

GLOBAL
PARTNERSHIP
for EDUCATION
quality education for all children

2015 to 2018 Replenishment Campaign Pledging Framework

The Global Partnership for Education's 2015 to 2018 Replenishment Campaign Pledging Framework

This pledging framework document outlines:

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I. The Global Partnership for Education's Theory of Change

As the only multilateral partnership dedicated solely to achieving universal quality basic education, the Global Partnership for Education helps achieve what funding for individual programs and partners alone cannot do. The Global Partnership supports developing countries to create and execute strong education plans, enabling them to accelerate progress in keeping with the GPE strategic goals of access, equity, quality, and efficient education systems.

Through its work, the Global Partnership pursues a number of strategic objectives: improved learning outcomes, effective teachers, girls' education, support for fragile and conflict-affected states, and financing for education. These represent some of the most intractable challenges to education in the poorest countries. Only by working in partnership at the global and country levels with all stakeholders will we be able to achieve the goal of getting all children in school and learning.

> "We affirm that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources."
> *– Dakar Framework for Action 2000*

How We Work Together

Strong plans are the pathway to strong education systems, which are in turn the key to achieving positive education outcomes for all children. No one entity can create sustainable education systems alone; it is a task that demands collective action.



With this in mind, the Global Partnership brings together governments, donors, international organizations, teachers, the private sector, and civil society organizations globally and at the country level to help establish **a credible, country-led education plan** that is endorsed by all partners and encourages donors to align their own funding with an overall strategic roadmap.

Together, the convening power and funding of the Global Partnership drive:

1. Increased domestic funding for education
2. More efficient spending of education budgets
3. More effective education systems, which address critical issues of equity and quality, as well as access
4. Better coordination between humanitarian responses and development work for education
5. More aligned external financing for education
6. Greater accountability through the collection of data

With stronger education plans, countries can make progress on promoting greater equity for girls, children with disabilities, and others who have historically struggled with access to schooling. Strong plans can put in place and sustain systemic approaches to education, making both domestic financing and donor funding more effective. They can also encourage partners to align all efforts and funding towards the same nationally set goals, focus attention on priority outcomes for children, avoid duplication in aid disbursements, and extend the reach and strengths of all individual partners. All these elements make possible a meaningful and lasting change for children.

In **fragile and conflict-affected countries** in particular, the Global Partnership model guarantees flexibility, predictability, and sound coordination among all operational partners, and it secures continuous support to education during humanitarian emergencies. The Global Partnership strives to ensure that the humanitarian community establishes emergency education plans that align with a nation's education plan and help developing country partners countries get back on track over the longer run.

The Global Partnership for Education is introducing two key innovations to ensure it can respond to the most urgent education challenges. In 2015, the Global Partnership will launch a **new funding model** and contribute to the **data revolution** in education. Both changes will drive accelerated progress toward the Global Partnership's Strategic Goals and ensure the international community achieves better outcomes for more children in the poorest countries.

II. Aims of GPE's 2015 to 2018 Replenishment Campaign

The Global Partnership's 2015 to 2018 Replenishment Campaign embodies the concept of shared responsibility to ensure the right to education is available to all children. The Global Partnership asks all partners to recommit to the delivery of good quality basic education for all and to support a strong Replenishment. Through its Replenishment, the Global Partnership for Education will help accelerate progress in the final push towards achieving the Millennium Development Goals and Education For All Goals. It will also leverage its partnership to support an ambitious post-2015 agenda for education.

The 2015 to 2018 Replenishment Campaign is specifically asking its partners to commit to providing significant additional **financing** and to revolutionize the collection and use of **data**. These commitments will be drivers for accelerating access, quality learning environments, and improved efficiency of systems.

a) Addressing the Crisis in Financing for Education

There has been an alarming decrease of global aid to education, falling 6.3 percent between 2010 and 2011, seven times the rate of decline of overall aid. Closing the gap between what countries need and what is currently available will be critical for achieving breakthroughs necessary in education. Without a greater focus on adequate financing investments in education, gains made in securing the right to education for all children and youth – particularly through the eradication of entrenched inequalities between girls and boys, urban and rural regions, and for children with disabilities – will be elusive.

b) Join the data revolution

Education data is vital to planning, targeting implementation, monitoring what works and what does not, and empowering education stakeholders to engage in and improve the conditions for quality teaching and learning. However, the dearth of reliable and timely information on education access, quality, learning outcomes and expenditures continues to impede education progress.

A successful data revolution will be a powerful accelerator of progress across all of the Global Partnership's Strategic Goals and Objectives.



III. Replenishment Campaign Targets

The Global Partnership's Replenishment Campaign will drive:

1. **INCREASED CONTRIBUTIONS TO THE GPE FUND:** *The replenishment campaign aims to secure US$3.5 billion in contributions from donors to the GPE Fund for the four-year period 2015 to 2018.* The Global Partnership hopes to secure new pledges to the GPE Fund from donor governments, corporations and private foundations. These funds will enable the partnership to meet the unprecedented demand for GPE funding since the last replenishment and to intensify its impact both on direct program results and sustainable change.

2. **INCREASED AND MORE EQUITABLE DOMESTIC EDUCATION FINANCING:** *The Global Partnership is calling on developing country partners to increase domestic financing for education by at least one percentage point per year, toward the goal of all countries accelerating progress towards reaching (or maintaining, if already achieved) at least 20 per cent of their total public domestic expenditure on education.* Approximately half of this budget should be allocated to support primary school learners, particularly if primary completion rates are below 80 percent. While financial support from the Global Partnership will greatly help developing country partners achieve universal quality basic education, there is a critical need for increased financial resources from domestic public expenditure if these efforts are to be sustainable over the long term.

3. **INCREASED CO-FINANCING FOR BASIC EDUCATION:** *The Global Partnership is calling on its partners to increase co-financing for GPE operations in support of national education sector strategies*. Much external funding for education is delivered outside of national education sector plans or through parallel implementation channels, increasing the risk of fragmentation, duplication, and substitution, while decreasing the effectiveness and sustainability of these investments. The Global Partnership is working to ensure that all bilateral or multilateral funds are contributing to the long-term vision of a country and to the Global Partnership's replenishment outcomes. Increased commitments through aligned co-financing is a critical component, ensuring that partners adhere to development effectiveness principles, that financing from innovative sources is leveraged to achieve GPE's replenishment outcomes, and that multilateral and bilateral funds are invested jointly to achieve greater impact.

4. **INCREASED FUNDING FOR EDUCATION IN EMERGENCIES:** *The Global Partnership is calling on donors to increase overall humanitarian budget allocations for education and to contribute at least four percent of total humanitarian funding to education*. The GPE Replenishment Campaign strongly supports the "Education Cannot Wait: Call to Action," including the call to ensure that education needs are adequately financed in every humanitarian response.

5. **A DATA REVOLUTION TO DRIVE PROGESS IN ACCESS, EQUITY, QUALITY, AND EFFECIENCY OF SYSTEMS:**

   a. *The Global Partnership is calling on all partners to increase and align investments to improve national capacity for monitoring and evaluation.* Improved data collection, transparency and accountability through an investment in governments' monitoring and evaluation capacity will enable better tracking of the equity, quality, and efficiency of education systems in GPE developing partner countries.
   b. *The Global Partnership is also calling on its partners to invest in the capacity of civil society to monitor education policy, implementation, and service delivery.* Through their support for ministry statistical units, national assessment capacity, community accountability mechanisms, civil society oversight, budget tracking, and more, GPE partners can help ensure there is sufficient national data to inform the delivery chain from centralized ministries down to the school and learner level.



IV. Replenishment Campaign Results

If all partners are successful in mobilizing the domestic and external financing needed to fill the US$34.4 billion gap for a quality basic education in 66 GPE developing partner countries, the Global Partnership can dramatically accelerate progress toward the goal of all children in school and learning. Doing so will change the lives of millions of children today and many more in future generations.

With US$3.5 billion from 2015 to 2018, the Global Partnership aims to achieve the following outcomes:

- Twenty-nine million children in both primary and lower secondary schools will get a good quality education.[1] Twenty-three million of those children will be in fragile and conflict-affected states.
- The number of children who do not complete primary education will decrease from 7.6 million in 2014 to 4.8 million in 2018.
- The primary completion rate of girls will increase from 74 percent in 2014 to 84 percent in 2018.
- The lower secondary completion rate for girls will increase from 44 percent in 2014 to 54 percent in 2018.
- The number of children who complete primary education annually and demonstrate core reading and numeracy skills will increase by 25 percent, from 16 million in 2014 to 20 million in 2018.
- Drop-out rates in primary and lower secondary school will decrease by 10 percent.
- Drop-out rates in primary and lower secondary school repetition rates will fall by 10 percent.
- An additional US$16 billion in developing country partners' domestic education expenditures will be leveraged.



[1] This indicator measures the equivalent number of pupils who can be supported by GPE funding in an academic year. Over time, the indicator provides an aggregated measure of the concept "pupil school year" supported by GPE over the duration of the replenishment.

In addition, partners will begin to increase the collection, reporting and use of education data, which will increase accountability in the education sector and support more targeted and evidence-based policy and implementation decisions. The Global Partnership's efforts to help drive a data revolution will improve:

- **Equity** by ensuring the disaggregation of data on access and learning outcomes to better understand and address the needs of the most marginalized and vulnerable children. The Global Partnership has set a goal that, by 2018, 90 percent of GPE developing country partners will have detailed analyses of equity issues and will report on progress; and 80 percent of GPE developing country partners will have explicit policies and legislation on education and disabilities.
- **Quality and learning** through better understanding of how to improve children's learning and the quality of the learning environment. The Global Partnership's goal is that, by 2018, 90 percent of GPE developing country partners will have learning outcomes data allowing a better management of quality, as well as sufficient monitoring of and reporting on progress; and 90 percent of GPE developing country partners will have a credible learning assessment.
- **Efficiency of systems** through analysis of waste or leaks. The Global Partnership has a set a goal that, by 2018, 90 percent of GPE developing country partners will have detailed analyses of efficiency issues and will be able to report on progress; and the efficiency of education systems of GPE developing country partners will improve by 10 percent.[2]
- **Data**: The percentage of missing data for key international indicators will be reduced by more than half (from 46 percent to less than 20 percent) in order to achieve better evidence-based policies and expenditure decisions.



[2] Via indicator on school life expectancy/% of GDP to education.

V. PLEDGING MATRIX

The following pages provide an overview and examples of pledges that the replenishment campaign aims to mobilize from five categories of stakeholders:

a) Developing country partners
b) Donors
c) Multilateral Organizations/Regional Banks
d) Civil Society Organizations (CSOs)
e) Private Sector and Foundations

All commitments must explicitly link to improvements in equity & access, quality & learning, system efficiency or data & accountability.

Footnotes:

[1] These indicators are illustrative of possible means of measuring the delivery of pledges, however final indicators for measurement will be determined based on each specific pledge submitted to the Global Partnership for Education Secretariat.

[2] These indicators are illustrative of possible means of measuring the delivery of pledges, however final indicators for measurement will be determined based on each specific pledge submitted to the Global Partnership for Education Secretariat.

[3] As the duration of primary education varies across countries, the proportion of domestic financing dedicated to primary education has to be linked to the duration of primary cycle.

[4] Such as PASEC, SACMEQ, LLECE, etc.

PLEDGING MATRIX - DEVELOPING COUNTRY PARTNERS

FINANCING	EXAMPLES OF INDICATORS FOR FINANCIAL COMMITMENTS[1]
Increase domestic public financing for education by at least one percentage point per year.	• *Actual domestic public education expenditures.* • *Proportion of domestic public expenditures for primary education.* • *Budget dedicated to education equity issues, such as disability and gender.*
Maintain domestic financing for education when it represents at least 20 per cent of total domestic public expenditure.	
Ensure proportion of domestic financing for primary education is at least 45%, when Primary Completion Rate is below 90%.[3]	
Specific budget on education equity issues, such as disability and gender.	

DATA AND ACCOUNTABILITY	EXAMPLES OF INDICATORS FOR DATA AND ACCOUNTABILITY COMMITMENTS[2]
Strong, budgeted strategy for EMIS and learning assessment system to facilitate equitable planning and efficient management.	• *Domestic financing (actual expenditures) dedicated to EMIS and learning assessment system.* • *Key education data reported on time to UIS.* • *National learning data produced regularly.* • *Key education data available on government website.* • *Publication of equity analyses.* • *Budgeted strategy on education equity issues, such as disability and gender.* • *ESP includes an analysis of the vulnerabilities specific to a country (e.g. conflicts, natural disasters, economic crises) and addresses preparedness, prevention, and risk mitigation.*
Establish effective learning assessment system.	
Ensure that education and budgetary data are fully transparent and available to citizens, parents, schools, national policy makers.	
Provide timely and reliable data to UIS.	
Complete detailed analyses of equity issues, including gender, socio-economic status and disability, and report on progress.	
Budgeted strategy on education equity issues, such as disability and gender.	
Ensure that Education Sector Plans are context sensitive and address preparedness, prevention, and risk mitigation related to vulnerabilities, including conflict.	

PLEDGING MATRIX - DONOR PARTNERS

FINANCING	EXAMPLES OF INDICATORS FOR FINANCIAL COMMITMENTS[1]
Financial contribution to the GPE Fund for 2015 to 2018.	• *Number of signed contribution agreements and actual disbursement amounts to the GPE Fund.* • *Increase in ODA for education in GPE DCPs that is integrated in country's implementation plans.* • *Difference with 2014 levels in bilateral funding for GPE co-financed operations.* • *Proportion of financial resources for education in humanitarian emergencies.*
Increase in education financing for GPE DCPs is aligned to ESPs.	
Increase co-financing for GPE DCPs.	
Increasing humanitarian funding allocations for education.	

DATA AND ACCOUNTABILITY	EXAMPLES OF INDICATORS FOR DATA AND ACCOUNTABILITY COMMITMENTS[2]
Financial support to UIS and IIEP.	• *Additional financial contributions to UIS and IIEP for 2015-2018.* • *Financing (including technical assistance) dedicated to the improvement of EMIS.* • *Financing (including technical assistance) dedicated to learning assessments at national and/or regional level.* • *Investment in teacher training to improve the use of formative assessment.* • *GPE donors classified as good or very good by aid transparency index (ATI).* • *Financing dedicated to civil society participation in monitoring and capacity for oversight of education policy and implementation.* • *Investment in vulnerability analysis in ESPs.*
Support to the improvement of EMIS at country level.	
Support the strengthening of national learning assessment systems and/or regional assessment programs.[4]	
Improve reporting and transparency on aid to basic education.	
Invest in civil society participation in monitoring and capacity for oversight of education policy and implementation.	
Support countries' development of tools for carrying out vulnerability analysis as an integral part of education sector planning and monitoring.	

PLEDGING MATRIX - MULTILATERAL ORGANIZATIONS/REGIONAL BANKS

FINANCING	EXAMPLES OF INDICATORS FOR FINANCIAL COMMITMENTS[1]
Increase education financing for GPE DCPs is aligned to ESPs.	• *Increase in ODA for education in GPE DCPs that is integrated in country's implementation plans.* • *Proportion of financial resources for education in humanitarian emergencies.* • *Difference with 2014 levels in funding for GPE co-financed operations.*
Increase humanitarian funding allocations for education.	
Increase co-financing for GPE DCPs.	

DATA AND ACCOUNTABILITY	EXAMPLES OF INDICATORS FOR DATA AND ACCOUNTABILITY COMMITMENTS[2]
Support to the improvement of EMIS at country level.	• *Financing (including technical assistance) dedicated to the improvement of EMIS.* • *Financing (including technical assistance) dedicated to learning assessments at national and/or regional levels.* • *Investment in teacher training to improve the use of formative assessment.* • *Investment in vulnerability analysis in ESPs.*
Support the strengthening of national learning assessment systems and/or regional assessment programs.	
Improve, streamline and make more efficient the process for countries to report their data.	
Support countries' development of tools for carrying out vulnerability analysis as an integral part of education sector planning and monitoring.	

PLEDGING MATRIX - CIVIL SOCIETY ORGANIZATIONS

FINANCING	EXAMPLES OF INDICATORS FOR FINANCIAL COMMITMENTS[1]
Increased resources allocated for support to basic education.	• *Resources allocated to basic education by CSOs.*
Increase humanitarian funding allocations for education (where applicable).	

DATA AND ACCOUNTABILITY	EXAMPLES OF INDICATORS FOR DATA AND ACCOUNTABILITY COMMITMENTS[2]
Provide additional and complementary data to Local Education Groups (LEGs).	• *Number of LEGs where CSO provides complementary data.* • *Number of countries where CSOs are advocating for better data and transparency.* • *Number of countries where CSOs using budget data to advocate for increases in budget allocation and/or are able to identify equity and efficiency areas for improvement.* • *Establishment of CSO initiatives to communicate education results and progress.*
Increased advocacy for better data, better use of data and improved transparency.	
Increase the use of data, including information on education financing, for advocacy purposes at both national and international level.	

PLEDGING MATRIX - PRIVATE SECTOR AND PRIVATE FOUNDATIONS

FINANCING	EXAMPLES OF INDICATORS FOR FINANCIAL COMMITMENTS[1]
Increase resources allocated for support of basic education aligned with budgeted ESPs.	• *Resources allocated to basic education by private sector, reflected in budgeted ESPs.* • *Number of signed contribution agreements and actual disbursement amounts.*
Increase financial contributions to the GPE Fund for 2015-2018.	

DATA AND ACCOUNTABILITY	EXAMPLES OF INDICATORS FOR DATA AND ACCOUNTABILITY COMMITMENTS[2]
Support UIS to improve data collection, data management and data analysis systems.	• *Technical and/or financial support provided to UIS to improve data collection, data management and data analysis systems.* • *Number of countries supported to strengthen EMIS.* • *Financing (including technical assistance) dedicated to learning assessments at national and/or regional levels.* • *Investment in teacher training to improve the use of formative assessment.* • *Investment in advocacy, communications and media work, including funds to civil society.*
Support the introduction of innovations to strengthen EMIS.	
Support the strengthening of national learning assessment systems and/or regional assessment programs.	
Investment in sustained and continuous advocacy for education, including investing in civil society participation to monitor education policy and implementation at the international and national level.	

VI. INSTRUCTIONS ON SUBMITTING PLEDGES

The Global Partnership for Education Secretariat has outlined a process for the development and submission of pledges to be announced at the Pledging Conference in Brussels on June 26, 2014.

a) **Expressions of interest in making a pledge:** Please contact Rob Doble at rdoble@globalpartnership.org to indicate your government's or organization's interest in making a pledge at the GPE Pledging Conference or to pose any questions regarding the pledging process.

Please submit a 300-word (maximum) summary of your pledge that specifies:

- The amount of financial resources your government or organization intends to pledge, the focus of this funding, and the timeframe over which it will be provided.
- Your government's or organization's pledge towards the data revolution, how the pledge will be delivered, and the timeframe over which it will be provided.
- One point of contact from your government or organization who can address any follow-up questions and requests regarding pledges. Please include the contact's email address and phone number. The GPE Secretariat will liaise with this point of contract regarding public pledge announcements.

The Global Partnership expects that all partners wishing to make a pledge will be given an opportunity to offer brief remarks during the pledging conference. The GPE Secretariat will provide more details on the format of the pledging conference closer to the event when all expressions of interest in pledging have been received.

DEADLINE for expressions of interest in making a pledge: By or before May 30.

b) **Finalization and confirmation:** The Secretariat will be in touch shortly after your government's or organization's expression of interest in making a pledge at the Pledging Conference. We will discuss and confirm the intended commitment and the details of its delivery, including the timeline for its implementation and the means of reporting and verifying the delivery of the pledge.

DEADLINE for finalization of pledge: By or before June 20, 2014. We recognize that notification of contributions to the GPE Fund may not be finalized until June 25, 2014.

For pledges to be included in the GPE replenishment process, partners must demonstrate that their pledges are ***aligned*** with replenishment outcome targets, ***additional*** to previous commitments***, specific,*** and ***monitorable***, including annual breakdowns of finance commitments and policy targets.

- **Alignment with replenishment outcome targets** – each financial and data pledge must clearly state how it contributes to achieving the Global Partnership's aims to improve education access and equity, quality and learning, and system efficiency.
- ***Additional*** – partners cannot pledge previously committed or allocated resources.
- ***Specific*** – pledges must outline a specific approach, have clear and feasible objectives to be accomplished within a defined period of time, and articulate the desired outcome of the effort. The indicators in the matrix attempt to provide guidance on the means of verification for each pledge.
- ***Monitorable*** – must have specific quantitative or qualitative goals that can be monitored, and the pledge must explain how implementation progress will be reported to the GPE Secretariat.



VII. LIST OF DEFINITIONS AND ACRONYMS

- **Aid Transparency Index (ATI)** – annual index produced by Publish What You Fund (http://ati.publishwhatyoufund.org) that ranks donor organizations on their aid transparency.
- **Co-financing** – agreement between the Global Partnership and other donors to provide specific joint co-finance to implement a program or initiative.
- **DCP** – Developing Country Partner Government.
- **EMIS** – Education Management Information Systems, a country-level system that collects and stores education data related to the performance of the education sector and processes information to inform the formulation, management, and evaluation of education policies.
- **ESP** – Education Sector Plan.
- **IIEP** – UNESCO International Institute for Education Planning, which provides training, research and technical assistance to national-level education planners and managers to strengthen the capacity of countries to plan and manage their education systems.
- **LEG** – Local Education Group, a collaborative forum of stakeholders within a developing country's education sector who develop, implement, monitor and evaluate Education Sector Plans.
- **PASEC** - CONFEMEN Programme on the Analysis of Education Systems.
- **SACMEQ** – Southern and Eastern Africa Consortium for Monitoring Educational Quality.
- **LLECE** – Latin American Laboratory for Assessment of the Quality of Education.
- **UIS** – UNESCO Institute of Statistics, the most comprehensive education database in the world and primary source for cross-nationally comparable statistics on education. UIS has the mandate to monitor progress towards Education for All (EFA) and education-related Millennium Development Goals (MDGs).