

MINISTRY OF FOREIGN AFFAIRS OF DENMARK
DANIDA | INTERNATIONAL
DEVELOPMENT COOPERATION



**Strategy for Denmark's
Engagement with the Global
Partnership for Education (GPE)**

2015-2016

January 2015

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1. Objective and priorities

This Strategy for the cooperation between Denmark and the Global Partnership for Education - GPE - forms the basis for the Danish contributions to GPE, and is the central platform for Denmark’s partnership with GPE. Within the overall framework of GPE’s strategic plan 2012 – 2015, adopted by the GPE Board of Directors in July 2012 the organisation strategy outlines Danish priorities for GPE’s performance, including the specific goals and results Denmark will pursue in its cooperation with the organisation in the period 2014-2016. The current GPE-strategic plan covers 2012-2015, whereas the Danish organisation strategy covers the period 2015 – 2016, which will provide for the next Danish strategy (2017 – 2021) to take its outset in the first year of the next GPE strategic plan covering the period 2016 – 2020.

The overall Strategy for Denmark’s Development Cooperation, [*The Right to a Better Life*](#), states that Denmark will strengthen its cooperation with the multilateral organisations and channel more funds to the social sectors through the multilateral system to promote Danish development policy objectives. This is based on the analysis that the multilateral organisations have important comparative advantages, especially within setting norms and promoting

universal human rights. As a multilateral platform promoting quality education for all by mobilizing resources and working to promote dialogue and coordination among partners GPE plays a key role in securing the access and right to education for all children. This is fully in line with Danish development priorities where social progress including education is stated as *“crucial for human development and for enabling people to fight their way out of poverty and marginalisation and to exercise their rights”*. The present strategy will outline the Danish corporation with GPE when applying a human rights-based approach (HRBA) as described in the Right to a Better Life.

The following 4 areas have been identified as key Danish priorities in the corporation with GPE 2014-2016:

- 1) **Promote the right to quality education**
- 2) **Support the focus on support to quality education in fragile context**
- 3) **Strengthen efficiency and effectiveness of GPE, including institutional reform process**
- 4) **Strengthen anti-corruption efforts**

The two following sections will provide the background for the relevance of the selected areas by first describing GPE and the Danish corporation with the partnership, and afterwards analysing the strengths, challenges and risks of the work of GPE. Section 4 goes in depth with the 4 Danish priority areas and outlines the tools of follow up on these. Section 5 presents a budget for future Danish support to GPE and finally section 6 outlines a results matrix with specific outcomes and indicators.

2. The organisation

Basic facts

GPE is a multilateral partnership that coordinates global efforts to deliver good quality education to all children, prioritizing the poorest and most vulnerable. GPE provides support to National Education Sector Plans as co-financing to other partners' investments in the education sector.

GPE, the former “Fast Track Initiative-FTI”, has since 2002 evolved from a relatively small education-focused trust fund in the World Bank contributing to 7 developing partner countries to cooperation with 59 developing partners, an increased group of both bilateral and multilateral donors and involvement from key partners from both CSO, the private sector and foundations. The GPE has become the leading organisation for targeted support to the education sector and the main partner for developing partner countries' National Education Sector Plans as well as lead organisation for fundraising to education. The latest pledging conference in Brussels in June 2014 raised significant amounts from both traditional donors but also from the partner countries themselves with commitments to education in an unprecedented manner showing strong national support to the education sector and the important value of education for sustainable development.

GPE	
Established	2002
HQ	Washington DC
Country Offices	None
Human Resources	66 incl. 1 Danish employee (August 2014)
Financial resources, USD mil (ultimo 2013).	Core: 3,457.5 Earmarked: 0
Executive Director	Alice Albright
Executive Board (Board of Directors) Sessions	June/ November
Denmark member of BoD	Since 2007

Although the Strategic Plan is for the period 2012 to 2015, the Global Partnership's vision, mission, and strategic goals extend further into the future and will contribute to any international commitment to development beyond the MDGs. As a consequence the Strategic Plan is comprised of four longer-term Strategic Goals, and within the framework of these it has five Objectives to be achieved by 2015. For an outline of the Strategic Goals and the Objectives, see Annex 1.

Governance and administration

Demand for GPE-support in developing partner countries has increased significantly over recent years and GPE has, due to its rapid partner increase and development, had to reform accordingly. The organisation was evaluated in 2010 where structural governance reforms as well as administrative reforms were recommended and subsequently implemented. GPE is currently located in the WB as a Financial Intermediary Fund – FIF - and the WB is therefore the Trustee and the host of the organization.

The governance structure of GPE is constituency based. 19 voting members sit on the Board of Directors and represent a constituency consisting of a larger group of countries, agencies or organizations. GPE has, through its partnership structure, a balanced governance structure where the developing partners (currently 59 countries) play a prominent role. To keep the balance between the donor partners a discussion has recently been initiated in order to assess if there is a need to change the membership of the donor constituencies in order better to reflect and balance the financial size of the different donor partners. The Board of Directors meets twice a year in a face-to-face meeting which may be supplemented with additional meetings if needed. In February 2014 the former Australian Prime Minister, Julia Gillard, was elected Chair of the Board. For an overview of the governance structure, see Annex 2.

Box 1: Board of Directors:

Developing country partners: 6 seats

Multilateral agencies: 3 seats

Donor partners: 6 seats

Civil society and teachers: 3 seats

Private sector and foundations: 1 seat

In response to a fast growing portfolio and amplified mandate the GPE-secretariat has grown over the years and increased the administrative and operational capacity. The secretariat has currently 66 employees led by CEO, Ms Alice Albright, appointed in January 2013. The CEO has introduced efficiency reforms and a restructuring of the secretariat reflecting increased efforts in order to further support the developing partner countries by strengthening of the secretariat's "Country Support Team" as well as strengthening of the secretariat's fund raising and innovative efforts.

Operational focus

The point of departure is respect for and strong promotion of a country-led process that supports developing country partner governments to plan effectively for results, take the lead on delivery, and effectively manage their finances while being supported by predictable and timely disbursements from donor partners. GPE's strong focus on viable and comprehensive National Education Sector Plans (NESP), as the basic requirement for receiving financial support from GPE, has played a significant role in harmonising and coordinating support at country level and has paved the way for reduced transaction costs for the partner countries as well as for donors. GPE see its role as contributing to national processes and does thus not implement "stand alone" programmes nor does GPE implement or monitor GPE's financial support directly.

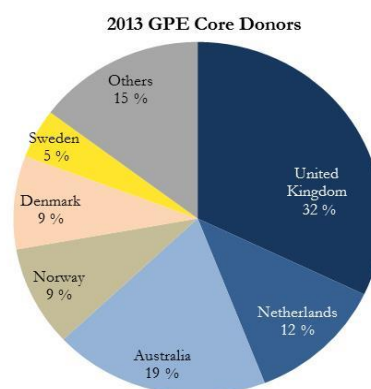
One of the key components in the planning and implementation of GPE support at country level is the cooperation with the Local Education Group (LEG). A LEG is a forum for all stakeholders in the education sector. Ideally it is led by the national government (e.g. Ministry of Education) and may be composed of donors and donor agencies, multilateral organisations, teacher's organisations, CSO's and private sector partners involved in the education sector. Normally the partner country is entrusted with the implementation of the programme and accompanied by one of the developing partners acting as a so called Supervising Entity. In fragile situations and conflicted affected states, where there might not be government entities that can carry the task of implementing a donor agency can serve as the implementing agency

or so called Managing Entity. This modality paves the way for maintaining the GPE secretariat as a lean and relatively small organisation.

Financial situation

GPE is funded by donor countries and private sector contributions, and has seen significant increase in funding over the years. Ensuring stable and predictable funding however remains a challenge including ensuring increased commitments from the private sector and private foundations, which are active in the partnership but where there is a considerable potential for scaling up financial support to education, as well as maintaining and possibly increasing allocations from partner countries domestic resources.

GPE focuses its resources on cooperation with the poorest countries, including fragile and conflict-affected states. Over the years GPE has broadened its cooperation and is presently active with providing support to around 60 countries. In order to manage the increasing pressure on GPE's resources, and to establish more clarity regarding the criteria for eligibility for GPE funding, the GPE Board of Directors approved in February 2014 the structure for a new funding model. The model maintains a clear poverty focus with a weighted index combining poverty, vulnerability of the education sector and fragility. In order to avoid a situation where very large countries might receive a substantial share of GPE's available resources, the model entails a cap on the maximum country allocation. The new funding model furthermore focuses on results based allocation of funding with a fixed and a variable tranche with the latter focused on incentivizing and rewarding the delivery of results.



2.1 Denmark's corporation with GPE

Denmark has over the years been increasing its contributions to GPE and is currently (2014) the third largest donor. The Nordic/Irish constituency is all together the largest donor to GPE. Since joining the partnership in 2007 Denmark has participated actively in developing the organisation and its policies. Denmark is a member of the Nordic/Irish constituency and currently serves from 2015 as a full board member representing the Nordic-Irish constituency. Denmark has participated in a range of working groups such as the Strategic Working Group developing the first GPE-Strategic Plan 2012-2015 and is presently member of the strategically important coordinating (Executive) committee, established in January 2014. For an outline of the Danish contributions to GPE, see Annex 3

3. Key strategic challenges and opportunities

3.1 Relevance to international development

The importance of quality education is widely recognised as a central element in obtaining human rights and as the foundation for sustainable development, the promotion of human development, economic growth, job creation, good governance as well as peace and security. Free compulsory quality education is key and central for the realisation of all development priorities and an especially determining factor in the fight against inequality and poverty.

Even though there has been some progress globally in providing access to education for more children and in achieving MDG 2 on universal primary education, it is acknowledged that it will not be possible to reach the MDG 2 target of universal primary education. Worldwide more than 57 million children are still out of school. Furthermore it is assessed that at least 250 million children attend school without learning anything due to e.g. lack of basic learning materials or lack of qualified teachers. Most interventions have been focused on getting more children to school while the content and the quality of the education have not received the same attention. Marginalised children, often girls and children living in fragile contexts and/or in countries of war and humanitarian crisis are the ones left behind without access to education. Those children are also the hardest to reach and therefore often neglected.

In a future perspective with fast growing and changing societies and rapidly developing economies combined with the largest child and youth generations in history the right to free quality education becomes even more essential. Globalisation, demographic development, climate change, knowledge based societies and changing patterns of inequality result in new demands for and high expectations to achieve education including quality and relevance. Investing in quality education must be sensitive to all these aspects and strategies for quality education must respond to local needs and at the same time enable children to become global citizens.

3.2 Synergy with Danish development priorities

Support to GPE is aligned with “The Right to a Better Life” and its human rights based approach. The mission of GPE is: “*A good quality education for all children, everywhere, so they fulfil their potential and contribute to their societies*”, and the vision is: “*To galvanize and coordinate a global effort to deliver good quality education to all girls and boys, prioritizing the poorest and most vulnerable*”. Quality education is a basic human right and fundamental for achieving the MDGs and sustainable development in general. GPE plays an important role in realizing the goal of ensuring equal access for

Denmark supports GPE because

- It works to promote quality education, including education in fragile and conflict affected states and girls’ education.
- It is able to engage broadly with many different partners.
- It is aligned with Danish development policies and its human rights based approach.

boys and girls to quality education. GPE is a strong alternative to bilateral interventions and provides for aligned and harmonised support to education in a broad range of developing countries, including fragile and conflict-affected states, where the needs for support in the sector are most urgent and the problems are the largest. GPE has thus proven to be an efficient and effective way for Denmark to support quality education.

The Right to a Better Life states that Denmark will work to “*Ensure that our development cooperation is based on the aid effectiveness principles of ownership, harmonisation, alignment, results and mutual accountability*”. Aid effectiveness is built into the GPE model and the partnership has shown strong commitment to these principles by having all GPE partners agreeing on five core principles: i) Country ownership ii) Alignment iii) Harmonization iv) Managing for results and v) Mutual Accountability). These principles are the foundation for GPE interventions and aim to ensure that GPE’s support to the education sector is effective and lead to sustainable results.

Building stability and reconstruction in fragile and conflict affected states are central Danish development priorities. Efforts through multilateral organizations and platforms are seen as key instruments to achieve this. Access to quality education is a crucial element and steppingstone for the longer term development in fragile and conflict- affected states. GPE’s strong focus on fragile and conflict affected states and the support to develop and implement education plans in these states are therefore in line with the [Danish Policy Towards Fragile States 2012-2015](#).

Danish cooperation with GPE also offers synergies with the work of UNICEF on education since UNICEF also forms part of the GPE Board of Directors. Denmark works to ensure coordination and collaboration among all partners incl. UNICEF and to create coherence on the Danish priorities within this field.

3.3 Results and performance

GPE provides support to National Education Sector Plans – NESPs - basically as co-financing to other partners’ and the country’s own investments in the sector. It can therefore be difficult to attribute specific results as a direct consequence of GPE funding. However, there is strong evidence that GPE support makes a difference and produces results. One very important result which is strongly linked to GPE’s funding requirements is the fact, that all 59 developing partner countries today have developed stronger, comprehensive and more viable NESPs. A NESP endorsed by the Local Donor Group and quality checked by the GPE which is a fundamental requirement for a country to be eligible for funding.

Specific results with direct linkage to GPE financial support include: Since 2003 GPE partners have helped to get nearly 22 million more children in school, including 10 million girls. The literacy rates for youth between 15 and 24 years old in GPE partner countries increased from 77% in 2000–03 to 81% in 2007–10. This rate has grown more rapidly in conflict-affected GPE countries, from 56 to 69%. In 2011, 72% of girls in GPE countries finished primary school compared to 55% in 2002. Since 2004, GPE funding has contributed to train about 300,000 teachers. Since 2004, GPE has contributed to build, rehabilitate and equip close to 53,000 classrooms and to purchase and distribute about 50 million textbooks. GPE has allocated more than US\$3.65 billion in financial aid to education between 2003 and 2013. In 2011, 20 GPE

partner developing countries have achieved gender parity in enrolment, or have more girls than boys in school. On average, domestic financing for education as a share of the Gross Domestic Product (GDP) in partner developing countries increased by 10 percent after joining the partnership.

GPE benefits from increased political profile and enjoys respect within the organizations dedicated to education as well as in the developing partner countries for being a strong, harmonized and aligned support to the education sector. With the new leadership and with the current GPE Strategic Plan further positive profiling has been added.

GPE is not covered by the MOPAN-process, but Dfid has included GPE in its Multilateral Aid Review – MAR (bilaterally conducted by Dfid) where the GPE has been assessed in 2011 and in 2013 with an overall score of 3 (Good Value for Money) where 4 is the highest, and with the comment: “GPE has made progress against all reform priorities. Progress includes expanding and improving quality of support to countries; increasing efficiency, transparency and predictability in financial management; and publishing consolidated reporting on results.”

GPE was also mentioned in the High-Level Panel report on the Post-2015 agenda as the example of a Multistakeholder Partnership in Practice for Delivering quality Education. The same report highlights that “GPE is single-sector (education) but shows how collaboration can bring better results. Similar models might prove useful in other areas.”

GPE is mentioned in the Danish ”Multilateral Analysis” as one of the multilateral organisations that are strategically important for Danish development policy and with the potential that justifies increased financial support. The Multilateral Analysis also recommends increased support to organisations through “Multilateral Advisors” where GPE could be of particular interest for this kind of support. Consequently Denmark has in 2014 seconded a senior employee from the MFA as Senior Policy Advisor to GPE for an initial period of 2 years.

3.4 Challenges and risks

Ensuring long-term predictable and stable funding for GPE

GPE mainly mobilizes funding through “pledging conferences”. While this can be a good strategy in terms of rallying all potential donors and creating momentum it can imply a risk in the sense that donors may pledge but not actually deliver on their pledge thus undermining the stability and predictability of funding. Broadening the donor base, including stronger participation from the private sector and increasing allocation from national resources in partner countries, also remains a challenge.

Ensuring strong implementation mechanisms at country-level

GPE has become a considerable source of funding for the education sector in several developing partner countries. However, it’s neither the intention that GPE shall replace nor crowd out bilateral or other multilateral funding to the sector. The original intention of GPE (the former FTI) being a catalytic fund is still maintained, and GPE financial support shall therefore preferably be seen as additional to other donor funding as well as national funding to the sector. Normally the GPE financial support is allocated in support to the NESP together or

as co-financing with funding to the NESP from the Supervising Entity - SE which is one of the partners from the LEG. The SE assumes the day to day monitoring and supervises the GPE funded activities in parallel with the monitoring of the SEs own resources to the sector.

The LEG ensures close coordination at country-level, and the implementation model with the partner country in the driver's seat ensures national ownership. With the gradual withdrawal of bilateral donor agencies from support to the education sector there is a potential risk that, over time, there will not be the critical mass of partners to engage in the education sector at the local level. This might affect the dialogue and also the operational model with a donor partner acting as SE as described above. This issue is of concern and as there is little expectations that the future will bring in a larger group of bilateral agencies in support to education at the country level, alternatives to the Supervising Entity's operational modality have to be considered. However, despite bilateral withdrawal from direct sector support at the local level a range of partners, especially multilateral partners maintain support to the sector at the local level and increased collaboration is an option. Currently the main partner acting as SE is the World Bank due to its presence in basically all developing partner countries.

In the longer term the operational risk of "weak" LEGs might have an impact on GPE's support modalities. Discussions on how to handle this issue will have to continue within the BoD and its committees. If monitored and managed well the impact is assessed to be relatively low.

Future administrative arrangement

The FTI (now GPE) was established as a trust fund in the World Bank and has maintained the Bank as trustee for the fund as a Financial Intermediary Fund (FIF). However the GPE has grown as organization and has developed its own strategic plan, funding model etc., and therefore seeks a higher degree of "independence" compared to a "standard" FIF arrangement. With the increasing independent profile of GPE and the need for GPE to ensure the necessary flexibility in its work concerns about the original arrangement, including the somewhat cumbersome procedures of the Bank, has been raised. To assess possible alternatives a "Hosting Review" was conducted by an independent consultant. The consultant recommended continuing the hosting arrangement with the World Bank but to negotiate more independence including full independence concerning human resources to the secretariat. The discussion about a future independent status, however, remains ongoing. A revised hosting arrangement with the World Bank is being negotiated in order to ensure more independence to the GPE leadership and the secretariat as a whole.

The continuation of the hosting arrangement with the World Bank is being contested and could potentially lead to either the secretariat seeking full independence or the World Bank not being able to continue to host the organisation, which might lead to significant transaction costs in changing the organisational setup. The immediate response to the difficulties with the hosting arrangement should be to negotiate more independence from some of the cumbersome procedures of the World Bank and more independence concerning e.g. human resources to the GPE-secretariat. If this expected increased independence proves viable it would not be advisable to move GPE out of the WB for the time being. The relationship/hosting agreement

with the WB will be monitored and evaluated by the Board. This “institutional risk” may at the current stage be defined as low.

4. Danish priority areas and results to be achieved

The Danish support to GPE contributes to the implementation of the “The Right to a Better Life” and the organisation strategy for GPE is focused on key elements of “The Right to a Better Life” including the promotion of a human rights based approach to development cooperation and ensuring a stronger focus on support to quality education in fragile and conflict-affected states. Denmark will focus on supporting GPE in remaining a strong and participatory partnership with aligned and harmonized operational modalities as well as being a strategic partner in the education dialogue, fund-raiser to quality education and advocate for and support to quality education in the post-2015 framework.

The GPE board and secretariat will soon begin the development of a new strategy for 2016-19. The new strategy is expected to reflect the post-2015 priorities on education. Overall it is expected that GPE will maintain its present operational focus. However a number of aspects will be discussed. These include a possible role for GPE in humanitarian situations, greater emphasis on vocational training and greater focus on early childhood.

Denmark is fully committed to the priorities in the GPE Strategic plan 2012-2015 and will especially support GPE in delivering on the following four Danish priority areas:

1. Promote the right to quality education

Ensuring the right to quality education is a key objective and impacts on a broad range of development objectives and goals. Ensuring equal access for both girls and boys; focus on quality education providing the basis for life-long learning will be central in the dialogue with GPE both at country level, at headquarters level and in the GPE Board of Directors. Where relevant and possible, e.g. through dialogue with GPE partner governments, GPE can work for inclusion of technical and vocational training in national education sector plans. Where technical and vocational training is included in national education sector plans, Denmark can work for them to be prioritized for support by GPE. Furthermore the broad participatory partnership with involvement of all stakeholders including Civil Society and the strong country ownership will remain important elements together with a strengthened focus on gender equality in partner countries and in the GPE-supported activities including stronger focus on vulnerable and excluded groups. The rights based approach is central to Danish development cooperation. Denmark encourages GPE to actively promote the human rights aspects in its work, in order to support and build on the normative framework of the right to education.

2. Support the focus on support to quality education in fragile context

Denmark will remain an active and vocal voice in ensuring the best and most efficient interventions in fragile and conflict-affected states. Part of this include promoting a strong dialogue between the GPE-secretariat and local authorities, LEG and education cluster with the aim to secure that all relevant partners are included in the dialogue at country level and that the

particular situation in a given country is thoroughly assessed in order to select the optimal organisation of the work in the education sector.

3. Strengthen efficiency and effectiveness of GPE, including institutional reform process

Denmark will support the ongoing reform process both within the organization as well as within the overall governance of the partnership. The constituency structure of GPE is due for revision due to the increased number of especially developing partner countries. The equal participation of all partners is central to the legitimacy and effectiveness of the partnership, and the voice and representation of all members should be taken into account in this coming review of the governance structure. It is important that each constituency also prospectively is able to represent its members and to act on their behalf at the Board of Directors.

Furthermore Denmark will support the GPE secretariat to keep focused and to work according to the stipulations in the GPE-strategy implementation plan including a stronger focus on working aligned and harmonised. The implementation of the new funding model as well as GPE's increased efforts in fragile states will be focus areas for Danish support. Regarding the new funding model it is a key priority that it maintains a strong focus on the quality of the NESPs to make sure there is a strong framework for implementation of the funds.

4. Strengthen anti-corruption efforts

Denmark will work for continued efforts by the GPE-secretariat and all other partners (supervising entities and managing entities etc.) to maintain a strong focus on the monitoring and correct use of GPE-funds. Due to the nature of the partnership the efforts against any forms of corruption will only be successful if all partners participate actively, and Denmark will work to ensure the continued commitment from all partners. Denmark will also engage with the secretariat to secure even stronger and more transparent anti-corruption policy and guidelines.

4.1 Follow-up on Danish priorities

Through the membership of BoD and ongoing dialogue with GPE, Denmark will follow the progress on both the Danish priority areas and the priorities outlined in the GPE Strategic Plan closely.

To support the frameworks of GPE and not create administrative burdens Denmark will, use the monitoring and reporting framework of GPE, including the financial reports. In order to facilitate the dialogue on the Danish priority areas a number of outcomes and indicators mainly based on GPE's indicator framework have been selected for the Danish monitoring framework. See section 6.

Denmark will follow-up by

- Monitoring and reporting on Danish priority areas
- Actively participating in the Board
- Undertaking a midterm review of the Danish Organisation Strategy

In coordination with other partners and the GPE Secretariat Denmark will undertake a midterm review to assess progress in pursuing the goals and key priorities defined in this organization strategy as well as challenges, development in risk factors and possible needs for assessment.

4.2 Monitoring and evaluation

In consultations with all partners, an Implementation Plan for the Strategic Plan 2012-2015 has been developed. The Implementation Plan outlines the core outcomes and actions required to make progress against the five Objectives and it aims to create collaboration among partners on the realization of the Strategic Plan. It is expected that all partners will support the Implementation Plan as a whole and choose to “opt in” to key areas of interest. The active participation of all partners is key and will also be an indicator of the success and value-added of the Global Partnership.

The plan includes an indicator framework (based on national indicators in partner countries) in order to closely monitor results, impact and overall development of the strategy. For that purpose an annual results report is developed by the GPE-secretariat and presented to the BoD and more broadly.

GPE’s Monitoring and Evaluation Strategy is based on transparency and accountability and helps to:

- Evaluate the education objectives of the developing country partners (stipulated in NESPs) Assess the impact of the education programs and activities supported by GPE. Furthermore the GPE Secretariat is undertaking the following activities to evaluate and monitor the progress in the field of education:
- Results for Learning Report. This annual report presents education results achieved in partner countries, identifies emerging issues, and highlights the overall impact and value added of the Global Partnership.
- Data. Education data from developing country partners is presented and is available online. Data is visualized in charts and the full datasets are available for download. The datasets are based on 57 education indicators including learning outcomes, domestic financing, external financial support, composition of local education groups and Joint Sector Reviews, and aid effectiveness.
- Independent Evaluation of GPE. An external evaluation of GPE is underway. The final report is expected in 2015.

5. Budget

The budget for future Danish support both within the current strategy and beyond will consist in an increase in 2015 to a total of DKK 400 million annually. The table below shows what has been budgeted for in FFL 2015-18. These amounts are subject to the annual approval of the Finance Bill.

2014	2015	2016	2017	2018
350	400	400	400	400

All figures for 2015 – 2018 are preliminary and subject to parliamentary approval

6. Summary results matrix

The matrix below outlines the Danish priority results and a related set of outcomes and indicators. Where possible the outcomes and indicators are based on those from the Implementation Plan. Otherwise they are based on the overall goals in the strategic plan 2012-2015, policies of GPE and Danish development priorities

In cases where the Danish priority results will not be part of the general reporting and communication from GPE Denmark will request the assistance of the Secretariat in order to verify progress made. This will however, be limited to assistance concerning very specific information.

Danish Priority Result 1: Promoting the right to quality education		
Outcome	Indicator	Remarks
GPE strengthens its orientation towards education as a human right.	How outspoken the rights aspect is in the communication and publications from GPE.	Denmark actively seeks to promote a rights based approach and wishes to see GPE develop in this direction.
GPE strengthens its efforts to secure the right to quality education for all children, including the most marginalized.	Countries, bilateral programs and NESPs show evidence to improve access and learning outcomes of the most marginalized, in particular children with disabilities.	Reaching the most marginalized is central to the rights based approach.

Danish Priority Result 2: Support the focus on support to quality education in fragile context		
Outcome	indicator	Remarks
More effective GPE support of fragile and conflict-affected states (FCAS)	<p>Report on the effectiveness of the Operational Framework by first quarter 2015</p> <p>Greater and more consistent engagement from the Secretariat for FCAS - Impact of GPE in fragile states assessed in GPE impact evaluation</p>	The indicators and outcomes are based on the framework in the Implementation Plan.
Greater alignment of funding and policy dialogue in support of education planning and implementation in FCAS	<p>Operationalize, review and assess the provision of up to 20 percent of indicative allocation amounts to fragile and conflict-affected states on an urgent basis, with benchmarks developed to monitor implementation - Evaluation report prepared by first quarter 2015</p> <p>Undertake research designed to identify how Education Cluster and associated humanitarian actors can work more effectively with development actors- Dissemination of the findings by first quarter 2015</p>	

Danish Priority Result 3: Efficiency and Effectiveness of GPE, including institutional reform process		
Outcome	Indicator	Remarks
GPE partners engaged in the delivery and monitoring of the implementation plan and reporting on its effectiveness	Reporting from Secretariat to the board through Pledge Monitoring Report and/or the Results Report. Assessment of the effectiveness and implementation of the Strategic plan - report delivered by second quarter 2015	The outcomes and indicators for this result area are based on the framework in the Implementation Plan and on outcomes specific related to the Danish priority areal.
Implementation of the new funding mechanism	High quality NESP Poverty focus in resource allocation	
Strengthened capacity of LEG composition and functioning in developing country partners	Improved and realistic guidelines on the composition and functions of LEGs - Guidelines shared through normal GPE communications processes and posted to the website by third quarter 2014 Increased participation of local CSOs	

Danish Priority Result 4: Anti-corruption		
Outcome	Indicator	Remarks
Zero new cases brought to the attention of GPE	Written and oral report by CEO at BoD's face-to-face meetings. Direct confidential information to board members and donors.	The outcome and indicator is based on Policy and Communications Protocol on Misuse of GPE Trust Funds, which at all times should guide the efforts to fight and handle corruption.
Continued improvements with regard to risk management.		

Annex 1: Strategic plan

ANNEX 2. GPE STRATEGIC PLAN INDICATORS

STRATEGIC GOALS:

1. CREATING ACCESS FOR ALL

ALL CHILDREN HAVE ACCESS TO A SAFE, ADEQUATELY EQUIPPED SPACE TO RECEIVE AN EDUCATION WITH A SKILLED TEACHER.

- Gross Enrollment Ratio (GER) or equivalent in early childhood development
- Primary completion ratio (PCR)
- Ratio of transition to lower secondary
- Number or proportion of children of primary school age who are out of school
- Pupil-teacher ratio (PTR) in primary school
- Safety and condition of schools

2. LEARNING FOR ALL

ALL CHILDREN MASTER BASIC LITERACY AND NUMERACY SKILLS IN THE EARLY GRADES.

- The proportion of students in the early grades who demonstrate against credible national systems that they can read and understand the meaning of grade-level text according to national curriculum
- The proportion of students in the early grades who have numerical conceptual understanding and procedural fluency with basic operations

3. REACHING EVERY CHILD

RESOURCES ARE FOCUSED ON THE MOST MARGINALIZED CHILDREN AND ON THOSE IN FRAGILE AND CONFLICT-AFFECTED STATES.

- “Access for all” indicators broken down by
 - Income or wealth quintile
 - Gender
 - Disability factors
 - Subnational levels of governance
 - Fragile and conflict-affected regions/countries
- Inequality of pupil-teacher ratio (PTR) in primary school

4. BUILDING FOR THE FUTURE

NATIONAL SYSTEMS HAVE THE CAPACITY AND INTEGRITY TO DELIVER, SUPPORT, AND ASSESS QUALITY EDUCATION FOR ALL.

- Quality assurance or benchmarking systems that are in place, are linked to information systems, and are being actively used at regular intervals
- Educational sector that is supported according to aid effectiveness principles by GPE partners
- Credible national student and teacher assessment systems for multiple learning outcomes in use

OBJECTIVES OF THE PARTNERSHIP, 2012–2015:

1. FRAGILE AND CONFLICT-AFFECTED STATES ARE ABLE TO DEVELOP AND IMPLEMENT THEIR EDUCATION PLANS.

- Improvement in donor coordination and operation in GPE fragile states
- Number of fragile states with GPE-endorsed education plans
- Core access and learning indicators disaggregated at the Global Partnership level by fragile vs. nonfragile states

2. ALL GIRLS IN GPE-ENDORSED COUNTRIES SUCCESSFULLY COMPLETE PRIMARY SCHOOL AND GO TO SECONDARY SCHOOL IN A SAFE, SUPPORTIVE LEARNING ENVIRONMENT.

- Gender parity in transition to secondary education
- Percentage of staff members who are in management positions in the education sector and who are women
- Parity in reading and numeracy results by grade 3

3. A DRAMATIC INCREASE OCCURS IN THE NUMBER OF CHILDREN WHO ARE LEARNING AND DEMONSTRATING MASTERY OF BASIC LITERACY AND NUMERACY SKILLS BY GRADE 3.

- The proportion of students who, by grade 3, demonstrate that they can read and understand the meaning of grade-level text
- The proportion of students who, by grade 3 of primary schooling, have numerical conceptual understanding and procedural fluency with basic operations
- Percentage of children receiving early childhood education with meaningful (cognitive and noncognitive) content

4. TEACHER EFFECTIVENESS IS IMPROVED BY TRAINING, RECRUITING, AND RETAINING TEACHERS AND BY SUPPORTING THEM TO PROVIDE A GOOD QUALITY EDUCATION.

- Proportion of education plans that adequately address the issues of teacher availability, quality, and conditions of employment
- Proportion of countries with agreed and applied teacher practice and professional standards

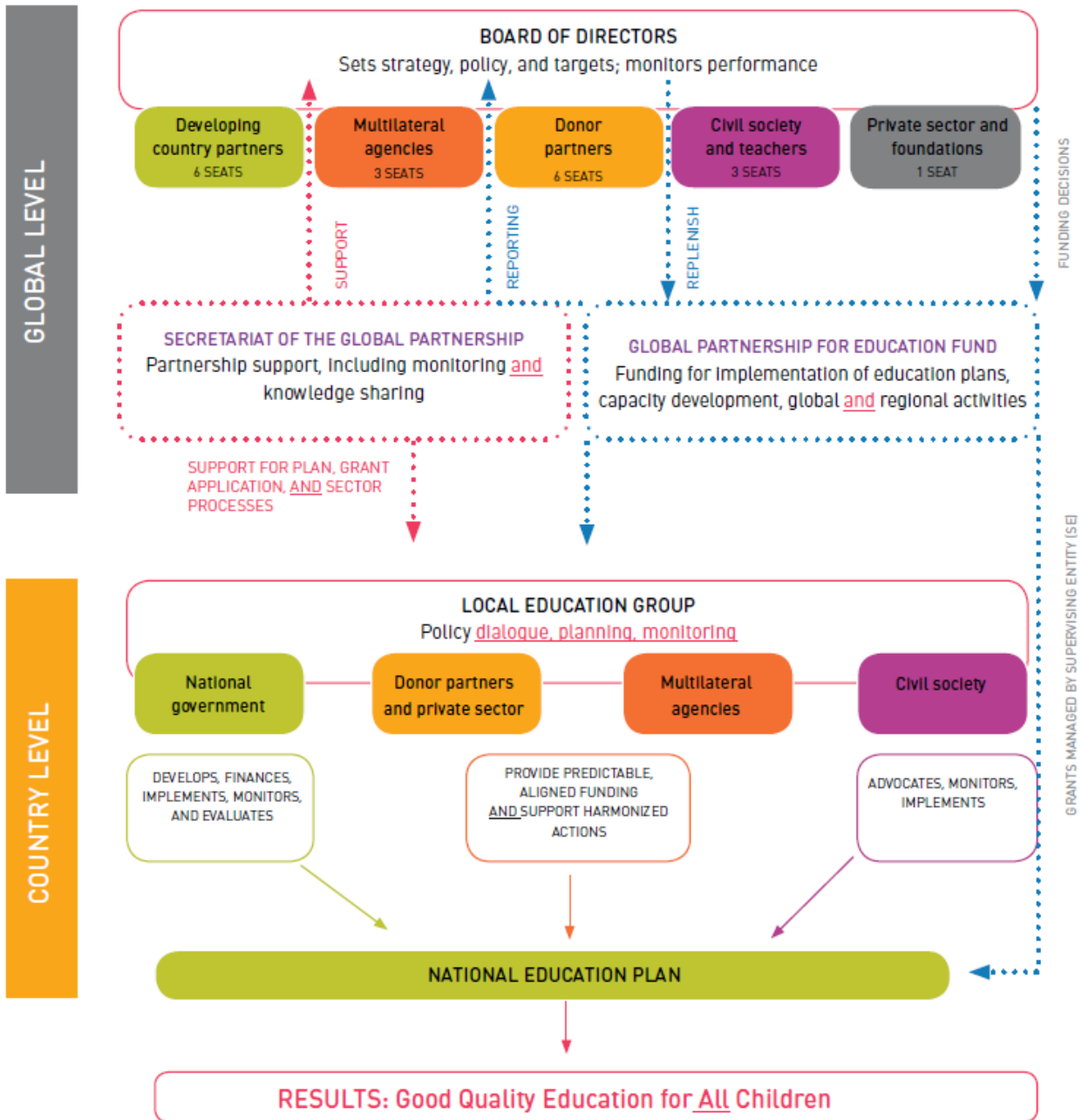
5. THE VOLUME, EFFECTIVENESS, EFFICIENCY, AND EQUITABLE ALLOCATION OF EXTERNAL AND DOMESTIC FUNDING AND SUPPORT TO EDUCATION EXPANDS IN GPE-ENDORSED COUNTRIES.

- Percentage of total government budget that goes to education and to basic education
- Percentage of total resources spent, and effectively used, at school level, including those procured centrally

- Indicators of unit cost, waste, and efficiency in resource allocation, including time on task
- Levels of mobilization of adequate and sustainable external financing for education
- Progress of developing country partners against their own targets

Annex 2: Governance structure

ANNEX 1. GOVERNANCE STRUCTURE OF THE GLOBAL PARTNERSHIP FOR EDUCATION



Annex 3: Previous Danish contributions

Denmark has provided funding to GPE since 2007 with a steep increase over the years.

2007	2008	2009	2010	2012	2013	2014	Total
25	85	135	135	270	320*	350	1320

Million DKK.

* In comparison can be mentioned that Danish development funding disbursed specifically for education in collaboration with UNICEF and UNESCO in 2013 was approximately DKK 68 million and DKK 20 million respectively to the two organisations. (Part of the DKK 175 million in core funding to UNICEF is also allocated to education but the exact amount for education cannot be traced)