

# BILATERAL AND DEVELOPING PARTNER COUNTRY COMMITMENTS:

Methodology, Criteria, and Indicators



GLOBAL PARTNERSHIP  
for EDUCATION



In November 2011, governments from around the world will be attending the Global Partnership for Education replenishment event in Copenhagen, Denmark. This event will provide the opportunity for all its partners, donors (including bilateral donor agencies and multilateral institutions), developing country partners, civil society and the private sector to publicly announce their policy, advocacy, programmatic and financial contributions to achieving universal quality basic education by 2015. As such, the Global Partnership for Education Secretariat has developed a set of contribution guidelines, specifically for bilateral donors and developing country partner governments, to clearly articulate their education policy and financing commitments to the replenishment for the period of 2011-2014.

## BILATERAL AID CONTRIBUTIONS

In order to progress towards achieving universal quality basic education, Global Partnership for Education is asking bilateral donors to both increase and improve their aid to basic education.<sup>1</sup> Donor governments may make contributions to the replenishment target to raise US\$8 billion in additional resources for education through 2014. US\$2.5 billion of this funding is expected to be raised for Global Partnership for Education's Global Partnership for Education Fund, with the remaining US\$5.5 billion to be raised through additional bilateral commitments. Contributions to the replenishment target must be additional financing over and above previous levels of bilateral aid to basic education and must represent a significant improvement in adherence to development effectiveness principles. In addition, Global Partnership for Education will assess commitments to further progress in the policy areas identified as priorities by the Global Partnership for Education Partnership: girls' education, fragile states, early grade learning and out of school children. To assess the value of such commitments, Global Partnership for Education has set out a framework to "count in" bilateral financial commitments. In addition to more resources, Global Partnership for Education is seeking bilateral education aid commitments delivered in accordance with the Paris Declaration Principles and focused on the Global Partnership for Education Partnership's policy objectives. More effective and more targeted aid will yield the development results we are seeking to achieve as a global partnership.

- **Additional resources:** Aid commitments will be considered additional using the baseline of aid to basic education in 2009 to Global Partnership for Education eligible countries. (Where 2010 figures are available, these will be used as the baseline).
- **Aid effectiveness:** Bilateral aid commitments will also be considered on the basis of policy commitments to improve the effectiveness of donor aid to basic education. The following quantitative indicators will be used to measure the nature of the commitments made during the November Pledging Event: predictability, focus on basic education, alignment with national education plans (sector-wide or interim), and donor harmonization.
- **Policy commitments:** Pledges to increase bilateral support to improve progress in the current policy areas of the Global Partnership for Education Partnership will also be assessed. Donors providing additional financing, developing additional programs, and generally scaling up efforts to improve girls' education, early grade learning, reduce the out of school population and support education in fragile states will be assessed using both qualitative and quantitative indicators.
- The following table outlines the type of contribution, the objective and related policy commitment, and the indicators which will be used to assess the value of each bilateral contribution to the Global Partnership for Education replenishment. Please note that the Global Partnership for Education's Mutual Accountability Matrix and Results Framework will provide additional guidance on the measures which will be used to assess the delivery of commitments over the coming three years and the reporting requirements of donor governments.

<sup>1</sup> Basic education is defined, according to OECD DAC and the Global Monitoring Report, as including the following sub-sectors: early childhood education; primary education; formal and non-formal education for basic life skills for young people and adults, and literacy and numeracy training. In addition, the Global Partnership for Education intends to count in lower secondary contributions.

## BILATERAL DONOR CONTRIBUTION TABLE

CATEGORY	OBJECTIVE	COMMITMENT	INDICATORS
Additional Financing	Additionality	Increase financial contribution to basic education in Global Partnership for Education eligible countries	Percent increase over 2010 levels
	Focus on basic education	Increase proportion of aid to basic education out of total aid to education	Proportion of total education aid allocated to basic education
Aid Effectiveness	Predictability	Provide multi-year financing commitments	Advance reporting on annual amounts to basic education in 2011-2014
	Harmonization and alignment	Use of coordinated donor mechanisms and aligned funding to support implementation of ESPs and interim plans	Amount of funding which supports the execution of activities in the education sector plan or interim plan
Policy Focus			Contribution to pooled fund/budget support
	Prioritize Girls' Education	Commitment to prioritize that gender parity is achieved throughout the entire school cycle and gender equality is advanced through education	What additional efforts will be made to ensure universal enrolment, completion and transition to secondary education levels for girls?
	Prioritize Learning	Commitment to prioritize improved learning outcomes in early grades	What additional efforts will be made to ensure that early grade learning is improved?
	Prioritize Fragile States	Commitment to prioritize financial support, technical assistance and education development interventions for fragile states	What additional financing and support will be provided to improve education in fragile states?
	Prioritize Out-of-school	Commitment to prioritize support for countries with large out of school populations and sub-national groups with high out-of-school rates	What additional financing, technical support and development programs will target out of school populations?

## DOMESTIC EDUCATION CONTRIBUTIONS

In order to improve progress towards universal quality education, the Global Partnership for Education is asking developing country partners to demonstrate political commitment to education in terms of financial and policy pledges for the period 2011-2014. Developing country partners may make commitments to increase their domestic spending on basic education, which includes early childhood education, primary, basic life skills for youth and adults and literacy and numeracy training. The Global Partnership for Education considers basic education to be comprised of 8 to 10 years of schooling, so domestic investments in lower secondary will also be counted as part of developing country partner commitments to increase domestic basic education spending. These commitments will be assessed based on the following criteria:

- Increased domestic financing: For countries that have not yet committed sufficient domestic resources to basic education (as determined by Local Education Groups), the Global Partnership for Education is seeking

commitments to increase financing for basic education. Domestic financing commitments will be considered additional using the baseline of domestic budget allocations to basic education in 2009. (Where 2010 figures are available these will be used as the baseline). Domestic education financing will be considered additional based on:

- The percent increase in basic education expenditures as a proportion of GDP;
  - The percent increase in basic education expenditures as a proportion of total public education expenditures, and;
  - The amount of IDA being allocated for basic education in developing partner countries which receive external financing from the World Bank, and its additionality to the education budget.
- Improved policies: The policy commitments of Global Partnership for Education countries will be assessed according to their focus on the policy areas identified as collective priorities for the Global Partnership for Education Partnership and Local Education Groups, subject to the country-context and status of national education plan implementation in each partner country. Commitments to improve girls' education, improve early grade learning and target out of school populations will be considered.

#### DEVELOPING PARTNER COUNTRY CONTRIBUTION TABLE

CATEGORY	OBJECTIVE	COMMITMENT	INDICATORS
Domestic Finance	Additionality	Increase budgetary allocation to basic education	Percent increase of basic education expenditures as a proportion of GDP over 2009 levels
	Predictability	Provide multi-year financial estimates	Advance reporting on domestic financing for basic education in 2011-2014
	Focus on basic education	Increase proportion of public expenditure to basic education	Percent increase in expenditures to basic education subsectors as a proportion of total education expenditures
	Maximize external finance for education	Use of IDA financing for basic education	The amount of IDA allocated for basic education and its additionality to the education budget.
Policy focus	Girls' Education	Commitment to improve gender parity throughout the entire school cycle and gender equality is advanced through education	What additional efforts will be made to ensure universal enrolment, completion and transition to secondary for girls?
	Learning	Commitment to support improved learning outcomes in early grades	What additional efforts will be made to ensure that early grade learning is improved?
	Out-of-school	Commitment to increase enrolment and completion rates for sub-national groups with high out-of-school rates	What additional efforts will be made to improve access for out of school populations?