Investments in Education provide a "multiplier effect", compounding the returns in other sectors; with more education comes increased health, economic growth and food security.

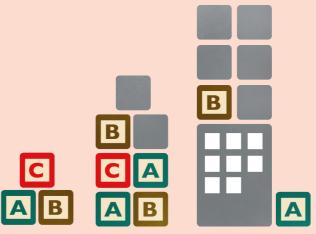
As part of its five year education strategy, USAID is committed to furthering the basic building blocks of education - I) Improved reading skills for more than 100 million children by 2015,

- 2) Increased access for 15 million students in conflict and crisis affected countries, and
- 3) Improving the ability of tertiary and workforce development programs to meet countries' needs and goals.

INDIVIDUAL ECONOMIC IMPACT



Wages rise 20% for every year beyond 4th grade that a girl remains in school.



Each extra year of preschool increases a person's future productivity by 10-30%.

There would be a 12% drop in global poverty if all students in low-income countries left school with basic reading skills.



HEALTH

If all women in sub-Saharan Africa had a secondary education, 1.8 million lives could be saved each year.



Women's education is responsible for half of the reduction of child mortality over the past 40 years.

ECONOMIC GROWTH

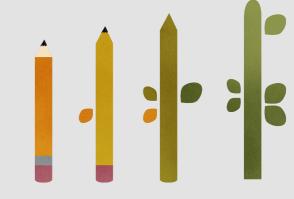
Countries that raise literacy rates by 20-30% have seen increases in Gross Domestic Product (GDP) of 8-16%

Each 1% increase in the level of women's education generates 0.3% in additional economic growth.



FOOD SECURITY

In sub-Saharan Africa, investing in girls' education has the potential to **boost** agricultural output by **25%**.

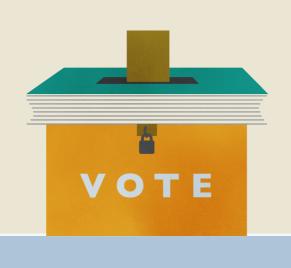




A farmer with just four years of education is 9% more productive than one with no education.

GLOBAL IMPACT

On average each additional year of schooling for a country's population reduces the chances of falling into civil war by 3.6%.



People of voting age with a primary education are 1.5 times more likely to support democracy than people with no education.

SOURCES The Case for Advancing Women in the Global Marketplace, United Nations Global Compact and UNIFEM, citing Women's Learning Partnership for Rights, Development and Peace website, accessed February 27, 2009, http://www.learningpartnership.org/en/resources/facts/humanrights | Van der Graag and Tan, The Benefits of Early Childhood Development Programs: An Economic Analysis, World Bank (1998). | UNESCO. "Education is the Key to Lasting Development." http:// www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/GMR/pdf/gmr2010/MDG2010_Facts_and_Figures_EN.pdf | Dollar, David and Roberta Gatti, Gender Inequality, Income and Growth: Are Good Times Good for Women? Policy Research Report on Gender and Development, Working Paper Series, No 1, World Bank (1999), at 20. | Fiske, Edward B., "Basic Education: Building Blocks for Global Development," Academy for Educational Development (1993), at 16. | "Increased educational attainment and its effect on child mortality in 175 countries between 1970 and 2009: a systematic analysis." Dr Emmanuela Gakidou PhD, Krycia Cowling BS, Prof Rafael Lozano MD, Prof Christopher JL Murray MD The Lancet, Volume 376, Issue 9745, Pages 959 - 974, 18 September 2010 | UNESCO. Global Monitoring Report 2011: The hidden crisis: Armed conflict and education. France: UNESCO Publishing, 29. | The Fast Track Initiative. The Case for Investment (2011-2014). | Sperling, Gene and Barbara Herz. What Works in Girls' Education; Evidence and Policies from the Developing World, Council on Foreign Relations (2004). | UN Food and Agriculture Organization, "Education for Rural People to Boost Agricultural Productivity in Latin America," FAO Newsroom (2004). | UNESCO. Global Monitoring Report 2009: Overcoming Inequality: Why Governance Matters. France: Oxford University Press, 36. | Frequently Asked Questions on the Global Compact on Learning and Global Education, Brookings Center for Universal Education, 2011. | UNESCO Global Monitoring Report 2011: The hidden crisis: Armed conflict and education. France: UNESCO Publishing at: http://www.unesco.org/new/fileadmin/ MULTIMEDIA/HQ/ED/pdf/gmr2011-facts-figures.pdf





