

# Global Partnership for Education Overview

UNICEF Presentation to HLCP Retreat

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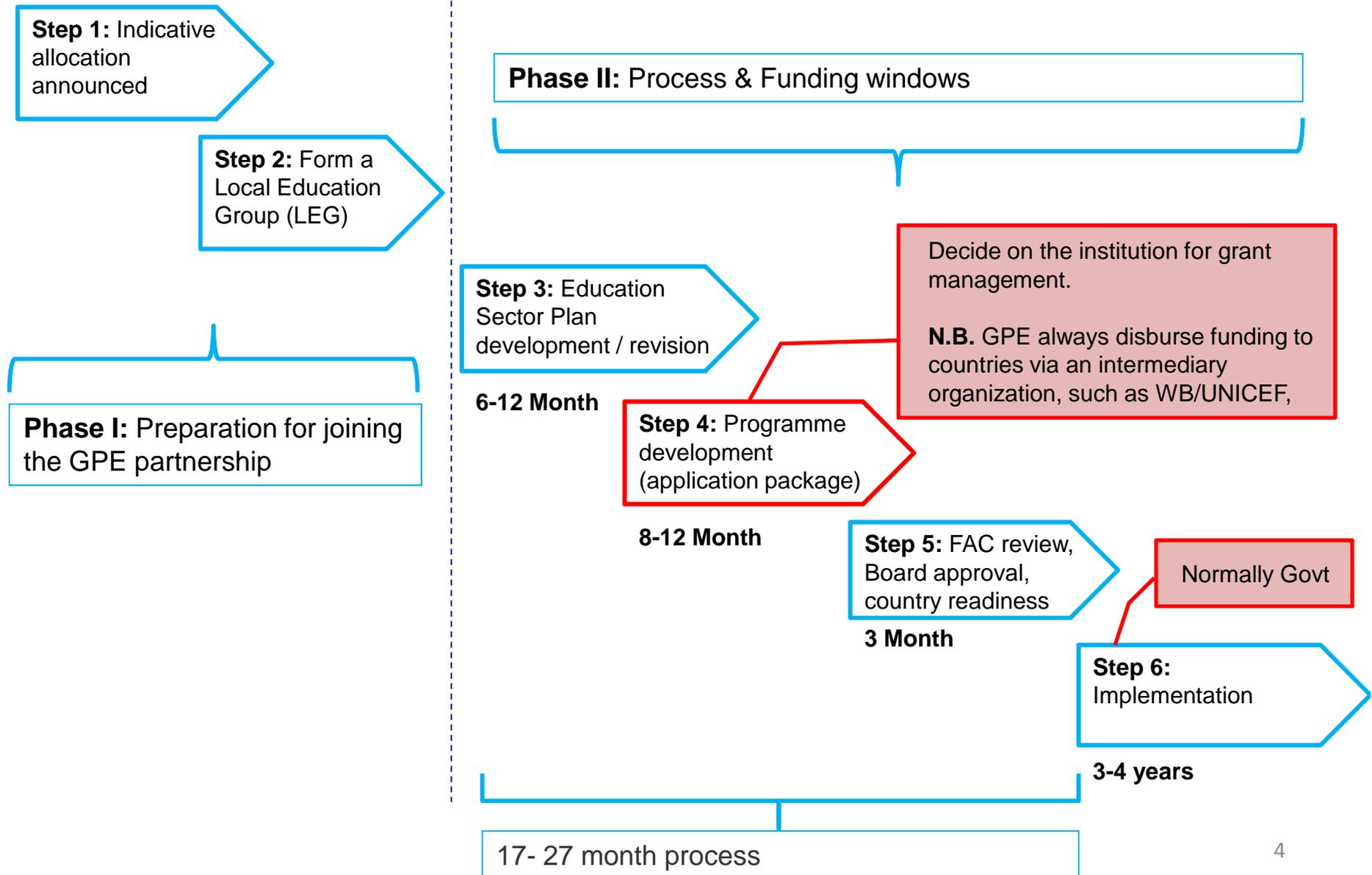
## The Partnership

- A multilateral partnership involving donors, 59 programme countries, international organizations, private sector, teachers, CSOs and NGOs.
- Without country presence, the Global Partnership for Education (GPE) relies on the Local Education Group (LEG), including the Government and partners such as UNICEF
- Helps countries develop and implement education sector plans.
- Goal is to increase school enrolment of children for quality education through ensuring: Access for all - Learning for All - Reaching every child - Building for the Future
- A partnership of stakeholders and a fund (allocated \$3.7bn through 2013).
- Emerging and evolving, driven by:
  - Replenishment,
  - Defining added value,
  - Value for money,
  - Managing risk.
- Shifting from a group of stakeholders to an entity – drawing lessons from other funds (GAVI/GFATM).

## GPE Resources

- **Opportunities for ALL countries**
  - Tools, guidelines, guidance, for education sector planning, sector review.
  
- **Education Sector Plan Development Grant (ESPDG)**
  - To develop a good ESP, or improve upon an existing plan – now includes window for ESA / data improvement
  - Maximum amount \$500,000
  - Eligibility – on World Bank’s [International Development Association](#) (IDA) list
  
- **GPE Programme:**
  - 1) **Proposal: Education Sector Program Development Grant (EPDG)**
    - To develop programs in support of the national Education Sector Plan and address the [Education for All goals](#) and GPE strategic priorities
    - Standard allocation of \$200,000 (exceptionally up to \$400,000)
    - Eligibility – GPE [developing country partner](#) / WB [IDA](#)
  
  - 2) **Implementation: Program Implementation Grant**
    - Funding for three-year programs that support the implementation of ESP
    - Indicative allocation based on Needs and Performance Framework (several criteria with cap)
    - Eligibility – IDA category i/ii (<= \$1,215 per capita income), category iii (<= \$7,185) if SIDS, or Fragile States

## Overview of Application Process



## Details - Education Plan Development Grant Guidelines

- **Grant amount** – increased from \$250,000 to \$500,000 - \$250,000 earmarked for data and system analysis
- **Eligibility** – all countries eligible to become a GPE developing country partner
- **Activities covered** – ESA, targeted studies, consultant services, capacity development, ESP revision/development
- **Timeline** – maximum of 15 months each for phase 1 (sector analysis) and phase 2 (sector plan)
- **Decision-making and responsibility** – CA submits with LEG endorsement - done through ME or SE

## UNICEF Roles

## UNICEF's Role

**Principle** – GPE is not a donor to UNICEF. Our motivation is to leverage the resources for developing countries and influence programming to achieve results for children.

- **UNICEF Roles at the Global Level:**

- Member of the GPE Board; Committees – CGPC and CC & Working Groups – Gender, Disability, Fragility
- GRA – OOSCI, Education Report Cards, GBV
- Technical support to COs as requested – Afghanistan, Yemen (proposal development); other on specific issues (Uzbekistan, South Sudan...)

- **RO Roles:**

- Technical support for strengthening COs' technical capacity for education sector plan development and review and GPE proposal preparation;
- Facilitate learning and sharing between COs;
- Regional representation at global level;
- Engage with GPE on regional initiatives (GRA).

## CO Engagement in GPE

**Strategic engagement includes: policy dialogue, implementation support, accountability for results.**

**1) Strategic: The *Coordinating Agency (CA)* - lead or coordinate development partners mechanism (e.g. LEG)**

- The CA is nominated by the local education group (LEG) and has a central role in facilitating the work of the LEG under the leadership of the government of the developing-country partner.
- The CA coordinates and facilitates partners' engagement with the GPE, thereby serving as the communication link between the LEG and the GPE Secretariat.

**2) Preparation: Support GPE fund applications (either as CA or member of the LEG):**

- Facilitate partner country access to GPE resources by engaging in or leading the application process (Country level) for ESPDG, PDG or PIG (including development / appraisal / endorsement).

**3) Implementation: Supporting GPE program/sector plan implementation, monitoring and reporting.**

## Indicative Allocations

- The following countries are eligible for applications in Round 1 of 2015 subject to the New Funding Model requirements (30% Variable).

Country	Fixed (70%)	Variable (30%)	Maximum Country Allocation
Liberia	\$8,300,000	\$3,600,000	\$11,900,000
Malawi	\$31,400,000	\$13,500,000	\$44,900,000
Mozambique	\$40,600,000	\$17,400,000	\$57,900,000
Nepal	\$41,500,000	\$17,800,000	\$59,300,000
Rwanda	\$17,700,000	\$7,500,000	\$25,200,000
<b>Total</b>	<b>\$139,400,000</b>	<b>\$59,800,000</b>	<b>\$199,200,000</b>

- The following countries have a remaining 2014 indicative allocation and can either apply in Round 2 of 2014 or in Round 1 of 2015 (not subject to the NFM unless delayed beyond Round 1 of 2015):
  - Bangladesh
  - CAR
  - Congo
  - Guinea
  - Guyana
  - **Kenya**
  - Lao, PDR
  - Nigeria
  - St. Vincent & Grenadines
  - St. Lucia

## The role of the Local Education Group (LEG)

### What is the LEG's role?

- **The Role of the Local Education Group**

- A Local Education Group (LEG) is a collaborative forum of stakeholders within the education sector who develop, implement, monitor and evaluate Education Sector Plans at the country-level.
- The LEG ensures that all parties are kept fully informed of progress and challenges in the sector.
- The LEG is also involved in:
  - Policy dialogue and harmonization of donor support in the education sector
  - Monitoring and promoting progress toward increased aid effectiveness
  - Joint Sector Reviews
  - Mobilizing financial support for education.
  - All [developing country partners](#) of the Global Partnership have a Local Education Group.

- **Who is in the Local Education Group?**

- The LEGs are led by the national government and are composed of education development partners such as donors and development agencies, teachers' organizations, civil society organizations, and private education providers. The specific composition, title, and working arrangements of a LEG vary from country to country.