



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

GPE Results Framework - Data Collection on Domestic Financing

2. Country or countries where the practice is implemented *

Developing countries

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Global Partnership for Education

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

expenditure on education; total public expenditure; domestic financing

6. What makes it a best practice? *

Research and data collection on domestic financing for education to enhance learning outcomes.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

In December 2015, the Board of Directors of the Global Partnership for Education adopted a new five year strategic plan - GPE 2020 - and endorsed an accompanying results framework based on an agreed theory of change. The results framework is the primary tool for measuring progress towards the goals and objectives of GPE 2020, improving program implementation and holding all members of the Partnership accountable. It is also the vehicle for testing the effectiveness of GPE's operating model and the validity of its theory of change. The framework includes 37 indicators that are hard-wired to the goals and objectives of GPE 2020. This document focuses on indicator 10; data collection on domestic financing.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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Indicator 10 of the GPE Results Framework looks at the proportion of development country partners (DCPs) that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above

The total number of DCPs that during the corresponding fiscal year either increased their public expenditure on education, as compared with a base year value, or have maintained public expenditure on education at 20% or above, expressed as a percentage of total number of DCPs. The purpose is to monitor progress towards increased domestic financing for education, a prerequisite for funding credible education plans and policies. The unit of measurement is in percentage.

The calculation method is done as follows: At country-level, total public education expenditure is calculated as sum of:

- (i) expenditure on education by all ministries,
- (ii) expenditure on education by local government,
- (iii) employer's contribution to non salary social benefits (if not charged directly to the education ministry's budget).

Secondly, the share of education spending in total government spending is calculated by dividing total public education expenditure over total public expenditure (excluding debt service), and multiplied by 100. The share is calculated for the most recent year (the current year) and for a reference year in the past (the base year). Based on the education shares for the current year and the base year, the aggregate value for the group of DCPs is calculated by dividing the number of DCPs that either increased their public expenditure on education or maintained sector spending at 20% or above over the total number of DCPs, and multiplying by 100. N.B. For the aggregate indicator, the current year is the last calendar year. For a DCP, the current year is the country's fiscal year that ends in the current year considered for the aggregate indicator.

The data required for doing calculations is data on expenditure on education and total public expenditure (excluding debt service) and data sources are Ministries of Finances, Budget Departments or National Treasuries of the country at stake.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

The outcomes produced in using this indicator reflect countries' financial commitment to education. The higher the percentage, the greater the progress towards meeting domestic financing objectives in all DCPs. The indicator should be interpreted in parallel to other country indicators and mitigating circumstances in order to assess a country's commitment to education. These parameters include:

- (i) demographic context;
- (ii) security context that may require high military expenses;
- (iii) conditions of schooling;
- (iv) effectiveness and efficiency in education expenditure.

In assessing quality standards, for a majority of countries, actual expenditures may not be available in time for calculation. In these cases, estimates are made using provisional budget data corrected by an estimated execution rate equivalent to that of the previous year. Execution rates are calculated for (i) total expenditure, and (ii) education expenditure for each ministry, national body that would provision education spending. Both total and education expenditure are disaggregated by capital and recurrent expenditure to make the estimate as reliable as possible.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The budget perimeter (i.e. institutional coverage, of which entities and their related education expenses are considered “public”) varies widely by country, in line with variation across those institutions mandated to provide public educational services. In addition, education can also be funded at the infra level, or via decentralised agencies whose budgets (centrally-transferred and locally generated) could be hard to consolidate. In certain contexts, relevant expenditures in budget documents are not systematically identified as being directed towards education; as a result there is a risk that education expenditure could be underestimated. One learning here is that expenditures should include the social contributions attached to salaries. When employers’ contributions are not charged to the budget of individual line ministries but instead draw on a common pool across the whole civil service (often the case for pension schemes), an equivalent to employers’ contribution has to be calculated. This is a significant issue in light of the high proportion of education expenditure directed towards salaries.

The percentage of public expenditure directed towards education calculated at DCP level for the purpose of this GPE indicator is not directly comparable with similar indicators calculated at country level or by international bodies such as UNESCO/UIS. Key items to consider specific here include the exclusion of debt service in total expenditure, the use of actual vs budgeted expenditure, and the education expenditure perimeter. In addition, education expenditure is considered independent of the source of funding (domestic or external) as long as they are recorded in official budgets. Capital or investment budgets in developing countries are typically subject to fluctuations in response to changes in external support to Government budgets. This could lead to considerable volatility of the DCP indicator when the investment budget is heavily supported by external funding.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

In moving forward, the Performance, Impact and Learning Committee (PILC) discussed the GPE 2025 Results Framework. The Committee broadly supported the framework, its two-tier structure, and the principles of simplicity and use in decision-making. The following key points are highlighted:

- A call for data on the contribution of GPE grants to goal-level results to be collected, analyzed, and reported.
- Suggestions to include indicators in areas such as digital learning, youth participation, women in the teacher workforce, resilient education systems, and parenting, while noting that periodically updated international data on these indicators is not readily available.
- Emphasis on the need for alignment between the GPE operating model and results framework, to ensure that the operating model supports country data capacity to improve the availability and timeliness of data on key indicators such as learning outcomes

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

FINANCING MATTERS A TOOLKIT ON DOMESTIC FINANCING FOR EDUCATION.

https://docs.campaignforeducation.org/resources/GCE%20Financing_Matters_EN_WEB.pdf

Monitoring domestic financing pledges for education.

<https://www.globalpartnership.org/blog/monitoring-domestic-financing-pledges-education>