

# Chapter 4: Global- Level Objectives

**Strategic Objective 4:**  
Mobilize more and better  
financing

**Strategic Objective 5:**  
Build a stronger partnership



# CHAPTER 4:

## Global-Level Objectives: Mobilizing More and Better Financing and Building a Stronger Partnership

### Introduction

GPE's global-level objectives 4 and 5 pertain to the spirit and strength of the partnership itself. The GPE theory of change posits that coordinated actions by partners at the global level contribute to strengthening the countries' systems, thus enhancing potential of developing country partners (DCPs) to deliver equitable quality education. Activities underpinning global objectives animate the partnership and provide the foundations for building stronger education systems at the country level.

- **Objective 4:** Mobilize more and better financing
- **Objective 5:** Build a stronger partnership

This chapter discusses the GPE's collective progress on the two objectives, as well as on the 11 indicators (out of 12) with milestones for 2017. Overall, GPE demonstrated strong progress on several milestones set for 2017; however, challenges remain, specifically with respect to alignment and harmonization.

GPE moved solidly in the direction of diverse and increased donor base and sources of financing in 2017. It received US\$10 million financing from

nontraditional donors, surpassing the 2017 target of US\$8.5 million (Indicator 26). All donors fulfilled their pledges to contribute to the GPE fund for FY2017 (Indicator 27) and the proportion of donors that increased or maintained their funding to the education sector between 2014 and 2016 was 62 percent — well above the milestone of 50 percent for 2017 (Indicator 28). Further, GPE steadily addressed domestic financing: 70 percent of the Secretariat's country missions focused on this topic, exceeding the milestone of 54 percent in 2017 (Indicator 31).

Other aspects of the partnership need a more concerted effort and work is underway to address the issues identified. Only 28 percent of the 57 GPE grants met the alignment criteria, significantly below the milestone of 41 percent. This was due to a net loss (closure) of two aligned grants from the stock of grants active at the end of 2017 (Indicator 29). In addition, 37 percent of GPE grants were co-financed or sector pooled, again missing the mark of 48 percent (Indicator 30).

GPE put substantial effort into cross-national knowledge and good practice exchange. It funded or supported 36 knowledge products, far exceeding the milestone of 21 for 2017 (Indicator 33).<sup>1</sup> Similarly, 26 advocacy events with partners helped to

1 See Appendix 4-2

communicate the partnership's objectives, meeting the 2017 milestone (Indicator 34). Secretariat staff spent 41 percent of their time on DCP-facing activities, above the milestone of 36 percent for 2017 (Indicator 36). All significant issues identified through audit reports were addressed, demonstrating the partnership's commitment to ensuring quality and transparent management of GPE grants (Indicator 35).

Finally, GPE is keeping itself accountable through its monitoring and evaluation (M&E) strategy, publishing one results report and one evaluation report in FY2017.

The sections below discuss in more detail the partnership's global work and key achievements in 2017 and note the areas where more effort is needed.

## Strategic Objective 4: Mobilize More and Better Financing (Indicators 26-31)

### Encourage increased, sustainable and better coordinated financing (Indicators 26-28, 31)

Providing basic education for all children requires that the education sector be adequately financed. In 2016, the International Commission on Financing Global Education Opportunity (Education Commission) called for low- and middle-income countries to increase domestic public expenditure on education

from an estimated \$1 trillion in 2015 to \$2.7 trillion by 2030, or from 4 percent of GDP to 5.8 percent. A core pillar of GPE's work is to be centrally engaged in helping improve the volume of domestic financing (see also Chapter 2, Indicator 10).<sup>2</sup>

National resources, however, will not be sufficient to meet the basic education targets by 2030.<sup>3</sup> The total external financing gap is projected to average US\$22 billion annually between 2015 and 2030.<sup>4</sup> To achieve universal basic education by 2030, the level of external assistance to low-income and lower-middle-income countries would need to increase by at least four times as much.<sup>5</sup> The Education Commission's separate estimates show that 3 percent of the total education cost must be provided by external donors. As a result, official development assistance (ODA) would need to rise by 9 percent per year to reach US\$49 billion per year by 2030.<sup>6</sup> As noted in the World Development Report,<sup>7</sup> international finance is particularly important for low-income countries.

2 The Education Commission, *The Learning Generation: Investing in Education for a Changing World* (New York: International Commission on Financing Global Education Opportunity, 2016), 128.

3 UNESCO, *EFA Global Monitoring Report, Education for All 2000-2015: Achievements and Challenges* (Paris: UNESCO, 2015), 281.

4 UNESCO, 296.

5 UNESCO, 282.

6 Education Commission, *Learning Generation*, 104.

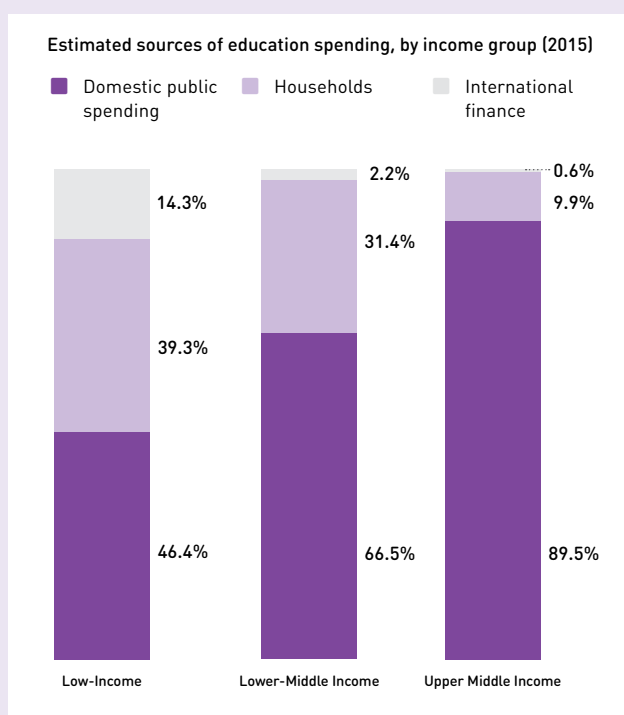
7 World Bank, *The World Development Report 2018: Learning to Realize Education's Promise* (Washington, DC: World Bank Group, 2018), 212.



**BOX 4.1. Most funding for education comes from domestic sources, but international finance is important for low-income countries.**

“While the overall contribution of development assistance to country investments in education is relatively small, it is important in some low-income countries. In 2015, international finance accounted for 14 percent of education spending in low-income countries, but support is much higher in some countries. In Mali, development assistance accounted for approximately 25 percent of public education spending between 2004 and 2010. Moreover, global estimates of the investments required to raise learning as part of the SDGs imply a need to increase development assistance, particularly to low-income countries.”

Source: World Development Report 2018, 212.



Total ODA experienced a strong increase in 2016.<sup>8</sup> Importantly, after a period of stagnation between 2011 and 2015, aid to overall education experienced a 13 percent increase between 2015 and 2016 and reached US\$13.5 billion in 2016, with basic education at close to US\$6.1 billion (Figure 4.1). GPE donors<sup>9</sup> disbursed US\$8.4 billion in 2015 (in constant 2015 US\$) for education, slightly down from US\$8.6 billion in 2014, but increasing to US\$9.7 billion in 2016.<sup>10</sup>

However, GPE donors' disbursements as a share of total education ODA decreased slightly, from 74 percent to 72 percent, between 2014 and 2016. Although total basic education ODA has been increasing since 2014, GPE donors' contribution to basic education increased later, in 2016.

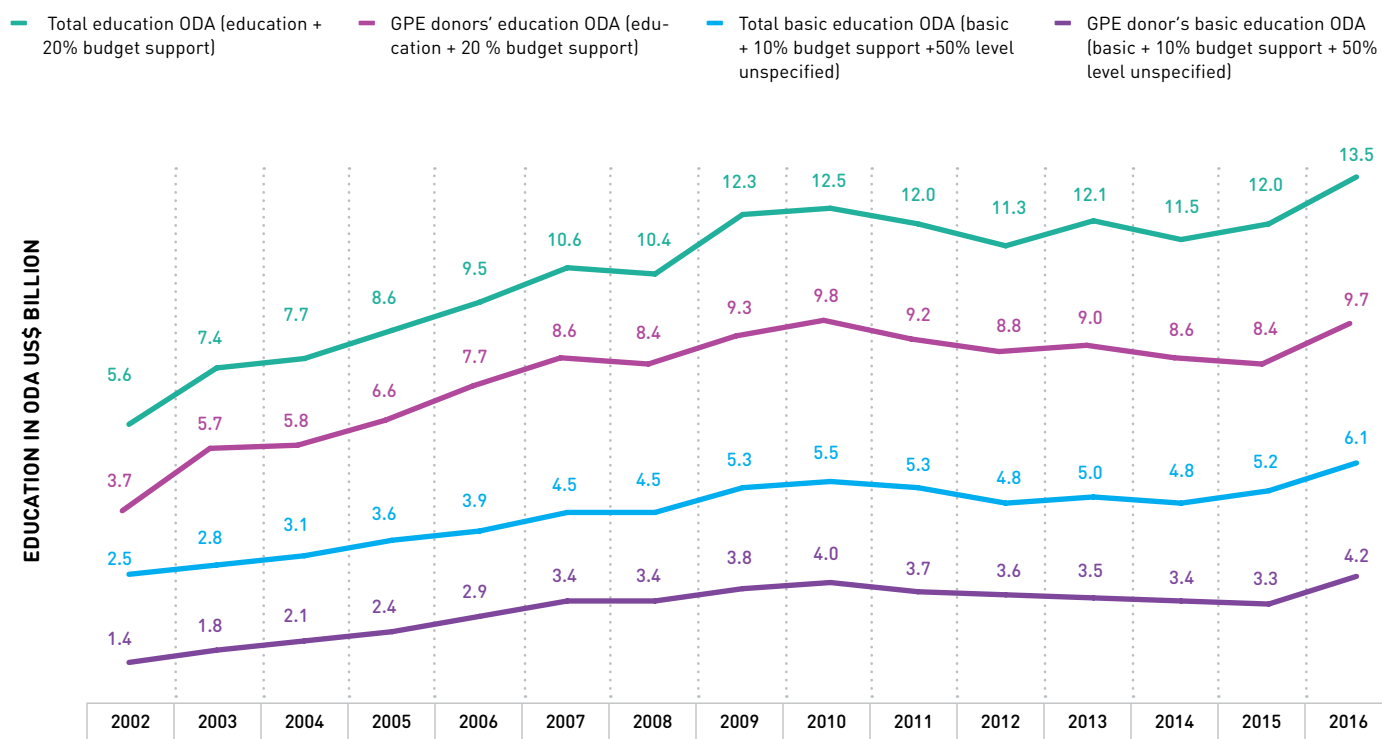
8 ODA is defined by OECD as financial flow provided by official agencies, including state and local governments, or by their executive agencies. An ODA transaction (i) is administered with the promotion of the economic development and welfare of developing countries as its main objective; and (ii) is concessional in character and conveys a grant element of at least 25 percent (calculated at a rate of discount of 10 percent). <http://www.oecd.org/dac/stats/officialdevelopmentassistance/definitionandcoverage.htm>

9 This figure includes DAC and non-DAC donors who report to OECD CRS.

10 This may not be compared with the figures published in the GPE Results Report 2015/2016 because of updates to the ODA figures.

**FIGURE 4.1 Basic education aid increased between 2015 and 2016.**

Evolution of education ODA, 2005 to 2016 (in constant 2015 billion)



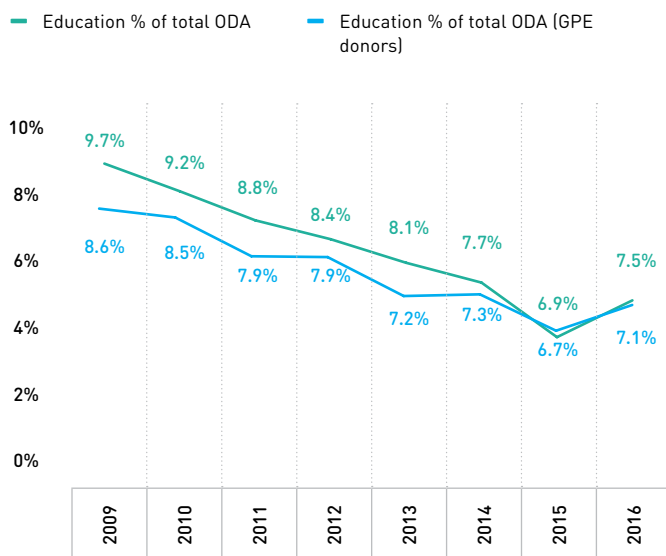
Source: OECD Creditor Reporting System (OECD CRS) as of February 2018, constant 2015 US\$. Following the GEM, education ODA includes total allocable education ODA + 20 percent of general budget support. Basic education ODA includes total allocable basic education ODA + 50 percent of education level unspecified + 10 percent of general budget support. Included in this chart are 21 GPE donors with data available in the OECD CRS database.

The share of education ODA in the total ODA had fallen from 9.7 percent in 2009 to 6.9 percent in 2015, but showed an uptick to 7.5 percent in 2016; this can be attributed to the improvement in education financing registered that year (Figure 4.2). During this period, GPE donors allocated a lower share of their total ODA to education. GPE donors that are in the Organisation for Economic Co-operation and

Development (OECD) Development Assistance Committee (DAC) are the most important contributors to education ODA (Figure 4.3). Although the share of education ODA provided by non-DAC bilateral donors is relatively small, they strongly increased their contribution between 2009 and 2016, from US\$22 million to US\$723 million.

**FIGURE 4.2. The share of total ODA allocated to education increased slightly in 2016 after a steady decline that began in 2009.**

Share of education ODA in the total ODA, 2009-2016

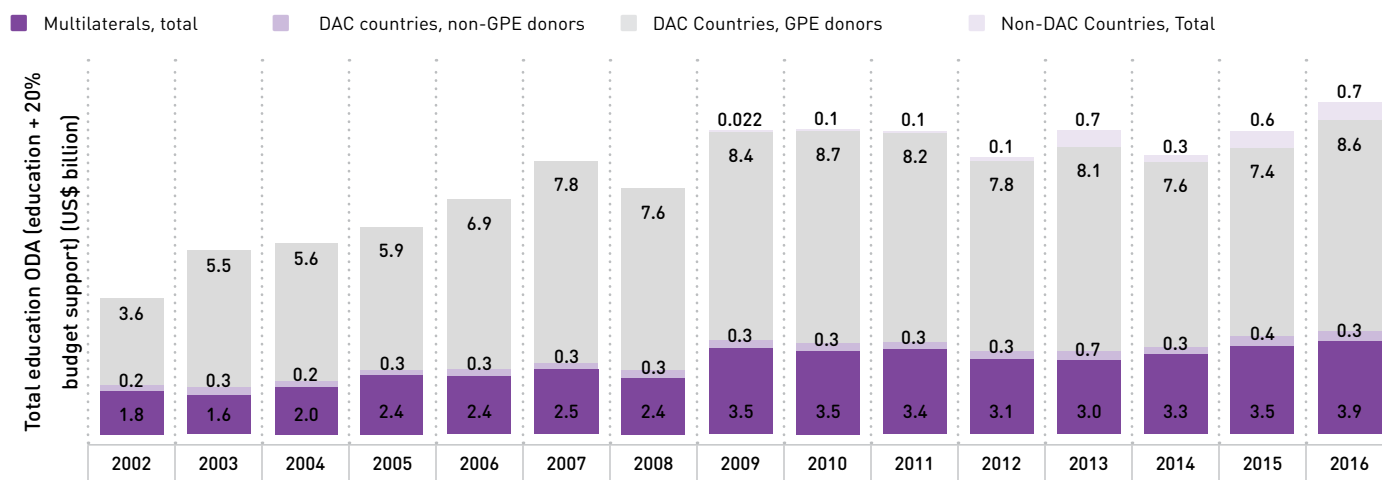


Source: GPE calculation based on OECD CRS as of February 2018.

It is against this backdrop that 62 percent of GPE donors (those reporting to OECD-DAC) either increased or maintained their aid to the education sector, well exceeding the milestone of 50 percent for 2017 (Indicator 28; Figure 4.4). At the baseline, 38 percent of the donors (8 out of 21) had increased their education ODA, while 10 percent had maintained their education aid between 2010 and 2014. Between 2014 and 2016, 12 out of 21 GPE donors increased and one donor maintained, their aid to education.

**FIGURE 4.3 GPE donors that are OECD-DAC members have been the biggest contributors to education ODA.**

Breakdown of education ODA by type of donors, 2002-2016 (US\$ billion)

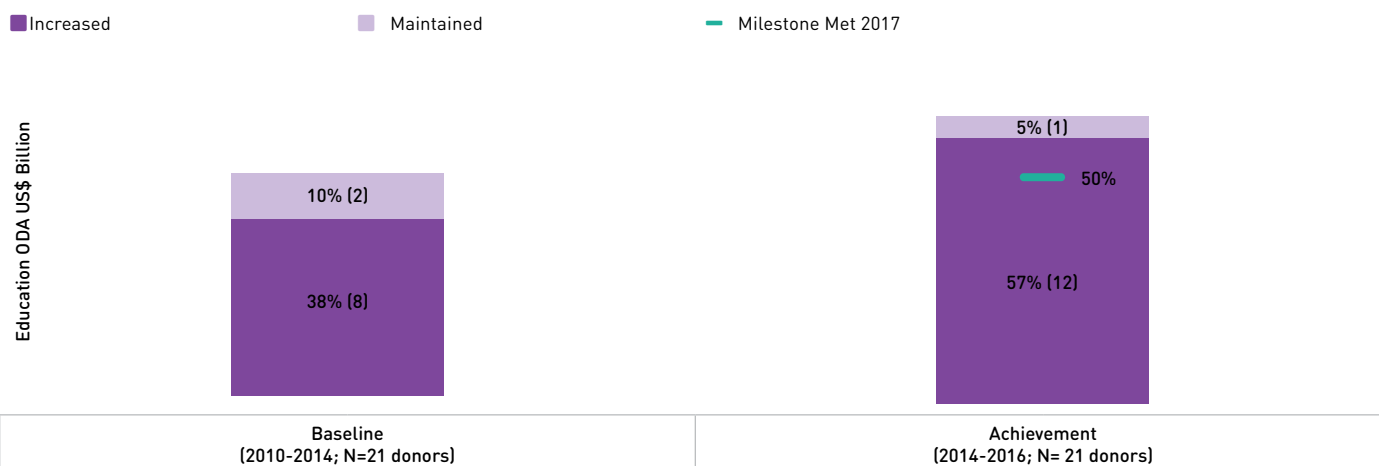


Source: GPE calculation based on OECD CRS as of February 2018.

Note: Only education-sector-allocable ODA are considered to calculate the share of education in total ODA. Education ODA actual figures include total allocable education ODA + 20 percent of general budget support

**FIGURES 4.4. GPE donors increased or maintained their aid to education.**

Proportion of GPE donors that increased or maintained their aid to education from 2010 to 2014 (left) and 2014 to 2016 (right)



Source: GPE compilation based on OECD CRS data as of February 2018. Note: A total of 21 donors with aid data available from the OECD CRS database are considered for 2017.

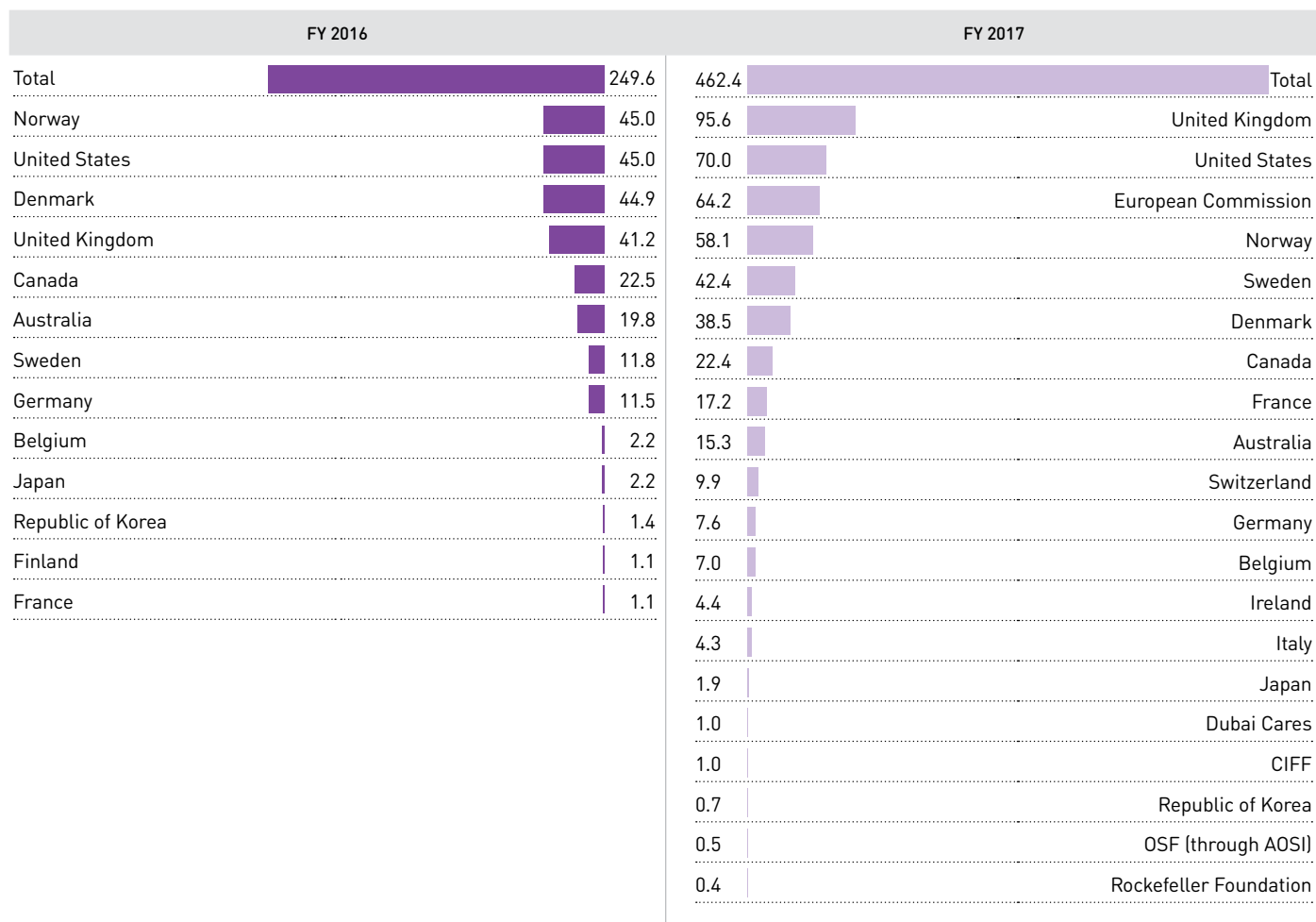
GPE donors fulfilled 100 percent of their commitments to contribute to the GPE fund, thus meeting the 2017 milestone (Indicator 27). GPE tracks actual payments made by the donors versus what they committed to pay (as per the signed contribution agreements, either at the time of the 2014 replenishment event or in subsequent years), in their own currencies.<sup>11</sup>

Donors' contribution to the GPE fund almost doubled between FY2016 and FY2017. Thirteen donors contributed a total of US\$250 million in FY2016, increasing to 20 contributors providing a total of US\$462 million in FY2017. The United Kingdom, the United States, the European Commission, Norway and Sweden were the top five contributors to the GPE

fund in FY2017, providing more than 70 percent of all contributions in that fiscal year.

Nontraditional donors strongly increased their contribution in FY2017, providing a cumulative US\$10 million, exceeding the milestone of \$US8.5 million in 2017 (Indicator 26). GPE extended its donor base by involving nontraditional donors, including non-DAC bilateral donors and private foundations. The cumulative contribution from nontraditional donors was US\$5 million in FY2015, increasing to US\$6.4 million in FY2016. Five nontraditional donors, including Dubai-Cares and the Children Investment Fund Foundation, contributed US\$3.7 million in FY2017 (Figure 4.5).

11 Although donors pledged to contribute to the GPE fund over the period 2015-2018, they still need to commit to disbursing a certain amount each year by signing a contribution agreement. Indicator 27 tracks the percentage of donors that contributed to the GPE fund according to their signed contribution agreements for the reference year. While commitments from some of the donors reflect the value of their pledges, other donors committed to disbursing a relatively small share of the total value of their pledges.

**FIGURE 4.5. Donors' contribution to the GPE fund almost doubled from FY2016 to FY2017.***Donor disbursements in FY2016 (left) and FY2017 (right)*

Source: GPE Secretariat.

Note: GPE nontraditional donors include the Rockefeller Foundation, Republic of Korea, OSF, Children's Investment Fund Foundation and Dubai Cares.



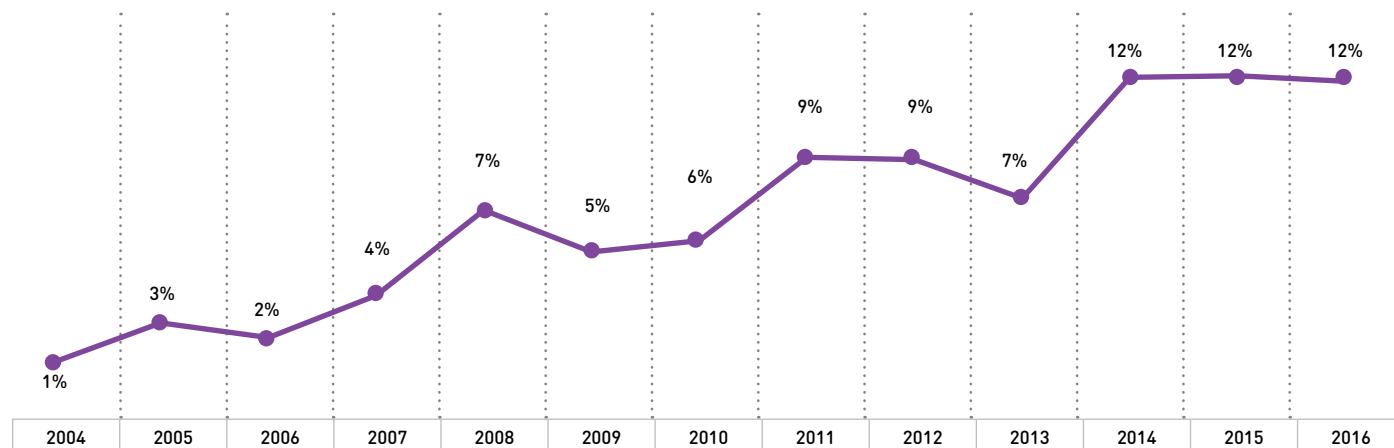
Fluctuations in the U.S. dollar exchange rate continue to negatively affect the dollar value of the GPE fund. The GPE Results Report 2015/2016 showed that the GPE fund is vulnerable to the fluctuations of the U.S. dollar exchange rate and that the increase in this rate had eroded the dollar value of the Fund. Evaluated using the August 2017 U.S. dollar exchange rate, the total value of the pledges was US\$1.9 billion, compared to more than 2.2 billion in 2014. This indicates that the value of the pledges decreased by US\$364 million (16 percent) because of the fluctuations in the exchange rate. The United Kingdom is the most affected by these fluctuations. Between 2014 and 2017, the U.S. dollar value of the U.K. pledge decreased by US\$123 million (Appendix 4-3).

Because of strong donor commitment, the share of education aid channeled through GPE has increased substantially since 2004. Between 2004 and 2016, share of GPE disbursements increased from 1 percent to 12 percent of basic and secondary education ODA in GPE DCPs (Figure 4.6).

GPE is poised to continue playing an important role in mobilizing more resources to finance education in GPE developing country partners. A replenishment conference took place in Dakar in February 2018, and donors committed to provide US\$ 2.3 billion to finance education between 2018 and 2020.<sup>12</sup>

**FIGURE 4.6. GPE is playing an increasingly important role in education finance.**

*GPE aid to basic and secondary education as percentage of basic and secondary education ODA in DCPs, 2004-2016*



Source: Secretariat calculation based on OECD CRS (February 2018) and GPE data.

Note: GPE disbursements only consider grants that are allocated to specific countries (ESPIG, ESPDG and PDG). The sample of GPE DCPs includes 61 countries.

12 See Box 4.3.

**BOX 4.2. Aid to basic education is not going to countries most in need, but the GPE allocation model allows the partnership to focus on the DCPs with the most important challenges.**

The Global Education Monitoring Report (GEMR) shows that overall aid to basic education does not target the countries that are the most in need. Ideally, aid to basic education should be aligned with the necessary amount to educate all the out-of-school children. However, comparing the cost of enrolling out-of-school children and the actual amount of ODA received, GEMR shows that some countries should have received a larger amount of aid while others should have benefited from a lower level of aid to basic education.

For instance, the cost of schooling the 49 percent of children who are out of school in Burkina Faso would be close to US\$182 million, but the country received only US\$17 million in 2012. By contrast, the cost of schooling the 2 percent of children who are out of school in Zimbabwe would be US\$11 million, yet the country received US\$31 million in 2012. This demonstrates the need for donors to rationalize aid allocations to better account for countries' level of need.<sup>13</sup>

GPE's grant allocation model is based on a needs index that allows the partnership to focus on the countries with the lowest income levels and with the most important challenges.<sup>14</sup> More resources are allocated to the countries with the greatest needs.<sup>15</sup> For example, although both Ethiopia and Pakistan have high out-of-school populations of basic education age, Pakistan received relatively low GPE cumulative disbursements in 2010-2015 because of its status as a lower-middle-income country.

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Source: UNESCO, *Aid to Education Is Stagnating and Not Going to Countries Most in Need* (Global Education Monitoring Report Policy Paper 31, 2017), 5; <http://unesdoc.unesco.org/images/0024/002495/249568e.pdf>.

Given the urgent need for resources to meet the promise of SDG4, it is also important to address the prioritization of domestic investments in education. Secretariat staff thus continued to engage regularly with the DCPs regarding domestic financing. In FY2017, 70 percent of missions (60 out of 86) in 41 DCPs and 77 percent in FCACs addressed domestic financing issues, exceeding the milestones of 54

percent overall and 65 percent in FCACs, respectively (Indicator 31). It is important that GPE continue strengthening the dialogue on domestic education financing — especially in countries with the lowest share of public education spending in the total public expenditure, or in countries with decreasing domestic education financing (also see Chapter 2 for more details).

13 UNESCO, *Global Education Monitoring Report 2017/8 — Accountability in Education: Meeting Our Commitments* (Paris: UNESCO, 2017), 274.

14 See GPE Results Report 2015/2016 (full version), Box 1.1, p. 4, for details on the needs index.

15 See introduction for a description of the GPE new financing and funding framework.

## Advocate for Improved Alignment and Harmonization of Funding (Indicators 29-30)

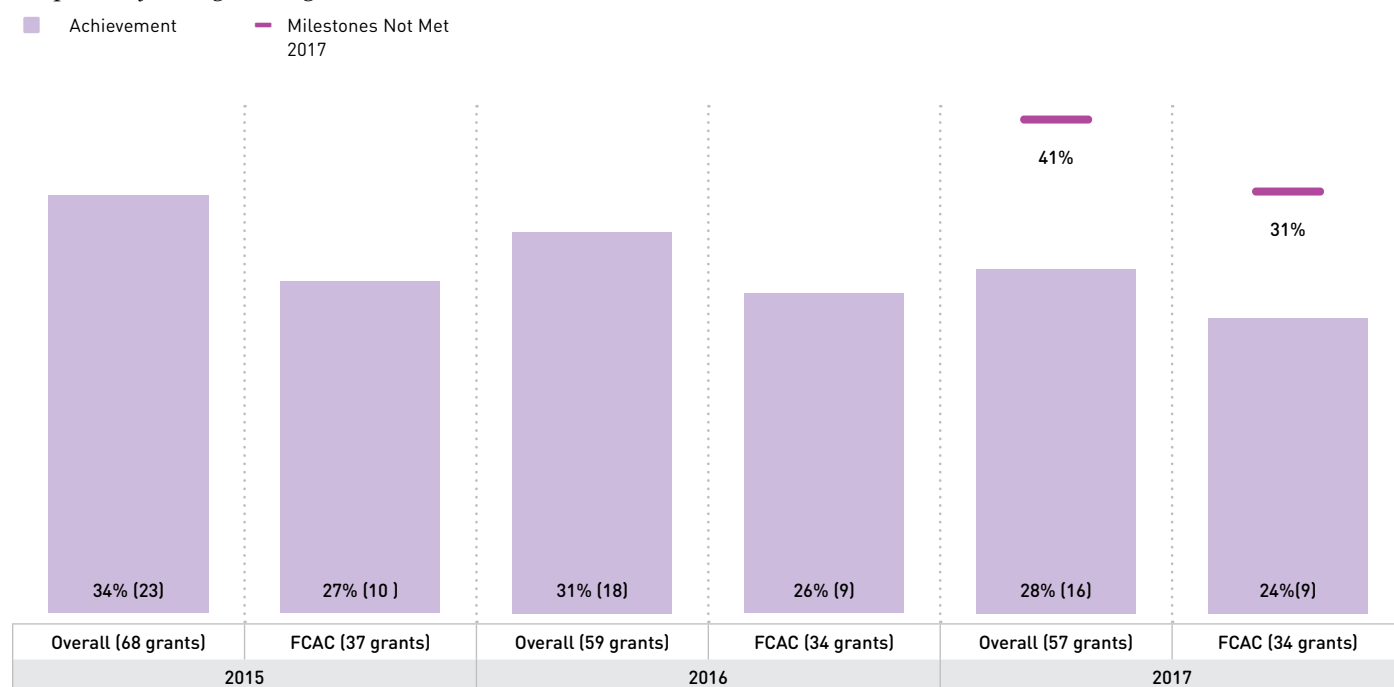
Premised on the idea that uncoordinated actions from donors undermine aid effectiveness, SDG 17 reiterates the importance of aligning development aid with national systems and places emphasis on the need for partners to ensure harmony with national plans and to operate through national budgets.<sup>16</sup> Building on this notion, GPE's theory of change

encompasses alignment and harmonization as key features of better financing.

The proportion of grants aligned to national systems (Indicator 29) declined from 34 percent of active grants (23 out of 68) at baseline in FY2015 to 28 percent (16 out of 57) in FY2017, well below the milestone of 41 percent (Figure 4.7). Similarly, for FCACs, the figure was 24 percent, below the milestone of 31 percent.

**FIGURE 4.7. Alignment to DCP systems remains a challenge for GPE grants.**

Proportion of active grants aligned in FY2015, FY2016 and FY2017



Source: GPE Secretariat.

<sup>16</sup> Welle, Nicol and Steenbergen (2008) defines alignment as the donors' ability to build relationships with the partner governments by aligning donor inputs with national processes. OECD (2008) distinguishes between "policy alignment" and "systems alignment." Policy alignment is assistance that reflects and supports partner governments' national and sector development strategies, while systems alignment is aid that uses government systems and procedures — for example, public financial management systems, monitoring and evaluation frameworks, and procurement procedures.

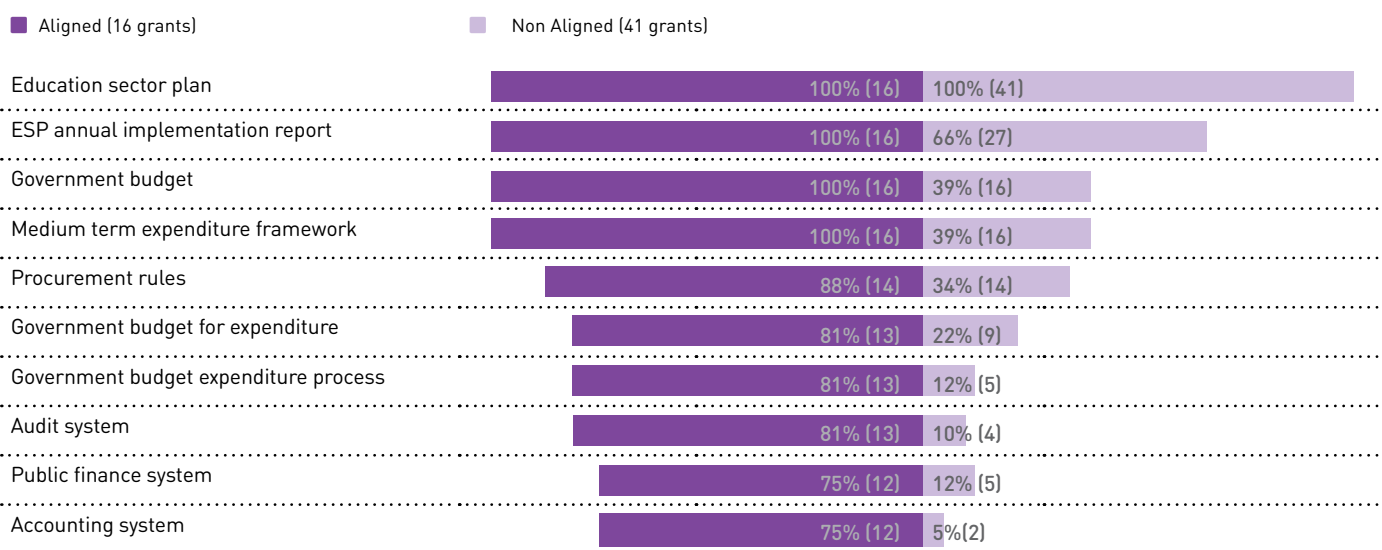
This decrease is attributable to a net loss of two aligned grants from the previous year. At any point during FY2016, a total of 59 grants (18 aligned and 41 non-aligned) were active, five of which closed (2 aligned and 3 non-aligned) by the end the year. In FY2017, three grants (0 aligned and 3 non-aligned) became active, leading to 57 active grants at any point during that fiscal year, 16 of which were aligned. The stock of 54 grants remained the same.

A grant must fulfill at least seven of the 10 dimensions comprising alignment.

Grants classified as non-aligned are aligned with the sector plan but generally not aligned with the government's finance, expenditure, accounting and audit systems (Figure 4.8). For example, in FY2017, only two of the non-aligned grants were aligned to the government's accounting system.

**FIGURE 4.8. Non-aligned grants are generally not aligned with the government's finance, expenditure, accounting and audit systems.**

*Non-aligned and aligned grants by dimension of alignment, FY2017<sup>17</sup>*



Source: GPE Secretariat.

17 See the results framework methodology sheet for details on dimensions of Indicator 29 (<https://www.globalpartnership.org/content/gpe-results-framework-2016-2020>).

The quality of public sector management and institutions is correlated with alignment, indicating that grant agents' decisions regarding alignment may in part be based on countries' institutional quality. Figure 4.9 shows that the World Bank's Country Policy and Institutional Assessment (CPIA) scores are higher in countries where GPE grants are aligned with national systems.<sup>18</sup> The average CPIA scores on Public Sector Management and Institutions components are higher for countries with aligned grants, compared to countries with non-aligned grants.<sup>19</sup> The most pronounced difference in average CPIA scores between

countries that achieved alignment and those that did not is in the quality of the Budgetary and Financial Management component. Alignment within a sector is affected by institutional issues that cut across sectors.

In two of the three countries with grants that became active in FY2017, the average CPIA score (2016) was low (below the median CPIA score). Weak institutional quality may have influenced the decision regarding alignment.

**FIGURE 4.9. Scores on the Country Policy and Institutional Assessment tend to be higher in countries with aligned grants.**

Average CPIA component score by status of alignment



Source: GPE Secretariat, based on the World Development Indicators 2016.

Note: 1 = low to 6 = high.

<sup>18</sup> Appendix 4-4 shows a positive correlation between the CPIA Public Sector Management score and the alignment score. A statistical test shows that this correlation is statistically significant at 5 percent level, although the R2 is relatively low.

<sup>19</sup> The CPIA assessment of the quality of Public Sector Management includes four components: (i) Efficiency of Revenue Mobilization; (ii) Quality of Budgetary and Financial Management; (iii) Quality of Public Administration; and (iv) Transparency, Accountability, and Corruption in the Public Sector.



However, the relationship of alignment with policy and institutional quality score is not perfect and alignment may be achieved even in some countries with low institutional capacity. Figure 4.10 shows that 14 grants to 13 of the countries with a relatively high CPIA score did not meet the alignment criteria,<sup>20</sup> while five grants to five countries with relatively low CPIA scores were aligned.<sup>21</sup> This information demonstrates that there is room to improve alignment in GPE DCPs.<sup>22</sup> Alignment, coupled with sound capacity building and risk management measures, could be an effective lever for strengthening systems.

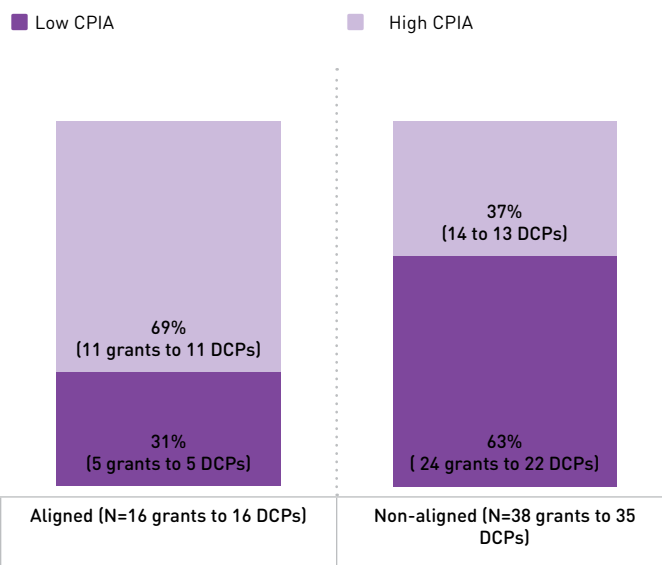
Harmonization through co-financing and using the sector pooled funding mechanism similarly reflects GPE's efforts to coordinate with other donors to avoid duplication.<sup>23</sup> Such harmonization can guard against a fragmentation of aid that can undermine its effectiveness.<sup>24</sup>

Of the 57 ESPIGs active at any point during FY2017, 37 percent (21 ESPIGs) used sector pooled or project co-financing funding mechanisms, considerably below the milestone of 48 percent in 2017 (Indicator 30). This figure was 31 percent (10 out of 32) for FCACs, against an FY2017 milestone of 37 percent (Figure 4.11). There was a net loss of two sector pooled grants in FY2017. Five grants closed in FY2016, of which four were stand-alone and one was sector pooled. Three new stand-alone grants became active in FY2017. In addition, one active sector pooled grant changed to a stand-alone grant due to the political situation in the country (South Sudan).

The number of sector pooled and co-financed grants decreased from 23 in FY2016 to 21 in FY2017 and the total number of grants decreased from 59 to 57.

**FIGURE 4.10. Countries with relatively high CPIA scores may offer opportunities for improved alignment.**

*Proportion of aligned grants by CPIA quality of Public Sector Management and Institutions components*



Source: GPE Secretariat, based on 2017 results framework data and World Development Indicators 2016.

Note: CPIA data are only available for 51 DCPs with data on alignment. The median of the CPIA score is used to distinguish between high and low CPIA categories.

20 Tanzania (Mainland); Tanzania (Zanzibar); Niger; Sao Tome and Principe; Côte d'Ivoire; Kyrgyz Republic; Guyana; Benin; Uzbekistan; Pakistan (Balochistan); Malawi; Lao PDR; Ghana and Sierra Leone.

21 A total of 38 grants to 35 DCPs did not meet the GPE alignment criteria in FY2017 and have CPIA data available. Fourteen of these 38 grants (37 percent of the grants that did not meet the alignment criteria) have a CPIA score that is relatively high.

22 A total of 41 grants to 35 countries did not meet the GPE alignment criteria in FY2017. Of these 34 countries, 14 (37 percent of the grants that did not meet the alignment criteria) have a CPIA score that is relatively high.

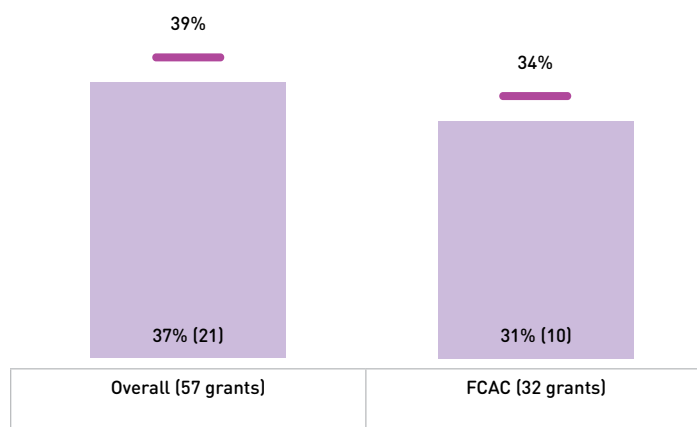
23 The Paris Declaration defines three objectives for harmonization: (i) aid is provided through harmonized programs coordinated among donors; (ii) donors conduct their field missions together with recipient countries; and (iii) donors conduct their country analytical work together with recipient countries (<http://www.oecd.org/dac/effectiveness/45827300.pdf>, p. 2).

24 World Bank, "Donor Fragmentation and Aid Effectiveness: Aid is more effectively delivered by fewer donors" (Development Research Group brief; Washington, DC: World Bank Group, 2008); [http://siteresources.worldbank.org/INTPUBSERV/Resources/477250-1172079852483/knack\\_print\\_060208.pdf](http://siteresources.worldbank.org/INTPUBSERV/Resources/477250-1172079852483/knack_print_060208.pdf).

**FIGURE 4.11. There is a need for improved harmonization of GPE grants.**

Proportion of grants meeting the GPE harmonization criteria

■ Proportion of sector pooled & co-financed grants      ■ Milestone Not Met 2017



Source: GPE Secretariat, based on results framework data.

To improve grant alignment, the Secretariat has developed a roadmap that aims to (i) clarify and gradually institutionalize GPE's conceptual approach to aid alignment; (ii) strengthen country support operations to foster change at country level; (iii) capitalize and promote good practices and knowledge in DCPs and across the partnership; and (iv) engage with grant agents on aid alignment. Some of these actions are underway. For example, some knowledge products are being developed on alignment and a task force was set up to support the 2018-2020 pipeline applications and the GPE Quality Assurance Review (QAR) processes.<sup>25</sup> In addition, the Secretariat is engaging in a structured dialogue with the grant agents on alignment.

## Strategic Objective 5: Build a Stronger Partnership (Indicators 32-37)

GPE is strengthening the partnership by (i) improving the clarity in roles within the partnership; (ii) promoting GPE's role in knowledge production and brokering; (iii) advocating for a global commitment and financing for education; (iv) improving GPE's organizational efficiency and effectiveness; and (v) establishing a base of evidence through monitoring and evaluation to drive GPE decisions.

Clarity in roles, responsibilities and accountabilities is a key pillar for establishing a strong partnership. OECD shows that for a partnership to be successful, every partner should know precisely why they participate, what they bring to the alliance, what to expect from others and what is to be achieved together.<sup>26</sup>

The Secretariat conducted a survey of partners in GPE developing countries in 2017 regarding whether they perceived their roles to have become clearer from the previous year (Indicator 32). However, too few responses were received to report valid results on this indicator. The Secretariat will identify other ways to assess clarity of roles, based in part on the outcomes of the study on effective and efficient partnership.<sup>27</sup>

The Secretariat is an important facilitator of the partnership. Its role is key to ensuring partnership effectiveness and efficiency, an element of which is the allocation of Secretariat staff time to addressing GPE's work at the country level.

<sup>25</sup> See Chapter 3 for a description of the GPE QAR processes.

<sup>26</sup> OECD, *Successful Partnerships: A Guide* (Vienna: OECD LEED Forum on Partnerships and Local Governance at ZSI [Centre for Social Innovation], January 2006), 12.

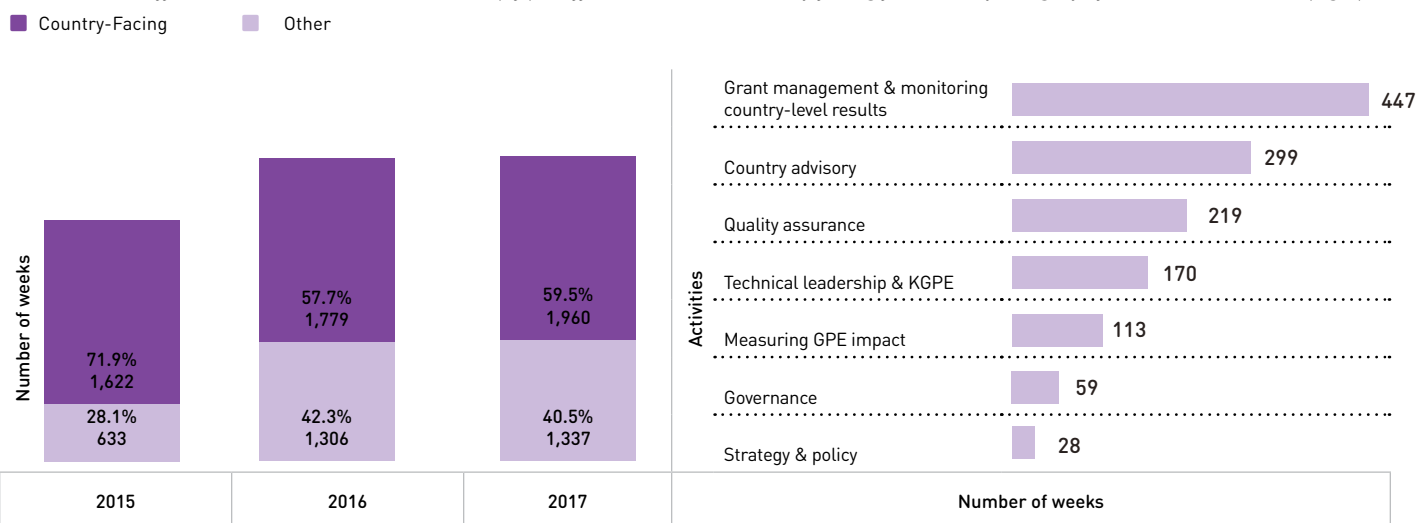
<sup>27</sup> Examination of key actors' roles in GPE's country-level operational model towards GPE 2020 delivery

The proportion of Secretariat staff time spent on country-facing functions was 41 percent in FY2017, well above the milestone of 36 percent (Indicator 36). In terms of actual hours, the total time spent on country-facing functions increased by 2.4 percent, from 1,306 weeks in FY2016 to 1,337 weeks in

FY2017. Figure 4.12 shows that Secretariat staff time is mostly spent on grant management and monitoring, as well as collection of country-level results (447 weeks) followed by country advisory activities (299 weeks).

**FIGURE 4.12. The amount of Secretariat staff time devoted to country-facing work increased between FY2016 and FY2017.**

Secretariat's staff time in FY2015, 2016 and 2017 (left); staff time devoted to country-facing functions by category of activities in FY2017 (right)



Source: GPE Secretariat.

To ensure a proper risk management of GPE grants, the Secretariat collects and reviews audit reports and then follows up with grant agents. In FY2016, 100 percent of the issues identified in the audit reports were addressed by the Secretariat. In FY2017, following reviews of 25 audit reports, 100 percent of significant issues identified were addressed satisfactorily (Indicator 35).

GPE also worked on global and regional advocacy of GPE's strategic goals, including financing for education, education quality and gender. GPE engaged in 26 advocacy events in FY2016, thus meeting the milestone for 2017 (Indicator 34). Appendix 4-1 provides a list of advocacy events for FY2017 only

### BOX 4.3. Achievements of the 2018 replenishment conference include advocacy for better education financing.

The GPE Financing Conference took place February 1-2, 2018, in Dakar, Senegal. It was co-hosted by Macky Sall, president of Senegal and Emmanuel Macron, president of France. GPE Global Ambassador Rihanna was also in attendance. This replenishment aimed to raise significant commitments to education financing from partners, including current and new donors. GPE's replenishment registered strong participation from international organizations, country representatives and heads of state.

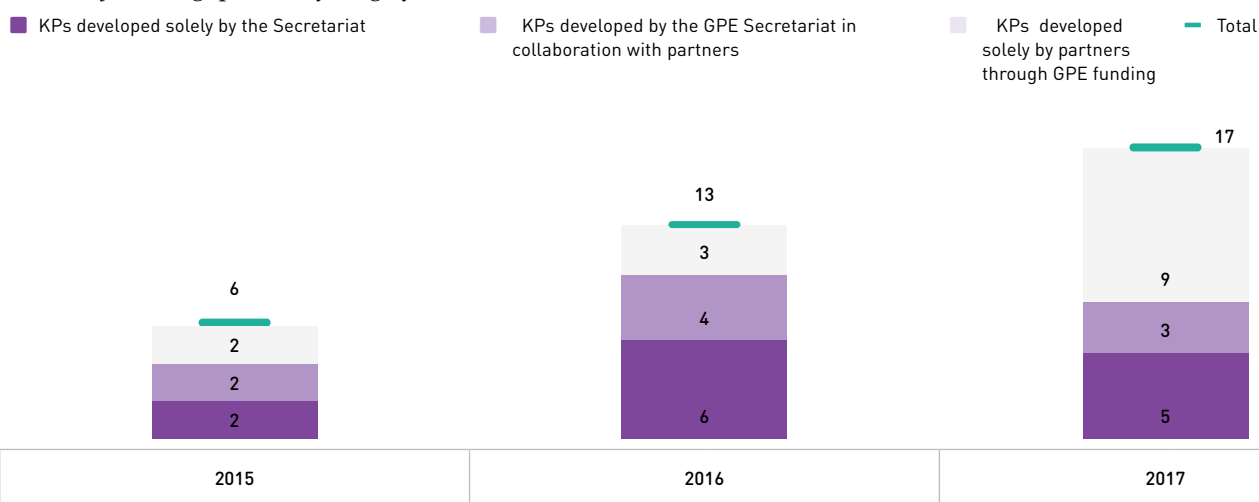
Donors pledged to provide US\$2.3 billion for the next three years, up from US\$1.3 billion received over the past three years. The European Union, the United Kingdom, Norway, France and Denmark are the top five donors per the volume of their pledges. Senegal was the first DCP to pledge to contribute to the GPE fund.

GPE does not simply advocate for more financing; it also aims to ensure that education finance contributes to the development, sharing and use of the knowledge needed to solve urgent problems in education. GPE supported the development of knowledge products that can help leverage relevant interventions from donors and stronger education policies in

DCPs. Indicator 33 of the results framework tracks the cumulative number of knowledge products developed using GPE funds or by the Secretariat.<sup>28</sup> The number of knowledge products increased from six in FY2015 to 13 in FY2016, and to 17 in FY2017 (Figure 4.13).<sup>29</sup> Overall, GPE developed or supported 36 knowledge products cumulatively between 2015 and 2017, well above the milestone of 21 knowledge products for 2017 (Indicator 33).

**FIGURE 4.13. The number of knowledge products (KPs) increased in FY2017.**

Number of knowledge products by category, FY2015-FY2017



Source: GPE Secretariat, based on results framework data.

28 Three types of knowledge product are considered: (i) knowledge products that the Secretariat develops solely; (ii) knowledge products that the Secretariat develops in collaboration with partners; and (iii) knowledge products that were developed solely by partners through GPE funding (specifically under the Global and Regional Activities portfolio).

29 The list of the 17 knowledge products developed in FY2017 is presented in Appendix 4-2.

Going forward, GPE will reinforce this work through the Knowledge and Innovation Exchange (KIX) and Advocacy and Social Accountability (ASA) mechanisms, strengthening capacity for learning and

feedback across the partnership. These mechanisms are currently under design and will be ready for launch by the end of calendar year 2018 (see Box 4).

#### **BOX 4.4. KIX is a new funding mechanism designed to boost knowledge production.**

KIX was approved by GPE's Board of Directors as part of the new financing and funding framework in early 2017.

KIX aims to improve the capacity of developing country partners to create and use knowledge, evidence and policy innovation to strengthen their national education systems, accelerating the achievement of GPE 2020 goals in learning, equity and strengthened systems.

KIX has three objectives:

1. Ensure more effective and impactful national education sector planning, monitoring and implementation efforts.
2. Ensure that knowledge and innovation is effectively aggregated, curated and exchanged across the partnership.
3. Accelerate the availability and use of global and regional public goods, knowledge and innovation.

KIX will have two operational components:

1. The Learning Exchange will serve as the overall program management mechanism to broker and support knowledge and innovation across the partnership and will be the central platform for coordinating all KIX activities.
2. Knowledge and Innovation Funds, comprising the majority of KIX funding, will support thematically focused global and regional activities and the development of public goods to be applied in the context of GPE support for education sector planning, sector plan implementation and their monitoring through joint sector review processes.

The Secretariat will engage an external partner to complete the design of the two KIX components in 2018. It will then contract a Learning Exchange provider with the aim of launching by November 2018. In December, competitive calls for proposals for the Knowledge and Innovation Funds will be issued for Early Childhood Care and Education, Strengthening Learning Assessment Systems, Gender Equality and Strengthening Data Systems. Calls for proposals in Teaching and Learning and Equity and Inclusion will be issued in early 2019.



GPE holds itself accountable through its 2015 monitoring and evaluation strategy. It is regularly engaged in monitoring and evaluating the partnership's work to assess its progress against GPE 2020 goals.

Indicator 37 tracks the number of results and evaluation reports published against the target for 2020. Although there is no milestone for FY2017, GPE made good progress on its M&E strategy and delivered the planned monitoring and evaluation products for the year. The partnership completed two key reports in FY2017. The GPE Results Report 2015/2016,<sup>30</sup> published in 2017, identified areas for improvement that triggered management actions to address the issues, especially those related to the availability of learning data, access to pre-primary education, gender inequality and alignment of GPE grants to DCP systems.<sup>31</sup> An independent evaluation team completed the DCP pre-Board constituency meeting evaluation in April 2017.<sup>32</sup> Based on the findings of this evaluation report, GPE is undertaking reforms of the meeting.

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30 GPE, GPE Results Report 2015/2016 (Washington, DC: Global Partnership for Education, 2017).

31 GPE, "GPE Management Proposed Actions in Response to Milestones Missed for 2016" (paper for Board decision, December 2017); <https://www.globalpartnership.org/content/gpe-management-proposed-actions-response-milestones-missed-2016-december-2017>.

32 Universalialia, Development and Implementation of an Evaluation Study of the Effectiveness and Efficiency of Developing Country Partners' (DCP) Pre-Board Meetings in the Context of GPE 2020 (Montreal: Universalialia Management Group, April 2017; revised July 2017); <https://www.globalpartnership.org/content/evaluation-study-effectiveness-and-efficiency-dcp-pre-board-meetings>.

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