# Global Education Framework

*A Peace Corps Volunteer and other participants in the Padayon Mindano Training of Trainers. Photo by Peace Corps/Philippines*

Countries: 64

Activities: 33,219

Children and youth reached (FY17): 400,000

Funding level:
$6.3 million

Years of operation: 2010-2019

In 2010, the Peace Corps and the U.S. Agency for International Development (USAID) signed the Global Education Framework (GEF) agreement to encourage collaboration and leverage Peace Corps Volunteers’ grassroots, community-level efforts to implement activities aligned with host country and U.S. Government education priorities. Centrally funded activities fell under two programming areas. Student-friendly schools focused on building a sense of agency for boys and girls, and learning environments where they feel emotionally and physically safe and are able to thrive. Literacy supported a literacy specialist, development of a comprehensive literacy strategy, community-based early-grade reading approaches, and a range of tools and materials to support those approaches. The GEF also supported a number of country-level initiatives. USAID Missions in Uganda, the Philippines, and Mozambique bought into the agreement to fund discrete activities in support of improved educational outcomes.

The $6.3 million provided to the Peace Corps supported projects in 64 countries. More than 2,000 staff, teachers, administrators, headmasters, and Peace Corps Volunteers (PCVs) were directly reached in 58 trainings – and a much larger number benefitted indirectly through a multiplier effect. In FY17 alone, PCVs reported 7,500 school-based GEF activities, including training on gender-equitable teaching practices and mentoring, reaching more than 400,000 children and youth ages 10-24.

GEF activities have shown significant success in the following areas:

The Global Education Framework partnership (2010-2019) carried out education activities in 64 countries, reaching more than 400,000 people through 33,219 activities.

**Developing capacity:** The most tangible impact has been the development of staff and counterpart capacity related to promoting positive gender norms and safe, student-friendly environments. Many highlight greater comfort engaging colleagues around gender inequity and gender-based violence, and energizing around improved school cultures.

A **Mexican** participant in one workshop said that, “I gained the sense that we were all working toward a larger picture and pushed each other, because through the workshop I have been able to establish relationships with and learn from colleagues from the region.”

**Local ownership, leadership, and adaptation:** The development of capacity has galvanized local ownership and leadership. Activities have catalyzed a range of follow-on, community-level efforts, where headmasters, teachers, community members, and national ministries have added fresh energy and local resources, ensuring momentum is not lost, approaches continue to be shared, and activities are adapted to reflect community context and priorities.

One **Liberian** counterpart noted, “We are beginning to see the potential long-term impact and success of these efforts specifically because of the intentional engagement and leadership of the community.”

**Sustainability and innovation:** Local leadership supports longer-term, more sustainable school and community-level outcomes. The emphasis on community partnerships that foster innovative, concrete action plans for sharing approaches, and national-level commitments enacted by ministries contributes significantly to positive impact that is sustained well beyond one-off activities.

A participant in a workshop in **Burkina Faso** noted, “We act as agents of change in our communities by advocating, preventing, and responding adequately to gender-based violence and working to ensure a safer environment for students and the whole community.”

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