The improvement effect:
Brightening the futures of 550 million students.

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We partner with education leaders to design and deliver scalable and equitable transformation initiatives to collectively accelerate system success.

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Foreword

Share ideas, share innovation, share improvement!

By Geoffrey Canada

Chair for Global Advisory Council, The Education Partners

The world today faces an extraordinary education crisis. Around the globe, many students struggle just to get to school. When they do get to class, many do not receive a quality education, which leads to a skills gap and no job, perpetuating a vicious cycle. A quality education impacts not only a student's future success but also national economic growth through the enhancement of workforce skills. The only way we are going to compete in a global economy is if we educate our students at a very high level. Increasing educational attainment by a single grade level boosts lifetime income by 10-20% for girls and 5-15% for boys.

Our mission is to ensure that all students receive a quality and equitable education. We know that schools and education systems are failing our students. We need to make sure we have the best teachers, the best administrators and a clear vision of what we are preparing our children for each year of their life. Our children do not have a year or two where they can simply wander around in the darkness. They need a great strategy every single year and a plan to deliver them in our work force, well prepared, motivated, excited and healthy.

The Education Partners has a team committed to strengthening capabilities, driving rapid, sustainable and systemic change to deliver quality education for all. We gathered the greatest minds, from around the world, in leading and improving school systems to collaborate on one simple idea- how do you take the best practices they have learned and work together to intervene and drive rapid, on the ground results that are sustainable and lasting?

It is the real exchange of ideas and perspectives from an international group of experts, their opinions, their research and current data from all over the world that is going into creating a new set of strategies to help school systems be successful.

Motivated leaders and teachers… experts in education… pinpoint analysis and results… the most effective technology… when you bring these together you can change a school, a district, a country forever.

Introduction

Schools Matter.

By Stephen Murgatroyd, PhD FBPsS FRS

Schools matter. They can make the difference to the livelihoods, social wellbeing and health of young people. They can be the place where the imagination, skills and understanding thrive. They can be an engine of social and economic change. Schools can provide the spark that transforms a young person into an entrepreneur, technology developer, engineer, doctor, dancer, musician, graphic designer. Teachers that engage and inspire a student can be a life-long influence for that young person.

Yet, for many young people and their communities, schools are permanently failing organizations. They fail to engage, inspire, build skills and competences, develop curiosity or spark that life-long passion for learning which is so essential for the knowledge economy. This paper provides data and an analysis of the scale of this failure worldwide. It acknowledges that some schools in some places are outstanding and, every day, achieve remarkable things through their teachers for their students. But many schools do not.

This paper doesn't play the "blame" game – there is no hunt here for the culprit behind permanently failing school systems. Rather, it concentrates on the strategic approach to focused change: what can we do to get from where we are to where we need to be? How can we ensure that more students experience the kind of school that makes a difference to them, to their communities and to the future of the nation in which they live? Schools matter.

Key to this work is a systematic evaluation of local conditions and the development of locally owned solutions. No one "supermodel" of education change and development will work everywhere. The OECD warned recently that few of the 450 reform programs in education developed in the last decade have worked (just 1 in 10), and those that did all began by a clear and systematic focus on impacts and outcomes and a systematic evaluation process from start to finish. Successful change was also evidence-based and supported.

Change that deals with just one aspect of the education system – for example, curriculum or assessment – is also less likely to succeed than change which recognizes the interconnectedness of education systems. Whole system change – improving the conditions of practice and skills of teachers, investing in effective leadership, developing curriculum appropriate to the challenges of a nation, ensuring appropriate physical and technological infrastructure is available to support sound pedagogy, enabling effective and meaningful assessment – is more effective than piecemeal change. Building communities of practice to support teaching and learning, engaging the community in understanding change and providing sound mechanisms for public assurance are also essential.

As this paper makes clear, this work takes time but need not be seen as a massive new expense. The focus should be on securing a better return from existing investments and building impacts which produce even greater returns than many thought possible. Change needs to happen, but it need not require vast new investments to make it possible.

The biggest single challenge documented here is to make all schools great places for all students. Getting to school systems that are like this is tough but essential. We can't get to where we want to be by remaining where we are.

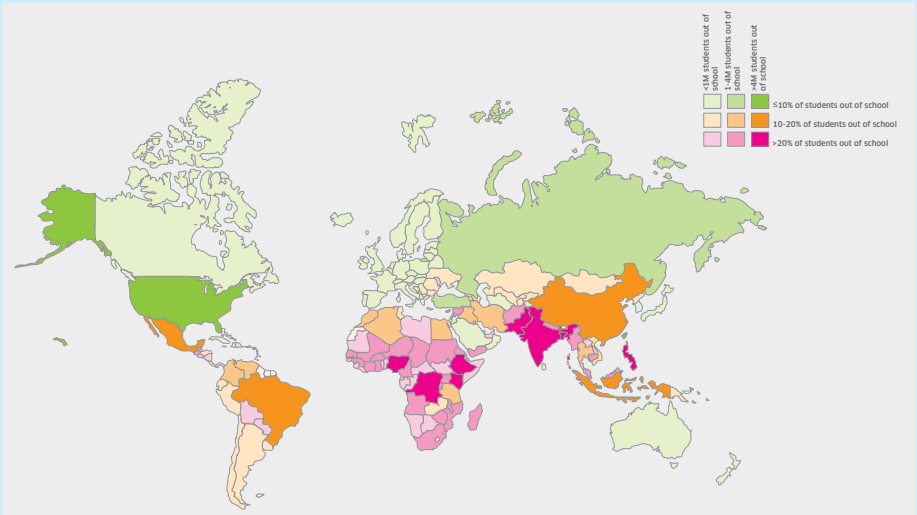
The improvement effect: Brightening the futures of 550 million students.

Failure on a global scale

Worldwide, 58 million primary aged students remain out of school; by secondary level, the number increases to 270 million with an aggregate of a staggering 328 million students out of school. Most of these children are concentrated in a few areas: Sub-Saharan Africa, the Indian sub-continent, the Philippines and Latin America.

The Problem

58 million primary school students remain out of school. When including the 270 million secondary school age students not in school, the total jumps to 328 million students out of school.



In many emerging economies, the situation is at a crisis point. For example, in the Philippines, one sixth of school-age children are deprived of education. Five years ago, the enrollment rate in primary school was 90% which was looking more and positive but last year, it dropped to 83%. The situation is worse for secondary education, where the enrollment rate has been steady at only 59% over the same period.

Of those children lucky enough to attend school globally, 50%[1] are failed by underperforming school systems. Whilst the determinants of an "underperforming school" vary from country to country, student achievement outcomes do not: 250 million will leave school without basic skills and 125 million will graduate unable to write a single sentence. In Mexico, one of the highest underperformers, eight out of ten students will reach secondary school not knowing how to multiply.

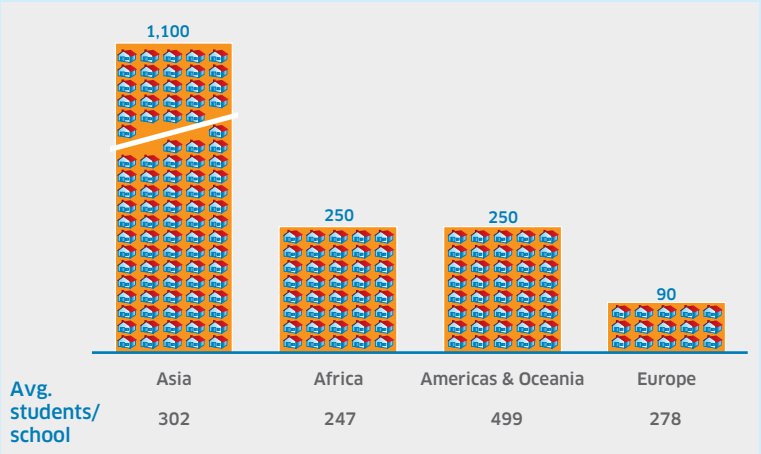
In 1949, the Founding Fathers of New China inherited a broken nation. Their nation-building solution was simple, cheap and effective: invest in teachers and target the most at risk students. For thousands of years, literacy in China was a privilege of the elite, and after 1949, China focused on equity and access. China was poor, so it gave teachers a commodity much more empowering than money: respect. All students were expected to master basic math and literacy skills; students drilled day and night so that when China opened its doors for business in the 1980's, it had a low-cost and literate workforce that propelled China's economy to the very top. But the lesson isn't that the world needs to focus on tests and results; rather, it's that the world needs to focus on ensuring that all students can master basic math and literacy skills so that they can live with dignity.

Jiang Xueqin

Student failure and the failure of the schools they have attended are characterized by: students leaving school illiterate and achieving minimal levels of mathematical competence; unworkable teacher/student ratios and high numbers of unqualified teachers; and poor leadership, professional development and school cultures.

Failing students could fill 1.7 million schools

Number of schools that can be filled with failing students
Schools, at regional students-per-school averages, thousands



SOURCE: World Bank EdStats, UNESCO school totals, sizes and averages; OECD, SACMEQ, UNESCO and ACER

Calculated through the number of students in school, per World Bank EdStats numbers and by the passing rates on international exams defined by the failing thresholds, there are 550 million failing children globally.

To view this failure from a different perspective it has been calculated that failing students would fill the desks of 1.7 million schools!

School and student failure in many countries is exacerbated by student dropout rates. A principle contributing factor to student drop out is the poor teaching and the irrelevant curricula referred to above. Worldwide, 31 million children dropped out of primary school in 2011,[2] never to return.

In Central America, in Nicaragua, 52% of pupils leave school without completing primary education; in Haiti, 50% do so. In Guatemala, the dropout rate is 35%. In South East Asia, in Cambodia, the dropout rate is 48%. The highest dropout is in Sub-Saharan Africa, with Chad topping the list with a dropout rate of over 70%. With a dropout rate above 25%, it is hard to imagine a country generating the human capital required as the century unfolds.

This category of failure is particularly significant as students who have dropped out are likely to become a negative toll on the economy. In the USA, each year's class of dropouts will cost the country over $200 billion during their lifetimes in lost earnings and unrealized tax revenue.

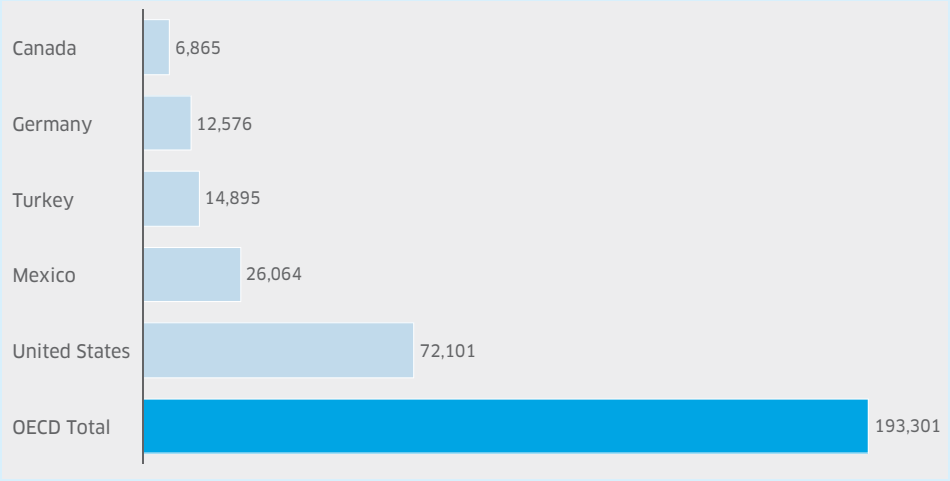
In the first decade of the twenty-first century, all countries in Latin America experienced a significant growth in net enrollment rates at all levels of education. In Argentina, the situation is as follows. The enrollment rate on the pre-primary level was 39,13% (age 3 – 4) and 78,80% (age 5) in 2010, and reached 55,2% and 91,4% respectively, in 2010. At the primary level, access was already universal in 2001, while at the secondary level the enrollment rate reached 89% in 2010, increasing by 2 points from 2001's rate. The growth in net enrollment rates at all levels was in part attributed to national policy changes requiring compulsory education that favored the inclusion of disadvantaged groups. At the same time, there is evidence of the important challenges Argentina has to consider in order to build quality education for all and guarantee educational justice: repetition rates in primary school, drop-out rates in secondary school and academic performance in all levels are probably the most important. These challenges are being faced by the Argentinian state by taking an active role in meeting them through educational investments, laws and policies.
Silvina Gvirtz

Education that meets 21st century quality standards drives economic growth

We are beginning to understand that quality education drives economic growth. PISA[3] measures student assessment in Reading, Science and Mathematics and provides an increasingly well-tested method of comparing countries' success in providing foundation skills in these key curriculum areas. Study of PISA scores over time has shown that increases in scores are a strong predictor of economic growth.

Andreas Schleicher, who heads the OECDs Education and Skills Directorate, comments:
"If the industrial world boosted the average PISA scores of their 15 year olds by 25 points….there could be an aggregate GDP gain of more than 100 trillion USD over the lifetime of these students."

The effect of bringing all students to a minimum of 400 points on PISA would yield massive GDP gains around the globe



NOTES: *Discounted value of future increases in GDP until 2090, expressed in billion USD (PPP) and as percentage of current GDP. "Long run growth increase" refers to increase in annual growth rate (in percentage points) once the whole labor force has reached higher level of educational performance. "Share of students below minimum skills" refers to the share of students in each country performing below the minimum skill level of 400 PISA points.*

SOURCE: *The High Cost of Low Educational Performance*

Put another way, an increase of one standard deviation in PISA scores is linked to 2% average additional GDP growth. In particular countries like Singapore, Taiwan, Korea and Hong Kong where there has been a strong commitment to raising levels of student achievement over time. The effect of bringing all the world's students to a minimum of 400 points on PISA would yield massive GDP gains around the globe. It seems that the relationship between effective investment in education and economic growth is a cyclical, win-win loop.

In many parts of the world, the curriculum is outdated. Innovative instruments exist to forecast human capital needs such as Working Futures[4] and Horizon Scanning[5] in the UK and Oivallus[6] in Finland, yet little of the predictive data generated has impacted curriculum analysis and development in schools.

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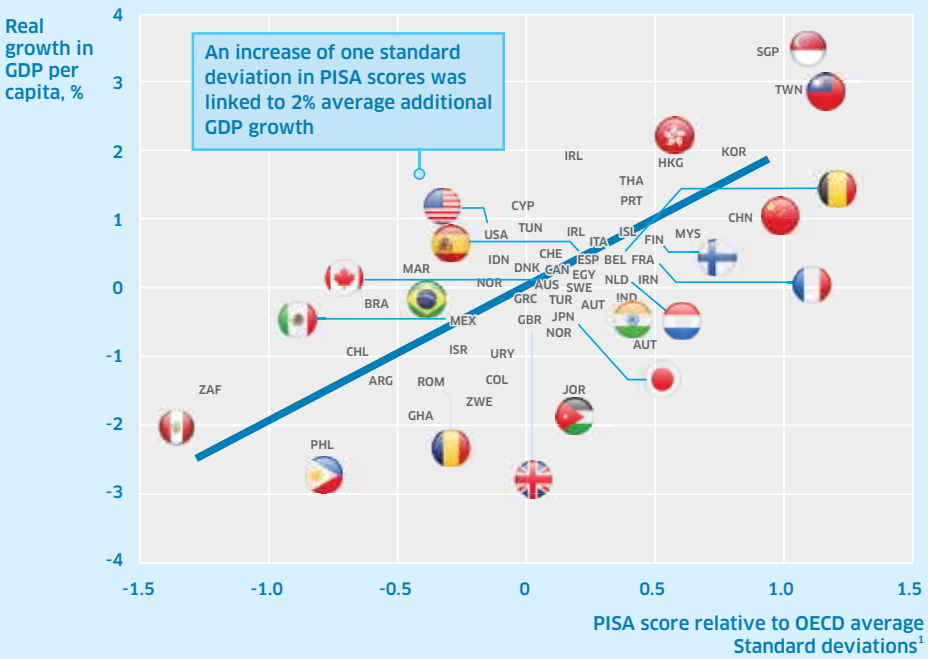
[1] *EdStats: Education Statistics, World Bank http://datatopics.worldbank.org/education/*

[2] *UNESCO Global Education Digest Data 2011*

[3] *The Programme for International Student Assessment (PISA) is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations of 15-year-old school pupils' scholastic performance on mathematics, science, and reading. It was first performed in 2000 and then repeated every three years. The aim is to improve education policies and outcomes*

Quality education drives economic growth



1 One standard deviation is equivalent to 90 points

SOURCE: *Hanushek & Woessmann 2007, McKinsey analysis*

The knowledge and skills required to be taught in schools has changed, but school systems have failed to recognize the urgent need to review and, in some cases, completely overturn the curriculum. It is very hard to break the mold, and this particularly applies to vocational schools, where transformational reform is most urgently needed.

This has led to not only a shortfall or gap but also to a complete vacuum of skills acquisition in many education systems. People now need a range of both "hard" and "soft" skills to lead successful lives and to contribute to the labor market. Crucially missing are the "soft skills." These include: higher order functioning skills such as the "4 Cs" - creativity, critical thinking, communication and collaboration; intrapersonal skills such as adaptability, resilience, integrity and ethics; and what the Center for Curriculum Design has called "meta-layer" skills that foster habits of mind, interdisciplinary working and student generated solutions that create new learning.

For a high percentage of the population to fail to achieve even the most basic foundation skills translates into social and political inactivity and very low levels of human capital. Investing in human capital is the most effective way of promoting economic growth, and getting this investment right requires an urgent, transformational education strategy worldwide.

South Africa has a public education system that, after 20 years of unified democracy with one national education system, is still deemed to reflect two extremes – a relatively small group of highly-performing, world-class schools and many poorly-performing schools, often serving rural and very poor urban communities. While SA can boast with virtually universal primary education, it performs very poorly on all international benchmark studies, being at or near the bottom of the league tables in PISA and TIMSS evaluations.

While it is understood that world-wide there is a differential between students from poor and middle class or affluent communities – thought to be in the region of 15%, in South Africa this differential is far greater – in the region of 40% to 50%.

This poor performance of the majority of the student population remains the biggest challenge for education transformation in the country and, if not addressed, will continue to fuel poverty and low economic growth.

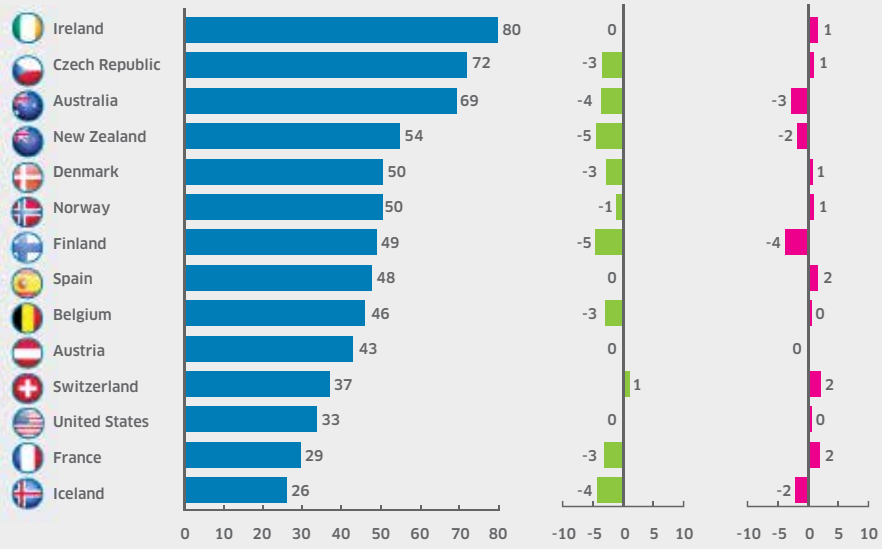
Brian Schreuder

Countries spend more with little to show

Global spending on education continues to rise, from $1.2 trillion in 2000 to $2.5 trillion in 2012; in terms of % GDP, significant amounts of money are spent on education, but unfortunately, it is with very little effect. Over this same period, some countries recognized a connection between the education budget and achievement and committed more money to classrooms. For example, in the United States, which already has the largest education budget in the world, overall spending on elementary and secondary education increased by 7% from 2002 to 2013.

Countries spend more with little to show

EDUCATION SPENDING
MATH SCORE
READING SCORE



1 Stagnant defined as countries that remained in the PISA level 3 tier 2003-2012 with no change of more than 5%, education spending data is 2003-2010, latest year available, in PPP current-year dollars.

***SOURCE**: PISA scores 2003-2012; UNESCO data for per pupil spending 2003-2010*

Despite this increased spending, the USA trailed behind 29 national education systems that had higher average PISA scores in mathematics, behind 22 that had higher average scores in science and behind 19 that had higher average scores in reading.

If investments were made that raised USA mathematics and science achievement scores up to the OECD average, then the USA would experience $72 billion more in GDP growth each and every year for the next 35 years.[7]

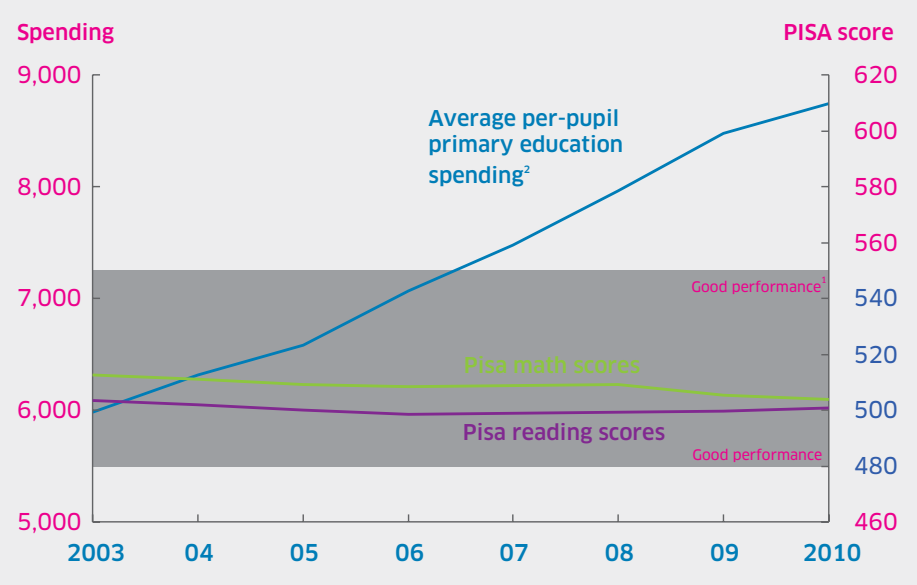
Furthermore, if the United States were able to close the educational achievement gaps between white children and black and Hispanic children, the USA economy would increase by 5.8%, or nearly $2.3 trillion, in 2050.[8]

Overall, in countries representing 35% of global GDP, student achievement is stuck at “good” despite an increase over a seven-year period of $3,000 per pupil . There are, however, some paradoxical twists to this story.

In Mexico, where a staggering $53 billion USD is committed to the Education Budget, over 50% of fifteen-year-olds achieved only at the lowest levels in PISA assessments in 2012, and 25% of students dropped out of school.

[4] A quantitative analysis of employment prospects for industries and occupations across UK regions and individual nations
[5] studies key changes taking place in the UK and globally, identifying human capital needs by modeling future scenarios
[6] Oivallus was a Finnish project that ran until 2011 and identified key elements in the changing nature of work: less routine, more networked, high value of team competencies http://ek.multiedition.fi/oivallus/en/index.php

In countries representing 35% of global GDP, performance is stuck at 'good'

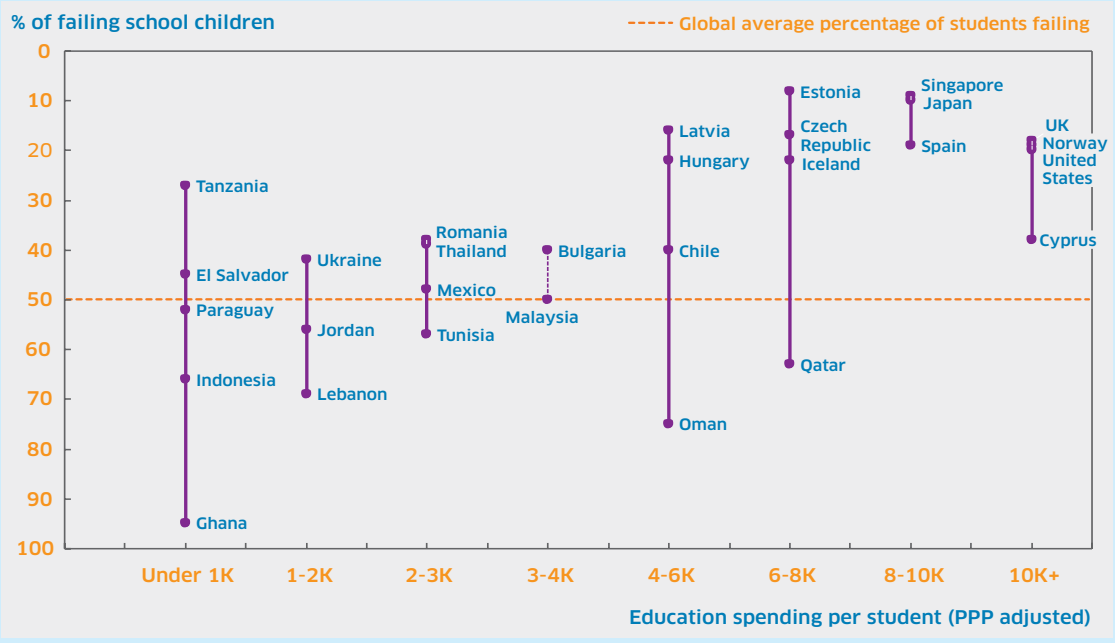


1 Stagnant defined as countries that remained in the PISA level 3 tier 2003-2012 with no change of more than 5%
2 Education spending data is 2003-2010, latest year available, in PPP current-year dollars.
SOURCE: *PISA scores 2003-2012; UNESCO data for per pupil spending 2003-2010*

Tanzania, a developing economy strongly committed to fighting poverty and stimulating growth, adds yet another twist to the tale. In 2012, Tanzania committed 18% GDP (or $14 billion) to education, more than any other African country. Despite the financial effort, this represented less than $1,000 per pupil because of a low GDP and a high youth population. The net effect was 25% of children remaining in the failing category. However, Tanzania stands out for its relative success in the Pan-African context and compares quite favorably with the United States and Norway, both of which committed over $10,000 per pupil to achieve only a 5% lead on Tanzania for children in the failing category (both at 20%).

All this suggests that it is not the size of the investment per se, but the strategy surrounding the allocation of funds and other factors that are equally, if not more important than the dollar amount.

Schools fail some children at all spending levels



SOURCE: *World Bank EdStats, OECD, SACMEQ, UNESCO and ACER*

Professional skills – leading and teaching

Central to the reforms needed in order to address this seemingly bleak scenario is the teacher. The problem is that there are not enough teachers: UNESCO predicts by 2030 a need for 3 million new teachers to address attrition and population growth in India alone. Furthermore, many teachers in classrooms today are underqualified or not qualified at all for the job. In 7% of all countries, more than 50% of teachers are unqualified, and in less than 75% of the world's countries are teachers trained to the national standard. There is a chronic shortfall worldwide in knowledge, pedagogy and aptitude at all levels of the profession that extends to initial and continuing professional training. A commitment to continued professional development is an essential component to drive all improvement.

All but the most fortunately disposed school systems face the year-on-year challenge of recruiting and retaining teachers. The knock on effect of failing to recruit qualified teachers is felt particularly in schools in disadvantaged areas and in school systems in the emerging economies. In Brazil, one third of teachers barely passed high school, and in Mexico, only 30% of teachers met the minimum standards of the National Teacher Examination. Developing a robust and rigorous pre-service training program and in-service continuing professional development program is essential to support teachers and schools systems on the journey toward excellence.

In much of the developing world, the problem of poorly qualified teachers is exacerbated by poor teacher/student ratios, poor resourcing and poor infrastructure. In some countries such as Malawi, Chad and the Central African Republic, the average teacher/student ratio is above 1:60, and it is not uncommon for classes to exceed 100. In these regions, there are too few textbooks and resources and classrooms are overcrowded. In Tanzania, for example, only 3.5% of all 6th graders have access to a reading book. The learning environment must be conducive for success.

In Latin America, despite impressive progress in improving enrollment, students still lag behind their peers in developed countries in PISA mathematics and reading comprehension achievement. It is the quality of learning, rather than mere attendance that drives economic growth, and the quality of learning is directly affected by the quality of teaching and the learning environment.

In the largest-ever international exercise of its kind, World Bank researchers made unannounced visits to 15,000 classrooms in more than 3,000 Latin American public schools between 2009 and 2013. They found that the region's teachers spent less than 65% of their time in class actually teaching. Despite abundant teaching materials and equipment (including laptops), the researchers found teachers relying predominantly on outdated pedagogy. Without focused professional development in the use of new technologies and student-centered pedagogies, success will be limited.

As well as failing to provide the necessary skills and knowledge for student success, these conditions negatively impact on the schools' climate for learning. Simon Shwartzman refers to unsatisfactory teaching as a major factor in school dropout in Brazil, and OECD studies refer to "disrupted classrooms" and "boredom at school" in 42 OECD member countries (i.e. developing economies) as negatively impacting student achievement.

Far-reaching changes in the way teachers are recruited, trained and rewarded are needed to meet the demands of the learning gap, especially if 21st century skills are to be embraced as does the quality of school leadership, where there are gaps in management and leadership skills pinpointed in the OECD TALIS survey and the programs of The National Institute for School Leadership (USA). The problem is that in over 70% of the world's countries, school leaders receive no training. Given the importance of continuing professional development within schools as a means of ensuring quality of teaching, the capacity to lead such activities and to lead a team are particularly crucial.

All systems can improve

OECD's PISA unit has identified four factors associated with better performance in schools. These are:

- where schools and countries expect their students to do well - where the school culture is focused on success and teacher morale is high;
- where there is sufficiently strong educational leadership to allow some autonomy regarding the curriculum and how it is taught;
- where all students are provided for according to their learning needs, despite ability, gender and minority differences;
- where there is successful integration of innovation.

The Education Partners has observed solutions in a systemic approach by which reforms and improvements at all levels are driven by local stakeholders working in partnership with international experts. They further suggest that this is the missing input in countries beyond additional committed resources. Such an approach needs to address three interlinked sets of factors in a holistic way. These relate to: within school factors to do with existing policies and practices; between school factors that arise from the characteristics of local school systems; and beyond school factors, including the demographics, economics, cultures and histories of local areas.[10]

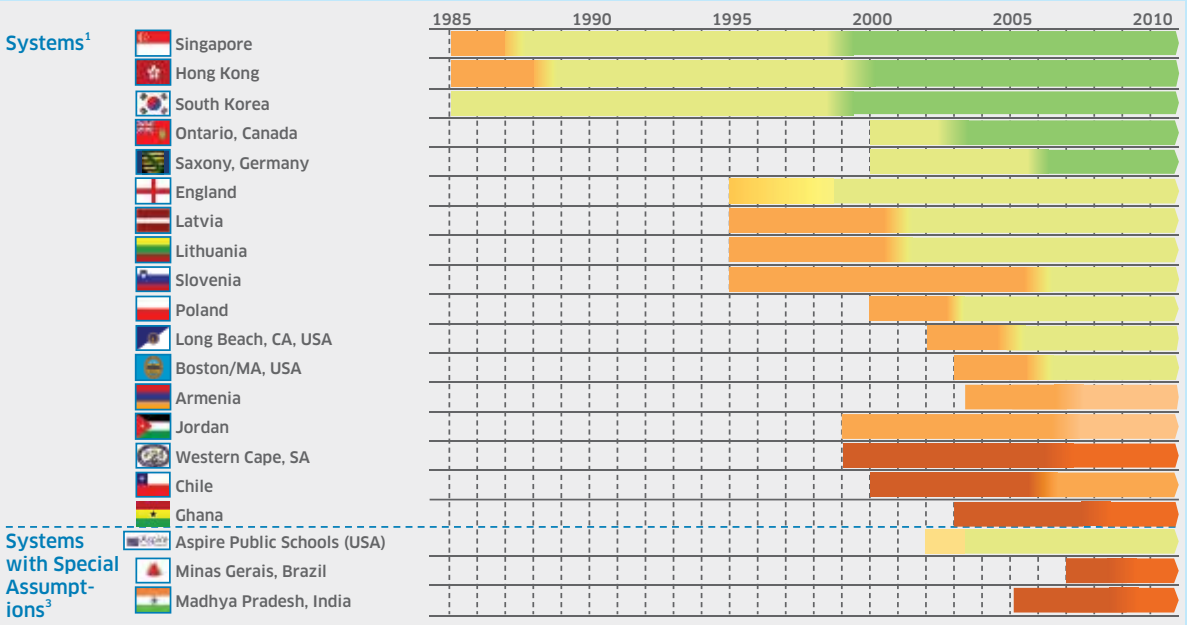
In the United States, this type of holistic approach is exemplified by the Harlem Children's Zone (HCZ), a systemic approach to improving areas of health and wellbeing that extends family by family, city block by city block. HCZ provides free support in the form of parenting workshops, a pre-school program, three public charter schools and child-oriented health programs for thousands of children and families. One Harvard study found that the 2005 sixth grade students had raised their test scores so much by the eighth grade that they had reversed the black-white achievement gap in mathematics and reduced it in English. Regretfully, this groundbreaking project is slow to be replicated nationwide and globally although developments are occurring in the UK.[11]

The Western Cape Province of South Africa has made significant and noteworthy progress in narrowing the performance gap of poor and affluent students through a systemic reform strategy in Mathematics and Language. In the 4 year period from 2004 to 2008 the Literacy performance of Grade 3 students in the three poorest quintiles increased by 25%, 19% and 13% respectively and the bottom three quintiles caught up with the second richest quintile of students. In the same time the performance differential of the poorest to the richest quintiles was reduced from 53% to 33%.

Addressing these challenges through systemic transformation, focusing on key areas such as good school leadership and well-run schools, focused teacher development in knowledge and pedagogy, resources and emphasis on student motivation and effort, coupled with the effective use of technology to enhance teaching and learning can continue to turn around the education system in the Western Cape and in South Africa. The challenge remains huge.
Brian Schreuder

Latin America, despite the region's shortfalls, has made big strides in educational enrollment. In 1960, the average adult in Latin America and the Caribbean had just 4.3 years of schooling; in 2010, that figure was 10.2 years. This is exemplified by Brazil, a country which over a fifteen year period has implemented significant reforms. These have included: measures to improve equity by introducing student based funding formulas; improving quality by providing incentives to states and municipalities; improving teacher quality and quantity and establishing achievement benchmarks and assessments by which teachers are held accountable; providing a relevant curriculum; and providing conditional cash transfers to encourage families to enroll their children and complete compulsory education. Eleven years of schooling is now mandatory and has been achieved for 95% of the population. Brazil's story is illustrated by the state of Minas Gerais, a high poverty region that embraced the systemic approach and in a two year period (2007 – 2009) rose from 5th to 1st place among Brazilian states on Brazil's national (IDEB) assessments.

Systems at all performance levels can improve substantially in as little as six years



1 Systems were categorized across time as poor, fair, good, or great based on their average performance across test instrument, subject, and age group in a particular year on the universal scale. Systems also improve within each phase (e.g. England improved significantly within 'good' without reaching 'great')

2 Score cut offs: Excellent >560 (none of our sample systems achieved this level); Great 520-560; Good 480-520; Fair 440-480; Poor <440.

3 No comparable assessment data to link these systems to international assessments exists, so special assumptions were made to place them on scale.

***SOURCE:** TIMSS, PISA, NAEP, national and provincial assessments; McKinsey & Company interventions database*

In Sub-Saharan Africa, Rwanda stands out for its systemic reforms: quality teaching and learning resources have been made more widely available; teachers' classroom management and content delivery is being monitored; public-private partnerships in the provision of ICT and open learning solutions have been established. Rwanda also recognizes that the quality of initial teacher training is a major factor that influences teacher supply and the next challenge is teacher training and employability. In addressing this challenge, Rwanda might look to successful practice elsewhere: Korea allows only the top 5% of university graduates to enter the teaching profession; Finland allows only the top 10%; and Singapore allows only the top 30%.

Poland is one of the few European countries that achieved strong improvement of student performance over the last decade. According to the OECD PISA results, Poland moved from below to above the OECD average and now is close to top-performing countries. The score improvements are a consequence of Polish education system reform introduced in 1999. The most important change of the 1999 reform was an extension of comprehensive education by one year. The evidence suggests the change immediately benefited students, while the remaining elements of the reform are probably responsible for the gradual improvement. The differences between secondary schools were largely limited. Introduction of nationwide comparable exams, conducted at the end of every stage of education, played a crucial role in assuring quality in the education system. Poland also increased support for the preschool education and further expanded the general curriculum in vocational schools. The result of all reforms was the expansion of obligatory comprehensive education from 8 years to at least 10 years now.[12]

Maciej Jakubowski

Conclusion

550 million children are failing within education systems around the world.

Policy makers and administrators recognize the need for change, but cannot do it alone hence the effectiveness of working in partnership to take account of changing needs in human capital and student preparation. In their earnest but failing endeavors to achieve an “A” grade Report Card, nations spend huge sums of money with little to show for it; in many cases the education budget is their biggest toll on GDP.

In some school systems, students achieve at a functional level but are ill prepared to embrace emerging new work skills. In most school systems there is widespread failure with students underperforming at significant levels. Even in the best school systems, achievement tends to remain stagnant over time.

By correlating data from PISA and the World Bank, it is now possible to establish benchmarks for student achievement linked to economic growth. In most countries, these benchmarks are not being met and this has serious implications for the future wealth of nations.

Worldwide, failure is associated with inadequate human resources, administration, leadership and teaching. In many countries, teachers are in short supply, and those in the classroom can often lack the training, resources, professional development and pedagogical knowledge which they require to create an effective learning environment. Teacher morale is often low and the status of the profession needs to be raised across the majority of underperforming systems.

Equally damaging is outdated curriculum content. Too often, schools are neither providing students with cutting-edge information nor information that is currently accurate. The curriculum also fails to provide the higher order skills required in the increasingly networked and constantly diversifying workplaces of the shrinking world – a world that has become as tightly linked, economically, as it has ever been. The effect of this is millions of job seekers entering the marketplace with either the wrong skills or no skills at all and unable to adapt.

There is a clear pathway out of this crisis. In every case, it requires bold innovation.

This does not necessarily require increasingly overextending education budgets year-on-year but rather strategically re-directing the targets of already allocated funds.

We know sustainable change and improvement can happen and in this paper, we see just some of the inspirational successes from around the world. We must recognize that the number of primary aged children out of school has dropped exponentially in recent years and gender parity is improving among many other positive steps. And we can learn so much from not only the high performing systems but also the ones making changes and committing to continual improvement. But, we know that another generation cannot be lost as we wait and hope this impact will eventually reach all students.

It is time for change and together, we have the experience, drive and depth of knowledge to make it a reality.

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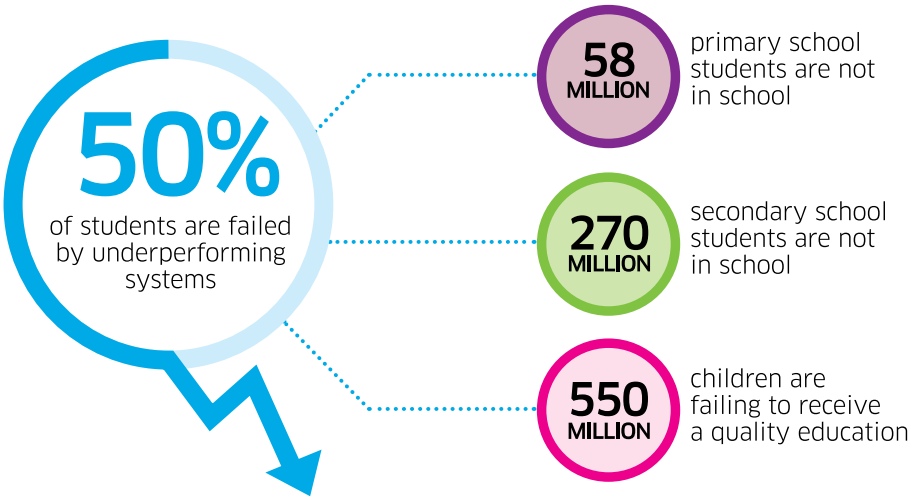
The Education
Partners

About The Education Partners

The world today faces an extraordinary education crisis. Around the globe, many students struggle just to get to school. When they do get to class, students do not receive quality education, which leads to a skills gap and no job, perpetuating a vicious cycle. We know that schools and education systems are failing our students. Worldwide, 550 million children fail to receive a quality 21st-century education.



But fast, lasting change is possible. Systems at all levels can improve dramatically in as little as four to six years.

In the United States, between 1998 and 2007, Massachusetts made some of the greatest gains in reading and math to become the highest performing state in the country.
Following literacy reforms in 2006, Minas Gerais improved literacy levels and rose to the top of Brazil's national assessment. From 2007 to 2009, Minas Gerais also rose from 5th place to 1st place among Brazilian states on Brazil's national (IDEB) assessments.
Western Cape narrowed its inequality gap in four years: among 3rd graders, the bottom three quintiles caught up to the second richest.

Together, we need to address major global education policy issues and act to increase the quality of and access to education and employment.

The Education Partners is committed to meeting this challenge by designing and delivering innovative solutions that create conditions in which students, educators and communities thrive. We strengthen capabilities, drive rapid, sustainable and systemic change to deliver a quality education for all.

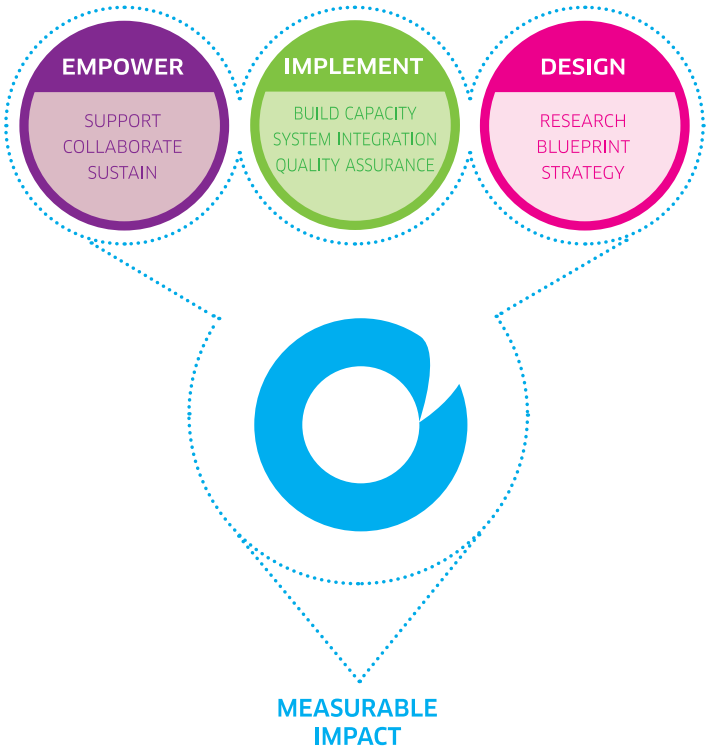
We support large numbers of underperforming schools around the globe on their journey to greatness. We work with education system leaders to design and deliver long-term and equitable reform initiatives in education systems to accelerate student success.

In order to achieve our goal, we have established a team of pioneering educationalists and global education leaders whose collective work will help to solve the global education crisis by sharing international best practices. Our Global Advisory Council includes some of the foremost education change leaders from countries that span the world, such as the United States, Argentina, Finland, Poland, Singapore and South Africa. It serves as a truly global education think tank.

Education Transformation Model: The Education Partners has developed a set of tools and resources that creates an education environment preparing all students to succeed in the global economy and society.

We have a range of services available to education systems at all stages of their education journey to greatness. We believe in working alongside education ministers and school system and district leaders to deliver an end-to-end service which will produce effective and sustainable improvement.

Our Education Transformation Model provides a seamless integration of support across all stages of the education system's improvement journey, partnering with clients, allowing them to easily see and manage the process. Together, we raise standards and extend high-quality teaching and learning across a region.



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