

Girls reading books in a primary school in Lao PDR.
GPE/Stephan Bachenheimer



CHAPTER 4

GPE MOBILIZES GLOBAL AND NATIONAL PARTNERS AND RESOURCES FOR SUSTAINABLE RESULTS



RESULTS AT A GLANCE

15.

Number of cases of uptake of research, knowledge and innovation in country-level policy development or delivery that was supported by the GPE Knowledge and Innovation Exchange (KIX)

Baseline	Year	Target
n/a	46 cases (FY2022)	167 cases (FY2024)

17.

Number of countries where civil society engaged in projects funded through Education Out Loud has influenced education planning, policy dialogue and monitoring

Baseline	Year	Target
n/a	30 countries (FY2022)	37 countries (FY2024)

16.i.

Number of GPE countries benefiting from newly mobilized strategic partnerships

Baseline	Year	Target
n/a	n/a	35 countries (FY2026)

18.i.

Percentage of donor commitments fulfilled

Baseline	Year	Target
n/a	21% (FY2022)	100% (FY2026)

16.ii.

Proportion of GPE-mobilized strategic capabilities that meet their objectives

Baseline	Year	Target
n/a	n/a	100% (FY2026)

18.ii.

Cumulative amounts of donor commitments fulfilled

Baseline	Year	Target
n/a	\$801.8 million (FY2022)	\$4 billion (FY2026)

16.iii.

Additional co-financing leveraged through GPE innovative financing mechanisms meet their objectives

Baseline	Year	Target
n/a	\$1.004 billion (FY2022)	\$2.5 billion (FY2026)

Note: FY = fiscal year; n/a = not applicable. The sample size (N) for indicators 15 and 17 refer to the total number of countries eligible for funding or support from GPE Knowledge and Innovation Exchange (KIX) and Education Out Loud, respectively.

KEY FINDINGS

- The GPE Knowledge and Innovation Exchange (KIX) aims to contribute to strengthening knowledge and skills in GPE partner countries, with 46 documented cases of uptake of KIX-supported research, knowledge and innovation in country-level policy development or delivery across 70 countries in the last two years. The midterm evaluation of KIX showed that the initiative is well positioned for impact, though efforts are needed to help improve links between local education groups and KIX hubs as well as provide a wider range of options for hubs to respond to countries' evidence needs for system transformation.
- Civil society organizations engaged in projects funded through Education Out Loud have contributed to education planning, policy dialogue and monitoring in 30 countries in the last two years. The midterm review of Education Out Loud showed that the initiative is relevant to the needs of its grantees and is based on lessons learned and good practice. However, it also showed that opportunities for civil society participation are not yet systematically well defined in the model or broadly understood at the level of the GPE Secretariat.
- Innovative finance instruments, including the GPE Multiplier and several introduced in the GPE 2025 operating model (Debt2Ed, GPE Match, Frontloaded Multiplier [ACG SmartEd] and Enhanced Convening), have leveraged US\$1.004 billion from partners in fiscal year 2022. In 2022, a total of 27 donors contributed \$801.8 million to GPE, representing 21 percent of the total amount pledged for the GPE 2025 period.



INTRODUCTION

GPE 2025 aims to mobilize global and national partners and resources (the enabling objective) to support education system transformation in partner countries through several programs and initiatives. It does so through the GPE Knowledge and Innovation Exchange (KIX), Education out Loud, raising financing, and a new strategic capabilities approach. This chapter discusses the achievement of KIX in knowledge production and exchange (Indicator 15), and of Education Out Loud in working with civil society organizations to raise awareness and advocate for increased domestic and international financing, and better policies, planning, monitoring and results in the education sector (Indicator 17). The chapter also describes GPE’s strategic capabilities for galvanizing the global, regional and national resources needed to support system transformation (Indicators 16i and 16ii). Finally, the chapter reports on GPE partners’ contributions to the GPE Fund (Indicator 18) and shows how co-financing leveraged through GPE’s innovative financing mechanisms offers governments innovative ways to attract additional resources and “crowd in” investment in their education plans (Indicator 16iii). The achievement of the GPE 2025 global enabling objective is expected to contribute to strengthening the education systems in partner countries and drive progress toward the country-level objectives.

4.1. A LEARNING PARTNERSHIP THROUGH KIX (Indicator 15)

KIX supports the generation and sharing of evidence on what works in improving education systems. With a budget of more than US\$75 million until 2024, KIX is the largest fund dedicated solely to scaling, and generating, facilitating and using evidence in education. It provides global and regional grants for action research, focused on thematic areas identified by partner countries and including early childhood care and education, gender equality and inclusion, teacher professional development, learning (and distance learning), out-of-school children and education data systems and use. The International Development Research Centre, the grant agent, co-financer and partner, manages these grants as well as four regional hubs (two in Africa; one for Europe, Asia and the Pacific; and one in Latin America and the Caribbean) that connect and support 70 partner countries and fund 36 projects across 53 countries. KIX also provides support through an online platform,⁹⁶ which offers opportunities to collaborate and a publicly accessible library of resources.

KIX aims to strengthen the skills and capacity of partner countries to apply knowledge and evidence to improve

education policies and, ultimately, national education systems. Its activities include finding, funding and scaling proven solutions to address key educational challenges identified by partner countries: KIX facilitates the exchange of knowledge between countries, provides solutions to feed into partner countries’ education sector policy and planning processes, and funds new research to fill gaps and generate innovative solutions to issues identified by partner countries.

A new \$3 million partnership with the LEGO Foundation resulted in the selection of five new applied research projects in eastern and southern Africa. The projects, announced in March 2022, will generate and mobilize evidence on how to adapt and scale approaches that strengthen quality early learning for all children, based on how they learn best, and that support smooth transitions between pre-primary and the early grades of primary education. A consortium of 17 networks, universities and nongovernmental organizations—led by African organizations—will implement the research projects.

A midterm evaluation,⁹⁷ published in June 2022, found that KIX has made significant progress, is valued by country stakeholders and is well positioned for impact. Country stakeholders report having a better understanding of evidence-based solutions to education

⁹⁶ See the GPE KIX web page, <https://www.gpekix.org/>.

⁹⁷ For the full evaluation, see Delivery Associates, “KIX Mid-Term Evaluation” (Washington, DC: Global Partnership for Education, 2022), <https://www.globalpartnership.org/content/kix-mid-term-evaluation-report-may-2022>.



BOX 4.1. Key findings from the midterm evaluation of KIX

The midterm evaluation^a for the GPE Knowledge and Innovation Exchange (KIX), published in June 2022, found that KIX has made significant progress, is valued by partner countries and is well positioned for impact.

The evaluation found that activities around applied research, knowledge exchange and capacity building align with country priorities and with the newly approved strategies of GPE and the International Development Research Centre. Despite the COVID-19 pandemic, KIX has made progress and implemented activities as planned. As a result of engaging with KIX, country stakeholders noted having a better understanding of evidence-based solutions to education challenges. At least eight countries reported research uptake and influence on policy making from the global grants alone.

At the same time, the midterm evaluation noted room for improvement and that KIX could benefit from a more tailored approach targeting content, value proposition and participants on the basis of the specific needs, goals and level of engagement of country-level decision-makers. Identifying country champions could help maximize the uptake of KIX research. In addition, links between KIX hubs and grants, between KIX and the GPE country model, and among KIX grantees could further increase impact.

In response to the recommendations of the midterm evaluation, the GPE Secretariat has committed to working with the International Development Research Centre to help improve links between local education groups and KIX hubs, explore a wider range of options for hubs to respond to countries' evidence needs for system transformation and consider differentiated modalities for grant making to provide opportunities for governments to co-create research directly related to their system transformation policies and approaches.^b

a. For the full evaluation, see Delivery Associates, "KIX Mid-Term Evaluation" (Washington, DC: Global Partnership for Education, 2022), <https://www.globalpartnership.org/content/kix-mid-term-evaluation-report-may-2022>.

b. For the full GPE response, see the GPE Secretariat management response to the mid-term evaluation of KIX (June 2022), <https://www.globalpartnership.org/content/gpe-secretariat-management-response-mid-term-evaluation-knowledge-and-innovation-exchange>.

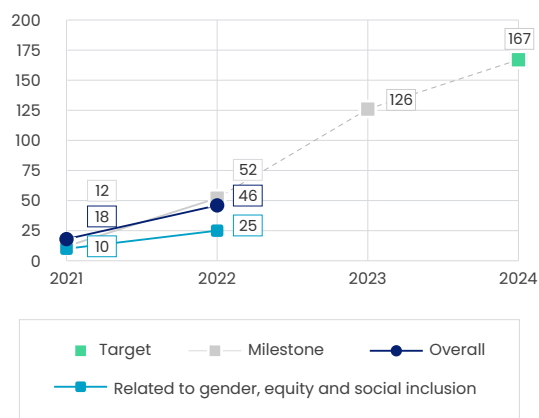
challenges. Numerous countries have also reported research uptake and influence on policy (see box 4.1).

GPE Indicator 15 measures the number of cases in which KIX contributes to strengthening knowledge and skills in GPE partner countries, as reported by country representatives and compiled by the International Development Research Centre. The indicator also measures the increase in education stakeholders' skills related to gender, equity and social inclusion. Over the GPE 2025 period (2020–25), the target is to have at least 167 such cases by the end of the program in fiscal year 2024. In 2021 and 2022, 46 cases were reported across 70 countries, 25 of which were related to gender, equity and social inclusion (figure 4.1 and box 4.2). The 2022 milestone was not met, however, as a result of underreporting. Because of data collection processes, several grantees did not report with sufficient data for all the cases to be included for 2022. It is expected that in the coming years, these cases will be counted and that the milestones going forward will be met.

FIGURE 4.1.

KIX contributes to strengthening knowledge and skills in GPE partner countries.

Cumulative number of cases of uptake of KIX-supported research, knowledge and innovation in country-level policy development or delivery, FY2021–FY2024



Source: GPE Secretariat. Note: FY = fiscal year.

BOX 4.2. The KIX hubs and strengthening national capacity and policy change

The third GPE Knowledge and Innovation Exchange (KIX) annual report (2021–22)^a indicates that the KIX hubs have added value to national planning processes. Coordinated by the regional KIX hub for French-speaking Africa, national policy dialogues in Benin, Burkina Faso, Guinea-Bissau, Senegal and Togo brought together teachers and stakeholders from education ministries and teacher training organizations to collaborate on strategies for using education innovations. In Togo, the dialogue led to a jointly endorsed strategy for use of knowledge and innovation in the national education system; in Burkina Faso, it led the Ministry of Education to include several innovations in its policy and planning dialogues. The regional hub for Latin America and the Caribbean supported the partnership compact process in El Salvador. Drawing on the technical expertise of hub members, the hub delivered workshops on priority topics; it also capitalized on the trust it had established with the government to act as a neutral moderator of discussions between local education group members.

The hubs have also strengthened national capacity. In Africa, Asia, the Pacific, and Europe, ministry officials participated in immersive learning cycles offered by the regional hubs. Ministry staff members in Cambodia, for example, enhanced their knowledge and skills in geospatial data analysis, developing maps showing which districts have low performance and high dropout rates for use in a midterm review of their country's current education strategic plan. Groups from 12 other countries in the region also participated, combining geographic, demographic and education system data to understand issues relevant to their countries, such as disaster risk management for schools, improving educational quality and reducing dropout and retention rates. As part of a data challenge led by the hub for English-speaking Africa, ministry experts from 14 countries reviewed and updated an education management information system (EMIS) tool. After their subsequent accreditation by the African Union as regional EMIS experts, the ministry participants applied the EMIS tool in their own countries; The Gambia subsequently decentralized its EMIS and disaggregated its data collection to give policy-useful, per-learner information.

KIX grants have also supported policy change at the national level. Uganda successfully piloted and scaled a KIX project to link health and education data platforms in order to report COVID-19 data. The Ministry of Education and Sports and the Ministry of Health now jointly implement the project as the official national system for reporting on COVID-19 school-based monitoring. Through its engagement with two KIX grants on equity data and Teaching at the Right Level, the Lesotho Ministry of Education and Training strengthened its approach to foundational literacy and numeracy and framed its national strategy on continuity of learning. Nicaraguan teachers are exploring curriculum adaptations to mitigate gender-based violence following their engagement in a KIX project to prevent sexual and gender-based violence in rural schools. Uzbekistan is using the KIX project on digital skills for teacher training to strengthen the national education system; the same project has led to the design of a new policy by the National Education Council in Honduras, and the National Teaching Council in Ghana has adopted the project's teacher testing model.

a. Global Partnership for Education (GPE), *GPE Knowledge and Innovation Exchange Annual Report 2021–2022*, (Washington, DC: GPE, July 2022). <https://www.globalpartnership.org/content/gpe-knowledge-and-innovation-exchange-annual-report-2021-2022>.

4.2. ADVOCACY THROUGH EDUCATION OUT LOUD

(Indicator 17)

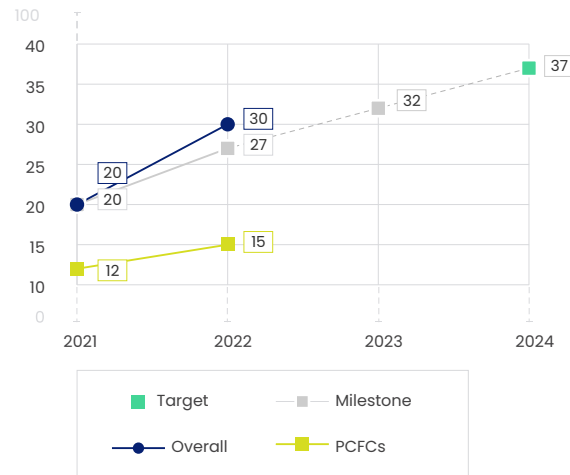
Education Out Loud funds activities that support civil society participation in decision-making to shape education policy to better respond to community needs, in particular those of disadvantaged and marginalized families. This initiative works collectively and collaboratively with partners and allies to raise awareness, discuss challenges and solutions, and advocate for increased domestic and international financing and better policies, planning, monitoring and results in the education sector. Implemented by Oxfam IBIS and financed by GPE, Education Out Loud is the world's largest education advocacy fund, with an allocation of \$72.8 million between 2019 and 2024. Through three operational components and a learning agenda, Education Out Loud has provided more than 70 grants in 63 countries and states.⁹⁸ In 2022, Education Out Loud funded projects for civil society in nine additional countries (Afghanistan, Angola, Chad, the Arab Republic of Egypt, El Salvador, Guinea, Haiti, Indonesia and Tunisia). In September 2021, the GPE Board approved \$17.3 million to support the work of 60 national civil society coalitions for a further two years, until 2024. The midterm review⁹⁹ of Education Out Loud, published in June 2022, found that the fund's focus on civil society engagement in policy dialogue aligns with the GPE 2025 strategy and operating model's emphasis on system transformation and inclusive sector dialogue (see [box 4.3](#)).

Indicator 17 measures the number of countries where civil society engaged in Education Out Loud-funded projects has influenced education planning, policy dialogue and monitoring. That is, it tracks changes reached with the influence of the national education coalitions (including their individual members) or other grantees. These changes can relate to the universal right to education, education sector plans, curricula, teachers and education public administration, among others.¹⁰⁰ The target is for civil society, through support from the Education Out Loud funding mechanism, to influence education in 37 partner countries by fiscal year 2024. The first two years

FIGURE 4.2.

Education Out Loud contributes to improved civic participation.

Cumulative number of countries where civil society organizations engaged in Education Out Loud-funded projects have influenced education planning, policy dialogue and monitoring



Source: GPE Secretariat. Note: PCFCs = partner countries affected by fragility and conflict.

of reporting by Oxfam show that the program is on track to meet that target. Civil society had some influence in the education sector in 20 partner countries¹⁰¹ in 2021 and in 10 additional countries and states¹⁰² in 2022, for a total of 30 countries and states as of 2022 ([figure 4.2](#) and [box 4.4](#)). Moreover, in both reporting years, partner countries affected by fragility and conflict accounted for half or more of the countries reporting results, 12 countries and states in 2021 and four additional countries and states in 2022.

⁹⁸ For a full list of the countries and states, see <https://educationoutloud.org/grant-recipients/countries>.

⁹⁹ C. Coventry and A. Gebremedhin, "Global Partnership for Education (GPE) Secretariat: Mid Term Review of Education Out Loud," (Washington, DC: Global Partnership for Education, 2022), <https://www.globalpartnership.org/content/mid-term-review-education-out-loud-final-report-2022>.

¹⁰⁰ For more details, see GPE, *GPE Results Framework 2025: Methodological Technical Guidelines*, (Washington, DC: GPE, 2022), <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.

¹⁰¹ The 20 countries were Bangladesh, Burkina Faso, Cambodia, Côte d'Ivoire, The Gambia, Kenya, Mongolia, Mozambique, Nepal, Nigeria, Pakistan, the Philippines, Rwanda, Somalia, South Sudan, Tajikistan, Timor Leste, Togo, Vietnam and Zimbabwe.

¹⁰² The additional 10 countries were the Democratic Republic of Congo, Eswatini, Ghana, Malawi, Papua New Guinea, Sierra Leone, Somalia (Somaliland), Tanzania, the Republic of Yemen and Zambia.

BOX 4.3. Key findings from the midterm review of Education Out Loud

The midterm review^a of Education Out Loud found the fund’s design and operationalization relevant to the needs of its grantees and the achievement of its objectives. The review also found that Education Out Loud’s design is based on lessons learned and on documented good practice. With some regional variations, gender equality, equity and inclusion are generally embedded in Education Out Loud policies and practices. In addition, the focus on civil society engagement in policy dialogue aligns with GPE’s emphasis on transformative change and inclusive dialogue as set out in its 2025 strategy and operations. However, opportunities for civil society participation are not yet systematically well defined in the model or broadly understood at the level of the GPE Secretariat.

Education Out Loud grantees are overall pleased with the efficiency of the program’s administration and its approach to learning. During the COVID-19 pandemic, the mainstreaming of adaptive management contributed to the ability of most grantees to remain on track in achieving their objectives. On balance, the program has experienced some delays during implementation. Stakeholder roles related to learning also need to be clarified collaboratively and better synergized at regional and global levels. Regarding effectiveness, support to national education coalitions is relatively on track toward intended results. Outcome reporting has room for improvement, especially in terms of the need to include more qualitative indicators. Regarding sustainability, a significant number of national coalitions remain financially dependent on GPE funding. Grantees often work in an increasingly difficult operating environment, and they identify Education Out Loud’s support in accessing government-led policy fora and engaging in collaborative, evidence-based dialogue as a key enabling factor in their work toward long-term change in the education sector.

As a result of the recommendations, the GPE Secretariat committed to work with the grant agent and regional learning partners to identify further opportunities within GPE 2025 to assess and address relevant learning needs. Moreover, the Secretariat agreed on the need to develop a gender and social inclusion policy and to review the grant mechanisms processes to improve efficiency.^b

a. C. Coventry and A. Gebremedhin, “Global Partnership for Education (GPE) Secretariat: Mid Term Review of Education Out Loud,” (Washington, DC: Global Partnership for Education, 2022), <https://www.globalpartnership.org/content/mid-term-review-education-out-loud-final-report-2022>.

b. For the full GPE response, see GPE Secretariat management response to mid-term review of Education Out Loud (June 21, 2022), <https://www.globalpartnership.org/content/gpe-secretariat-management-response-mid-term-review-education-out-loud>.

BOX 4.4. Education Out Loud in Bangladesh, Kenya and Somalia

In Bangladesh,^a the national education coalition, Campaign for Popular Education, played a role in the 8.36 percent increase of the education sector budget from fiscal year 2021 to fiscal year 2022. Together with partners, the coalition conveyed the urgency for increasing the education budget. It engaged with GPE's Knowledge and Innovation Exchange to better understand the equity dimensions of this issue and organized one national and 20 subnational consultations to provide a platform for citizens to meet duty bearers. Following these consultations, it submitted a memorandum to the ministries of finance, education and planning on behalf of civil society with budget planning recommendations to be included in the parliamentary budget session.

In Kenya,^b the National Education Coalition (Elimu Yetu Coalition) participated in the compact development process through its involvement in Kenya's local education group, Education Development Partners Coordinating Group, and through its nomination to represent civil society organizations in the process. After careful analysis of competing priorities, the country and members of the Education Development Partners Coordinating Group decided to focus on improving learning outcomes by diving into the following enabling factors: improving quality teaching and early childhood development, addressing gender disparities in schooling, improving access to education and addressing matters of equity and inclusion.

In Somalia (Somaliland), the work of the national education coalition, Somaliland Network on Education For All, contributed to an increase of the education budget and the hiring of 340 new teachers. The coalition participated in the comprehensive education sector analysis and the educational assessment survey conducted by the Ministry of Education to assess the country's low gross enrollment rates. At the local level, the coalition met with elected local council members to discuss education sector challenges and advocated for increasing the budget for district education development. The network conducted an education budget analysis that helped identify gaps in funding to rural schools. During its participation in the process for developing the new education strategy (2022–26) and in the government's budgeting process, the coalition advocated for increasing the education budget and for devoting more resources to hiring qualified teachers for rural schools. The coalition has especially advocated for the recruitment of more female teachers to increase the gender balance among teachers.

a. For more information, see Oxfam IBIS, "Progress Report 1st January–30th June 2021: Education Out Loud," (Oxfam BIS, 2021), <https://educationoutloud.org/sites/default/files/2022-07/EOL%20Progress%20Report%20January-June%202021.pdf>.

b. For more information, see R. Gaire and J. Waskhongo, "How can civil society actors help implement GPE 2025? Examples from Kenya and Nepal." Education for All (blog), May 12, 2022, <https://www.globalpartnership.org/blog/how-can-civil-society-actors-help-implement-gpe-2025-examples-kenya-and-nepal>.

4.3. STRATEGIC PARTNERSHIP

(Indicators 16i and 16ii)

As a partnership, GPE's capabilities comprise not only the GPE Fund and Secretariat resources but also the vast experience, knowledge, financial and human resources of all GPE partners. One of the key strategic shifts in GPE 2025 is to mobilize a subset of GPE's strategic capabilities to reinforce national government capacity for system transformation. In order to achieve this goal, the GPE Board approved the strategic capabilities approach, which aims to galvanize global, regional and national capabilities and resources needed to support the achievement of country reform priorities. In practical terms, Secretariat-managed partnerships complement the GPE offer in response to needs expressed by partner countries and rooted in evidence. They are intended to bring expertise, resources or solutions from GPE partners to reinforce national government capacity; and they tackle complex education system or cross-sectoral problems faced by multiple partner countries.

Progress in this novel approach will be measured through two indicators. Indicator 16i measures the number of GPE countries benefiting from newly mobilized strategic partnerships. Indicator 16ii measures the proportion of GPE-mobilized strategic capabilities that meet their objectives, accounting for an initial period of piloting and testing at the outset. The 2025 target is 35 countries for indicator 16i and 100 percent for indicator 16ii.

Although data from both indicators will officially be available in fiscal year 2023, there are already significant advances on the first implementation phase of a subset of initiatives. The Monitoring, Evaluation and Learning strategic capability, aimed at supporting partner country capacity to generate, learn from and use evidence, has begun to pilot in Dominica, The Gambia, Grenada, the Organisation of Eastern Caribbean States, Saint Lucia, Saint Vincent and the Grenadines, and Uzbekistan. The Climate Smart Education Systems strategic capability—aimed at supporting countries to mainstream climate change mitigation and adaptation into the education sector as well as to enhance education ministry capacity for cross-sectoral coordination and access to climate

adaptation financing—is preparing to pilot in Malawi and an additional partner country. The Education Data Leadership Program, which seeks to leverage business expertise to strengthen the capacity of education ministries to collect, organize, store, share and disseminate education data, is exploring piloting approaches in The Gambia and Kenya.

4.4. INNOVATIVE FINANCE

(Indicator 16iii)

The GPE 2025 innovative financing mechanisms aim to support system transformation in partner countries by collaborating with partners to mobilize new and additional external financing. GPE's innovative finance instruments aim to function as an incentive, to provide the financial resources for partners to catalyze more and better investment in education and to work alongside other sources of external funding. The various innovative financing mechanisms introduced in the GPE 2025 operating model include the GPE Multiplier, Debt2Ed, GPE Match, Frontloaded Multiplier (ACG SmartEd) and Enhanced Convening.¹⁰³

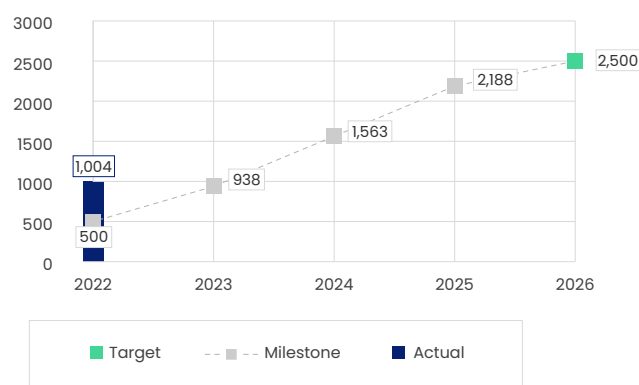
To access the GPE Multiplier, a country needs to mobilize at least \$3 in new external funding co-financing for every \$1 provided by GPE.¹⁰⁴ The GPE Match, a dollar-for-dollar mechanism developed exclusively for the business community and private foundations, incentivizes new or expanded philanthropic engagement by doubling the impact of donors' investment in education. Debt2Ed aims to support debt relief, with the stipulation that funding that would have gone to debt service is invested in education. The Frontloading Multiplier allows partner countries to combine the system transformation grant with the Multiplier allocation when the system transformation grant allocation would normally happen at a later date. The Frontloading Multiplier offers partner countries the possibility to agree on an up-front amount of grant financing in exchange for mobilizing \$4 for every \$1 provided by GPE. Enhanced Convening uses the Secretariat's convening capabilities to support partner countries with limited external financing for

¹⁰³ For a detailed discussion of these financing mechanisms, see Global Partnership for Education (GPE), "Multiplier Operating Guidelines (Draft)" (Washington, DC: GPE, September 2021), <https://assets.globalpartnership.org/s3fs-public/document/file/2022-03-gpe-multiplier-operating-guidelines-draft.pdf?VersionId=82wc23k1DalZg9rY6eRGMJeSMzIsZH>.

¹⁰⁴ GPE matches dollar for dollar co-financing from the business community and private foundations.

FIGURE 4.3.**GPE innovative financing mechanisms leveraged over \$1 billion in co-financing in 2022.**

Additional co-financing leveraged through GPE innovative financing mechanisms (US\$, millions)



Source: GPE Secretariat.

education to design and implement strategies that crowd in additional aligned resources from sovereign and nonsovereign donors for underfunded country-level policy priorities.

GPE aims to use these mechanisms to leverage an additional \$2.5 billion in financing from partners by 2025. Indicator 16iii is designed to track GPE's progress toward that target. It monitors GPE's achievement in implementing its innovative financing mechanisms and measures the amount of additional co-financing mobilized through these mechanisms. In 2022, GPE allocated \$217 million to 14 partner countries (including four affected by fragility and conflict) through the Multiplier (\$207 million) and GPE Match (\$10 million) grant mechanisms, unlocking \$1 billion (\$435 million in partner countries affected by fragility and conflict) in co-financing (figure 4.3). Kenya was the first partner country to access the new GPE Match through a \$10 million co-financing with the LEGO Foundation. That grant will support pre-service and in-service teacher professional development for primary and junior-secondary school teachers in Kenya.

An evaluation of the GPE Multiplier is currently under way to assess the financial and policy additionality of this largest innovative GPE financing mechanism. The study will be available in July 2023.

4.5. DONOR CONTRIBUTIONS TO GPE

(Indicator 18)

GPE donors pledged to provide more and better financing for the implementation of GPE 2025 through the Raise Your Hand, Fund Education campaign¹⁰⁵ held in 2021. A total of 27 donors (23 donor countries, one multi-lateral organization and three foundations) committed to contributing \$3.9 billion to the GPE Fund for the period 2021–25. More than half of the total pledge, or \$2.23 billion, comes from the top four donors: the European Commission, the United Kingdom, France and Germany. Four new donors joined the partnership (Estonia, Kuwait, Saudi Arabia and the LEGO Foundation). The LEGO Foundation pledged \$18 million and is one of the newest but the largest of the philanthropic contributors to the GPE Fund.

The results framework monitors donors' progress in fulfilling their commitment. Indicator 18i measures donors' annual disbursement as a share of their overall pledge, and Indicator 18ii captures donors' cumulative disbursement as a proportion of their pledge. In 2022, 20 donors contributed \$802 million to GPE, which represents 21 percent of the total amount pledged for the period 2021–25 (Indicator 18i). Because 2022 is the baseline year for Indicator 18, the \$802 million also represents the cumulative amount of donors' commitment fulfilled (Indicator 18ii). Donors are at different stages of fulfillment of their pledges. Whereas some donors have not yet started disbursing to GPE, others have already fulfilled their pledges (figure 4.4).

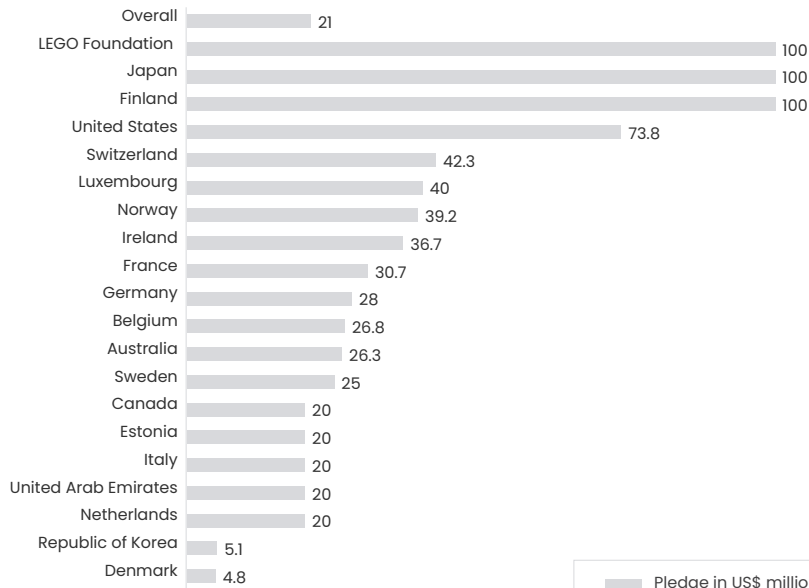
In addition to their contributions to GPE, GPE donors engage in education aid in general. The volume of official development assistance (ODA) to the education sector has increased steadily since 2017, reaching an all-time high of \$18.1 billion in 2020. The sharp increase in education ODA (including 20 percent general budget support) in 2020 occurred mainly because of a strong increase in general budget support from \$5 billion in 2019 to \$16.9 billion in 2020. Earmarked education aid stagnated at \$14.7 billion in 2019 and 2020. Total education ODA increased by \$2.4 billion between 2019 and 2020. GPE donors increased their ODA to the education sector by nearly \$1 billion despite the economic slowdown in many donor countries caused by the COVID-19 pandemic in 2020 (figure 4.5). However, GPE donors' education ODA as a share of total education ODA disbursements declined from 75 percent in 2015 to 73 percent in 2019, and to 68 percent in 2020.

105 For more information, see GPE's web page on the Raise Your Hand, Fund Education campaign, <https://www.globalpartnership.org/funding/replenishment>.

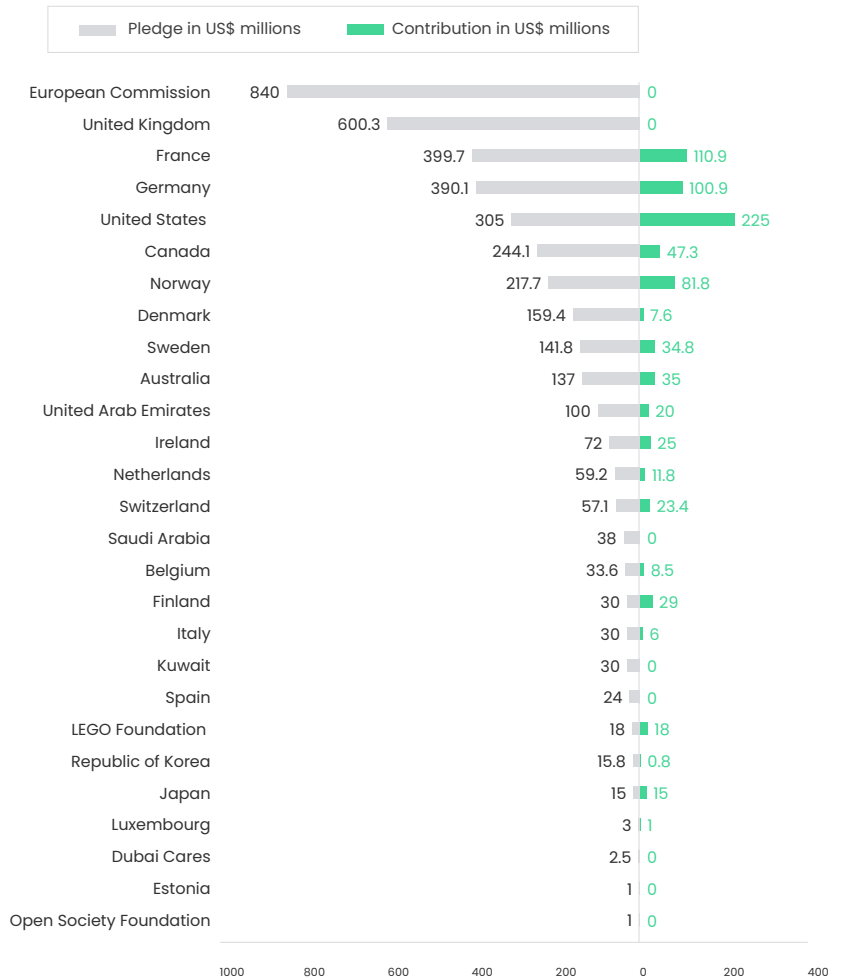
FIGURE 4.4.

GPE donors fulfilled one-fifth of their pledge in 2021.

Donors' contribution as a share of their pledge (left) and donors' pledge and contribution, in US\$ millions (right)



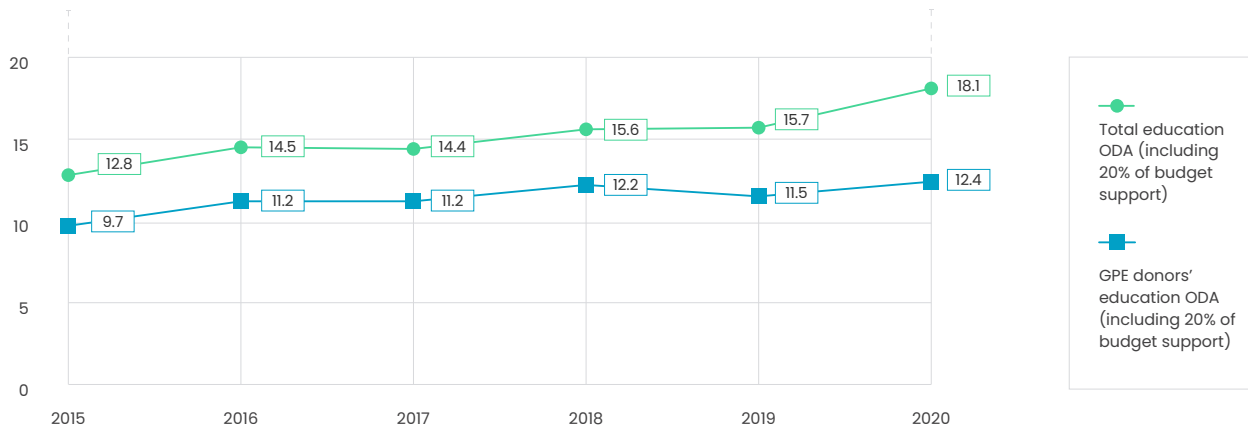
Note: The United Kingdom, Spain, Saudi Arabia, Open Society Foundation, Kuwait, European Commission and Dubai Cares are not included in the graph, as they have not contributed yet.



Source: GPE Secretariat.

FIGURE 4.5.**GPE donors increased their contribution to education ODA by nearly \$1 billion in 2020.**

Total education ODA (including 20 percent of general budget support) and education ODA by GPE donors, in US\$ billions



Source: GPE Secretariat compilation based on Organisation for Economic Co-operation and Development Credit Reporting System, <https://stats.oecd.org/index.aspx?DataSetCode=crsl>.

Note: ODA = official development assistance.

TOWARD STRONGER PARTNERSHIPS AND INVESTMENTS

GPE aims to capitalize on the experience, knowledge and financial and other assets and resources of its partners in order to transform education systems in partner countries. This chapter has discussed several of the ways that GPE mobilizes additional partners and investments, and how activities and progress are measured. This report does not present the full breadth of GPE's partnerships; additional information is available in GPE's 2021 Annual Report.¹⁰⁶

The midterm evaluation of KIX showed that the initial investment is showing significant progress. That conclusion is supported by the reporting of 46 cases of uptake of KIX-supported research and knowledge across 42 countries in two years. To address the evaluation recommendations for KIX to leverage GPE's system transformation and system capacity efforts, the GPE Secretariat has committed to working with the International Development Research Centre to improve links between local education groups and KIX hubs, explore a wider range of options for hubs to respond to countries' evidence needs for system transformation and consider differentiated modalities for grant making. In addition, the midterm review of Education Out Loud showed that the initiative, which supports stronger civic engagement in 63 countries, was designed on the basis of lessons

learned and documented good practice and is relevant to the needs of its grantees. The reporting shows that, in 30 countries, civil society organizations engaged in projects funded by the initiative have contributed to education planning, policy dialogue and monitoring in the last two years. The GPE Secretariat has committed to work with the grant agent and regional learning partners to identify further opportunities within GPE 2025 to assess and address relevant learning needs. Moreover, the new strategic capabilities approach is in pilot phase in Dominica, The Gambia, Grenada, the Organisation of Eastern Caribbean States, Saint Lucia, Saint Vincent and the Grenadines, and Uzbekistan. The lessons from those pilots will be identified as part of the broader rollout.

Recognizing the importance of sustaining education financing as countries face budget challenges, GPE continues to mobilize funds for education in several ways. The Raise Your Hand, Fund Education financing campaign has raised \$4 billion so far toward a \$5 billion target to fully replenish the GPE Fund. Donor contributions fulfilled are on track to meet the target, with \$802 million contributed thus far. In addition, the GPE 2025 innovative financing mechanisms have already leveraged \$1 billion from partners. However, the economic slowdown in many donor countries fueled by the 2022 inflation crisis and the ongoing conflict in Europe may pose a significant threat to education financing. Increased advocacy is needed to maintain GPE partners' commitment to finance education.

¹⁰⁶ See the module "Working Together to Drive Change" in Global Partnership for Education (GPE), *Annual Report 2021*, (Washington, DC: GPE, 2021), <https://www.globalpartnership.org/content/annual-report-2021>.

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