



GLOBAL PARTNERSHIP  
for EDUCATION

# How GPE works in partner countries



**The Global Partnership for Education (GPE)** is a multi-stakeholder partnership and funding platform that mobilizes global and national support for education in developing countries, focusing on the most vulnerable children and youth. GPE helps developing country governments improve equity and learning by strengthening their education systems.

# GPE 2020—Plan at a Glance

GPE’s strategic plan for 2016–2020 aligns the partnership’s vision and mission with the Sustainable Development Goals, recognizing the essential role that education plays in achieving all other global goals.

## VISION

To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

## MISSION

To mobilize global and national efforts to contribute to the achievement of equitable, quality education and learning for all, through inclusive partnership, a focus on effective and efficient education systems and increased financing.

## GOALS

1 Improved and more equitable learning outcomes

2 Increased equity, gender equality and inclusion

3 Effective and efficient education systems

## OBJECTIVES

### COUNTRY LEVEL

1 Strengthen education sector planning and policy implementation

2 Support mutual accountability through inclusive policy dialogue and monitoring

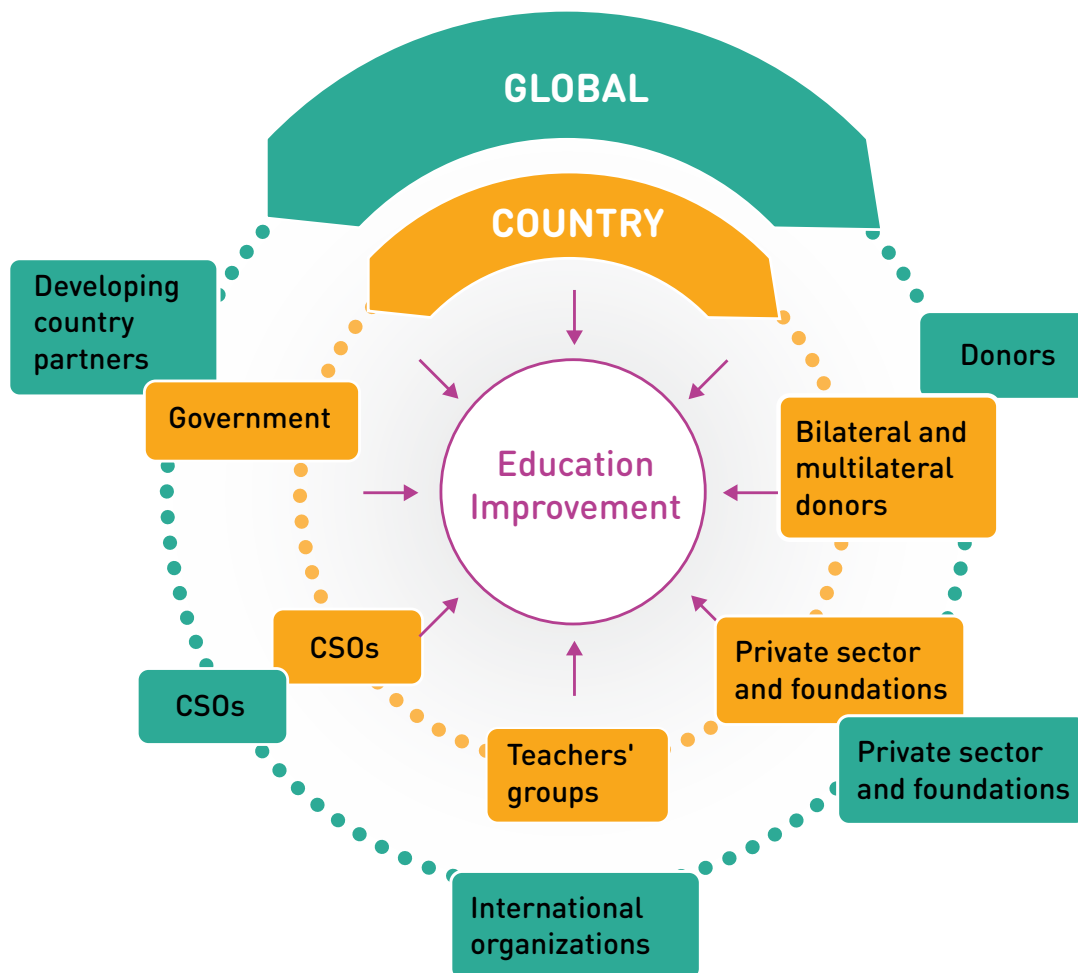
3 Ensure efficient and effective delivery of GPE support

### GLOBAL LEVEL

4 Mobilize more and better financing

5 Build a stronger partnership

# GPE operates at the country and global levels



The partnership brings together over 60 developing country governments, more than 20 donor governments, international, civil society and teacher organizations, philanthropists and members of the private sector.



At the global level, GPE is governed by its Board of Directors, made up of representatives from across the partnership. The Secretariat provides day-to-day administrative and operational support.



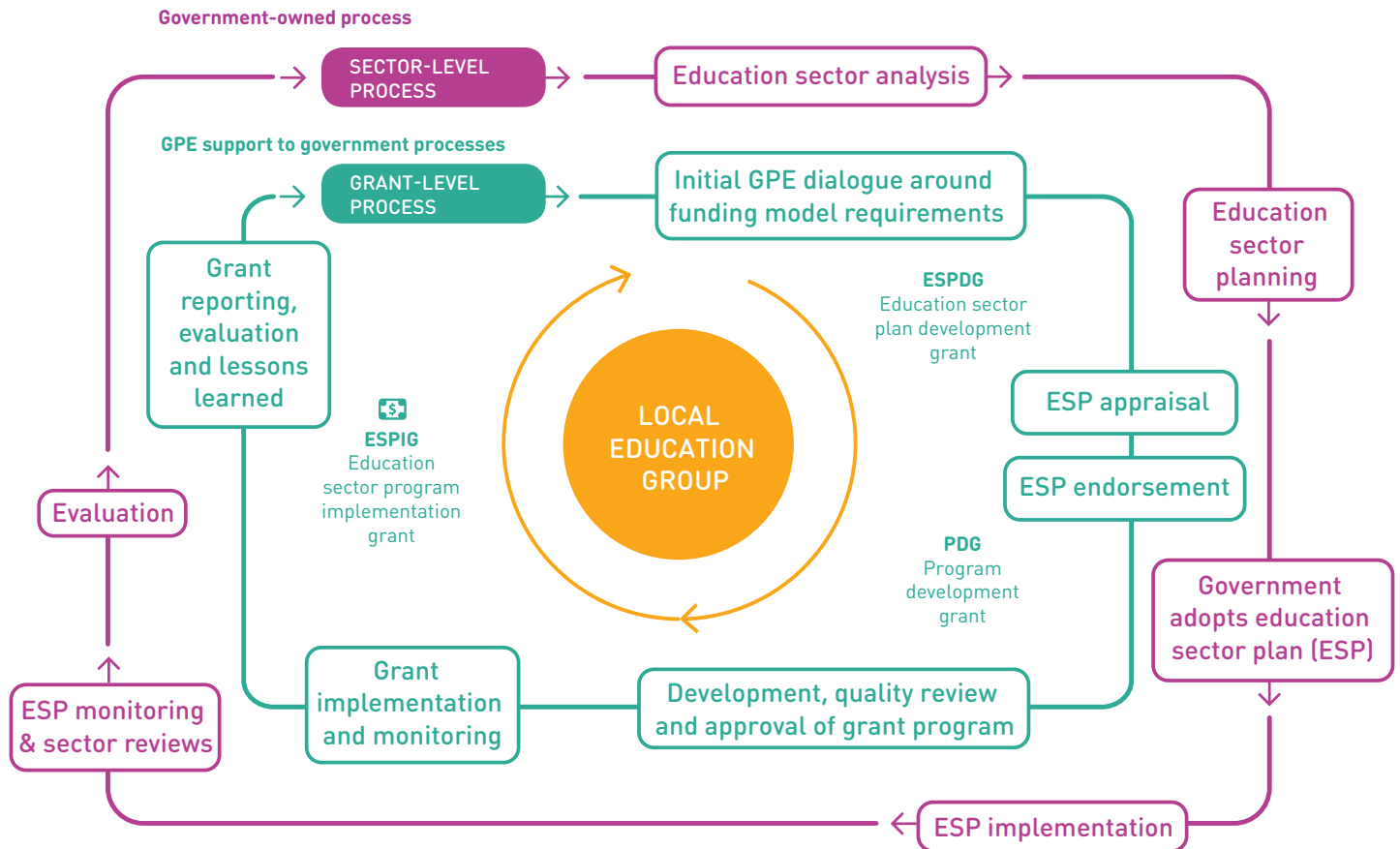
At the country level, education partners come together through local education groups (LEG), which support government efforts to improve education. The LEG enacts the partnership's core principle of mutual accountability.

## The Country Level

GPE's core work at the country level is to strengthen education sector planning and policy implementation. Through strengthening education systems, GPE seeks to increase equity in education and improve learning, especially in early childhood and basic education.



# The Country Planning Cycle



Most developing countries have a mechanism to coordinate development aid. These groups may have different names. GPE calls the group that coordinates education development aid and policy dialogue the local education group (LEG). LEGs are at the center of all stages of the education planning cycle, from sector analysis to evaluation. LEGs are led by national governments and supported by education partners, such as bilateral agencies, multilateral organizations, teacher organizations, civil society organizations (CSO) and the private sector and foundations. LEGs aim to foster an inclusive and transparent dialogue on a country's education policies, and support governments in developing, implementing, monitoring and evaluating national education sector plans.

# Main steps of the education sector planning cycle



## EDUCATION SECTOR ANALYSIS

Based on quantitative and qualitative data the analysis examines current policies and causes of sector weaknesses from the national, regional and school levels. The analysis also reviews sector financing and system capacity.



## PLAN IMPLEMENTATION

Implementation arrangements are set out in the multiyear implementation plan, which should contain detailed information on activities, targets, budgets and responsibilities. The government is responsible for implementing the plan and development partners provide support.



## EDUCATION SECTOR PLANNING AND APPRAISAL

This includes strategies for improving access to and the quality of education. It covers all education subsectors from early childhood education to higher education and adult learning. The plan should consider financial, technical and political constraints, and reflect stakeholder inputs (including regional-, district- and school-level stakeholders and CSOs). Doing this enhances ownership. Development partners commission an independent appraisal to establish the soundness of an education sector plan.



## PLAN MONITORING

Regular monitoring by the ministry of education under the plan's monitoring framework and periodic joint sector reviews should be carried out to take stock of progress and discuss solutions to problems involving the government and other LEG members. Joint sector reviews involving the government and other LEG members.



## EVALUATIONS

Usually take place at midterm and the end of an education sector plan period to assess impact and outcomes, relevance, cost-effectiveness and sustainability of strategies. Lessons learned feed into the second half of a plan period or a new sector plan.



## PLAN APPROVAL AND ENDORSEMENT

Once follow-up recommendations are addressed, the government adopts its plan through its own mechanism and development partners endorse it. This shows their commitment to technically and financially supporting the plan's implementation.

# Roles and Responsibilities of GPE Stakeholders



## DEVELOPING COUNTRY GOVERNMENTS

Commit to working toward achieving Sustainable Development Goal 4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. They also agree to GPE's objectives. Governments lead LEGs, which in many countries are known by other names.



## DEVELOPMENT PARTNERS

Partners support a country in developing and implementing an education sector plan. They appraise and endorse the education sector plan and mobilize financing—this is ideally done on a longer term and more predictable basis to supplement domestic financing. A well-functioning development partner group can promote better alignment of national education planning, budgeting, procurement and auditing systems, and enhance transparency and mutual accountability between the government and development partners.



## GRANT AGENT

This is usually a bilateral or multilateral agency designated once a country receives an indicative grant allocation (maximum country allocation). Supports the government in the development, implementation and monitoring of the GPE-funded program and provides fiduciary oversight of the grant funding.



## CIVIL SOCIETY ORGANIZATIONS

They include international and local nongovernmental organizations, representatives of the teaching profession and parents' associations, academia and other partners supporting the education sector. CSOs support education goals through awareness raising, advocacy and dialogue on the development, implementation and monitoring of education sector plans, with important contribution to improving accountability in education.



## COORDINATING AGENCY

Selected by the LEG playing a central role in its work. The coordinating agency supports the government in bringing together GPE partners, and leads or assists the LEG in supporting and monitoring all stages of education sector plans.



## PRIVATE SECTOR PARTNERS

Includes national businesses, country offices of international corporations and/or private sector associations and networks. They help support the country's education system and align corporate giving with the priorities of the ESP.





## Support to countries affected by fragility or conflict

GPE has also developed an operational framework for effective support in fragile and conflict-affected situations. The framework is meant to help countries continue the provision of education services and develop an education strategy through partnership and collaboration towards stability.

- ▶ If a crisis or conflict prohibits the development of an ESP, GPE can provide technical support in the early stages of recovery so that a **transitional education plan** can be prepared. These plans do not necessarily cover the full education sector but form the basis for a coordinated approach to recovery by identifying priority and medium-term actions. In the absence of an ESP, GPE may provide grant funding based on a transitional plan.
- ▶ **Flexible budget allocations:** In response to an emergency or crisis, countries may have needs that had not been budgeted for. Countries may request the reallocation of existing GPE funds to respond to immediate needs.
- ▶ **Accelerated funding:** GPE has adopted a mechanism for accelerated financing in fragile contexts to better assist countries in acute emergencies.

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# Three types of GPE grants

The GPE Fund supports partner developing countries through the following grants:



## EDUCATION SECTOR PLAN DEVELOPMENT GRANT (up to US\$500,000)

Supports the development of national education sector plans, and is complementary to government and other development partner financing. The education sector plan development grant has two purposes:

- ▶ Fund an education sector analysis (US\$250,000) for qualitative and quantitative studies and system analysis to provide an evidence base for sector planning.
- ▶ Fund up to \$250,000 for the development or revision of an education sector plan or, in fragile and conflict-affected situations, a transitional education sector plan.



## PROGRAM DEVELOPMENT GRANT (up to US\$200,000)


Supports the development of an ESPIG program proposal.




## EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT (ESPIG)

Supports the implementation of national education sector plans, primarily for preprimary, primary, lower-secondary and second-chance learning. It is complementary to government and other development partner funding. An ESPIG depends on the maximum country allocation announced by the GPE Board, which is based on countries' income categories, population size and education indicators.

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 Applications for all three grants must be done in collaboration with the LEG.  
To access guidelines and resources, visit: [globalpartnership.org/funding/gpe-grants/useful-resources-for-gpe-grants](https://globalpartnership.org/funding/gpe-grants/useful-resources-for-gpe-grants)

## HOW TO APPLY FOR AN ESPIG?

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- Before a country can begin the process to apply for an ESPIG, the LEG must choose a grant agent to which the government agrees. GPE strives toward aligned development aid, and this should be taken into consideration in the selection of the grant agent. The choice of grant agent depends on the most suitable modality in a given context – a stand-alone program, pooled funding or sector budget support – as well as on the scope of work.
  - If there are several interested agents, the LEG uses a transparent selection process based on the criteria outlined in the standard selection process for a grant agent and other agreed criteria.
  - The selected grant agent's role is to develop a program in close collaboration with the government, transfer grant funds to the government, and to oversee the implementation of the activities by the ministry of education.
  - The grant agent may apply for a program development grant to cover expenses for developing the program proposal.

## THE QUALITY ASSURANCE REVIEW

The ESPIG's application process includes a three-phase Quality Assurance Review (QAR) conducted by the GPE Secretariat:

**QAR I (in-country mission by the Secretariat).** Review of the identified scope of work described in the program outline developed by the government and the grant agent in consultation with the LEG; and the government's plan for meeting the GPE funding model requirements for the fixed part of GPE funding.

**QAR II (document-based review).** Review of the draft program document, including the program design, budget, monitoring and evaluation; results framework; and fiduciary arrangements. Proposed strategies, indicators and disbursement and verification mechanisms for meeting the requirements of the variable part of an ESPIG are also assessed.

**QAR III (document-based review).** Final review of the program document and the application form before submission to GPE's Grants and Performance Committee. QAR III assesses the overall application including the funding model requirements and program quality.

The Grants and Performance Committee makes a recommendation to the Board. If the application is approved, the Secretariat advises the government, grant agent and coordinating agency of the Board's allocation decision, the expected time frame for signing a grant agreement, and the start date of program implementation based on the application and recommendation.

## ESPIG: REQUIREMENTS AND INCENTIVES

GPE's results-based funding model incentivizes developing countries to improve equity, efficiency and quality in education by linking a portion of the funding to results. GPE funding consists of a fixed and a variable part.

**Requirements for the fixed part.** 70% of the maximum country allocation can be awarded based on three requirements:

- A credible, evidence-based and financially sustainable education sector plan or transitional education plan (including a multiyear implementation plan), independently appraised and endorsed by development partners.
- Evidence of a commitment to finance an endorsed (transitional) education sector plan, including a gradual increase of domestic financing for education toward 20% of the national budget, and a minimum 45% of the sector funding allocation to primary education for countries that have not achieved universal primary education.
- The availability of critical data for planning, budgeting and monitoring the education sector or a strategy to develop this data. Countries should have an education sector analysis that is less than three years old, have basic financial and education data or a time-bound plan to improve data availability and use, and a system to monitor learning outcomes or a plan to develop one.

## Incentives or results-based funding.

The remaining 30% (variable part) of the grant can be awarded on the basis of achieving specific results in equity, efficiency and learning outcomes determined by the government and development partners. At least one indicator should be identified for each of the three dimensions (in line with the sector plan), and have accompanying strategies and a disbursement and verification mechanism. In exceptional cases, countries can apply for ex-ante approval of the 30% variable part.

## HOW IS AN ESPIG IMPLEMENTED AND MONITORED?

- An ESPIG is implemented by the government with the support of the grant agent and other partners, in line with the arrangements stipulated in the approved program document.
- In addition to the grant agent's program-specific oversight, sector monitoring by the LEG is organized through an annual or biannual joint sector review, led by the government. The Secretariat provides guidance on the organization of joint sector reviews, as needed.
- The grant agent must provide an annual report on grant implementation to the Secretariat. GPE also encourages the government to share annual implementation reports of the education sector plan, in addition to joint sector review aide-memoires and other relevant documents.
- In the absence of an implementation report or a review report, the coordinating agency, on behalf of the LEG, will be asked to provide the Secretariat with an update on the sector.



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