Managing Education Aid more Effectively through Partnerships

Luis Crouch, Secretariat

Findings from the 2011 Monitoring Exercise on Aid Effectiveness

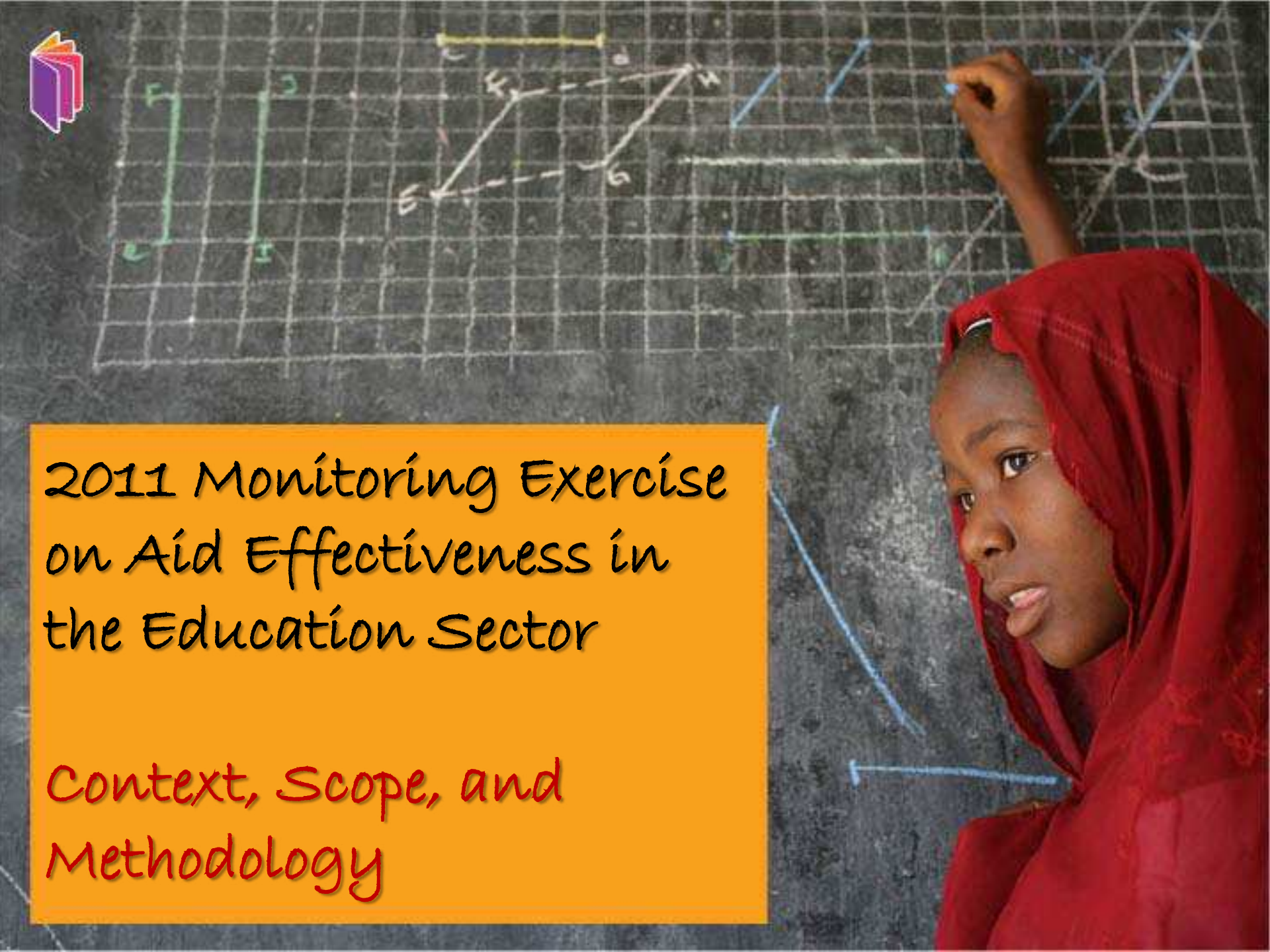
GLOBAL PARTNERSHIP *for* EDUCATION

GLOBAL PARTNERSHIP for EDUCATION

Purpose: Information & Discussion

- Demonstrate Global Partnership's leadership in taking aid effectiveness principles further
- Show that a strong partnership approach is the core foundation for 21st century development cooperation





2011 Monitoring Exercise on Aid Effectiveness in the Education Sector

Context, Scope, and Methodology

Context: Monitoring Exercise

International Aid Effectiveness Framework

- Paris Declaration on Aid Effectiveness (2005)
- Accra Agenda of Action (2008)
- 4th High-Level Forum (Busan, November 29 – December 1, 2011)

Monitoring Aid Effectiveness

- OECD surveys: 2006 (32 countries), 2008 (55), 2011 (78)
- OECD does not collect sector-specific data

Global Partnership for Education

- 2008 Pilot Survey in 10 GPE partner developing countries
- 2011 Monitoring Exercise in 40 developing countries

Why an Education Monitoring Exercise?



Better Understand How

Local Education Groups work

We can improve our support

To strengthen GPE's and sector's modeling of aid effectiveness

Strengthen dialogue among partners on aid effectiveness at country level

Data Collection

Generate baseline data for Results Framework

Complement OECD Survey with sector-specific data

Provide evidence for the 'Busan discussion'

Scope: Monitoring Exercise

33 GPE developing country partners

21 in Africa
Benin
Burkina Faso
Cameroun
Ethiopia
Gambia, The
Ghana
Guinea
Guinea-Bissau
Kenya
Lesotho
Liberia
Madagascar
Malawi
Mali
Mozambique
Niger
Rwanda
Senegal
Sierra Leone
Togo
Zambia

9 in Asia
Afghanistan
Cambodia
Kyrgyzstan
Lao PDR
Mongolia
Nepal
Papua New Guinea
Tajikistan
Vietnam

2 in Central Europe
Georgia
Moldova

1 in Central America
Honduras

7 non-GPE developing countries

5 in Africa
Burundi
Chad
Congo DRC
Somalia
Zimbabwe

2 in Asia
Bangladesh
Sri Lanka

Countries marked blue = Fragile States

Representative Source of Evidence

- Relating to over **US$ 2.3 billion** **of development aid to education** to 33 countries in 2010

- **73% average response rate from donor partners** in Local Education Group

- **Considerable variation in the participation**, completeness and consistency of data across countries

Methodology: Monitoring Exercise

Data Collection

- Managed at country level through Local Education Group
- Aligned with OECD methodology and Paris Declaration Indicators
- Facilitated by Secretariat

Tools

- Ministry of Education Questionnaire
- Donor Questionnaire
- Explanatory Note discussing qualitative information

Products

- Contribution to OECD's Flagship Report *'Aid effectiveness: 2005-10'*
- Individual Country Profiles to support country-level dialogue
- Overall Monitoring Exercise Report

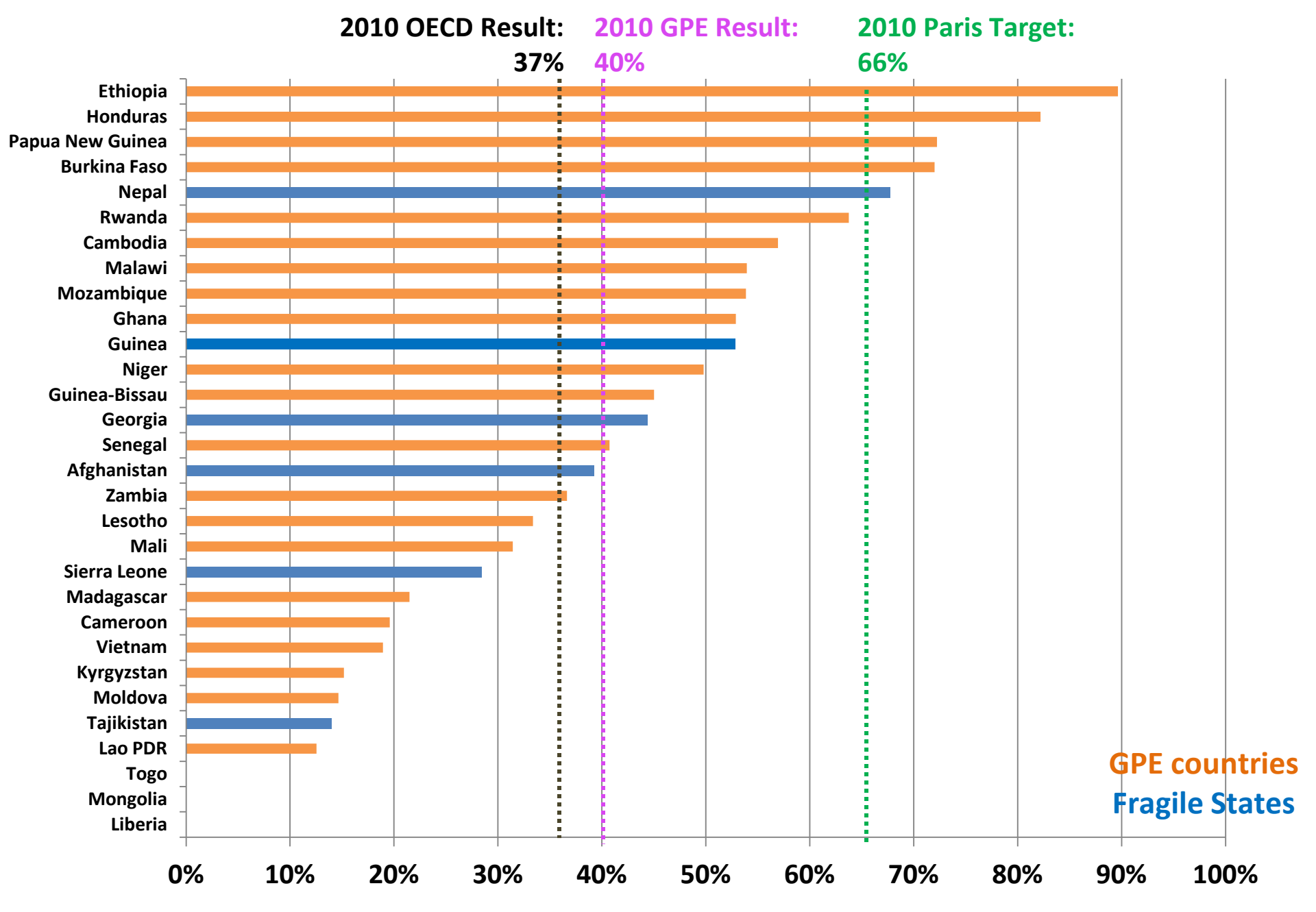

Ownership
Alignment
Harmonization
Managing for Education Results
Mutual Accountability

2010 State of Play of Aid Effectiveness in Education Sector

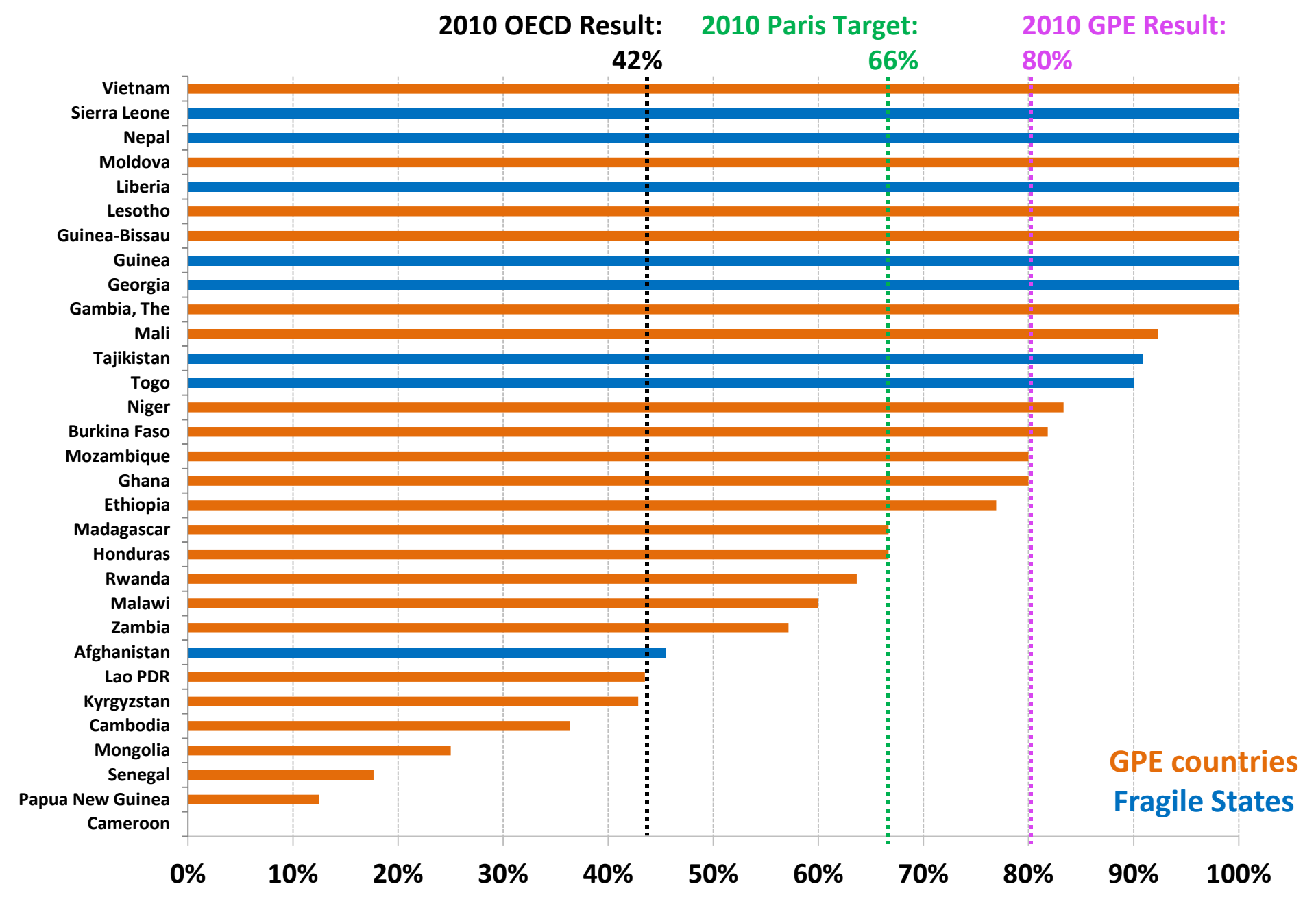
Paris Indicators	Paris Targets 2010	OECD Survey results 33 GPE countries	33 GPE countries	7 non-GPE countries
#1 Education Plan in place	75% rated B or above	C	100%	86%
#3 Aid on budget	85%	66%	79%	80%
# 4 Coordinated Technical Cooperation	50%	68%	60%	59%
#5a Use country financial management system	50%	32%	29%	0%
#5b Use of country procurement system	50%	33%	37%	53%
#6 Avoid parallel project implementation units	2/3 reduction	23	2	4
# 7 Aid is predictable	50% reduction of gap	58%	51%	45%
# 9 Using Program-based approaches	66%	37%	40%	2%
# 10a Joint donor missions	40%	15%	57%	38%
#10b Joint analytic works	66%	42%	80%	60%
#11 Performance Assessment Framework in place	1/3 reduction of gap	C	81%	50%
#12 Joint Sector Review takes place	In place in all countries	41%	81%	0%

Green: achieved/ exceeded 2010 Paris Target;
Red: Serious gap to achieve 2010 Paris Target;
Light Green: Close to achieve 2010 Paris Target
Light Orange: Scope for Improvement

Indicator 9: % of Aid delivered in context of of program-based approaches in 2010

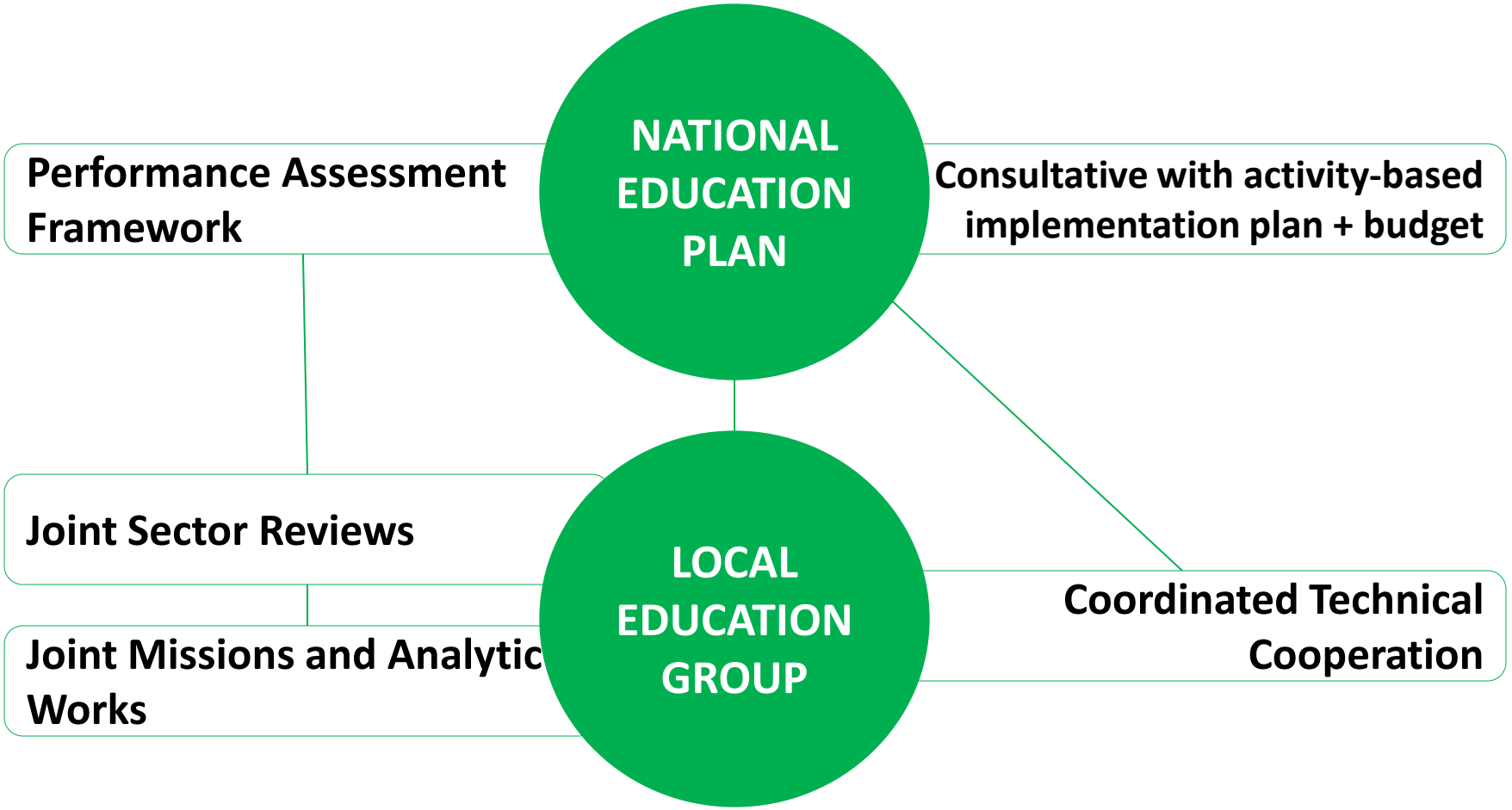


Indicator 10b: % of coordinated analytic works in education in 2010



Summary of Results for GPE countries

"Strong Areas of Cooperation"



Summary of Results

'Scope for Improvement' and 'Urgent Attention'

Alignment to and use of country systems

- **Public financial management and procurement systems** not used at large scale.
- **Parallel implementation structures** are still used with great variation across countries.

Harmonization of Donor Aid

- **Program-based approaches** need to be developed and strengthened.

Transparency and Predictability

- **Managing aid more transparently, with higher predictability** and improved reporting.

Reported Challenges

Challenges for …

- **Greater use of country systems**: weak capacity, donor accountability and regulations, and fiduciary risk.
- **Joint arrangements:** time consuming and demanding, requiring the establishment of structures and governance acceptable to all participating donors.
- **Effective monitoring:** data quality and reliability, low capacity to collect and analyze data at all levels
- **Regular and effective joint sector reviews**: findings not impacting strategic planning, delays in preparation, in some countries it's a new initiative

Addressing Challenges

‘Country Support Team: Focus on the year’

Presentation by Sandra Barton

10 November 2011

Improving aid effectiveness beyond 'Paris'

Better Access to Information

M&E Strategy

Inclusive Partnership and Decision-Making

Global Partnership for Education Fund

Extending Partnerships to private sector and non-DAC donors

Supporting national Civil Society

A vehicle for development effectiveness

- **Aid effectiveness is not the goal** but vehicle to achieve results and improve partnerships
- **Monitoring aid effectiveness** is included in the Results Framework specifically at output level 3 *'managing and delivering education aid effectively'* but is also reflected at other levels
- **Linking results with aid effectiveness performance** through Results Framework and Mutual Accountability Matrix

Have we achieved what we wanted?

YES, because …

- **Local Education Groups actively discuss aid effectiveness** because of the exercise and address problems.
- **Our results are featured in the OECD Report: ‘**Aid Effectiveness 2005-10: Progress in implementing the Paris Declaration’.
- **Strengthen our own motivation** to include aid effectiveness in Global Partnership’s Results Framework and Mutual Accountability
- **Two Education Side Events in Busan, including a Statement of Principles**

… We know that the Global Partnership model works!

GLOBAL PARTNERSHIP for EDUCATION

Invitation

- Please join the **aid effectiveness session** immediately after this session at **6:15 to 8:00PM** in the **Plenary Room**.

- We will discuss the **Statement of Principles on aid effectiveness in the education sector** for the Busan High-Level Forum.