INCLUSION: Successful education systems reach everyone, including the most disadvantaged and marginalized

7. Prioritize the poor and early years - Progressive Universalism
8. Invest beyond education to tackle the factors preventing learning

IV. FINANCE: Successful education systems require more and better investment

9. Mobilize more and better domestic resources for education
10. Increase the international financing of education and improve its effectiveness
11. Establish a Multilateral Development Bank (MDB) investment mechanism for education
12. Ensure leadership and accountability for the Learning Generation

I. Performance

Tunisia spends about the same amount per pupil on education as Vietnam, as a percentage of GDP per capita. But **only 64 percent** of Tunisian students met minimum standards in the secondary school-level international learning assessment, **compared to 96 percent** of Vietnamese students.

- For any improvements in the design and delivery of education to succeed, they must be underpinned by a **system that is built to deliver results.**

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Today, in too many parts of the world, more money is not in itself leading to better outcomes. Efforts to improve education are leading to huge variability in results.

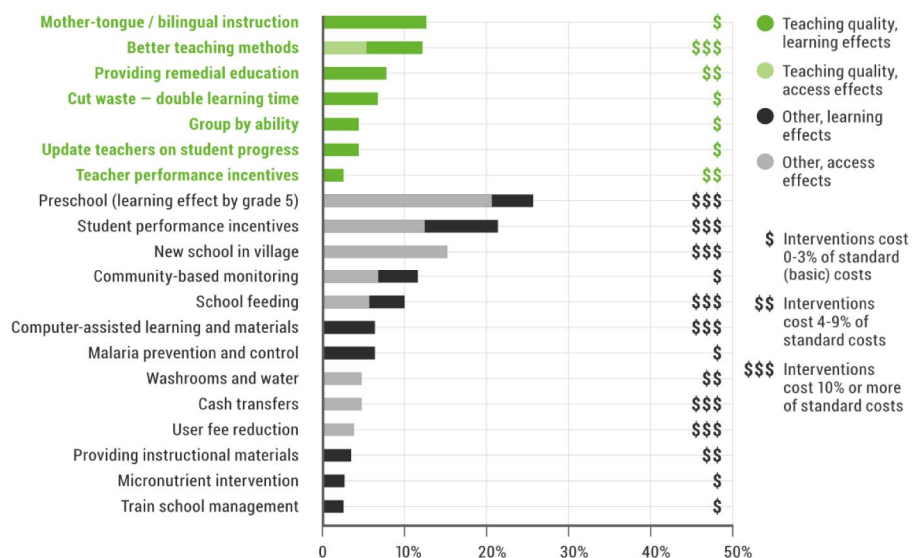
Successful education systems must put results front and center. For any improvements in the design and delivery of education to succeed, they must be underpinned by a system that is built to deliver results. Strong leaders are very clear about the outcomes they want to achieve and they design all aspects of the system to achieve these outcomes. In education, despite huge investment and effort, progress in many countries has been limited because of weaknesses in decision-making, in capacity, or in accountability and governance. As a consequence, too many investments and reforms have failed. To succeed, the first priority for any reform effort is to put in place the proven building blocks of delivery, strengthen the performance of the education system, and put results first. Strong results-driven systems are those which ensure coherence across goals, policies, and spending, a clear route from policy to implementation and effective governance and accountability.

Recommendation 1 – Set standards, track progress and make information public – including state and non-state providers. Deliver a Global Learning Indicator

The majority of children in the developing world are not tested systematically. *Only about half of developing countries have a national learning assessment at primary school level.*

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Recommendation 2 – Invest in what has been proven to deliver results



Source: Education Commission analysis (2016). Note: The improvements are based on a baseline of 50 percent (of enrollment, completion, or reaching learning targets) and measured as percentage points gained. The costs are estimated relative to average baseline costs –with average class size, materials, support, and salaries. The green bars pertain to those interventions that are related to teaching methods and teacher incentives, while the gray bars pertain to all other types of interventions.

Recommendation 3 – Cut waste to drive better results across the system

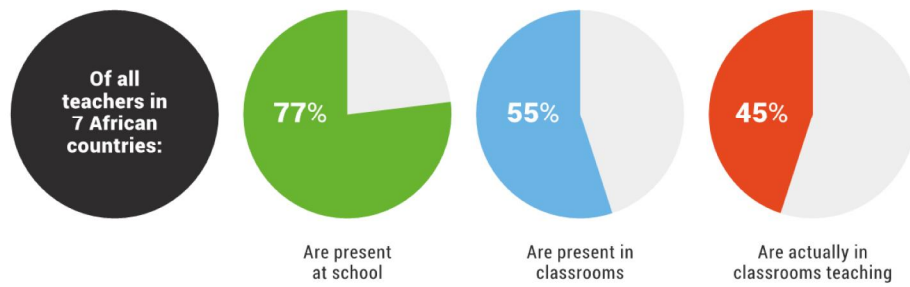
On average, low- and middle- income countries spend **2 percent of GDP** each year on education costs that do not lead to learning.

The Commission recommends leaders:

- Crack down on corruption
- Enable teachers to spend their time teaching
- Cut the cost of learning materials

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The Commission recommends enabling teachers to spend time teaching and tackling the systemic, root causes of absenteeism.



Source: Data from Bold et al. (2016).

II. Innovation:

- Education systems must innovate rather than just replicate:
 - To manage the pressures countries will face in coming decades;
 - To reach all children and young people and overcome inequity;
 - To respond to new understandings of how children learn;
 - To leverage the opportunities offered by technology.
- **Three key areas: education workforce, technology and non-state actors**

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Successful education systems must develop new and creative approaches to achieving results. Just doing what has been proven to work will not always be enough

in the future. The scale and pace of global change is transforming the purpose and nature of education. Faced with escalating demands, constrained resources, and unprecedented opportunities for innovation, education must transform if it is to prepare young people for life in 2050 and beyond. Successful systems

in the future will be those which maintain a laser-like focus on results while encouraging innovative approaches for achieving these results at all levels of education,

from the classroom to the state.

Recommendation 4 – Professionalize and diversify the education workforce

In Chile:

For every doctor,



there are 4.5 nursing and midwifery personnel and community workers



For every teacher,



there are 0.3 teacher aides and teaching support staff



Source: OECD-TALIS data (2013); WHO data (2015). Note: estimate for health support staff is conservative. It does not include pharmaceutical assistants, lab assistants, or environmental workers. Teaching support staff includes teaching aides and all support professionals who provide instruction or support teachers in providing instruction, including education media specialists, psychologists, and nurses. Both estimates exclude management, administrative, and building maintenance personnel.

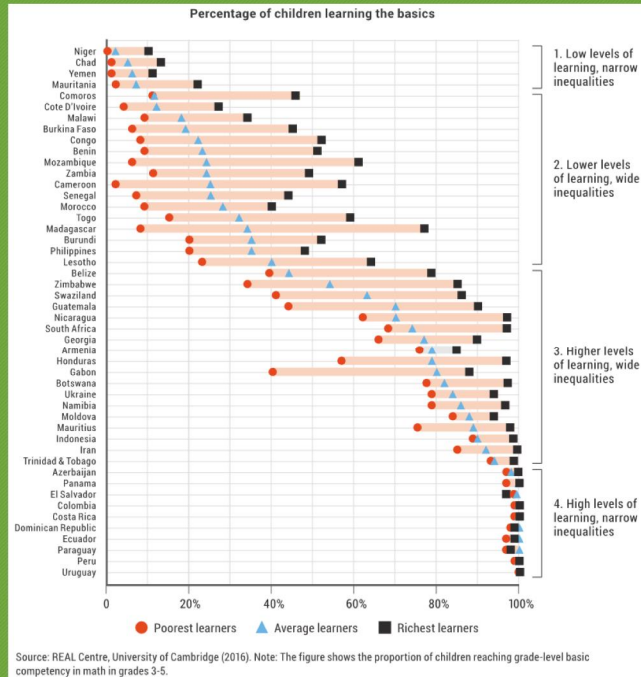
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The Commission recommends leaders strengthen the education workforce. This includes the systematic professionalization of both teaching and non-teaching roles within education, by improving teacher training and support for teachers, alongside distinct training and support for non-teaching roles. Decision-makers also need to diversify the composition of the education workforce to leverage teachers, reduce the time teachers spend on nonteaching activities, and improve and personalize learning. To facilitate these actions and develop specific proposals, the Commission recommends an international high-level expert group on the expansion and redesign of the education workforce.

III. Inclusion

Poorest
learn much
less

Spending
favors the
rich

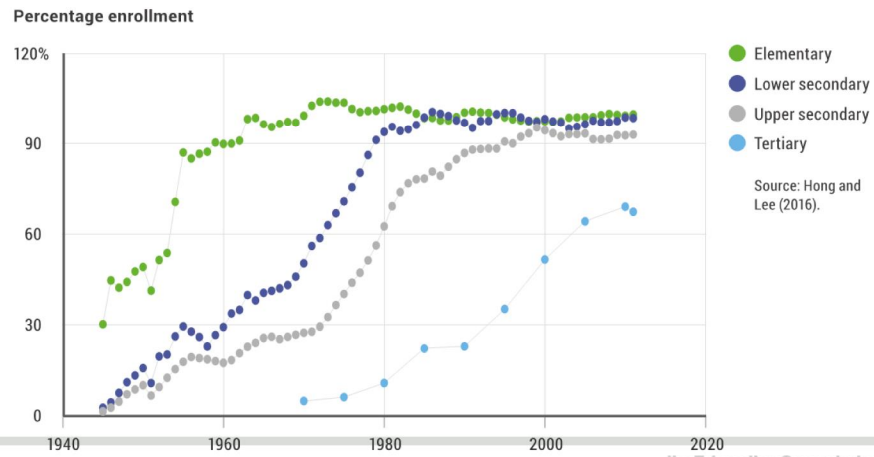


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A child's gender, family, ethnic, cultural, and economic background, their geography, their start in life, their health or disability, their exposure to poverty or disorder, conflict, or disaster all play a major role in whether a child will learn and succeed. Successful education systems must reach everyone, including the most disadvantaged and marginalized. While the first two transformations will help to ensure more effective learning systems, they will not close the learning gap unless leaders also take additional steps to include and support those at greatest risk of not learning – the poor, the discriminated against, girls, and those facing multiple disadvantages. This means targeting public resources at areas of greatest need while expanding opportunity for everyone. And it means looking far beyond education to tackle the broader factors that can inhibit participation and learning for the disadvantaged and marginalized. The leaders of all sectors should prioritize the needs of the disadvantaged, and mobilize every sector to address the multitude of factors that determine whether a child starts school, stays in school, and learns in school.

Recommendation 7 - Progressive universalism – progressive expansion of public investment focused on early years and disadvantaged

Korea – Progressive Universalism



Note: Enrollment for primary, lower-secondary, and upper-secondary are gross rates. Enrollment for tertiary is net rate. Net enrollment rate for tertiary is the ratio of the number of tertiary students age 18 to 21 divided by the total population age 18 to 21.

Recommendation 8 – Invest across sectors to tackle the factors preventing learning and reach all children



IV. Finance:

- Increase **total investment in low and middle income countries** from \$1.2 to 3 trillion; from 6% to 8.5% of GDP
- Increase **domestic public spending** from 4% to 5.8%
- **Household spending** levels declining to 1 %, and focused on higher levels of education
- **External finance** increases from \$16 to \$89 billion, of which two thirds from international donors and one third from private sector
 - This is 3% of total cost in LICs and MICs
 - External finance would represent half of total costs in LICs

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The Commission calls for an investment plan for the Learning Generation - a Financing Compact between developing countries and the international community. No country committed to invest and reform should be prevented from achieving its objectives for lack of resources.

Successful education systems will require more and better investment. Achieving the first three transformations will require a sustainable investment plan which enables all countries to increase investment in education, targets assistance where it is most needed, and maximizes the efficiency and impact of every dollar. This plan is based upon the primary responsibility of national governments to ensure that every child has access to quality education, free from pre-primary to secondary levels. It must be supported by the international partners, prioritizing their investment in countries that demonstrate commitment to invest and reform.

Recommendation 9 – Mobilize more domestic resources for education

Domestic public spending must be the driving force. Increase from \$1 trillion in 2015 to \$2.7 trillion by 2030, or from 4 to 5.8% of GDP needed.

1. Maintain growth
2. Raise more taxes equitably and sustainably
3. Increase education's share in overall spending:

Recommendation 10 – Increase the international financing for education and improve its effectiveness

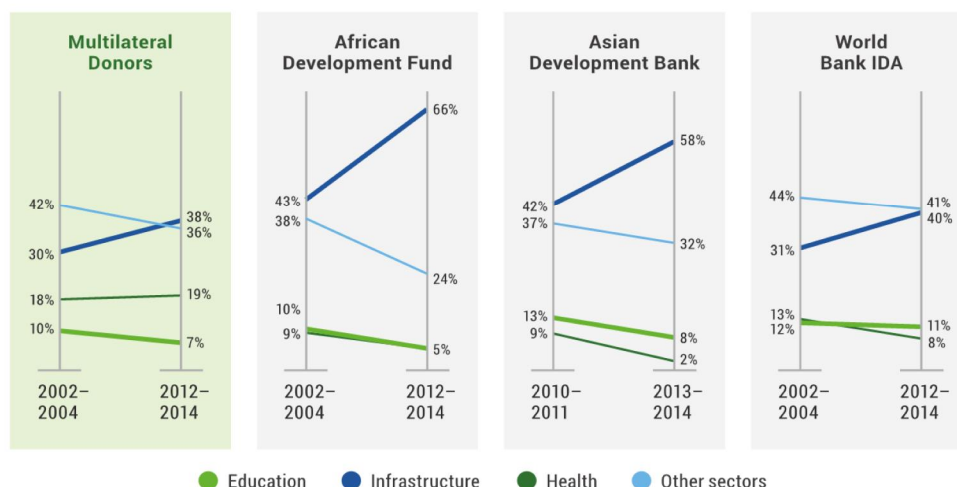
Reverse decline over past decade:

- Aid declined from 13% to 10%
- Innovative finance for education is less than \$0.5bn compared to \$7bn for health and \$14bn for energy


Scale, innovate and improve impact:

- ✓ Bilateral donors increase allocation of ODA to education to 15%; and at least to 0.5% of GDP – to reach \$50 billion by 2030;
- ✓ Philanthropists, corporations – to reach \$20 billion by 2030
- ✓ Higher share of ODA through multilateral institutions, including GPE and Education Cannot Wait
- ✓ Share of education in humanitarian increase to 4-6%
- ✓ Include ECD and adolescent girls education in GFF
- ✓ Scale results based and innovative finance

Recommendation 11 - Establish a MDB investment mechanism for education engaging all actors



Source: Education Commission analysis (2016) based on data from OECD-DAC (2016). Note: The Asian Development Bank lacks earlier data. World Bank internal data differs slightly from OECD-DAC data and suggests an increase in the education share over time, but the current share is estimated at roughly the same level: at 10 percent of total lending.



Recommendation 12 – Ensure leadership and accountability for the Learning Generation

- ✓ Hold leaders accountable
- ✓ Recruit pioneer countries
- ✓ Strengthen advocacy at all levels

Photo credit: UNICEF

Moving forward:

- Mobilize pioneer countries to champion recommendations to reform and investment
- Develop global accountability, encourage reporting and advocacy
- Establish MDB investment mechanism for education
- Develop a global learning indicator and data initiative
- Establish an international expert group on the education workforce
- Harness education technology for teaching and learning
- Encourage co-investments in health and education
- Mobilize more and better domestic resources for education
- Develop innovative financing for education (education bonds, disaster insurance, student financing, impact investing and solidarity levies)
- Establish an Education Giving Pledge