

## METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title **Indicator (28)** Proportion of donors that have (a) increased their funding for education; or (b) maintained their funding

Result measured (from GPE Results Framework): **Output (4)** Mobilize more and better financing

### JUSTIFICATION FOR INDICATOR

Background/context for indicator:

The Dakar Framework for Action, adopted in 2000, galvanized a collective commitment to increase external financing for basic education across the globe, with the international community signing on to the statement that: “no countries seriously committed to Education for All will be thwarted in their achievement of this goal by a lack of resources”<sup>1</sup>. In the following years, overall aid to education surged from \$6.5 billion in 2002 to \$13.5 billion in 2013 and, in the same time, primary school net enrolment rate increased<sup>2</sup> (p.6).

Yet despite increases in aid to education between 2002 and 2013, over 58 million children remained out of school in 2012, indicating the need for more funding, particularly to address challenges faced by the poorest and most vulnerable children in accessing quality basic education<sup>3</sup>. However, in recent years, aid to education declined, and concrete efforts towards achieving Education for All (EFA) have slowed down<sup>2 and 3</sup>. Of particular concern are aid cuts to fragile and least developed countries, including Sub-Saharan African countries, where Official Development Assistance (ODA) fell from 52 to 30 percent between 2002 and 2013; meanwhile, total out-of-school children increased by 11 percent<sup>2</sup> (p.5).

To address this challenge, the international community reaffirmed its commitment to support global education development financially through the Incheon Declaration (2016)<sup>4</sup>, which says: “Noting the importance of development cooperation in complementing investments by governments, we call upon developed countries, traditional and emerging donors, middle income countries and international financing mechanisms to increase funding to education”. In line with this, the Incheon Framework for Action (ibid.) calls for increasing *and* improving financing for education, stating: “The fall in aid to education in recent years must be reversed. The fulfilment of all commitments related to ODA is crucial, including the commitment by many developed countries to achieve the target of 0.7% of gross national income (GNI) for ODA to developing countries and 0.15% to 0.2% of GNI to least developed countries.”

<sup>1</sup> The Dakar Framework for Action, *Education for All: Meeting our Collective Action* (2000), Retrieved May 28, 2016, from: [http://www.unesco.at/bildung/basisdokumente/dakar\\_aktionsplan.pdf](http://www.unesco.at/bildung/basisdokumente/dakar_aktionsplan.pdf) P.9

<sup>2</sup> Liesbet Steer and Katie Smith, *Financing Education: Opportunities for Global Action. Background paper for the Oslo Summit on Education for Development* (2015), retrieved March 23, 2017, from <https://www.brookings.edu/wp-content/uploads/2016/07/FinancingForEducation2015.pdf>

<sup>3</sup> UNESCO, *Global Monitoring Report Education for All 2000 – 2015: Achievements and Challenges* (2015), retrieved May 28, 2016, from: <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

<sup>4</sup> Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4. *Education 2030: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* (2016), retrieved October 5, 2016, from: <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>

	<p>Thus, external support continues to play a key role in filling financing gaps in education<sup>2 and 3</sup>. Taking into account the remaining large share of hard-to-reach populations in the least-developed countries and FCACs means an even larger volume of external financing is required to realize the Sustainable Development Goals on time. As estimated by GPE, an additional US\$ 39 billion is needed annually to attain quality education for all<sup>5</sup>.</p>
<p>Rationale for indicator selection:</p>	<p>In light of these concerns, the Global Partnership for Education’s (GPE) strategic plan GPE 2020 aims to ensure that more and better financing for education is mobilized, and is on track to reach the goal of “effective and efficient education systems delivering equitable, quality educational services for all” by 2020<sup>5</sup>. Since its reform from the Fast Track Initiative (FTI) to the Global Partnership for Education in 2011, GPE has largely focused on countries with the greatest needs, namely low-income countries and fragile and conflict-affected countries (FCACs); further, GPE has prioritized increased and sustainable financing to FCACs for the next five years<sup>5 and 6</sup>. This indicator serves to underpin these efforts.</p> <p>The objective of this indicator is to measure GPE’s Strategic Objective 4 to mobilize more and better financing<sup>5</sup>. It will inform the Partnership of developments made by GPE donors towards attaining “increased, sustainable, and better coordinated international financing for education”<sup>5</sup> (p.21).</p> <p>In addition, this indicator enables the GPE Secretariat to assess and analyze the following:</p> <ol style="list-style-type: none"> <li>1. Combined with the other indicators in the GPE 2020 Results and Indicators Framework that relate to Strategic Objective 4 to mobilize more and better financing, this indicator serves to track donor performance. This may encourage mutual accountability between donors and GPE developing country partners (DCPs) in pursuit of achieving SDG 4.</li> <li>2. This indicator identifies donors that increase, maintain, or decrease their financial contribution to education, and is therefore key for comprehensively understanding challenges in closing financing gaps in education over time.</li> </ol>

## DEFINITION

<p>Indicator definition:</p>	<p><b>The proportion of donors that have (a) increased their funding for education; or (b) maintained their funding</b></p> <p>This indicator measures the proportion of GPE donors that increased or maintained their financing to all education sectors (i.e. total education aid) in a given year, in comparison with a base year (2014), and considering a two-year time lag, in relation to the total number of GPE donors with data available. Note that the indicator (a) only examines changes for countries with available data for both the base year and the current year, and (b) that “maintained” is defined as increasing or decreasing funding by no more than 1% compared to the base year.</p>
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<sup>5</sup> Global Partnership for Education (GPE). *GPE 2020. Improving learning and equity through stronger education systems* (Washington DC: Global Partnership for Education, 2016), retrieved May 28, 2016, from <http://www.globalpartnership.org/content/gpe-2020-strategic-plan>

<sup>6</sup> Global Partnership for Education (GPE), *GPE’s Work in Conflict-Affected and Fragile Countries*. (Policy Brief: April 2016) (Washington DC: Global Partnership for Education, 2016), retrieved May 29, 2016, from <http://www.globalpartnership.org/content/policy-brief-gpes-work-countries-affected-fragility-and-conflict>

	<p>The indicator is reported as a proportion, n of N, expressed as a percentage, where n equals the number of GPE donors for which education aid in year t was greater than or equal to education aid in year 2014, and N equals the total number of GPE donors included in the sample of countries with data available over the given period.</p> <p>For each donor, “donor contribution” is measured as a dummy value. Then, at time t, the total number of donors for which “donor contribution” was equal to 1 is counted. Hence, we assume that a donor contribution (=1) has been made (or sustained) when aid to education in year t is greater than or equal to aid to education in base year 2014.</p>
Unit of measurement:	Proportion n of N, expressed as a percentage
Disaggregation:	None
Year for data reported (select only one and mark an “x”)	<u>  </u> _X_ fiscal year __ calendar year
Frequency of data collection:	Annually

## DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	OECD DAC, GPE Secretariat donor reports
	Source agency:	OECD
Formula:	<p><b>Step 1: For GPE donor k, identify if aid to education in year t is greater than or <u>no less than 1% lower than</u> aid to education in the bas year 2014.</b></p> $  (INC_{k,t-2014}) = \begin{cases} 1 & = ed.aid_{k,t} \geq 0.99 \times ed.aid_{k,2014} \\ 0 & = otherwise \end{cases}  $ <p>Where:  t = year  k = donor 1, donor 2...donor n (i.e. K donors in the sample of GPE donors)  <math>INC_{k,t-2014}</math> = Dummy (1,0) indicating if GPE donor k increased or maintained education aid between 2014 and year t</p> <p><i>NOTE: the baseline value for this indicator was calculated on the basis of a comparison of years 2014 and 2010. As this interval is equal to the length of the period of GPE 2020 (2016-2020), the full improvement on baseline is expected to be reached only at the end of this period, i.e. by 2020. For this reason, the indicator values leading up to 2020 are calculated taking 2014 as the comparison or base year. Therefore, new donors joining the Partnership or existing donors not renewing their commitments, do not affect the sample for this indicator, while data becoming available for donors where they previously were not, would make the value of K change over time.</i></p>	
Aggregation formula:	<p><b>Step 2. Aggregate country-level data.</b></p> <p>a) Create a variable, <math>\sum_{k=1}^K INC_{k,t-2014}</math>, that counts the total number of donors for which aid to education is greater than or equal to aid to education in year t vs. year 2014 <math>INC_{k,t-2014} = 1</math>.</p> <p>b) Calculate the implied proportion of total donors (K) who increased their contribution to education aid <math>PROP(INC_{k,t-2014} = 1)</math>.</p> $  PROP(INC_{k,t-2014} = 1) = \frac{\sum_{k=1}^K INC_{k,t-2014}}{K} * 100  $	
Data limitations (if any known / anticipated):	<ol style="list-style-type: none"> <li>There exists a risk of incomplete coverage of donor aid to education (i.e. not all GPE donors consistently report total education aid).</li> </ol>	

	2. The data limitations of the source data set apply, e.g. the value reflects financial aid for education overall, and not indicating sub-sector, type of aid or other information.
Interpretation	Higher values of this indicator over time indicate an increased commitment by donors to support and finance global education development. External support continues to play a key role in filling financing gaps in education. This indicator identifies donors that increase, maintain, or decrease their financial contribution to education. It is therefore key for comprehensively understanding challenges in closing financing gaps in education.

## REFERENCES

- Global Partnership for Education (GPE). *GPE 2020. Improving learning and equity through stronger education systems*. Washington DC: Global Partnership for Education, 2016. Retrieved May 28, 2016, from <http://www.globalpartnership.org/content/gpe-2020-strategic-plan>
- Global Partnership for Education (GPE). *GPE's Work in Conflict-Affected and Fragile Countries*. (Policy Brief: April 2016). Washington DC: Global Partnership for Education, 2016. Retrieved May 29, 2016, from <http://www.globalpartnership.org/content/policy-brief-gpes-work-countries-affected-fragility-and-conflict>
- Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4. *Education 2030: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. 2016. Retrieved October 5, 2016, from: <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>
- Steer, Liesbet and Smith, Katie. *Financing Education: Opportunities for Global Action. Background paper for the Oslo Summit on Education for Development*. 2015. Retrieved March 23, 2017, from: <https://www.brookings.edu/wp-content/uploads/2016/07/FinancingForEducation2015.pdf>
- The Dakar Framework for Action. *Education for All: Meeting our Collective Action*. 2000. Retrieved May 28, 2016, from: [http://www.unesco.at/bildung/basisdokumente/dakar\\_aktionsplan.pdf](http://www.unesco.at/bildung/basisdokumente/dakar_aktionsplan.pdf)
- UNESCO. *Global Monitoring Report Education for All 2000 – 2015: Achievements and Challenges*. 2015. Retrieved May 28, 2016, from: <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

## ANNEXES

### Annex 1- Standard Operating Procedure

<b>Process Name:</b> Data Collection, Quality Assurance, & Storage for Indicators # 28	<b>Owner:</b> R&P Team	<b>Updated:</b>
<b>Function:</b> Measuring GPE Impact	<b>Version #:</b> 1	<b>Review:</b>
<b>Material changes from prior version of SOP</b>		
None; this is the first version.		
<b>Summary</b>		
This SOP describes the process for data collection, quality assurance, and storage for indicator # 28 (Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding) of the GPE results framework.		
<b>Results / Outputs</b>		
This process should result in the results framework being updated with quality assured data on indicator# 28.		

Interim outputs of the Secretariat:

Completed data collection template

Final Output:

Updated results framework database

#### Scope

- Begins: The process begins with the M & E Data Analyst downloading data from the OECD DAC: CRS database and other documents wherein donors consistently report education spending e.g annual foundation reports.
- Ends: The process ends with updated data being integrated into the results framework database by the Monitoring and Evaluation Data Manager.
- Includes: All procedural aspects
- Excludes: Methodological aspects of calculating the indicator value. These can be found in the methodology sheet.
- Note: Data will be collected annually.

#### Standards (Policies, Approvals, Deadlines, etc.):

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicator #28
- Deadlines: M & E Data Manager updates results framework database with the Indicator # 28 data by 30<sup>th</sup> October
- Approval: The completed data template is prepared by the M & E Data Analyst and includes quality checks by the M & E Data Manager and Final approval from the Head of M & E.

#### Issues /Risks:

- Data may not be available on time and this might delay the process.

#### Overview:



Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
1. Collect Data Typically by 30 <sup>th</sup> August			

Download data from the OECD DAC CRS database (Alternative sources will be considered in cases where donor data is not available from OECD.	M & E Data Analyst		
Identify GPE donors that have maintained or have increased their aid to education using DAC/other data as applicable	M & E Data Analyst		
<b>2. Aggregate Data Typically by 30<sup>th</sup> September</b>			
Enter data into the template provided by the M&E Data Manager	M & E Data Analyst		Data Collection Template
Compute indicator values using the completed data collection template	M & E Data Analyst	Completed Data Collection Template	
Review completed data collection template and send comments/queries to the M & E Data Analyst	M & E Data Manager		
Respond to the comments/queries, updates data collection template as necessary and forward to M & E data Manager	M & E Data Analyst	Updated data collection template	
<b>3. Update Results Framework Database Typically by 30<sup>th</sup> October</b>			
Forward data collection template to the Head of M & E for review and approval.	M & E Data Manager		
Review & approve completed data collection template	Head of M & E	Approved data collection template	
Update results framework database using completed template submitted by the M & E Data Analyst	M & E Data Manager	Updated results framework database	N/A
Notify the secretariat on the availability of data in the results framework database through the intranet	M & E Data Manager	Notification on GPE intranet	