



**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 Multiplier

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. \*

educational finance; financial support; developing countries; resource allocation; grants; incentives; education partnerships

#### 6. What makes it a best practice? \*

Financial allocation to increase proper investment in education through grants, eternal funding, and concessional lending.

## 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? \*

The GPE Multiplier is an innovative finance instrument that provides an incentive and the financial resources to catalyze better investment in education. The GPE Multiplier works alongside other sources of external funding. It can be invested as a grant or used to lower the interest rate on concessional lending, for example from multilateral development banks or bilateral donors. It can also work alongside other, non-traditional sources of development finance, including private capital.

The Multiplier provides an incentive and the resources to “unlock and unblock” new cofinancing for education programs. To access the grant, countries work with a range of cofinancing partners to mobilize new funding for education programs. The key criterion is that the cofinancing is “new and additional”, it is unlikely to have been mobilized for education or mobilized as quickly if the Multiplier were not available.

## 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?

\*

Countries secure allocations through a light-touch expression of interest (EOI) confirming the type and level of co-financing. Based on a review of the EOI, a country may be awarded an allocation to use in a subsequent grant application.

Securing an allocation from the GPE Multiplier depends on meeting several criteria, including sourcing new and additional external support. Each US\$1 from the Multiplier, up to a country's allocation ceiling, is expected to unlock new, external funding at a minimum ratio that depends on co-financing partner(s) involved. This funding should align to the needs of the education sector and the activities under implementation or planned to be implemented by national authorities and international partners.

To make it easier to secure an allocation and to crowd in new and different sources of funding, two new initiatives are launched for the period 2021-2025:

- Lower matching fund requirement: Private sector partners and foundations can help unlock a Multiplier grant with a ratio of 1:1, i.e. \$1 in additional contribution for each \$1 from GPE. Other donors – including bilateral and multilateral donors – still need to meet the ratio of \$3 in additional resources per \$1 from the Multiplier.
- Updated requirements: The sector-level requirements to access Multiplier financing have been expanded from three to four areas that are assessed in a more nuanced, context-specific manner:
  - equity, efficiency, and volume of domestic finance
  - sector planning, policy, and monitoring
  - data and evidence
  - sector coordination.

The GPE Secretariat works closely with partner countries to assess their state of play and ambition in these areas. A country can decide when it accesses a Multiplier allocation whether it will also assess bottlenecks to system transformation and priority actions to address them with partner and GPE Fund support or base its program choice and design on another national-level planning document, such as an active education sector plan.

## 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? \*

Nepal has received USD 15 million from the Multiplier Fund. An additional USD 64.5 million was mobilized as co-financing from the Asian Development Bank for comprehensive school safety and USD 3.5 million from the U.S. Agency for International Development for inclusive education. Furthermore, the Asian Development Bank has increased its co-financing to Nepal to USD164 million. The Multiplier Fund grant of USD 3.5 million in Papua New Guinea was used with the mobilized additional USD 10.6 millions of co-financing from Japan. These funds aim to improve early grade learning outcomes in math and science, particularly in low performing provinces. In Uzbekistan, the Multiplier Fund grant of USD 10 million was matched by almost USD 60 million of additional co-financing from the World Bank and the Global Partnership for Results-Based Aid. These funds will be used for reforms to expand early childhood services in the country.

Since 2018, GPE has allocated US\$350 million in Multiplier grants to 35 countries unlocking more than US\$1.6 billion in additional cofinancing from partners ranging from foundations to multilateral development banks.

Crowding in critical support for refugees in Ethiopia

In 2021, the partnership approved a \$20 million Multiplier grant to Ethiopia, which mobilized \$55 million in cofinancing from the World Bank and \$5 million from Denmark. The funding contributes to a single \$80 million program that will work alongside other key partners to integrate refugees into Ethiopia's education system and support refugee schools in Afar, Benishangul-Gumuz, Gambela, Somali and Tigray regions. The program complements Ethiopia's General Education Quality Improvement Program for Equity (GEQIP-E).

Bringing new partners—and new funding—to the table in Tajikistan

Tajikistan received a \$10 million Multiplier grant from GPE in 2020, leveraging \$30 million in additional funding from the Islamic Development Bank. In addition to the external funding that unlocked the Multiplier allocation, the national government directly supported the cofinanced program with an additional \$6 million grant from the national budget and UNICEF provided in-kind support of \$750,000, creating an overall funding envelope of \$46.75 million.

## 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 following learned lessons could be extracted from implementing the GPE Multiplier:

- Progress in education hinges on the capacity of developing country governments to develop better policy solutions, improve their use of data and analysis, and to draw on other countries' experience. By dedicating funds to knowledge and innovation exchange, GPE should harvest and share experience from across the partnership to scale up and fund innovative approaches, especially in equity and learning.
- Early investments can concentrate on strengthening learning assessment systems, integrating more effective early childhood care and education into education sector plans and policies, and ensuring gender-responsive sector planning.
- Funding allocations should be driven by needs identified by developing country partners and primarily support global and cross-national activities.
- Securing long-term and sustainable learning outcomes for children requires building the commitment of political leaders to prioritizing and investing more resources in education. A more actively engaged civil society, including think tanks, research organizations and nongovernmental organizations, is vital to build the political will needed to adopt good policies, sound practices and inclusive approaches.

## 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)? \*

Eighty-nine low- and lower middle-income countries are eligible for GPE support. Between them they are home to 78 percent of the world's children who are missing out on school. GPE prioritizes support to the poorest countries, particularly those affected by fragility and conflict, and those with the lowest school completion rates.

Investing in education through GPE means new resources are delivered to the countries that need support the most. It also addresses the heart of the education crisis by strengthening education systems to achieve equitable and quality 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. \*

from <https://www.globalpartnership.org/funding/gpe-multiplier>  
Guidelines to access the GPE Multiplier: Application guidelines. Global Partnership for Education. (2019). GPE Multiplier Factsheet. Retrieved February 26, 2020 from <https://www.globalpartnership.org/sites/default/files/2019-04-gpe-factsheet-multiplier.pdf>