

The Global Partnership for Education has adopted a new funding model for its 2015-2018 funding cycle in order to significantly improve the delivery of quality basic education to children in the poorest countries of the world.

### WHAT IS THE GPE FUNDING MODEL AND HOW DOES IT WORK?

The GPE funding model creates powerful incentives to encourage governments to improve their policy framework around basic education, to consider the affordability of education relative to resources, and to invest in and improve those areas that are weak. The model includes several critical new features:

- **Eligibility criteria focused on education and fragility.** Poverty remains an important criterion for securing support from the Global Partnership for Education. However, the GPE model adds two additional eligibility factors: education vulnerability (i.e. a country has large numbers of children not completing primary education) and fragility (some countries are facing the multiple challenges of armed conflicts, natural disasters or political instability). 66 of the world's poorest countries are eligible for GPE program funding.
- **A needs-based allocation formula** that takes into account needs associated with delivering basic education services to all children. The share of available resources allocated to each country will be based on the country's needs in relation to other countries and thus lead to a more equitable distribution of GPE funding across the globe.
- **A results-based approach:**
  - **Performance requirements.** In order to receive the first 70% of its financing allocation, each developing country supported by its partners must achieve the following performance benchmarks:
    - Produce a credible, costed, evidence-based and feasible education sector plan that international and domestic partners have endorsed and are committed to implementing,
    - Availability of a recent education sector analysis and commitment to strengthen data collection and the management and information system,
    - Commit to gradually raise its own domestic spending on the implementation of the education sector plan (up to at least 20 percent of the national budget); donors' commitment to provide additional financing to ESP implementation.
  - **Performance incentives.** In order to receive the remaining 30% of its financing allocation, in addition to the above requirements, a developing country, in consultation with their local education group, must identify key strategies which would lead to accelerated progress in equity, efficiency and learning outcomes. Disbursement of the 30% is linked to performance indicators which demonstrate that such progress has effectively been made.

This last part of the funding model is explicitly results-based. The performance standards vary depending on the specific context in a country: some countries are able to measure progress in the number of children attending school and learning, while others need intermediary milestones such as adopting stronger policies and strategies or implementing key actions to move towards improved results. There is no one size fits all approach.