Why #FundEducation?

Who’s funding it, and how?

A factsheet with key GEM Report materials on effective education financing

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Who’s funding what in education?

- If donors allocated 0.7% of their income to aid and 10% to education, the finance gap for SDG 4 would be filled. But the share of aid to education between 2010 and 2015 fell from 10% to 6.9%. (i)
- Total aid to education is 4% lower than in 2010, while total development aid increased by 24% (i)
- Aid should be allocated according to need, but sub-Saharan Africa, which has half the world’s out of school children, saw its share fall between 2002 and 2015 from 52% to 26% (i)
- In contrast to trends in bilateral aid to education, the Global Partnership for Education allocated 77% of its disbursements to sub-Saharan Africa, and 60% to countries affected by instability and conflict. (i)
• While humanitarian aid to education reached a historic high in 2016, increasing by 55% from 2015 to 2016, it still receives only 2.7% of total aid available, amounting to 48% of the amount requested. (i)

• The United States and the United Kingdom are the two largest bilateral donors to basic education. Nevertheless, in 2015, they decreased their aid to basic education by 11% and by 9% respectively (i)

What is the funding gap for education?

• Even after an increase in domestic resources is taken into account, the annual financing gap over 2015-2030 for reaching universal pre-primary, primary and secondary education of good quality in low and lower middle income countries is $39 billion (i)

• The Education 2030 Framework calls for government to commit at least 4% to 6% of GDP to education and/or at least 15% to 20% of public expenditure to education
  o 1 in 4 countries do not meet both these targets. (i)

• The 2015 Addis Ababa Action Agenda calls for DAC donors to allocate 0.7% of gross national income to aid
  o In 2015, only 6 out of 29 DAC donors met this target (i)

More effective financing

• Education aid received by 170 countries since 2003 has been associated less with need, and more with trade interests. (i)

• Donors should be careful of results-based financing that shifts the risk to countries that are least prepared to bear it, and may not fulfil the principle of country ownership.

• Resource rich countries do not raise enough tax: If Nigeria prioritized education and increased its tax-to-GDP ratio, it would increase the share of education from 1.5% to 5.6% of GDP (i)
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- **Education can save lives:**
  
  o If all women completed upper secondary education in sub-Saharan Africa by 2030, there would be 300,000 to 350,000 fewer child deaths per year in 2050. (i)
  
  o If all women completed primary education, there would be a 70% reduction in maternal mortality (i)
  
  o If all mothers had a secondary education, over 12 million children would be saved from stunting, equal to a reduction of stunting by 26% in low income countries. (i)
  
  o If universal secondary education is achieved by 2030, by 2040–2050 there will be 10,000 to 20,000 fewer disaster related deaths per decade (i)
  
  o Educating mothers increased reliance on exclusive breastfeeding by 90% for the first six months. (i)

- **Education can reduce poverty:**
  
  o We could cut poverty by 55% if all adults completed secondary education. Numbers could be reduced by two-thirds in sub-Saharan Africa and South Asia. (i)
  
  o Achieving universal secondary education by 2030 would increase per capita income by 75% by 2050 and bring poverty elimination forward by 10 years (i)
  
  o Over forty years, income per capita is 23% higher in a country with more equal education (i)
  
  o Increasing tertiary education in 10 recent EU member states would reduce numbers at risk of poverty by 3.7 million (i)
- **Education can empower girls and women:**
  
  o If all girls had a secondary education, there would be 64% fewer marriages. (i)
  
  o If all girls had a secondary education, 59% fewer girls would become pregnant under the age of 17. (i)
  
  o In sub-Saharan Africa, women with secondary education have greater freedom to take decisions that affect their lives and on average have three fewer children than those with no education at all. (i)

- **Education can protect the planet:**

  o Field schools and extension education help farmers increase productivity by 12% and net revenue by 19%. (i)

  o Education is crucial for disaster preparedness: If education progress is stalled, it could lead to a 20% increase in disaster-related fatalities per decade. (i)

  o Education is the most effective tool for reducing fertility rates: For example, one extra year of education in Madagascar increased spaces between births by 0.5 years. (i)

- **Education can foster peace:**

  o In 106 countries, people with higher levels of education were more likely to engage in non-violent protests. (i)

  o Tolerance for people who speak a different language increases by 34% amongst people in the Arab States who have a secondary rather than primary education. (i)

  o Tolerance for immigrants amongst people in Latin America increases by 26% between those who have a secondary rather than primary education. (i)